

**UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA**  
**COORDINACIÓN DE FORMACIÓN BÁSICA**  
**COORDINACIÓN DE FORMACIÓN PROFESIONAL Y VINCULACIÓN UNIVERSITARIA**  
**PROGRAMA DE UNIDAD DE APRENDIZAJE**

**I. IDENTIFICATION DATA**

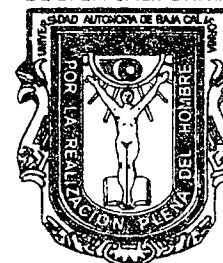
- 1. Academic Unit:** Faculty of Economy and International Relations and Faculty of Social and Political Sciences
- 2. Academic Program:** Bachelor in International Relations
- 3. Studies Plan:** 2018-1
- 4. Name of the Learning Unit:** Global Agenda
- 5. Code:** 29881
- 6. HC:** 02 **HL:** 00 **HT:** 02 **HPC:** 00 **HCL:** 00 **HE:** 02 **CR:** 06
- 7. Stage of Formation to which it belongs:** Terminal
- 8. Character of the Learning Unit:** Obligatoria
- 9. Requirements for studying the Learning Unit:** None

UNIVERSIDAD AUTÓNOMA  
DE BAJA CALIFORNIA



FAC. DE CIENCIAS  
SOCIALES  
Y POLÍTICAS

UNIVERSIDAD AUTÓNOMA  
DE BAJA CALIFORNIA



FACULTAD DE ECONOMÍA  
Y RELACIONES  
INTERNACIONALES

**PUA design team**  
Alejandro Monjaraz Sandoval

**Signature**

**Approval of Academic Units Directors**

Dr. Natanael Ramírez Angulo  
Dr. Rodolfo Martín Gómez Castellanos

**Signature**

**Date:** 08 de febrero de 2017

UNIVERSIDAD AUTÓNOMA  
DE BAJA CALIFORNIA  
**REGISTRADO**  
13 FEB 2018  
**REGISTRADO**  
COORDINACIÓN GENERAL  
DE FORMACIÓN BÁSICA

## **II. PURPOSE OF LEARNING UNIT**

To enable the International Relations student to understand the characteristics and complexity of the global problems and their main actors by giving them the theoretical tools to analyze contemporary international politics, to distinguish and categorize them from the power relations in the current world order, The main phenomena and processes of the international reality, in order to anticipate their trends and consequences. In addition to obtaining a significant literary heritage of the main actors and the global problems of which they are a part, either as a cause or as a solver, the student will develop communication skills such as verbal, reading and written expression skills.

This learning unit belongs to the terminal stage and is mandatory for the International Relations program, and is located in the area of International Policy.

## **III. LEARNING UNIT COMPETITION**

Analyze the global phenomena taking into account the main actors and catalysts, through the revision of theoretical-practical texts of international analysis to build an integral vision of the aspects that have influenced the current international system, with responsibility, objectivity and commitment.

## **IV. EVIDENCE OF PERFORMANCE**

Elaborate an essay from a political, economic or social event on the Global Agenda, establishing contrasts in social, economic, political and cultural aspects, containing an introduction to the problematic approach, development should describe the historical context of the analyzed even., A conclusion that provides an own perspective and the bibliography that includes printed and digital texts referenced in APA format.

## V. DEVELOPMENT BY UNITS

### UNIT I. Basic Concepts of International Policy in the World Order of the Twenty-First Century

**Competency:**

Identify the main concepts involved in the theoretical analysis of global issues and analyze the world order of the 21st century in the decision-making process of global governance by reviewing the theoretical basis of International Relations to create a unitary conceptual map of the system International, with a reflexive, objective and responsible attitude.

**Content:**

- 1.1. Power, power, war and international security
- 1.2. Globalization and interdependence: Global Governance

**Duration:** 8 hours

### UNIT II. Global Agenda Topics

**Competency:**

Explain the main problems in the world scenario by correlating factors of global political-economic-social development to identify areas of opportunity, with objective attitude and respect.

**Content:**

- 2.1. Economic problems: fiscal crises in key economies, unemployment and income disparity
- 2.2. Political problems: failure of global governance, political and social instability and lack of an important body
- 2.3. Environmental problems: crisis due to lack of water, lack of adaptation to climate change and food crises
- 2.4. Social problems: migration, human rights violations and emerging infectious diseases

**Duration:** 12 hours

### UNIT III. Global Powers, Facing Global Problems

**Competency:**

Analyze the structure of the international system by interpreting regional studies to contrast the interests of international, governmental and non-governmental actors, and how they define the path of international politics, with objectivity and responsibility.

**Content:****Duration:** 12 hours

- 3.1. The participation of the Great Powers: the United States, the European Union, China, Japan.
- 3.2. The participation of the average powers: India, Russia, South Korea, Brazil,
- 3.3. Integration in Latin America in the face of regional problems.
- 3.4. Africa and the Middle East at the heart of global problems: drought, disease, poverty, civil war and sectarianism.

## VI. STRUCTURE OF PRACTICES

NUM. Of Practice	Competency	Description	Supporting Material	Duration
1	To establish the theoretical bases of the international agenda of the XXI century based on the conceptual map to understand the political, economic and social context, with objectivity and responsibility.	Write an analysis of the international system taking a current of contemporary thinking to justify the foundations of global development.	Bibliographical references, pen and paper.	6 hours
2	Identify the main economic, political and social problems that establish the relations of cooperation between the international actors, through the consultation of regional studies to explain the determinants of the international agenda, with an objective, reflexive and responsible attitude.	After identifying the topics of international interest, he presents a team presentation to the group where the problems of a selected regional context are presented.	Computer, projector, bibliographical references.	16 hours
3	To analyze the international environment, through the visualization of documentaries focused on international political analysis, to establish the elements that prevail in international relations, with a reflexive, critical and respectful attitude.	To form groups of discussion analyzing the current context and to elaborate an individual writing proposes alternative solutions for the events in international matter.	Computer, projector, pen and paper.	10 hours

## VII. WORK METHOD

**Frame:** On the first day of classes, the teacher announces to the students at the beginning of the course the program of study of the subject that is taught, the methodology of work and evaluation criteria, as well as the corresponding bibliography. It is important that it be precise and clear in the guidelines so that it can work in congruence with these and in the end obtain an optimal result in the teaching-learning process.

### **Activities (Professor):**

- Presentation of topics
- Organize content and teaching-learning activities
- Theoretical exposition
- Facilitator of documentary and videographic material
- It encourages the active participation of students in and out of the classroom

### **Activities (Student):**

- Team Exposure
- Reading controls
- Partial examination
- Documentary and videographic review
- Class participation

## VIII. EVALUATION CRITERIA

### Accreditation Criteria

- 80% attendance to be entitled to regular examination and 40% attendance to be entitled to a special examination in accordance with School Statute Articles 70 and 71.
- Qualification in scale from 0 to 100, with a minimum approval of 60.

### Evaluation Criteria

2 Written Exams.....	30%
Reading Reports.....	10%
Class Participation.....	10%
Presentations.....	20%
Final test from a political, economic or social event of the Global Agenda, establishing contrasts in social, economic, political and cultural aspects, containing an introduction, a development that describes the historical context of the event analyzed, a propositive conclusion and a bibliographic collection Referenced in APA format.....	30%
Total.....	100%

## IX. REFERENCES

Basic	Complementary
<p>Aguilar García, Javier y Zepeda Martínez, Roberto (2013). “Política neoliberal y democracia en América Latina”, Contextualizaciones Latinoamericanas, Guadalajara: Universidad de Guadalajara, Año 5, no. 9, julio-diciembre, pp. 1-17.</p> <p>Creus, Nicolás (2013). “El concepto de poder en las relaciones internacionales y la necesidad de incorporar nuevos enfoques”, Estudios Internacionales, Santiago, Chile: Instituto de Estudios Internacionales - Universidad de Chile, no. 175, pp. 63-78.</p> <p>Ploch Blanchard, Lauren (2014). “The Crisis in South Sudan”, Congressional Research Service Report, Washington, D.C.: The Library of Congress, pp. 1-21.</p> <p>Ramírez Meda, Kenia María (2012). “Las potencias medias en la teoría de las relaciones internacionales”, Nueva Política, Revista de Ciencias Políticas, Maracaibo, Venezuela: Universidad Rafael Urdaneta, N° 1, enero - junio 2012, pp. 27-50.</p> <p>Valdés-Ugalde, José Luis y Duarte, Franía (2013). “Del poder duro al poder inteligente. La nueva estrategia de seguridad de Barack Obama o de la sobrevivencia de la política exterior de Estados Unidos”, Norteamérica, México, D.F.: CISAN-UNAM, vol. 8, núm. 2, julio-diciembre, pp. 41-69.</p> <p>World Economic FORUM (2013) Outlook on the Global Agenda 2014, New York: Word Economic Forum.</p> <p>Zurn, Michael (2012). “Global Governance as Multi-level Governance”, in Global Governance, Oxford, New York: Oxford University Press, pp. 730-744.</p>	<p>Barrueto, Felipe y Navia, Patricio (2013). “Tipologías de democracia representativa en América Latina”, Política y Gobierno, México, D.F.: CIDE, 20 (2), pp. 265-307.</p> <p>Briceño Ruiz, José (2013). “Ejes y modelos en la etapa actual de la integración económica regional en América Latina”, Estudios Internacionales, Santiago, Chile: Instituto de Estudios Internacionales - Universidad de Chile, no. 175, pp. 9-39.</p> <p>Malmvig, Helle (2013). “Ambiguous endings. Middle East Regional Security in the wake of the Arab uprisings and the Syrian Civil War”, DIIS Report, Copenhagen, Denmark, Danish Institute for International Studies, pp. 1-34.</p> <p>Restrepo Vélez, Juan Camilo (2013). “La globalización en las Relaciones Internacionales: Actores internacionales y sistema internacional contemporáneo”, Revista Facultad de Derecho y Ciencias Políticas, Medellín, Colombia, Enero-Junio, Vol. 43, No. 119, p. 625-654.</p> <p>Russell, Roberto y Tokatlian, Juan Gabriel (2013). “América Latina y su gran estrategia: entre la aquiescencia y la autonomía”, Revista CIDOB d’Afers Internacionals, Barcelona, Fundación CIDOB, núm.104, p. 157-180.</p> <p>Sanahuja, José Antonio (2013). “Las cuatro crisis de la Unión Europea” en Manuela Mesa (coord.) Cambio de ciclo: crisis, resistencias y respuestas globales. Anuario 2012-2013, Madrid: CEIPAZ-Fundación Cultura de Paz, pp. 51-84.</p> <p>Zomosa Signoret, Andrea Christianne (2003). “El concepto de Jihad en la tradición de la guerra justa”, Estudios de Asia y África, México, D.F.: Colegio de México, 38(1), 59-82.</p>



## **X. TEACHER PROFILE**

Have a bachelor's degree, preferably master's and doctorate, in International Relations, Social Sciences or related fields.

Have a year of teaching or research experience or have three years of professional experience in the subject or area of your specialty.

Within its qualities, its leadership, proactivity and communication to carry out the academic activities under the direction of the faculty and according to the plans of study, with ethics, quality in form, time and agreed place is recognized.