COMILLAS
UNIVERSIDAD PONTIFICIA
CIHS

COURSE SYLLABUS

Course: **International Political Economy**

COURSE DATA	
Degree	Diploma in Humanities and Global Challenges
Academic Year	2026-27
Credits	6 ECTS
Course type	Elective
Department	Economics
Language of instruction	English
Name and email of instructor	Sebastián Miguez smiguez@comillas.edu

SHORT DESCRIPTION

This subject can be considered as an intellectual crossroads and academic intersection of politics, economics and business whose main objective is the study and analysis of the interaction between States and markets. The core concepts used in the subject are globalization, hegemony and interdependence. The topics studied point to the context and actors of the international political economy and their influence on global business. International production and trade, international finance, exchange systems and international currencies, foreign direct investment and multinational enterprises, poverty and economic development; the BRICS; Energy, climate change and the environment are some of the key issues in the international political economy.

CONTENTS AND STRUCTURE

TOPIC 1: International Political Economy: Definition and Evolution

TOPIC 2: Classical Liberalism and Neoliberalism

TOPIC 3: Mercantilism and Economic Nationalism

TOPIC 4: Structuralism: MARXISM, imperialism, dependency and neo-Marxism

TOPIC 5: Constructivism

TOPIC 6: Global Production Structure

TOPIC 7: International Trade Structure

TOPIC 8: Financial and Monetary Structures

TOPIC 9: The Development Challenge

TOPIC 10: Regionalism in the Global Economy: The Case of the European Union

TOPIC 11: BRICS: the new economic and political powers

TOPIC 12: Energy, Environment and Climate Crisis

METHODOLOGY

Artificial Intelligence (AI) is revolutionizing the way we teach and learn in the university environment. For the subject of International Political Economy, AI tools offer opportunities to enrich learning, and prepare students for an increasingly digitized professional world.

This methodological section identifies the main AI tools that can transform the educational experience in IPE, providing innovative resources to improve academic outcomes. It is essential to highlight here the importance of an ethical and responsible implementation in the academic environment. That said, each teacher

will decide the degree of use of AI according to their pedagogical approach and the pace of its incorporation into teaching and learning activities.

The face-to-face teaching method in the classroom is energized by the use of different tools by the teacher and student. Without being an exhaustive list, the different categories of the most popular AI tools open to use are:

1. Writing assistants such as **ChatGPT** and **Claude** for text preparation and analysis. And **Gamma** for presentations especially. These advanced language models help generate, structure, and improve content. They help to create revision schemas by facilitating the organization of complex ideas into coherent structures, facilitating the explanation of complex theories. Practical applications in the subject could include stylistic and grammatical revision of texts to improve clarity. NB It is necessary to use these tools as a complement and not as a substitute for critical thinking and the development of one's own academic voice.
2. Advanced translators **DeepL** and **Google Translate** provide access to diverse international resources, significantly expanding the bibliographic base.
3. Research platforms: **Elicit** and **Consensus** are platforms that allow smarter and more synthetic searches than traditional databases. They help find the most relevant articles by pointing out the main conclusions or the methodologies used. They greatly facilitate the research process and the development of criteria for evaluating the quality and relevance of academic literature.
4. **Scholarcy** and **TLDR** (Too long, didn't read) reading assistants allow students to process and understand large volumes of complex texts in the form of academic articles, government and institutional reports of an international nature.
5. **Tableau** and **Power BI** data visualization. International Poitical Economy is based on the analysis and interpretation of large volumes of data. These tools make it easier to understand trends and relationships between variables with current data.
6. Finally, *last but not least*, in the course we aim to pursue a conversation and series of reflections on the ethics of AI in the university environment. The Syllabus includes in the evaluation section, a warning on the appropriate use of AI.

The non-face-to-face methodology based on autonomous study focuses on the independent learning of the student outside the classroom. The main element is structured reading of textbooks and key texts. Thus, the student must prepare prior to lectures and classroom activities. This approach encourages autonomous time management, deep understanding of concepts, and critical capacity. The teacher can guide the learning process through discussion questions and assessments of various kinds (quizzes, summaries, concept maps).

ASSESSMENT AND GRADING		
Assessment type	**Assessment criterio**	**Percentage**
Final written, essay-based exam	1. Argumentation and clarity 2. Engagment with the question 3. Use of theoretical frameworks and concepts 4. Use of empirical evidence and examples 5. Critical analysis 6. Structure and organization. 7. Knowledge and understanding 8. Originality 9. Writing style and coherence	60
Continuous assessment	A portfolio of diverse assessment activities such as multiple-choice tests, data collection and interpretation exercises, debates, book reviews, case studies etc.	40

- Committing any serious academic misconduct, such as **plagiarism** of previously published material, or **copying** in the exam or any other graded activity, **will imply failing the course in the ordinary assessment period.**
- The **use of AI** to create complete works or relevant parts, without citing the source or the tool or without being expressly allowed in the description of the work, will be considered plagiarism and regulated according to the General Regulations of the University.
- At the beginning of the term, the professor will announce the office hours for the course. Tutorials are an essential part of the development of the course, and students may attend tutorials during the course within those office times, but it is recommended that they are arranged in advance with the professor.

- Any non-face-to-face learning activity that requires the submission of an assignment/document, etc. will be submitted by the student through Moodle, always in PDF format.

- To be able to take the final exam, students must not have missed **more than one third of the classes without justification**. If this requirement is not met, the student may lose the right to be assessed both in the ordinary and extraordinary assessment period (art. 93-1 of the General Regulations). Failure to attend to the first hour of a two-hour lecture, means having missed the whole session in terms of attendance, regardless of whether or not the student is present for the second hour.

STUDENT WORKLOAD (in hours)		
CONTACT HOURS	OUTSIDE CLASSROOM	TOTAL
60	90	150

TEXTBOOKS

Balaam, D.N. and Dillman, B. (2019) An Introduction to International Political Economy, Longman,7th. edition

Oatley, T. (2023). International political economy. Routledge. 7th. edition