



PRESENTACIÓN

- **Abstract:** The course offers an approach to the main events that have shaped *our* modern world. An emphasis is also placed on the worldwide exchanges, conflicts, and interactions that have contributed to nowadays increasingly global culture and politics. A particular emphasis will also be placed on international and diplomatic matters and issues in order to provide the student with a good understanding of the 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:** Tuesday, 8:00a.m.-10:00a.m. Room 15 (Amigos)/Friday, 8:00a.m.-10:00a.m. Room B1(Amigos).
- **Final Exam:** December 5

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.



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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. 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 Honeyymoon 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



Course Activities

Five Activities are scheduled in this Course

1. **Integrated Essay (IE):** Students are expected to write an Integrated Essay. The Integrated Essay is an analytical and argumentative text of between 3.000 /3.500 words, by which each student is required to provide a personal and original answer to a general question. The answer to be given is to be based on the examination of one single and specific historical event selected by each student from three possible options.

The IE is a single activity shared by the First Semester Courses of *Modern World History* and *Human Rights & Political Thought*. For this reason, the ability to combine certain concepts, notions and propositions drawn from these two different programmes in the formulation of your thesis, your arguments, and your counter-arguments is encouraged and expected.

The fact that some students are not attending the programme *Human Rights & Political Thought* does not represent any obstacle whatsoever for accomplishing this activity. If that would be the case, the IE will be based exclusively on the application of an *historical perspective* to the thesis and arguments developed (being dismissed the juristic and philosophical focus provided by the subject *Human Rights & Political Thought*).

Exchange Students are also required to make this activity according to the conditions explained above.

A basic question to be clarified: *What do we mean by historical perspective?* Drawing ourselves on Barbra S. Lawrence's definition (Professor Emeritus at University of California, Los Angeles [UCLA]). She holds that historical perspective refers to understanding a subject, or addressing a question in light of its earliest phases and subsequent evolution; that is, bearing in mind the contingent character of human and social behaviour, in the sense that both of them are developed and take shape and orientation always within a temporal context. Accordingly, it is held that any sound and complete reference to the social, political or cultural context within which individuals and social groups act and interact is required for a good analysis of the stated question, because we firmly believe that when historical perspective is overlooked we may reach misleading conclusions. In a few words, historical perspective is basic if we aim at reaching a valid understanding of the social, cultural, intellectual and ethical settings that shaped people's lives and actions in the past.

Essay Statement: The general question to be addressed by each student in the IE is contained in the following statement. Please, read it carefully: "You can't make an omelette without breaking a few eggs". This saying has been attributed to many Nineteenth-century and Twentieth-century writers and politicians, from the English historian T.P. Thomson in 1859 to the Scottish novelist Robert Louis Stevenson (in 1897) to the Revolutionary Bolsheviks Vladimir Lenin in 1917 or Josif Stalin in 1936 -or even the Nazi murderer (and founder of the ill-fated Gestapo) Hermann Goering. However, it seems that the real coiner of the word was the Royalist François de Charette in the 1790s. He was one of the most prominent counter-Revolt leaders during the French Revolution who fought the new French government from the Vendée region, in the north-west of the country.

However, over time the meaning given to the phrasing is clear and unaltered: to have to go through something not nice for a good result; to bear hardships to gain something good and desirable; to take effort in order to achieve something positive and valuable.



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Taking into consideration the phrasing quoted above -and the meaning generally attributed to it- try to assess as completely as possible the contribution made by one (it is up to you to select which one from the list) of the following historical events regarding the entrenchment of human rights in western political practices, and from a 'historical perspective':

- (a) American Revolution
- (b) French Revolution
- (c) Napoleonic Era

How you are expected to carry out your essay:

1. Accurately describe and assess the way/s in which your selected event contributed to the entrenchment of human rights, either for good or for evil.
2. This is an analytic essay. You are expected to elaborate and clearly distinguish at least 2 arguments and 2 counter-arguments of your own, in order to support your description and your assessment (don't incorporate arguments that are not critically assumed by you).
3. You should relate and support your propositions, thesis, and arguments only to/on the bibliography provided to you in each of the courses involved in this assignment. You cannot use any other material.
4. Ability to accurately use and combine concepts, notions and propositions drawn from the courses Human Rights & Political Thought, and Modern World History in the formulation of your arguments and counterarguments shall be highly valued. Important note: If, for any reason, you are not taking the course "Human Rights & Political Thought" you are only required to base your IE on the concepts, notions and propositions drawn from the course Modern World History. In other words, all the students, without exception, enrolled in this course (MWH) are required to carry out this activity.

The Integrated Essay Score Value is: 20% of the final grade

A Guideline for the Integrated Essay will be posted to ADI

Integrated Essay Due Date: November 15

Important Note: Failure in submitting within the deadline will be penalized with the loss of *all the points awarded to this Activity. No exception shall be considered to this rule.*

1. **Mid-Term-Test:** A Mid-Term-Test is scheduled for October 20 at 8:00a.m.-10:00a.m. in Room B1(Amigós). The M-T-T covers all the topics explained in class through October 13. *The M-T-T shall be taken as scheduled. No exception to this rule shall be considered.* This activity is compulsory and cannot be missed. Not to carry out would result in the loss of the points awarded to this activity. The Mid-Term-Test Score Value is 15% of the final grade.
2. **Oral Presentations:** Oral presentations will be delivered on November 10 and 14 in class hours (Presentations will be extended to November 17 in case there still are some pending). By this activity all the students are required to present publicly before the class the main progresses made so far in their respective Integrated Essays. Presentations will be delivered by alphabetical order. All the students are expected to



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attend their class-mates' presentations. In this activity it is expected for all the students to address the following points: a) Essays' chosen structure; b) Main arguments and counter-arguments developed so far; c) Sources and references selected and employed; e) Main provisional conclusions reached as yet. The use of PowerPoint to support the Presentation is required. Score Value: 5% of final grade.

- 3. Reading Seminars:** As it is indicated in the Syllabus, at least four Reading Seminars (to be announced in due time) are scheduled throughout this course. By regular attendance, active participation, and positive contribution to these Seminars a maximum of 10% of the final grade is awarded. *Unjustified absence to more than one of these Seminars will be penalized with the loss of all the points awarded to this activity.*
- 4. Final Exam:** Students are also expected to take a Final Exam. The Final Exam Score Values is 50% of the final grade. The Final Exam consists of three questions to be answered selected from all the topics discussed in class. The Final Exam is scheduled for December 5 (time and place to be determined). Apart from the basic knowledge of the subject matter, in assessing the final examination the clarity of presentation, the precision in the selection of contents, and the relevance of issues, discussions and arguments selected or developed by the student in her/his responses will be considered.

To pass the course it is necessary to obtain a minimum of 5 points in the sum of all the activities mentioned above, including the Final Exam, provided that the grade obtained in the Final Exam is not lower than a 4. In other words, if in the Final Exam a score higher than a 4 out of 10 (what means a 2,5 out of 5 –Remember that the FE is 50% of the final grade), the course will not be passed, even if a minimum score of 5 points has been obtained for the sum of the activities carried out in the semester.

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

Integrated Essay: 20% (which is equivalent to 2 points out of 10)

Mid-Term-Test: 15% (which is equivalent to 1.5 points out of 10)

Oral presentation: 5% (which is equivalent to 0.5 point out of 10)

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

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

The Final Grade is the sum of the above-mentioned partial grades.

June Extraordinary Exam: Students who failed to reach a minimum of 5 points after the realization of all the activities and/or did not obtain a minimum of 4 points out of 10 (2,2 out of five) in the Final Exam have the opportunity to sit another exam in June. It is important to note that for those Students who did not pass the course in December, and accordingly are to take the June Final Exam, the mark awarded in the June Exam represents in exclusivity the Final Grade awarded in the Course. In consequence, for these students those marks which were awarded to them during the first semester by the realization of the Course Activities will not be taken into consideration in order to establish their final grade.



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Final Comments:

Attendance: Success in class requires regular attendance. In order to monitor attendance, an Attendance Sheet for all of you to sign will be passed at the beginning of class. Missing more than five class periods without an acceptable excuse will involve a final grade reduction by one point.

A condensed reminder of these activities will be posted to Adi within the first week of class.

EVALUACIÓN

CONVOCATORIA ORDINARIA

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

- Argumentative Essay: 20% (which is equivalent to 2 points out of 10)
- Mid-Term-Test: 15% (which is equivalent to 1.5 points out of 10)
- Oral presentation: 5% (which is equivalent to 0.5 point out of 10)
- Reading Seminars: 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

CONVOCATORIA EXTRAORDINARIA

June Extraordinary Exam: Students who failed to reach a minimum of 5 points after the realization of all the activities and/or did not obtain a minimum of 4 points out of 10 (2,2 out of five) in the Final Exam have the opportunity to sit another exam in June. It is important to note that for those Students who did not pass the course in December, and accordingly are to take the June Final Exam, the mark awarded in the June Exam represents in exclusivity the Final Grade awarded in the Course. In consequence, for these students those marks which were awarded to them during the first semester by the realization of the Course Activities will not be taken into consideration in order to establish their final grade.

OFFICE HOURS

Dr. Álvaro Ferrary (aferrary@unav.es)

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

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