



## Teaching Guide

Identifying Data					2024/25
Subject (*)	Political Geography		Code	710G05004	
Study programme	Grao en Relacións Internacionais				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	First	Basic training	6	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Humanidades				
Coordinador	Armas Dieguez, Pedro Ramon	E-mail	pedro.armas@udc.es		
Lecturers	Armas Dieguez, Pedro Ramon	E-mail	pedro.armas@udc.es		
Web	<a href="http://https://humanidades.udc.es">http://https://humanidades.udc.es</a>				
General description	The aim of this subject is the applicability of the theoretical concepts in the analysis of geopolitical conflicts. This subject also wants to have a working familiarity with the most current affairs in political geography and, finally, a basic understanding of tools and resources used in their research.				

## Study programme competences / results

Code	Study programme competences / results
A1	CE1 - To analyze information related to international sources and events in complex geopolitical, economic and legal contexts, in person or online.
A2	CE2 - To understand the structure, powers and functioning of international institutions and organizations, as well as their relationships with other state and non-state actors.
A3	CE3 - To know the concepts, theories and techniques applied to the analysis of the actors and international relations, both in the universal and in the regional field, with a perspective both historical and contemporary.
A5	CE5 - To understand and analyze globalization processes, relocation dynamics and alternative strategies.
A7	CE7 - To analyze the global reality in its different dimensions, in particular the geographical, political, social, economic and legal.
A8	CE8 - To be able to apply scientific methodology to social, political, economic and legal challenges with an international element.
A10	CE10 - To acquire knowledge of the techniques, working methods and analysis of the humanities, social and legal sciences.
A11	CE11 - To analyze the political, social and economic reality in the framework of international development cooperation.
B1	CB1 - To demonstrate that students demonstrate knowledge and understanding in an area of ??study that is part of the foundation of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects involving knowledge from avant-garde of his field of study.
B3	CB3 - That students have the ability to gather and interpret relevant data (usually within their area of ??study) to make judgments that include reflection on relevant topics of a social, scientific, or ethical nature.
B4	CB4 - That students can share information, ideas, problems and solutions with both specialized and non-specialized audiences.
B5	CB5 - That students develop those learning skills necessary to undertake further studies with a high degree of autonomy.
B6	CG1 - To appreciate diversity and multiculturalism.
B7	CG2 - To acquire the ability to work in an international context.
B8	CG3 - To identify essential aspects of cultures and customs of other countries.
B9	CG4 - To be trained in problem solving.
B10	CG5 - To acquire basic general knowledge.
B11	CG6 - To acquire the ability to organize and plan.
B12	CG7 - To acquire the ability to make decisions.
B13	CG8 - To be trained in project design and management.
B14	CG9 - To acquire the ability to adapt to new situations.
C1	CT1 - To dominate the expression, both orally and in writing, in the official languages ??of the Autonomous Community.
C2	CT2 - To defend oneself in a foreign language and express oneself correctly orally and in writing.



C3	CT3 - To use the basic tools of information and communication technologies (ICT) necessary for the exercise of their profession and for lifelong learning.
C4	CT4 - To develop for the exercise of a citizenship respectful with the democratic culture, the human rights and the perspective of gender, in the distinct fields of knowledge and in the professional practice, with the aim to achieve a more just and egalitarian society.
C7	CT7 - To develop the ability to work in interdisciplinary or transdisciplinary teams, to offer proposals that contribute to sustainable environmental, economic, political and social development.
C8	CT8 - To assess the importance of research, innovation and technological development in the socio-economic and cultural advancement of society.
C9	CT9 - To have the ability to manage time and resources: develop plans, prioritize activities, identify criticism, set deadlines and meet them.

Learning outcomes			
Learning outcomes	Study programme competences / results		
<p>To strengthen the analytical capacity of the territory to understand the connections between politics and economy in a globalized world.</p> <p>To encourage critical capacity to diagnose geopolitical problems and to provide alternative solutions.</p> <p>To promote involvement in the geopolitical problems of other latitudes, democratic commitment, solidarity and cooperation.</p>	A1	B1	C1
	A2	B3	C2
	A3	B4	C3
	A5	B5	C4
	A7	B6	C7
	A8	B7	C8
	A10	B8	C9
	A11	B9	
		B10	
		B11	
		B12	
		B13	
		B14	

Contents	
Topic	Sub-topic
1. Evolution of geopolitical thought	1.1. Foundations of Political Geography 1.2. From living space to global revolution
2. The Nation-State and other international actors	2.1. Nation, nationalism and geopolitics
3. Contemporary transformations in the world political map	3.1. 19th century political map 3.2. 20th century political map
4. Power and economy in the world geopolitical system	4.1. Geopolitics and the great powers: USA/Russia
5. Strategies of dependency and domination in the globalization process	5.1. China geopolitics 5.2. Latin America geopolitics
6. The geography of violence	6.1. Conflict analysis in Africa 6.2. Conflict analysis in the Middle East
7. Boundary and territorial disputes	7.1. Inherited conflicts 7.2. Current conflicts

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A2 A1 A3 A5 A7 A8 A10 A11 B6 B7 B9 B8 B10 C4 C8	20	17.5	37.5



Case study	A5 A7 A10 A11 B3 B4 B5 B7 B11 B12 B13 B14 C1 C2 C3 C4 C7 C9	15	40	55
Supervised projects	A5 A7 A10 A11 B3 B4 B5 B7 B11 B12 B13 B14 B1 C1 C2 C3 C4 C7 C9	15	35	50
Mixed objective/subjective test	A2 A1 A3 A5 A7 A8 A11 B3 B4 B5 B6 B1 C1 C2	2.5	0	2.5
Personalized attention		5	0	5

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to students to transmit knowledge and facilitate learning. Also known as "expository method" or "master class". This last modality usually reserves a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a means of transmitting information to the audience.
Case study	The case study on political geography aims to: encourage inductive and deductive reasoning, establish hypotheses, refute paradigms, confirm spatial theories, propose solutions... Case studies related to the content of the subject and the oral presentation of those indicated by the teacher will be carried out.
Supervised projects	Methodology designed to promote autonomous learning of students, under the teacher's supervision in different scenarios. It focus primarily on learning "how to do things." It constitutes an option based on the assumption of responsibility by students for their own learning. This teaching system is based on two basic elements: independent learning of students and learning monitored by the teacher in charge of the project. Supervised projects related to the content of the subject and oral presentation of those projects indicated by the teacher will be carried out.
Mixed objective/subjective test	Mixed exam with essay questions and objective questions, in order to evaluate the synthesis capacity (for example, definition of concepts), and the analysis capacity (for example, text or graphic comment).

Personalized attention	
Methodologies	Description
Case study Supervised projects Guest lecture / keynote speech	Personal attention is available as a result of the difficulties that may arise in understanding the theoretical content and in achieving the objectives of the case studies and supervised projects. The aim of this personal attention is to solve the difficulties raised from the readings and to expand the basic bibliography, with the aim of improving the specific skills.

Assessment			
Methodologies	Competencies / Results	Description	Qualification



Case study	A5 A7 A10 A11 B3 B4 B5 B7 B11 B12 B13 B14 C1 C2 C3 C4 C7 C9	It is part of the continuous assesment developed through the collaborative learning achieved in the classroom and that results in carrying out as many case studies throughout the course as the teacher deems most appropriate. Written exercices evaluation criteria: adjustment of the written exercise to the instructions, formal quality, quality and creativity of the contents, breadth and relevance of the sources of information used. Oral presentation evaluation criteria: adjustment of the presentation to the instructions, quality and creativity of the contents of the presentation, breadth and relevance of the sources of information used, quality of the answers in the question time that will follow the presentation. An active participation in class activities to get the maximum advantages out of the lessons is mandatory.	20
Mixed objective/subjective test	A2 A1 A3 A5 A7 A8 A11 B3 B4 B5 B6 B1 C1 C2	On the official scheduled date, a written mixed objective/subjective test on the contents of the subject will be held. Evaluation criteria: knowledge of theoretical contents, capacity to apply theoretical contents to practical cases, level of achievement of the competencies included in the course outline, analytical and synthetic skills, vocabulary range and accuracy, stylistic and grammatical correction.	40
Supervised projects	A5 A7 A10 A11 B3 B4 B5 B7 B11 B12 B13 B14 B1 C1 C2 C3 C4 C7 C9	It is part of the continuous assesment developed through the collaborative learning achieved in the classroom and that results in carrying out as many supervised projects related to the content of the subject throughout the course as the teacher deems most appropriate. Written exercices evaluation criteria: adjustment of the written exercise to the instructions, formal quality, quality and creativity of the contents, breadth and relevance of the sources of information used. Oral presentation assessment criteria: adjustment of the presentation to the instructions, quality and creativity of the contents of the presentation, breadth and relevance of the sources of information used, quality of the answers in the question time that will follow the presentation. An active participation in class activities to get the maximum advantages out of the lessons is mandatory.	40

### Assessment comments

This subject follows the continuous assessment system. An active participation in class activities to get the maximum advantages out of the lessons is mandatory. The assessment requirements are the same for all the assessment opportunities, including the early assessment. The final grade will be obtained adding the score obtained in the practical part + the score obtained in the Mixed objective/subjective test. Although this subject, as indicated, follows criteria of continuous assessment, the students who want to renounce continuous assessment will have the right to choose a global evaluation system, always within the same evaluation opportunity. This global evaluation will consist of a final mixed test on the subject's contents and will be awarded a maximum score of 10 points, and the minimum score required to pass the subject will be 5 points. Students are reminded that the use of all aids or devices in the final exam is strictly forbidden. The use of any unauthorised aids will automatically result in a failing grade (0). All dishonest practices (including, but not limited to, plagiarism, cheating in exams, etc.) will be penalised pursuant to article 14 of the University of A Coruña's academic regulations (Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario).

### Sources of information



<b>Basic</b>	<ul style="list-style-type: none"><li>- Agnew, J (2003). Geopolitics. Re-visioning World Politics (2nd edition). London: Routledge</li><li>- Buzan, B. &amp; Wæber, O (2003). Regions and Powers. The Structure of International Security. Cambridge: Cambridge University Press</li><li>- Chaliand,G (2004). Atlas del nuevo orden mundial. Madrid: Paidós</li><li>- Copinsch, P.; Durand, M. F.; Martin, B. &amp; Placidi, D. (2008). Atlas de la globalización. Comprender el espacio mundial contemporáneo.. Valencia: Universitat de Valencia</li><li>- Cox, K. R.; Low, M. &amp; Robinson, J. (2007). The Sage Handbook of Political Geography (1st edition). London: SAGE Publications</li><li>- Dodds, K. (2019). Geopolitics. A Very Short Introduction (3rd edition). Oxford: Oxford University Press</li><li>- Flint,C. &amp; Taylor, P.J. (2018). Political Geography World-Economy, Nation-State and Locality (7th edition). New York: Routledge</li><li>- Flint, C. (2021). Introduction to Geopolitics. London: Routledge</li><li>- Gresh,A.; Radvanyl,J. ;Rekacewicz,P.; Samary,C. &amp; Vidal,D. (2006). El Atlas de Le Monde diplomatique. Valencia:Cybermonde</li><li>- Harvey, D (2001). Spaces of Capital: Towards a Critical Geography. New York: Routledge</li><li>- Le Monde Diplomatique (2013). El Atlas. Conflictos de fronteras . Valencia:Cybermonde</li><li>- Le Monde Diplomatique (2012). El Atlas. Nuevas potencias emergentes. Valencia:Cybermonde</li><li>- López,L. &amp; Benito del Pozo,P. (1999). Geografía política. Madrid:Cátedra</li><li>- Martín,E.M. &amp; López-Davalillo, J. (2017). Geopolítica. Claves para entender un mundo cambiante (2ª edición). Madrid: Editorial Universitaria Ramón Areces</li><li>- Nogué i Font, J. &amp; Vicente, J (2001). Geopolítica, identidad y globalización. Barcelona: Ariel</li><li>- Méndez,R. (2011). El nuevo mapa geopolítico del mundo. Valencia: Tirant lo Blanc</li><li>- Reinert, E.S. (2007). La globalización de la pobreza cómo se enriquecieron los países ricos...y por qué los países pobres siguen siendo pobres. Barcelona: Crítica</li><li>- Sánchez, J.E. (1999). Geografía política. Madrid: Síntesis</li><li>- Short, J.R. (1993). An Introduction to Political Geography (2nd edition). London: Routledge</li><li>- Tertrais, B. &amp; Papin, D. (2021). Atlas de las fronteras. Muros, conflictos, migraciones. Madrid: Ediciones Cátedra</li><li>- Wallerstein, I. (1991). Geopolitics and Geoculture Essays on the Changing World-System. Cambridge: Cambridge University Press</li></ul>
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<b>Complementary</b>	<p>- Agnew, J. &amp; Toal G. (2003). A Companion to Political Geography. Oxford: Blackwell</p> <p>- Agnew, J. &amp; Crobridge, S. (1995). Mastering Space Hegemony, Territory and International Political Economy. (1st edition). London: Routledge</p> <p>- Gray, C.S. &amp; Sloan, G. (1999). Geopolitics, Geography and Strategy (1st edition). London: Routledge</p> <p>- Gregory, D.; Johnston, R.; Pratt, G.; Watts, M.J. &amp; Whatmore, S. (2009). The Dictionary of Human Geography (5th edition). London: Wiley</p> <p>- Ó Tuathail G. (1996). Critical geopolitics: the politics of writing global space (1st edition). London: Routledge</p> <p>- Ó Tuathail, G.; Dalby, S. y Routledge, P. (1998). Rethinking geopolitics. London: Routledge</p> <p>- Ó Tuathail, G.; Dalby, S. y Routledge, P. (2006). The Geopolitics Reader (2nd edition). London: Routledge</p> <p>WEBSITES WITH USEFUL INFORMATION / SITIOS WEB CON INFORMACIÓN DE UTILIDADE / SITIOS WEB CON INFORMACIÓN DE UTILIDAD</p> <p>ACNUR: <a href="https://www.acnur.org/es-es/informes-y-publicaciones">https://www.acnur.org/es-es/informes-y-publicaciones</a> CIA's World Factbook: <a href="https://www.cia.gov/the-world-factbook/">https://www.cia.gov/the-world-factbook/</a> Critical Threats: <a href="https://www.criticalthreats.org/Data">https://www.criticalthreats.org/Data</a> Banco Mundial: <a href="https://datos.bancomundial.org/">https://datos.bancomundial.org/</a> EUROSTAT: <a href="http://ec.europa.eu/eurostat/">http://ec.europa.eu/eurostat/</a> FAO - Food and agriculture organization of the UN: <a href="https://www.fao.org/statistics/en/FMI">https://www.fao.org/statistics/en/FMI</a>   International Monetary Fund: <a href="https://www.imf.org/en/">https://www.imf.org/en/</a> Nasdaq Data Link (Financial, economic and alternative datasets): <a href="https://www.quandl.com/Nation">https://www.quandl.com/Nation</a> Master (Compare nations on a comprehensive range of statistics): <a href="https://www.nationmaster.com/">https://www.nationmaster.com/</a> NATO   The North Atlantic Treaty Organization: <a href="http://www.nato.int/cps/en/natohq/topics_49198.htm">http://www.nato.int/cps/en/natohq/topics_49198.htm</a> OEC   The Observatory of Economic Complexity: <a href="https://oec.world/">https://oec.world/</a> OECD   Organisation for Economic Co-operation and Development (Stats): <a href="https://stats.oecd.org/Index.aspx?DataSetCode=REV">https://stats.oecd.org/Index.aspx?DataSetCode=REV</a> Statista (search engine for data and statistics): <a href="https://www.statista.com/UCDP">https://www.statista.com/UCDP</a> - Uppsala Conflict Data Program: <a href="http://ucdp.uu.se/UN">http://ucdp.uu.se/UN</a>   United Nations: <a href="https://www.un.org/en/UNICEF">https://www.un.org/en/UNICEF</a>: <a href="https://data.unicef.org/dv_index/">https://data.unicef.org/dv_index/</a> World Resources Institute (environmental análisis): <a href="https://www.wri.org/data">https://www.wri.org/data</a> WTO   World Trade Organization: <a href="https://www.wto.org/english/res_e/statis_e/statis_e.htm">https://www.wto.org/english/res_e/statis_e/statis_e.htm</a></p> <p>OTHER WEBSITES WITH ADDITIONAL INFORMATION / OTROS SITIOS WEB CON INFORMACIÓN ADICIONAL / OTROS SITIOS WEB CON INFORMACIÓN ADICIONAL: Gapminder (Independent educational website non-profit fighting global misconceptions): <a href="http://www.gapminder.org/">http://www.gapminder.org/</a> Knoema (Global decision-making data in the world): <a href="https://knoema.com/atlas">https://knoema.com/atlas</a> Our World in Data   OWID (focuses on large global problems): <a href="https://ourworldindata.org/">https://ourworldindata.org/</a> Worldometer (Live world statistics): <a href="http://www.worldometers.info/">http://www.worldometers.info/</a></p>
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**Recommendations**

**Subjects that it is recommended to have taken before**

**Subjects that are recommended to be taken simultaneously**

Geodemography/710G05005

**Subjects that continue the syllabus**

**Other comments**

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.