



PRESENTACIÓN

- **Abstract:** The course provides an overview of the key events that have shaped our modern world. It emphasises the worldwide exchanges, conflicts and interactions that have contributed to today's increasingly global culture and politics. Particular emphasis is placed on international and diplomatic matters and issues to provide students with an understanding of International Relations from a diachronic perspective.
- **Titulación:** Grado en Relaciones Internacionales
- **Módulo/Materia:** Fundamentos de las relaciones internacionales, Fundamentos históricos
- **ECTS:** 6
- **Curso, semestre:** 1º (First Semester)
- **Carácter:** Básico
- **Profesorado:** Dr. Alvaro Ferrary
- **Idioma:** Inglés
- **Aula, Horario:** Monday 10:00a.m.-11:45 a.m. Room 12 (Amigos)/Tuesday 10:00a.m.-11:45a.m. Room B2 (Amigos).
- **Final Exam (Ordinary Call):** December 18 (Thursday) 8.30 a.m. Room 6 Facultad de Comunicación (Fcom).
- **Final Exam (Extraordinary Call):** June 15 (Monday) 8:30 a.m.

RESULTADOS DE APRENDIZAJE (Competencias)

The general competences and skills that are expected to be fostered and developed: appreciation of diversity and multiculturalism; basic knowledge of the field of study; capacity for analysis and synthesis; capacity to learn; oral and written skills; critical abilities.

The specific competences and skills: awareness to the fact that current events and issues have historical roots, precedents, and analogies; showing how historiographical debate is formed and is related to current events and issues; providing a detailed knowledge of one or more specific event, issue or period of the past; knowledge of the general diachronic framework of the past.

For the areas of International Relations the competences to achieve are the following:

CB1 That students have demonstrated to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of his field of study.

CB3 That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CG01 Analyze, evaluate and reason different international situations in light of the knowledge acquired.



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CG04 Use English properly according to the scientific and academic terminology of International Relations.

CG07 Evaluate the international reality and its specific problems with a critical spirit.

CE05 Know and understand the theories and conceptions of international relations in historical perspective.

CE13 Know and analyze contemporary political theories and ideologies.

CE20 Evaluate international relations and each of its sociological, historical, legal, political and economic components.

Las competencias que se tiene como objetivo conseguir en esta área de Relaciones Internacionales son las siguientes:

CB1 Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.

CB3 Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.

CG01 Analizar, valorar y razonar las diferentes situaciones internacionales a la luz de los conocimientos adquiridos.

CG04 Usar el inglés con propiedad según la terminología científica y académica propia de la Relaciones internacionales.

CG07 Valorar con espíritu crítico la realidad internacional y sus problemas específicos.

CE05 Conocer y comprender las teorías y concepciones de las relaciones internacionales en perspectiva histórica.

CE13 Conocer y analizar las teorías e ideologías políticas contemporáneas.

CE20 Evaluar las relaciones internacionales y cada uno de sus componentes sociológicos, históricos, jurídicos, políticos y económicos.

PROGRAMA

THEME A. The Liberal Age:

A.1. *Precedents*. A. 1.1. The American Political Experiment and the French Revolution and Its Legacy. A. 1. 2. Napoleonic Europe.

A.2. *Revolutionary Cycles and Socialism*. A. 2. 1. The Congress System. A. 2. 2. The Engines of Change: The Industrial Revolution (The British Case). A. 2. 3. New Ideologies and Beliefs: Conservatism, Liberalism, Socialism, and Nationalism. A. 2. 4. The Political Context (I): The 1830 and 1848 Revolutions and The French Second Empire. A. 2. 5. The Political Context (II): The Italian and German Unification.



A. 3. A Wider World. A. 3. 1. Colonial Expansion. A. 3. 2. The Far East and the Pacific. Latin America.

Reading Seminar 1

THEME B. The First World War and The Inter-War Years:

B.1. *The World prior 1914*. B.1.1. Introduction. B.1. 2. The Pre-War International Crises: Causes of the War and Responsibilities for the War.

B.2. *Phases and Consequences of the War*. B. 2. 1. The Western and the Eastern Front. B. 2. 2. The Year 1915. B. 2. 3. The Battle of Verdun and the Battle of the Somme. B. 2. 4. The Entry of the USA in the War. B. 2. 5. Why did the Central Powers lose the War?

B. 3. *International Relations from 1919 to 1933*. B. 3. 1. The Peace Agreements and The League of Nations. B.3. 2. The 1919-23 Period. B. 3. 3. The Locarno Honeymoon 1924-1929. B. 3. 4. The 1929-1933 Period.

Reading Seminar 2

THEME C. The Russian Revolution:

C.1. *Pre-Revolutionary Russia*. C. 1. 1. The October Manifesto and Peter Stolypin's Reforms. C. 1. 2. A Revival of the Revolutionary Parties. C. 1. 3. Was Czarist Russia Doomed to Fall? The Historiographical Debate.

C.2. *The Two Revolutions of February (March) and October (November) 1917*. C. 2. 1. The Provisional Government and the October Revolution. C.2. 2. The Red Terror and the Civil War. C. 2. 3. War Communism and the NEP. C.2. 4. Lenin's Death

C.3. *Stalin in Power*. C.3. 1. From Lenin to Stalin. C. 3. 2. The Five-Year Plans. C.3. 3. The Purges. C. 3. 4. Was Stalinism a Continuation of Leninism?

Reading Seminar 3

THEME D. The Totalitarian Systems and the Outbreak of World War II:

D.1. *Fascist Italy*. D. 1. 1. How and Why was Mussolini Able to Come to Power? D. 1. 2. Fascist Ideology and Political Programme. D. 1. 3. The Gradual Introduction of a Fascist State. D. 1. 4. Mussolini's Downfall

D.2. *Nazi Germany*. D. 2. 1. Why did the Weimar Republic Fail? D.2. 2. The Rise of Hitler and the Economic Crisis. D. 2. 3. National Socialist Ideology and Political Programme. D. 2. 4. Hitler's Conquest of Total Power: Nazism and Fascism. D. 2. 5. A comparative Assessment.

D.3. *The Road to WWII*. D. 3. 1. Mussolini and Hitler's Foreign Policy. D. 3. 2. The Appeasement Policy. D. 3. 3. The Munich Agreement; The Nazi-Soviet non-Aggression Pact. D. 3. 4. The Outbreak of the War; Phases and Consequences of the War. D. 3. 5. The Holocaust and the Killing of the Jews

Reading Seminar 4

ACTIVIDADES FORMATIVAS



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Before we explain the planned course activities, it is important that you familiarize yourselves with the following terminology. Specifically, what are Lecture Texts? What are Reading Texts? What about Outlines?

Lecture Texts are documents containing the content corresponding to each lecture delivered throughout the course. They may also contain information or questions that were not directly addressed in class but that complement the lecture content. After each lecture, they will be published on Adi in the "Materiales Docentes" section each week. This content is essential for preparing for the Midterm Test and Final Exam.

Reading Texts are documents containing the readings on which the Reading Seminar activity is based. This activity will be explained later on. Consequently, these texts must be read carefully in order to be prepared for the activity. It is important to note, however, that the final exam will include questions on topics covered in these documents. In order to prepare for the final exam, in addition to the Lecture Texts, you will also need to read and study the Reading Texts.

Outlines are brief and concise documents that outline the topics to be covered in class each week. They will be posted on Adi in the Materiales Docentes section at the end of the week prior to the corresponding classes.

Five Activities are scheduled in this course.

A) Midterm Test: The Midterm Test (MTT) is a short answer exam consisting of ten (10) questions selected from the Lecture Texts and Reading Texts posted to Adi through October 7 (included). The MTT shall be taken as scheduled. No exceptions to this rule will be considered. This activity is compulsory and cannot be missed. Failure to complete it will result in the loss of the points awarded for this activity. The midterm test score is 15% of the final grade. *The Midterm Test date is October 14 (Tuesday). It will take place during class hours in Room B2.*

B) Oral Presentations & Research Questions: Oral presentations will be delivered on November 10 (Monday), November 11 (Tuesday), and November 17 (Monday). Presentations will be extended to November 18 (Tuesday) in case there is any presentations still pending. This activity consists of each student presenting the main arguments and conclusions developed and drawn up to answer the assigned Research Question to the rest of the class. Presentations should not exceed 3 minutes in length; any excess time will be penalised. Each presentation should be supported by relevant PowerPoint slides. In addition, a written Abstract of the presentation must be submitted via the course platform after each presentation. The Abstract should contain a minimum of 275 words and a maximum of 300 words. This summary must contain clear, complete and specific references to the sources used in the research. Finally, the number of words must be indicated by the student at the end of the abstract..

The total value of the oral Presentation and Abstract combined is 15% (1.5 out of 10 points). Both the Presentation and the written abstract will be evaluated according to the following criteria:

- Fluency and Adjustment to the time allotted
- Relevance and Consistency of the content
- Number and Quality of sources employed
- Quality of the PowerPoint presentation
- Originality Conceptual and stylistic quality of the written text (this last criterion only applies to the abstract)



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Each criterion will be assessed according to the following scale:

- Poor (0)
- Average (0.5)
- High (0.75)
- Outstanding (1)

An overall mark will be estimated from the above assessments on a scale of 0 to 10. This is calculated by taking the arithmetic mean of the sum of the partial marks awarded for each of the above points. This final grade is the overall mark awarded for each presentation. A maximum of 1.5 points (15% of the final grade) can be obtained for this activity.

Research Questions. Each student will be assigned a Research Questions depending on the group in which they have been placed in. Groups will be arranged in alphabetical order according to the official class list. *Please note that the groups are there to help each student identify the question they are responsible for addressing. However, each student is solely responsible for conducting their own research and delivering their own presentation.* In other words, researching and presenting the assigned question are individual activities, not group activities. The exact composition of each group will be finalised during the last week of August and published on this webpage.

Each student must answer only the question assigned by the professor; no other questions or proposals are allowed. The research questions and groups are as follows:

Question Group 1 (Abey George, Gautam; Aguirre, Belén; Fiorella C. Agosto; Alonso, Lidia): What were the main causes that led to the American Revolution? How did the American Revolution impact different groups of people, such as women, Native Americans, and enslaved Africans?

Question Group 2 (Ardavín, Sofía; Baldini, Valentina; Barreña, Jara): In what ways did the American Revolution change the idea of government and democracy? Why do you think the American Revolution is still remembered and celebrated today?

Question Group 3 (Blasco, Lucía; Bonmatí, Víctor; Bosch, Jerónimo): In what ways did the French Revolution influence other countries and future revolutions? Choose three significant examples and explain why they are important.

Question Group 4 (Bravo, Mariana; Caireta, Lucía; Calero, María José): How did Napoleon's legal reforms -like the Napoleonic Code- impact France and other countries? Select and explain five significant examples and their relevance.

Question Group 5 (Alnaemi, Nasser M.; Cervantes, Isabella; Christov, Theodora): What is the doctrine of the Balance of Power, and why is it important in international relations? Give three examples from history where this doctrine was used to maintain peace or stability.

Question Group 6 (Citte, Xavier L.; Cobos, José I.; Cohen, Hadas Sara): Describe the role did technology and medicine play in the Crimean War (1853-56) and explain why this war is seen as a pivotal moment in healthcare history .

Question Group 7 (Darquea, Emilio; De Andrade, Paulo; de Pablo, Belén): Why did Japan begin to promote a new policy of colonial expansion during and immediately after the Meiji Restoration (particularly during the reign of Emperor Mutsuhito (1867-1912)?



Question Group 8 (Delgado, Daniela; Dublado, Martee; Dulong, Augustin L.): Why do historians argue that, during the 19th and most of the 20th centuries, the USA practised a 'double-standard policy' in Latin America and the Caribbean that was not dissimilar to classic imperialism?

Question Group 9 (Fonseca, Benjamín; Fraija, Shafik E.; Fuster, Jeronia) : Evaluate the personalities and actions of Sun Yat-sen, the founder of the GMD, and Mao Zedong, the historic leader of the CPC.

Question Group 10 (García Ortiz, I.; Girón, Diego A.; Gómez Ojer, Jimena): How did the fall of the Ottoman Empire influence the political landscape of the Middle East after 1918?

Question Group 11 (González Valladares, Elena; Grass, John; Guerra, Marina): What role did coal and iron play in industrial development in the 19th century?

Question Group 12 (Gutiérrez Aza, Nicolás; Habsburg-Lothringen, Philipp; Huschke, Christian) : Was Imperialism more about economic gain or national pride? Select three examples to support your position.

Question Group 13 (Ipas, Juan B.; Irula, Bárbara D.; Jansen, Marianna): What was the role of alliances in the outbreak of World War I?

Question Group 14 (Johnson, Gavin R.; Joyce, Juliette M.; Karaszewski, Isabela; Ibáñez, Jimena): How did World War I affect the map of Europe and the Middle East?

Question Group 15 (Lazarov, Ivan E.; Lecamus, Clara J-J., Lizardi, Inés): What were the effects of World War I on colonial territories and empires?

Question Group 16 (Llambo, Kerly K.; Luna, David E. J.; Mangubat, Lorenzo): How did World War I contribute to the collapse of the Tsarist regime?

Question Group 17 (Marín, Jorge; Marini, Alessandra; Michael, Lara M.): What was the Treaty of Brest-Litovsk (1918), and what did it mean for Russia?

Question Group 18 (Morán, María Cecilia; Muga, Clara;): Why has Kemalism been equated to Turkish Nationalism, to Westernization and to Secularization of Türkiye's Ottoman past?

Question Group 19 (Ohlgisser Niddam, Samuel; Pielaszek, Maciej; Prieto, Ricardo A.) : What was the goal of the Zionist movement, and how did these goals evolve over time?

Question Group 20 (Riverol, María; Rojas, María Camila; Ruíz Real, Emely N.) : What was the "appeasement policy"? Which countries were most associated with it during the Interwar Period, and why?

Question Group 21 (Sabillón, Rocío; Saiz, Fabiola M.; Salazar, Sofía M.; Saldarriaga, Edwin Felipe): Evaluate how the international community responded to the Spanish Civil War (1936–1939) and the implications this had for collective security.

Question Group 22 (Sánchez Pérez, Hamlet A.; Schumann; Carmen S.; Silvestre, Maia C.): How did Adolf Hitler manipulate fear, nationalism, and the media to gain and consolidate power.

Question Group 23 (Snipes, Claudia; Soldi, Marta; Szilágyi, Bernát): Analyse how did Nazi propaganda influence public attitudes toward Jews and other minorities?



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Question Group 24 (Towara, Alexandra; Vaccaro, Nicolás; Szabó, Domonkos): How did Benito Mussolini manipulate fear, nationalism, and the media to gain and consolidate power.

Question Group 25 (Vasilache, Ingrid I.; Vega, Lucía; Quiroz, Lucía): Analyse the impact of Stalin's economic policies on Soviet industrialization

Question Group 26 (Vergés, Tresa; Waititu, Khanyisile M., Hernández, Rodrigo): Evaluate the decision-making process behind the USA's use of atomic weapons against Japan in August 1945. What factors were considered?

Question Group 27 (Wright, Conor; Corrales, Valeria; El Hajlaoui, Hajar; Vera, Andrés) : What were the main outcomes of the Yalta and Potsdam Conferences (1945).

Each student will give their presentation on the assigned day, and no changes to this rule will be allowed (except for a case of *force majeure* - for example, a medical emergency, which must be announced in advance and documented).

C) Reading Seminars (RS): Four Reading Seminars are scheduled throughout this course, to be announced in due time. A maximum of 10% of the final grade is awarded for regular attendance, active participation and positive contribution to these seminars. Absence from more than one seminar without justification will result in the loss of all the points awarded for this activity.. Reading seminars are scheduled for the following days: First RS: September 30 (Tuesday); Second RS: October 28 (Tuesday); Third RS: November 4 (Tuesday); Forth RS: November 25 (Tuesday). The texts for the Reading Seminars are available in Adi.

D) Attendance: Regular class attendance is essential for effective learning. For this reason, attendance will be checked at the start of each session, and more than three unexcused absences will result in the loss of marks for this requirement. The value of this activity is 10% of the final mark (1 point out of 10). This total mark will be adjusted according to the number of sessions attended during the semester.

E) Final Exam: The Final Exam accounts for 50% of the total course mark (5 out of 10 points). The test will consist of 10 questions, selected from topics included in the syllabus, to which students must provide answers. A maximum of one point will be awarded for each question. If the answer is incomplete or only partially correct, a proportion of the awarded mark may be obtained. Your final mark for the exam (out of 10) will be determined by adding together the marks you obtain for each question. The final examination will last 85 minutes, during which time you must write your answers. To pass the course, you must obtain a minimum total of 5 points for all the activities, including the final exam, provided that the mark obtained in the final exam is not less than 4 out of 10 (2 reduced to 50%). In other words, if a mark of 4 or more is not obtained in the final examination, the course will not be passed, even if a minimum mark of 5 points has been obtained for all activities. In this case, the final grade awarded will be 4.5. Students with special educational needs must first contact the Academic Coordination Office of their faculty/school to obtain authorisation for any necessary adjustments (e.g. extra time for exams). The student must then send this authorisation to the professor. It is recommended that this is done at the beginning of the semester.

Please note that any attempt at fraud, copying, plagiarism, or other irregular behaviour is a serious offense, as outlined in Title IV of the University of Navarre's Code of Conduct, "Academic Disciplinary Rules for Students"

In accordance with what was previously said, the course grading scale is as follows:

Midterm Test: 15% (equivalent to 1.5 out of 10 points).



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Oral presentation and research proposal: 15% (equivalent to 1.5 points out of 10).

Reading Seminars: 10% (equivalent to 1 point out of 10).

Attendance: 10% (equivalent to 1 point out of 10).

Final Exam: 50% (equivalent to 5 points out of 10).

The Final Grade is the sum of the above partial grades (provided a mark of 4 or more is obtained in the final examination).

June Extraordinary Exam: Students who did not pass the course in the ordinary exam will have the opportunity to take a second exam in June. This exam consists of a written test based on a twenty-question questionnaire on topics and issues selected from the Syllabus. The mark obtained in this exam determines the final grade for the course, regardless of the marks obtained for the training activities carried out throughout the course.

A reminder of these activities will be posted on Adi in the first week of the course.

EVALUACIÓN

CONVOCATORIA ORDINARIA

In accordance to what has been said, the Course Grading Scale is the following:

- Midterm Test: 15% (which is equivalent to 1.5 points out of 10)
- Oral Presentation & Research Proposal (15% (which is equivalent to 1,5 point out of 10)
- Reading Seminars: 10% (which is equivalent to 1 point out of 10)
- Attendance: 10% (which is equivalent to 1 point out of 10)
- Final Exam: 50 % (which is equivalent to 5 points out of 10)

Remember that the Final Grade is estimated after summing the above-mentioned partial marks if in the Final Examination a mark of 4 or more is obtained (See above for more information)

CONVOCATORIA EXTRAORDINARIA

June Extraordinary Exam: Students who have not passed the course in the ordinary exam will have the opportunity to take a second exam in June. The June exam consists of a written test based on the answer to a questionnaire of twenty questions on topics and issues selected from the Syllabus. The mark obtained in this exam establishes the final grade for the course, without taking into account the marks obtained for the training activities carried out throughout the course. Each question is worth 0.5 points. Your final exam score is calculated by adding up the scores you obtained for each question.

OFFICE HOURS



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Dr. Álvaro Ferrary (aferrary@unav.es)

- Office: # 2100. Second Floor. ISB Building Edificio.
- By appointment (contact me by email)

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