Universidad de Navarra

Modern World History (RRII)

Guía docente 2026-27

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 S02 (Amigos).
- **Final Exam (Ordinary Call):** 15 December. Room 10 (Amigos), 8:30 a.m.
- **Final Exam (Extraordinary Call):**

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.

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: The 'New Imperialism' Era.* 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.

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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 Spanish Civil War (1936-39): International Dimension. D. 3. 3. The Appeasement Policy. D. 3. 4. The Munich Agreement; The Nazi-Soviet non-Aggression Pact. D. 3. 5. The Outbreak of the War; Phases and Consequences of the War. D. 3. 6. The Holocaust and the Killing of the Jews

Reading Seminar 4

ACTIVIDADES FORMATIVAS

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.

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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 30 September (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 6 October (Tuesday). It will take place during class hours in Room S02 (Amigos).*

B) Oral Presentations & Research Questions: The presentations will be given in alphabetical order according to the class roster, with A being the first and Z the last. Oral presentations will be delivered on 3 November (Tuesday),9 November (Monday); 10 November (Tuesday) and 16 November (Monday) according to the following schedule:

3 November, from Akadje, Youha to Domínguez, Silvia.

9 November, from Escorriola, Luisa to Llopart, Marc.

10 November, from López Mayorga, Mariapaula to Reyes, Helianny V.

16 November, from Rivilla, Josemaría to Zhou, Bei.

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).

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 at most 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. *The deadline for submissions is 11.59 pm on 17 November.* 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)

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 question, *although some questions may be allocated to more than one student*. Research questions will usually be distributed in alphabetical order according to the official class list. Please, note that 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, even if some questions are allocated to more than one student.

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

RQ 1: The American Revolution: Was the American revolution driven primarily by economic frustration (taxes, trade laws) or ideological beliefs (liberty, representation, self-governance)? What evidence supports your view? **(Akadje, Youha; Alias Ortiz, Victoria)**

RQ 2: The American Revolution: How did Enlightenment thinkers (like John Locke or Baron de Montesquieu) influence the writing of the Declaration of Independence? Which specific ideas directly translated into colonial grievances? **(Almandoz, Naiara; Álvarez, Pablo Nicolás)**

RQ 3: The American Revolution: To what extent did the outcome of the Revolution live up to the ideals expressed in the Declaration of Independence ("all men are created equal")? **(Anchetta, Sofía Valentina; Antonio, Bianca Arabella)**

RQ 4: The French Revolution: Was the Reign of Terror an inevitable outcome of radical Enlightenment ideology, or was it a desperate response to foreign invasions and internal civil wars (e.g., the War in the Vendée)? **(Avelar, Sofía Renée; Barragán, Daniella María)**

RQ 5: The French Revolution: Why did revolutionaries attempt to eliminate the Catholic Church's influence and replace it with new secular cults and a new calendar? How did ordinary citizens react to this extreme cultural shift? **(Bieniara, Mathys T., Dix, Josephina)**

RQ 5 (II): Napoleon and the Polish Question **(Benisz, Julia)**

RQ 6: The French Revolution: How did the French Revolution change the concepts of nationalism, human rights, and political democracy across Europe and the modern world? **(Bolós, María; Brett, Briony Ariya)**

RQ 7: The Napoleonic Era: Did Napoleon Bonaparte preserve and spread the core principles of the French Revolution through his conquests, or did he betray them by crowning himself Emperor and establishing an autocracy? **(Casado, Luis; Cebeci, Fredy Paulo)**

RQ 8: The Napoleonic Era: How did Napoleon reform France's economic and educational systems (e.g., establishing the Banque de France, the *Lycée* system, and the Concordat with the Catholic Church)? Which of these institutions still shape modern Europe? **(Chacón, Daniel Abraham; Chanaj, Julia Wiktoria)**

RQ 9: The Napoleonic Era: How did French conquest unintentionally ignite modern Nationalism across Germany, Italy, and Spain? How did local populations transform from seeing the French as "liberators" to viewing them as "oppressors"? **(Coelho, Gabriel; Cornejo, Mikel)**

RQ 10: The Napoleonic Era: In what ways did Napoleon's actions contribute to shaping North and South America? (e.g., the Louisiana Purchase of 1803, the Haitian Revolution's defeat of French forces, and the collapse of Spanish authority driving Latin American independence movements)? **(Coullomb, Clarysse; de Lucas, María)**

RQ 11: The Napoleonic Era: Is Napoleon best remembered as an enlightened reformer, a power-hungry military dictator, or a romantic hero? What evidence supports your conclusion? **(Domínguez, Silvia; Escorriola, Luisa)**

RQ 12: The Congress of Vienna: How did European powers at the Congress of Vienna attempt to undo Napoleon's empire and restore the balance of power? Did their conservative order successfully prevent major European wars for the next century? **(Espinosa, Juan Arturo; Gantes, José Javier)**

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RQ 13: The Congress of Vienna: What was the "Concert of Europe" (or the Congress System)? How did the alliance system (e.g., the Holy Alliance vs. the Quadruple Alliance) handle internal rebellions across Europe over the next several decades? Give some examples. **(Garcia Bello, Noel; García Correa, Candela)**

RQ 14: The Congress of Vienna: In what ways did the decisions made at Vienna directly cause the revolutionary explosions of 1830 and 1848 across Europe? Provide evidence to support your answer. **(Guergely, Sára; Gilet Maia de Alcántara, Valentina)**

RQ 15: The Industrial Revolution: Why did the First Industrial Revolution start in Great Britain rather than in other wealthy empires or countries? **(Gómez, Josemaría Marcelo; Gómez de Cadiñanos, Maider)**

RQ 16: The Industrial Revolution: What were the working conditions like for children and women in textile mills and coal mines? How did public outcry lead to early labour legislation (e.g., the Factory Acts in Britain)? **(González Contreras, Santiago Eduardo; González Soto, Natalia)**

RQ 17: The Industrial Revolution: What is meant by 'anthropogenic climate change'? In what ways did the burning of fossil fuels during the Industrial Revolution mark the beginning of modern anthropogenic climate change and environmental degradation? Provide evidence to support your answer. **(Goñi, Julen; Gutiérrez Segura, Yara Nahell)**

RQ 18: The Industrial Revolution: How did the consequences of the Industrial Revolution lead to the development of contrasting economic theories, such as Adam Smith's free-market capitalism and Karl Marx and Friedrich Engels' communism? **(Goñi, Oihane; Kerr, Anthony Lawrence)**

RQ 19: The New Imperialism Era: How did the "New Imperialism" of the late 19th century differ from the "Old Imperialism" of the 16th to 18th centuries in terms of territory, governance methods, and global scale? **(Kirschner, Mauricio; Kofoed, Alexa)**

RQ 20: The New Imperialism Era: How did concepts like Social Darwinism and Rudyard Kipling's poem "The White Man's Burden" serve as moral justifications for conquest and racial hierarchies? **(Larrañaga, Leire; Lesme, Jerónimo)**

RQ 21: The New Imperialism Era: What is meant by the 'Scramble for Africa'? In what ways did the disregard of European powers for ethnic, linguistic and cultural boundaries when drawing colonial maps contribute to political instability in post-colonial Africa? **(Lestal Pierson, Maïa L. Catherine; Llopart, Marc)**

RQ 22: The New Imperialism Era: How did President James Monroe's 1823 statement, 'America for the Americans' (the Monroe Doctrine), shift from a defensive stance against European colonisation to an assertive justification for unilateral US intervention under President Theodore Roosevelt's 1904 Roosevelt Corollary (Big Stick Diplomacy)? **(López Mayorga, Mariapaula D.; Maciejewski, Wiktor Antoni)**

RQ 23: WW1: The German historian Fritz Fischer famously argued that Germany deliberately engineered WWI to achieve world power. To what extent do modern historians agree or disagree with his thesis? **(Maeztu, Aitor; Martínez Ordóñez, María José)**

RQ 24: WW1: Did European leaders "sleepwalk" (Cristopher Clark) into a war that no one actually wanted, or did specific nations actively and deliberately choose war to solve domestic political problems? **(Meneses, Eugenia; Millán, Marión Isabel)**

RQ 25: WW1: Was it historically fair for the Treaty of Versailles to place sole blame for starting World War I on Germany? What evidence supports placing blame on other nations (e.g., Austria-Hungary, Russia, or Serbia)? **(Montiel, Emiliano; Mutabazi, David Shweka)**

RQ 26: WW1: What does "total war" mean, and how did governments expand their authority over civilian life through food rationing, price controls, censorship, and conscription? **(Navarro, Emilia; Nkono, Genoveva Obono)**

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RQ 27: WW1: How did women's roles in factories (e.g., "munitionettes"), agriculture, nursing, and public service during WWI shift social norms and accelerate the movement for women's suffrage? **(Novo, Natalia; Oliver, Paula)**

RQ 28: WW1: How did the physical and psychological environment of trench warfare function? What were the long-term effects of shell shock (now known as PTSD), trench foot and constant bombardment on the mental health of soldiers? **(Ortíz Pérez, Álvaro; Ortíz Torres, Rafael)**

RQ 29: WW1: The 'Spanish Flu'. Where did the pandemic actually originate? Why was it named the 'Spanish Flu', and why did it fade so quickly from the public consciousness and history textbooks, despite causing significantly more total deaths than WW1 itself? **(Ortega, Liz Adriana; Pecile, Martina)**

RQ 30: The Russian Revolution. How did military disasters, supply line collapses, hyperinflation, and food shortages caused by World War I accelerate the overthrow of the Tsar? What role did the influence of Rasputin play in delegitimizing the royal family? **(González Valladares, Elena; Pedraza, Gabriel Felipe)**

RQ 31: The Russian Revolution: Why did the Provisional Government (under Alexander Kerensky) fail to maintain power? How did its decision to stay in World War I and delay land redistribution alienate peasants and soldiers? **(Picón, Anna Kristina; Rozemuller, Bas)**

RQ 32: The Russian Revolution: How were Leon Trotsky and the Red Army able to defeat the fragmented White forces and foreign interventionist powers during the Russian Civil War? What role did geography, political unity, and military leadership play? **(Portillo Guzmán, Shelsy G.; Tegbe, Kokou)**

RQ 33: The Russian Revolution. How did the Bolshevik seizure of power inspire socialist movements worldwide while triggering the first "Red Scare" in Western nations like the United States? **(Hebert., Joshua; Prida, Armando)**

RQ 34: The Interwar Period. How did the trauma of WWI influence interwar literature, philosophy, and art movements (e.g., Surrealism, Dadaism, the works of Ernest Hemingway and F. Scott Fitzgerald)? **(Ramos, Lola Luna)**

RQ 35: The Interwar Period. How did the combination of post-war disillusionment, a fear of communism and charismatic leadership allow both Benito Mussolini and Adolf Hitler to seize power? **(Reyes, Helianny Valentina)**

RQ 36: The Interwar Period: How did the Spanish Civil War serve as a "dress rehearsal" for World War II? What role did foreign intervention by Germany, Italy, and the Soviet Union play in the conflict? **(Álvarez, Alejandro Jearardo; Rivilla, Josemaria Ioannes)**

RQ 37: The Interwar Period: How did the sudden withdrawal of US loans and capital from Europe after the 1929 Crash devastate fragile economies such as that of Weimar Germany? And how did this economic chaos contribute to the rise of totalitarian regimes and WW2? **(Arcenas, Mónica; Roach, Dinasty Nicole)**

RQ 38: The Interwar Period: How did the League of Nations successfully resolve early territorial conflicts, such as the Aaland Islands dispute (1921) or the Upper Silesia border crisis (1921)? What made these disputes easier to handle than later crises? **(Roberts, Matías Alejandro)**

RQ 39: The Interwar Period. Why did Mussolini invade Ethiopia, and how did the use of chemical weapons and brutal occupations expose the impotence of the League of Nations? **(Rodríguez Green, Camila Sofía)**

RQ 40: Totalitarianism. What specific mechanisms -such as state censorship, secret police (NKVD), youth organizations (Komsomol), and border controls- did Stalin use to establish total control over society? **(Sahoo, Miguel)**

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RQ 41: Totalitarianism. How did state grain requisitions and political repression cause the catastrophic famine of 1932–1933 in Ukraine (the *Holodomor*) and Kazakhstan? To what extent was this famine used as a deliberate political weapon? **(Sauri, Morgan Cassady)**

RQ 42: Totalitarianism. What was the mandatory artistic style of Socialist Realism? How were writers, artists, and filmmakers forced to promote party ideals and romanticize industrialization? **(Serrano, María Teresa)**

RQ 43: Totalitarianism. Which tools did the Italian Fascist regime use to crush anti-fascist resistance and political parties, such as the secret police (OVRA), special courts and exile to remote islands (*confino*)? **(Sinclair, Kenneth)**

RQ 44: Totalitarianism. In what ways and for what reasons did fascist architecture, symbols (such as the *fasces*) and rituals draw on the history of imperial Rome to legitimise expansionism and national pride? **(Strange, Megan Jayne)**

RQ 45: Totalitarianism: Did Hitler act as a 'master of the Third Reich', micromanaging policy from the top down, as Intentionalists argue? Or was he a 'weak dictator', whose radical policies emerged from competing government agencies trying to impress him, as Functionalists argue? **(Szakonyi, Benedek)**

RQ 46: Totalitarianism. What did British historian Ian Kershaw mean by the phrase "working towards the Führer"? How did government officials, SS leaders, and ordinary citizens take initiative to carry out what they believed Hitler wanted without needing explicit written orders? Give some examples. **(Torres, Sara María)**

RQ 47: Totalitarianism. Why was the acquisition of "living space" (*Lebensraum*) in Eastern Europe central to Hitler's long-term plan? How did he view the Slavic populations living in these territories? **(Trujillo, Ana Paula)**

RQ 48: WW2. How did Winston Churchill influence Britain's role on the eve of the Second World War and during the war itself? **(Urban, Antonia)**

RQ 49: WW2. Which single battle or operation (e.g., Stalingrad, Midway, D-Day, El Alamein) was the true turning point of the war? Provide evidence to support your answer. **(Vardanega, María Eduarda)**

RQ 50: WW2. How did technological advancements (radar, cryptography, long-range bombers, atomic weapons) change the nature of modern warfare during WWII? **(Vargas, Gerardo)**

RQ 51: WW2. What forms did resistance take in the occupied territories of Germany and Japan, and how effective were the underground movements in challenging Axis control? Give some examples. **(Vasilache, Ingrid Ioana)**

RQ 52: WW2. How did the Nuremberg Trials and the creation of the United Nations redefine international law and human rights accountability? **(Vasquez Ruíz, Ana Adrián)**

RQ 53: Antisemitism and the Holocaust. Was Italian fascism truly anti-Semitic? Why did Fascist Italy enact antisemitic racial laws in 1938? Was this purely a result of Nazi pressure, or did it stem from earlier colonial racial policies in East Africa? **(Villasenor, Natalia; Walsh, Zossima)**

RQ 54: Antisemitism and the Holocaust. How did Hitler's rhetoric regarding Jewish people evolve from political exclusion in 1933 to explicit statements of annihilation during his January 30, 1939 Reichstag speech ("if international finance Jewry should succeed in plunging the nations once more into a world war...")? **(Wang. Xiaochun,)**

RQ 55: Antisemitism and the Holocaust. What were ghettos, concentration camps, and extermination camps, and what purposes did they serve? Give some examples. **(Ye, Xiaoqi)**

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RQ 56: Antisemitism and the Holocaust. How and when did the international community respond to the persecution of Jews and the Holocaust? Support your answer with several examples. **(Yllescas; Leonardo Martín; Zhou, Bei)**

C) Reading Seminars (RS): Three 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. The RS session will take place during class hours, in the same room as the class. Reading seminars are scheduled for the following days:

The First RS is on 22 September; from 11:00 to 11: 50.

The Second RS is on 20 October, from 11:00 to 11: 50.

The Third RS is on 24 November, from 10:00 to 11:50 (double session).

IMPORTANT: As the RS readings correspond to various parts of the syllabus, their content is subject to evaluation and will be included in the final exam.

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 Final Exam will consist of ten questions selected from the topics included in the syllabus and posted to Adi in the Lecture and Reading Seminar Texts. Students must provide answers to these questions. A maximum of one point will be awarded for each question if the answer is complete. If the answer is only partially correct, a proportion of the mark will be awarded.. Your final mark for the exam (out of 10) will be determined by adding together the marks you obtain for each question. The Final Exam will last 85 minutes aprox (the exact duration will be announced in due course), during which time you must write your answers. Final exam date and time: 15 December, 08:30 a.m.

To pass the course, you must earn a minimum of five points from the total of all assessable activities that make up the 'continuous assessment', which includes Attendance, Reading Seminars, the Midterm Exam, the Presentation and Abstract, and the Final Exam. If you obtain less than 5 out of 10 in the final exam (2.5 reduced to 50%), you will not pass the course and will lose the marks obtained for the various activities throughout the course. The final grade will be the mark obtained in the final exam.

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).

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 that a mark of at least 5 is obtained in the final examination and that the continuous assessment is not lost.

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.

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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 5 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

Dr. Álvaro Ferrary (aferrary@unav.es)

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

BIBLIOGRAFÍA

General Bibliography:

Atkin, Nicholas and Biddiss, Michael, *Themes in Modern European History* (2008) Find it in the Library

Atlas of Modern World History (1989) Find it in the Library

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