



Universidad  
de Navarra

### *Geopolitics*

*Guía docente 2025-26*

## COURSE PRESENTATION

- **Grade:** DEGREE IN INTERNATIONAL RELATIONS
- **Subject:** GEOPOLITICS
- **ECTS:** 6
- **Course, semestre:** 3rd Year IIRR; 1st and 2nd Semesters
- **CHARACTER:** Mandatory subject for "GEOPOLITICS AND DIPLOMACY" program students
- **FACULTY:** BG (Res.) Salvador Sánchez Tapia (PhD)
- **LANGUAGE:** English
- **CLASSROOM; SCHEDULE:** SEMINAR ROOM # 6; Mondays 10:00-12:00

## RESULTADOS DE APRENDIZAJE (Competencias)

## LESSONS PLAN (TENTATIVE)

### [Captura de pantalla 2025-06-01 a las 16.59.30.png](#) LESSON 1 - INTRODUCTION TO GEOPOLITICS

1. - Introduction to geography and its two dimensions of physical and human geography
2. - Basic geographical concepts
3. - Cartography
4. - What is geopolitics? Definition and key ideas on geopolitics

#### REQUIRED READING

MEAD, Walter Russell, "The Return of Geopolitics. The Revenge of the Revisionists Powers," *Foreign Affairs*, Vol. 93, No. 3 (May/June 2014): 69-79.

#### RECOMMENDED READINGS

GRAY, Colin S., "Inescapable geography", *Journal of Strategic Studies*, Vol. 22, No. 2-3 (1999): 161-177.

KAPLAN, Robert D., "The Coming Anarchy," *The Atlantic Monthly*, Vol. 273, No. 2; (Feb 1994): 44-76.

## LESSON 2 - CLASSICAL GEOPOLITICS (I): PRE-MODERN GEOPOLITICIANS

1. - Geopolitical notions in the ancient world
2. - Pre-modern geopolitics
3. - Friedrich Ratzel
4. - Rudolf Kjellén



## REQUIRED READING

GEOPOLITICS Reader (I): "Pre-modern geopolitics" (2024).

## RECOMMENDED READINGS

FARINELLI, Franco, "Friedrich Ratzel and the nature of (political) geography", *Political Geography*, Vol. 18, No. 8 (2000): 943-955.

KRISTOF, Ladis K., "The Origins and Evolution of Geopolitics," *The Journal of Conflict Resolution*, Vol. 4, No. 1, (Mar., 1960): 15-51.

## LESSON 3 - CLASSICAL GEOPOLITICS (II): MACKINDER

Halford J. Mackinder is, probably, the most influential geopolitician, a key reference to anybody trying to understand the intricacies and complexities of this discipline. He lived in the heyday of British Imperial power and developed, at the beginning of the 20<sup>th</sup> century, a deep concern for the possibility of a European land power -be it Russia or Germany- disputing the privileged position Great Britain enjoyed in the international arena of the day.

Mackinder saw the world as a competition between sea- and land powers. Consequently, he developed the "Heartland" theory to argue that the control of the territory of the Siberian steppes, inaccessible from the sea, was key to world domination. The theory was twice reviewed -in 1919 and in 1943- but its basic tenets remained unchanged.

Mackinder's ideas inspired other geopolitical thinkers like Haushofer or Spykman and was at the base of the contention policy the USA practiced against the USSR during the Cold War and of NATO.

1. - Historical framework to imperial geopolitics
2. - Mackinder and the Heartland theory in 1904, 1919, and 1943
3. - Validity of Mackinder's theory today

## REQUIRED READINGS

MACKINDER, Halford J., "The Geographical Pivot of History", *The Geographical Journal*, Vol. 170, No. 4, (December 2004): 298-321.

## RECOMMENDED READINGS

FETTWEIS, Christopher, J., "Sir Halford Mackinder, Geopolitics, and Policymaking in the 21st Century", *Parameters*, Vol. 30, No. 2 (Summer 2000): 58-71.

MACKINDER, Halford J., "The Round World and the Winning of the Peace", *Foreign Affairs*, Vol. 21, No. 4 (Jul., 1943): 595-605.

PELIZZA, Simone Pelizza, "The Geopolitics of International Reconstruction: Halford Mackinder and Eastern Europe, 1919-20", *The International History Review*, Vol. 38, No. 1 (2016): 174-195.

RICHARDSON, Ben, *Geopolitics and the British Empire: Halford Mackinder's Liberal Imperialism*, E-International Relations, Mar 21, 2021, <https://www.e-ir.info/pdf/90518>



ŚLIWINSKI, Krzysztof Feliks, "Is Geopolitics Still Relevant? Halford Mackinder and the War in Ukraine", *Studies in European Affairs*, Vol. 28, No. 1 (2024): 7-25.

SLOAN, Geoffrey, "Sir Halford J. Mackinder: The Heartland theory then and now", *Journal of Strategic Studies*, Vol. 22, No. 2-3 (1999): 15-38

## LESSON 4 - CLASSICAL GEOPOLITICS (III): KARL HAUSHOFER

Karl Haushofer (1869-1946) was a German geographer who came to live the birth and ascendancy of Germany as a European behemoth, and its defeat in two World Wars. He wrote from the point of view of a German who wanted to see his fatherland become a global power, overcoming the humiliation his country had suffered after its defeat in WW I.

Inspired by the examples of Japan and the United States, and drawing from other geopoliticians like Ratzel, Kjellén, or Mackinder, Haushofer made three main contributions to the geopolitical discipline: *Lebensraum*, autarky, and the idea of the Panregions.

His views on Germany and German power drew the attention of Rudolf Hess, who became a close follower of Haushofer, bringing him near the orbit of Adolf Hitler and the hierarchy of a still nascent Nazi Party. Although it seems he did not directly contribute to its drafting, many of his ideas were reflected in Hitler's *Mein Kampf*.

In spite of having been briefly imprisoned in Dachau, of his son having been killed by the Nazis, and of not having been tried in Nurnberg, Haushofer has been seen as the intellectual mind behind Hitler's ideas and one of the reasons why Geopolitics fell into such disrepute at the end of the war.

### LESSON OBJECTIVES

1. Get acquainted with Haushofer's biographical milestones
2. Understand the historical context that led to the development of Haushofer's idea
3. Understand Haushofer contributions to geopolitical thought
4. Be able to critically consider Haushofer's ideas

### LESSON TOPICS

1. - Haushofer's biographical sketch
2. - Geopolitical environment in Haushofer's time
3. - Main points in Haushofer's theory: Lebensraum, Autarky, Panregions
4. - A critique of Haushofer's theory

### REQUIRED READING

HITLER, Adolf, "Eastern Orientation or Eastern Policy?", from *Mein Kampf*

### RECOMMENDED READINGS

DINER, Dan, "Knowledge of expansion on the geopolitics of Karl Haushofer", *Geopolitics*, Vol. 4, No. 3 (1999): 161-188.

HERWIG, Holger H., "Geopolitik: Haushofer, Hitler and lebensraum", *Journal of Strategic Studies*, Vol. 22, No. 2-3 (1999): 218-241.



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HERWIG, Holger H., *The Demon of Geopolitics: How Karl Haushofer 'Educated' Hitler and Hess*, London: Rowman & Littlefield, 2016.

HESKE, Henning, "Karl Haushofer: his role in German geopolitics and in Nazi politics", *Political Geography Quarterly*, Vol. 6, No. 2 (April 1987): 135-144.

O'LOUGHLIN, John, VAN DER WUSTEN, Herman, "Political Geography of Panregions," *Geographical Review*, Vol. 80, No. 1 (Jan., 1990): 1-20.

WOLKERSDORFER, Günter, "Karl Haushofer and geopolitics-the history of a German mythos", *Geopolitics*, Vol. 4, No. 3 (1999): 145-160.

## LESSON 5 - CLASSICAL GEOPOLITICS (IV): NICHOLAS SPYKMAN

Nicholas Spykman is, perhaps, the most significant representative of the modern American geopolitical thought, even if his premature death put an end to a promising career. A realist in an academic environment dominated by the postulates of liberalism, he was not interested in developing a complete geopolitical theory, but rather in the definition of a foreign policy for the United States that could preserve international peace while preserving America's power.

His main contribution to the geopolitical debate was the concept of the "Rimland", with which he tried to refute some of Mackinder's ideas. Spykman assumed Mackinder's construct of the "Heartland", renamed the "Inner Crescent" into "Rimland", and posited that this area, not the "Heartland" was the key to global supremacy.

For all the flak he received from liberal quarters, Spykman's propositions had an important influence on US foreign policy during the Cold War. Today, many events in the global arena may be explained in Spykman's terms.

### LESSON OBJECTIVES

1. Familiarize with Spykman's main biographical milestones
2. Understand the strategic environment in which Spykman lived and wrote
3. Understand Spykman's main contributions to the geopolitical debate

### LESSON TOPICS

1. Spykman's biographical sketch
2. Geopolitical environment
3. Spykman's main contributions: Geopolitic, The "Rimland", International balance and International Order
4. Critique of the Theory of the "Rimland"
5. Spykman's influence today

### REQUIRED READING

US NSC Executive Secretary, "A Report to the National Security Council" (NSC 68), April 14, 1950. <https://info.publicintelligence.net/US-NSC-68.pdf> (Read pages 4-6; 13-15; 21-24; 44; 54-59; 60-65; Scan the rest to understand the structure of the document).

### RECOMMENDED READINGS



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GRAY, Colin S., "Nicholas John Spykman, the Balance of Power and International Order", *The Journal of Strategic Studies*, Vol. 38. No. 6 (2015): 873-897.

KRISTOF, Ladis K., "The Origins and Evolution of Geopolitics", *The Journal of Conflict Resolution*, Vol. 4, No. 1 (Mar., 1960): 15-51.

MITCHELL, Martin D., "Using the principles of Halford J. Mackinder and Nicholas John Spykman to reevaluate a twenty-first-century geopolitical framework for the United States", *Comparative Strategy*, Vol. 39, No. 5 (2020): 407-424.

SPYKMAN, Nicholas J., *America's Strategy in world politics: The United States and the Balance of Power*, New York, NY: Harcourt, Brace, and Company, 1942.

SPYKMAN, Nicholas, "Geography and Foreign Policy, I", *The American Political Science Review*, Vol. 32, No. 1 (Feb., 1938): 28-50.

SPYKMAN, Nicholas, "Frontiers, Security, and International Organization", *Geographical Review*, Vol. 32, No. 3 (Jul., 1942): 436-447.

"X", "The Sources of Soviet Conduct, *Foreign Affairs*, Vol. 25, No. 4, (Jul., 1947): 566-582.

ZAJEC, Olivier, *L'invention de la géopolitique américaine*; Paris: Presses de l'Université Paris Sorbonne, 2016.

## LESSON 6 - GEOPOLITICS OF THE SEAS

The geopolitical value of the seas cannot be overstated. They are both highways connecting nations and moats protecting them against attacks from hostile powers; they are vital to global trade, most of which is moved by sea; it holds huge reserves of natural resources; and are key to the subsistence and nourishment of numerous human societies.

Mahan and Corbett are the most conspicuous representatives of sea-related geopolitical thought. Their views on command of the sea and control of sea communications are relevant to our days and are thought, for example, to inspire Chinese development of a strong "blue water" Navy.

Geopolitically speaking, the oceans are relevant today as the arena in which the growing confrontation between different views of political organization -liberal versus illiberal- is being played. Furthermore, issues of sovereignty over parts of the seas are closely related to the economic interests of actors in the International System. Finally, they are also the scenario of several human security issues.

### LESSON OBJECTIVES

1. Understand the geopolitical value of seas
2. Familiarize with the most relevant contributors to the geopolitics of the seas
3. Analyze different geopolitical issues related to the seas

### LESSON TOPICS

1. The medium: oceans and seas
2. Maritime empires
3. Sea Power theorists: Mahan and Corbett
4. Geopolitical Issues: sovereignty, environment, security



## REQUIRED READING

THE ECONOMIST. "How China and Russia could hobble the internet. The undersea cables that connect the world are becoming military targets", July 11<sup>th</sup> 2024.

## RECOMMENDED READINGS

GLASER, Sarah, and GALLAUDET, Tim, "Fish Wars. How to Prevent Conflict Over an Increasingly Scarce Resource," *Foreign Affairs*, (July 12, 2024) [https://www.foreignaffairs.com/oceans-seas/fish-wars?utm\\_medium=social&utm\\_source=threads\\_posts&utm\\_campaign=threads\\_soc](https://www.foreignaffairs.com/oceans-seas/fish-wars?utm_medium=social&utm_source=threads_posts&utm_campaign=threads_soc)

GOUGH, Barry M., "Maritime strategy: The legacies of Mahan and Corbett as philosophers of sea Power", *The RUSI Journal*, Vol. 133, No. 4 (1988): 55-62.

KAPLAN, Robert D., "Center Stage for the Twenty-first Century. Power Plays in the Indian Ocean", *Foreign Affairs*, Vol. 88, No. 2 (March/April 2009): 16-32.

MAHAN, Alfred Thayer, *The Influence of Sea Power upon History 1660-1783*, New York, NY: Dover Publications, 1987 (1890).

ØSTHAGEN, Andreas, *Ocean Geopolitics. Marine Resources, Maritime Boundary Disputes and the Law of the Sea*, Lysaker: Fridtjof Nansen Institute, 2022.

STAVRIDIS, James, *Sea Power. The History and Geopolitics of the World's Oceans*, New York, NY: Penguin 2017.

SUMIDA, Jon, "Alfred Thayer Mahan, geopolitician", *Journal of Strategic Studies*, Vol. 22, No. 2-3 (1999): 39-62.

SUNAK, Rishi, *Undersea cables. Indispensable, insecure*, Policy Exchange, 2017.

## LESSON 7 - GEOPOLITICS OF THE AIR

Aviation has evolved at a breathtaking pace since the first engine-propelled flight in 1903. In little more than a century, mankind has moved from the wooden frame of the "Wright flyer" to today's "Reaper" or "Global Hawk" unmanned systems.

The airspace has, thus, become another arena in which geopolitical differences are played and solved. It is, first and foremost, a dimension that agents in the international system must value as central to their own security. For this reason, nation states -mostly, but by no means the only actors. Think of 9/11 terrorists hijacking commercial airliners to attack the USA- develop their own air power to protect their spaces of sovereignty, and to protect and advance their interests.

Giulio Douhet and Hugh Trenchard are among the most relevant theorizers of air power. Their views were tested in World War II. Although some of them proved false, some are still holding today.

Moreover, the skies are the chessboard of commercial and economic competition for a very lucrative global market whose dominance has important geopolitical consequences in terms of power and dependence.



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Certain air-related issues have also an impact on human security. Air pollution, the depletion of the ozone layer, or the growing concentration in the atmosphere of greenhouse effect gases do affect the health and quality of life of huge swathes of population.

## LESSON OBJECTIVES

1. Understand the geopolitical value of the airspace
2. Get acquainted with international law regulating the use of the airspace
3. Understand the different geopolitical dimensions of the use of the airspace (Security, commercial, environmental...)
4. Understand the foundations of air power

## LESSON TOPICS

1. The air milieu: the atmosphere
2. Air-related sovereignty issues
3. Security issues: air power and air power theorists
4. Air and Missile Defense
5. Geopolitics of commercial aviation
6. Human security in the skies.

## REQUIRED READING

LIN-GREENBERG, Erik, "The Dawn of Drone Diplomacy. Unmanned Vehicles Are Upending the Arms Trade—and the Balance of Power", *Foreign Affairs*, (December 20, 2022). <https://www.foreignaffairs.com/ukraine/dawn-drone-diplomacy>

## RECOMMENDED READINGS

FELDSTEIN, Steven, "How Global Demand for Military Drones is Transforming International Security and Geopolitics", *Georgetown Journal of International Affairs*, Vol. 24, No. 2 (Fall 2023): 146-155.

MURAVSKA, Dr. Julia, *European Integrated Air and Missile Defence in NATO: Progress and Persistent Challenges*, London: King's College, July 2019. <https://www.kcl.ac.uk/warstudies/assets/paper-16-julia-muravska-european-integrated-air-and-missile-defence.pdf>

SPAATZ, General Carl, "Strategic Air Power," *Foreign Affairs*, (April 1946), <https://www.foreignaffairs.com/articles/1946-04-01/strategic-air-power>

## LESSON 8 - GEOPOLITICS OF THE SPACE

Space is the new frontier, and it has been the arena of geopolitical competition since the days of the first suborbital flights at the end of World War II for reasons of international prestige and power.

During the Cold War, the two superpowers competed in what was called the "space race" to be in a position of advantage with respect to the adversary. The end of the ideologic confrontation opened an opportunity for international cooperation that fructified, for example, in projects like the International Space Station (ISS) which joined American astronauts and Russian cosmonauts in outer space.



Today, the evolution of space technology, the perspective of economic profit, and the geopolitical situation on Earth has unchained a new space race that, unlike the first one, is not limited to the superpowers, but extended to new state actors, even to private entrepreneurs.

The space remains a deficiently regulated domain, based mainly in the Outer Space Treaty (1967). This situation favors the competition and facilitates international friction and competition along the way.

## LESSON OBJECTIVES

1. Understand the geopolitical value of the outer space
2. Identify places of geopolitical interest and man-made space artifacts and weapons
3. Familiarize with space legislation and its limitations
4. Get acquainted with some of the most relevant geopolitical issues in space

## LESSON TOPICS

1. The open space and its geopolitical value
2. Main milestones of the space race
3. Main actors in space
4. Places of geopolitical interest
5. Space artifacts
6. Space legislation
7. Geopolitical challenges in space

## REQUIRED READING

BAIOCCHI, Dave, and WELSER IV, William, "The Democratization of Space. New Actors Need New Rules," *Foreign Affairs*, (May/June 2015).

## RECOMMENDED READINGS

AL-ROHAN, Nayef, *Meta-Geopolitics of Outer Space. An Analysis of Space Power, Security and Governance*, New York, NY: Palgrave Macmillan, 2012.

BOTTI, Fabrizio, and GRECO, Ettore, eds., *The Geopolitics of Space*, Rome: Instituto Affari Internazionali, 2023.

BOWEN, Bledwyn E., *War in Space. Strategy, Spacepower, Geopolitics*, Edinburgh: Edinburgh University Press, 2022.

GRAY, Colin S., *Modern Strategy*, Oxford: Oxford University Press, 1999.

PETER, Nicolas, "The Changing Geopolitics of Space Activities", *Space Policy*, Vol. 37 (2016): 45-153.

PFALTZGRAF, Robert, "International Relations Theory and Spacepower," Zurich: Center for Security Studies, ETH, 6 may 2013. <https://css.ethz.ch/en/services/digital-library/articles/article.html/163232>

SPAGNULO, Marcello, *The Geopolitics of Space Exploration*, Chichester: Springer, 2021.

## LESSON 9 - MODERN GEOPOLITICS





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The long years of disrepute and neglect of geopolitics were punctuated by the interest of individuals that, unconnected from each other, approached the discipline from different disciplines -geography, strategic studies, political science- and points of view to provide geography-based explanations to international politics events.

Particularly relevant among these individuals are Colin S. Gray, a neo-realist who tried to rescue geopolitics as a valuable, useful, discipline devoid of the stigma of determinism, Saul Bernard Cohen, who arranged the world in geopolitically based spaces as a way to explain world events; or Yves Lacoste and Gerard Toal (Géaroid Ó Tuathail), two geographers who engaged the discipline from a critical, ideologically loaded, point of view. While Lacoste criticized it as an instrument in the hands of warmongers, Toal claimed that geopolitics is not about "the influence of geography on politics", but rather, about "the influence of politics on geography".

## LESSON OBJECTIVES

1. Familiarize with some modern views on geopolitics
2. Get acquainted with geopolitical analytical tools (Yves Lacoste's Diatopes; Cohen's Geopolitical Realms and Regions)
3. Understand the main aspects of the Critical Geopolitics approach to the discipline

## LESSON TOPICS

1. Gray's non-deterministic view of geopolitics
2. Saul Bernard Cohen's geographical structures: realms, regions, states, shatterbelts, gateways
3. Yves Lacoste's diatopic, multilevel, geopolitical analysis
4. Critical geopolitics: Not about "the influence of geography on politics", but "the influence of politics on geography"

## REQUIRED READING

RACHMAN, Gideon, "Ukraine, Gaza and the rise of identity geopolitics. The global conscience moves in mysterious ways", *Financial Times*, March 25, 2024. <https://www.ft.com/content/c9173148-22d9-444b-8a8c-b14585a7db26>

## RECOMMENDED READINGS

COHEN, Saul Bernard, *Geopolitics of the World System*, New York, Y: Rowman & Littlefield Publishers, 2003.

DODDS, Klaus, *Geopolitics. A Very Short Introduction*, Oxford: Oxford University Press, 2019.

GARRITY, Patrick, "Colin Gray's geopolitics. Then and now", *Comparative Strategy*, Vol. 40, No. 2 (2021): 166-170.

GRAY, Colin S., *Perspectives on Strategy*, Oxford: Oxford University Press, 2013.

LACOSTE, Yves, "La géographie, la géopolitique et le raisonnement géographique", *Hérodote*, 2012/3 (n° 146-147): 14-44.

LACOSTE, Yves, *Géopolitique, la longue histoire d'aujourd'hui*, Vanves: Larousse, 2006.

SHARP, J. P., *Critical Geopolitics*, Glasgow: University of Glasgow, 2009.



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## LESSONS 10/11 - RUSSIAN AND CHINESE GEOPOLITICS

Russia and China appear today as peer competitors to the USA-EU bloc that seem bent on the reshaping of the rules-based international order in a way that better suits their interests, if not in the definition of a totally different new order.

This quest for power is based on geopolitical constants present throughout the history of both countries. Despite lip service to notions like multilateralism, international cooperation, or shared security, their leaders' decisions are in line with the concepts of traditional geopolitics, while they receive inspiration from gurus who formulate geopolitical visions that uphold their respective worldviews and interests.

### LESSON OBJECTIVES

1. Learn Russian and Chinese geopolitical features and views
2. Get introduced to the main Russian geopolitical strand (Eurasianism)
3. Get introduced to Xi Jinping's Thought (XJT)

### LESSON TOPICS

1. Russian geopolitical features
2. Russian geopolitical thought: Dugin and Eurasianism
3. Chinese geopolitical features
4. China's geopolitical view: Xi Jinping Thought (XJT)

### REQUIRED READING/VIDEO

Russia's President Vladimir Putin Speech in the Munich Security Conference (2007). [https://is.muni.cz/th/xlghl/DP\\_Fillinger\\_Speeches.pdf](https://is.muni.cz/th/xlghl/DP_Fillinger_Speeches.pdf)

### RECOMMENDED READINGS

BALZER, Harley, *A Russia Without Russians? Putin's Disastrous Demographics*, Washington, DC: Atlantic Council, August 2024.

DOW, Roger, "A Geopolitical Study of Russia and the United States", *The Russian Review*, Vol. 1, No. 1 (Nov., 1941): 6-19.

DUNLOP, John B., "Alexandr Dugin's Foundations of Geopolitics," *Demokratizatsiya*, Vol. 12, No. 1 (2004): 41.

ECONOMY, Elizabeth, "China's Alternative Order. And What America Should Learn From It," *Foreign Affairs*, (May/June 2024)

GOLDGEIER, James, "A Realistic Reset with Russia," *Policy Review*, No. 156 (Aug/Sep 2009): 15-26.

KAPLAN, Robert D., *The Revenge of Geography*, New York, NY: Random House, 2012.

KOTKIN, Stephen, "Russia's Perpetual Geopolitics," *Foreign Affairs*, Vol. 95, No. 3, (May/June 2016) <https://www.foreignaffairs.com/articles/ukraine/2016-04-18/russias-perpetual-geopolitics>

LARRABEE, F. Stephen, "Russia, Ukraine, and Central Europe: the Return of Geopolitics," *Journal of International Affairs*, Vol. 63, No. 2 (Spring/Summer 2010): 33-52.



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MITROFANOVA, "La géopolitique dans la Russie contemporaine", *Hérodote*, Nos. 146-147 (2012/3): 183-192. <https://www.cairn.info/revue-herodote-2012-3-page-183.htm>

TSANG, Steve, "What Xi Jinping Really Thinks", *Time*, May 11, 2024. <https://time.com/6974353/what-xi-jinping-really-thinks/>

TSYGANKOV, Andrei P. "Mastering Space in Eurasia: Russian Geopolitical Thinking after the Soviet Break-Up", *Communist and Post-Communist Studies*, Vol. 36, No. 1 (March 2003): 101-127.

ZAFAR, Mohamad Ali, "Russia's Ukraine Revanchism: Dugin, Neo-Eurasianism, and the Emerging World Order," *Journal of politics and development*, Vol 13, No. I (2023): 20-38.

## LESSON 12 - GEOPOLITICS EXERCISE # 1 (ROLE PLAY)

The students will role-play a decision-making process of geopolitical nature in which they will be expected to apply concepts learned along the semester.

### LESSON OBJECTIVES

1. Practical application of geopolitical concepts in a simulated real-life like situation
2. Exercise the preparation of briefings and oral presentations
3. Exercise the decision-making process of geopolitical alternatives

### LESSON TOPICS

N/A

### REQUIRED READING

Exercise readout: background information to be provided by the Faculty ahead of the exercise.

### RECOMMENDED READINGS

N/A

## FORMATIVE ACTIVITIES

**Presence policy:** Participation in the weekly lessons is MANDATORY. Unjustified absences will negatively reflect on the CLASS PARTICIPATION concept. Notwithstanding the possibility of the faculty randomly conducting roll-calls, and because this is a course for adults, the implementation of this requirement will be self-regulated and based on trust.

**Participation:** Presence is not enough. Beyond that, students must commit to the course objectives. Specifically, this means:

1. Critically reading the REQUIRED text assigned for each lesson and any other material provided by the faculty ahead of the lesson



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2. Participating in class debates on the Required Reading or on any other topic as directed by the faculty
3. Maintain a positive, polite, respectful, attitude toward faculty and peers alike
4. Refraining from using electronic devices unless authorized or directed by the faculty.
5. Completing ALL the course requirements within the scheduled time. FAILURE TO COMPLETE ANY ASSIGNMENT will result in failure in the subject. Please, find under ASSESSMENT the specific course requirements
6. Actively participating in TEAM tasks, making their fair share to the team effort
7. Reviewing the lesson material after the class to facilitate assimilation of the key concepts
8. Performing other tasks as directed by the faculty in the exercise of his teaching duties
9. Actively following geopolitics-related current events to increase understanding of course topics

Participation will be measured against the CLASS PARTICIPATION concept (see "Assessment")

**Punctuality:** Lessons start at 10:00. No access to the classroom will be authorized after the beginning of the lesson (closed door policy)

**Early release:** If, for a duly justified reason, you must leave the room before the end of the lesson, please, seek FACULTY AUTHORIZATION ahead of the lesson

**Classroom etiquette:** We are users, not owners, of the classrooms. They are a space shared by many students. That requires following certain basic rules:

1. Follow an appropriate dress code
2. Food and drinks (other than your personal bottle of water) are not allowed
3. Demeanor: sit down properly
4. Avoid idle chit-chat during the lessons

**Class routine:** As a rule, lessons will include a combination of the following:

1. Class discussion on Required Reading or current events
2. Lectures by the faculty
3. Oral presentations by selected students on a topic related to the lesson
4. Team or individual classroom activity/task/exercise
5. Eventually, class exercises (ANNOUNCED) and Quizzes (UNANNOUNCED)

**Student briefings (oral presentations):** Students may be required to deliver short presentations on topics assigned by the faculty and related to the contents of the lessons. They will be no longer than 10 minutes (absolute MAXIMUM). Oral presentations makes up 5% of the final grade. Annex B provides you with some tips to help you prepare the oral presentation. See "Assessment" for further detail.

**Readings:** Every lesson includes a selection of readings. There are two categories:

1. REQUIRED: They must be critically read and understood. They will be used for in-class debate.
2. RECOMMENDED: Not mandatory. Students are encouraged to read them.

All readings (except books) will be available on ADI in the respective Session folder.

**Academic Integrity:** Students must abide by the highest standards of academic integrity. Examples of academic fraud include, among other possibilities:



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1. Plagiarism: When you use one author's idea without giving him credit for it (through citations), you commit plagiarism. It is a serious academic offense and will not be tolerated. Plagiarized papers will automatically be graded "0".
2. Cheating of any kind (for example, using unauthorized assistance during final exams or class exercises; or resorting to unethical means like ChatGPT)
3. Submitting work of which the student is not the author or having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid.

Any case of academic misconduct identified will result in a grade of ZERO (0) in the requirement, irrespective of other academic consequences that might be derived from each specific case

**Electronic devices policy:** NO ELECTRONIC DEVICES are authorized unless indicated by the faculty. Some class activities may require the use of laptops. Keep your electronic devices OFF and out of sight at all times.

CELL PHONES WILL BE TURNED OFF AND DEPOSITED

ON THE FACULTY DESK AT THE BEGINNING OF EACH CLASS

THEY WILL BE RETRIEVED AT THE END OF THE LESSON

## ASSESSMENT

The final grade will be measured based on the following:

25%	Geopolitical Analysis TEAM PROJECT. Details to be issued separately
40%	<p>Final Exams. There will be two of them: one in DECEMBER, one in MAY. Presence in both of them is MANDATORY to pass the course. Each one will cover ONLY the material taught during the semester.</p> <p>The points of the exam in DECEMBER will be accumulated for the final grade. They will be added to those you get in the MAY exam. The average of both grades will determine the final one.</p> <p>Passing requires: a minimum grade of FOUR (4) in each exams.</p> <p>The JUNE exam will cover ALL the material (both semesters)</p>



15%	<p>Class exercises (ANNOUNCED). The Faculty will issue one topic for individual analysis to be completed in class. Use of electronic devices may eventually be authorized</p> <p>Final grade will be the result of the average of all exercises</p> <p>The exercises will be graded based on:</p> <ol style="list-style-type: none"><li>1. Style and a fair command of written English: The paper must show the student has reviewed and edited the written text to polish the style and make the text readable before submitting it</li><li>2. Paper structure and organization: Ideas must be logically arranged in the paper. Introduction, main body with argumentation, and conclusions must be easily recognizable.</li><li>3. Use of concepts introduced in the course.</li><li>4. Penmanship and tidiness</li><li>5. Student's ability to synthesize key information in the allocated space.</li><li>6. Student's capacity for critical analysis and to reach relevant conclusions.</li><li>7. Use of sources (when applicable): The paper must be based on varied, solid sources, which must be cited accordingly.</li></ol> <p>UNJUSTIFIED ABSENCE to a class exercise will be graded with a ZERO (0) in the exercise</p>
10%	<p>Class Participation: Presence; quality/amount of participations in debates; general attitude; teamwork</p>



5%	<p>Oral Presentations on issues related to the lesson topic.</p> <p>On a weekly basis, the faculty will designate briefer/briefers for the following week. Designated students will have to contact faculty for instructions on the presentations.</p> <p>The following aspects will be measured:</p> <ol style="list-style-type: none"><li>1. Contents</li><li>2. Quality of the presentation</li><li>3. Adjustment to the allocated time</li><li>4. Delivery (oral expression, demeanor)</li></ol>
5%	<p>Quizzes (UNANNOUNCED): Short-answer tests on map, required or other mandatory readings, material of previous lessons, etc.</p> <p>Remember: They will be UNANNOUNCED</p> <p>The average result of all quizzes will give you the final grade in this requirement</p> <p>UNJUSTIFIED ABSENCE to a Quiz will be graded with a ZERO (0) in the Quiz</p>

**Requirements to pass the course on GEOPOLITICS:** All of the items below will have to be completed. Please, note: FAILURE TO COMPLY WITH ANY ONE OF THESE REQUIREMENTS WILL AUTOMATICALLY MEAN FAILURE IN THE SUBJECT

1. Write the two FINAL EXAMS (one in DECEMBER, one in MAY) and score a minimum grade of FOUR (4) in each one. YOUR PRESENCE IN THE EXAMS IS MANDATORY. NO ONLINE EXAMS WILL BE TAKEN. Failure to meet this requirement will send the student directly to JUNE. Please, note that, the JUNE final will re-examine students on the whole course material (both semesters) regardless of the grade they got in DECEMBER and MAY.
2. Deliver at least ONE Oral Presentation (Faculty will assign presentations on a weekly basis)
3. The completion of this requirement means students must actively engage in the teamwork and provide their fair share to the final product.
4. The accumulation of more than THREE missed Quizzes/Two-Pagers (combined) along both semesters will result in automatic course failure. PLEASE, REMEMBER QUIZZES WILL COME UNANNOUNCED, WHILE TWO-PAGERS WILL BE ANNOUNCED.

**NO ONLINE EXAMS WILL BE TAKEN**

**CRITERIA FOR JUNE EXAMS:** To succeed in the course in JUNE, the following criteria must be met:

-Write an exam on the scheduled day on 100% of course material



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-Get a minimum grade of FOUR (4). Grades below FOUR (excluded) will result in automatic course failure. Grades of FOUR (4) or above will be assessed with overall course performance

-Demonstrate submission of written requirements

-Do not meet any cause of exclusion

## OFFICE HOURS

Faculty will be available, on campus or online, upon appointment. Requests may be forwarded directly with Faculty or via email [ssanchezt@external.unav.es](mailto:ssanchezt@external.unav.es)

## BIBLIOGRAFÍA Y RECURSOS