

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	International Relations		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Communication Science		
Course:	TODAY'S WORLD I: EUROPE		
Type:	Compulsory	ECTS credits:	6
Year:	1	Code:	7013
Teaching period:	First semester		
Area:	Geopolitics and Today's World		
Module:	Foundations for a Theory of International Relations		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

Teaching staff	E-mail
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## SUBJECT DESCRIPTION

Introducción histórica, cultural, política y estratégica a la Europa contemporánea y a los retos a los que deberá hacer frente en el siglo XXI

Historical, cultural and political introduction to contemporary Europe and its challenges for the 21st century.

## GOAL

The course aims to provide the student with the knowledge and the theoretical skills necessary to identify constants and flows on which the current European reality and identities are based.

Therefore, the course will highlight the connection between past events and present problems, emphasizing the social, institutional and political dynamics that have contributed to shape the European scenario during the 20th and the early 21st centuries.

At the end of the course, the student will be able to analyse the historical roots of current European politics, as well as the quandaries and challenges that Europe is facing in the 21st century.

## **PRIOR KNOWLEDGE**

Students are expected to be familiarized with with the main issues and debates regarding contemporary European history and politics.

## **COURSE SYLLABUS**

1. EUROPE AT THE BEGINNING OF THE 20th CENTURY
2. THE AFTERMATH OF THE FIRST WORLD WAR AND THE PEACE SETTLEMENT
3. TOTALITARIANISMS IN EUROPE: THE SOVIET SYSTEM
4. TOTALITARIANISMS IN EUROPE: ITALIAN FASCISM
5. TOTALITARIANISMS IN EUROPE: THE NAZI REGIME
6. THE ORIGINS OF THE SECOND WORLD WAR
7. THE END OF THE SECOND WORLD WAR AND THE NEW EUROPEAN ORDER
8. THE COLD WAR IN EUROPE
9. THE BEGINNING OF THE EUROPEAN INTEGRATION PROCESS
10. A CHANGING SCENARIO: WESTERN AND EASTERN EUROPE IN THE "LONG 1960s"
11. THE END OF THE COLD WAR
12. A UNITED EUROPE? THE EUROPEAN INTEGRATION AFTER THE END OF THE COLD WAR

## **EDUCATION ACTIVITIES**

The teaching approach will emphasize interactive methods of learning. Therefore, the course will be based on a combination of the following activities:

- **MASTER CLASSES.** The classic master classes, in which the teacher explains a topic, will occupy only a small part of the course. They will be used by the teacher to introduce the main aspects of each topic, thus preparing the ground for participatory activities. The lecturer acts as guide, facilitator and source of information for the student.
- **GROUP PRESENTATIONS.** Each student should be part of a working group. Each group should choose a topic from the syllabus and present it orally in class. The presentations should show a good understanding of the selected topic and the ability to put it in perspective. The date for the oral presentations will be set once the students chose the groups and items for their presentations from a list. The professor will provide precise guidelines.
- **FINAL PAPER.** Each student will be required to deliver a paper of approximately 1,500 words. The paper will cover a topic that the student will choose from a list provided by the professor. The paper should show a solid

understanding of and reflection on the topic selected.

- **DISCUSSIONS AND ROLE GAMES.** An essential element of the learning process will be the active participation of the students in discussions and role games (elaborated by the professor applying gamification methodologies). A meaningful contribution to these activities requires students to prepare in advance the assigned material. The active participation of the students should be based on an enthusiastic attitude, characterised by a constant attempt to share their knowledge and questions.

- **INTERDISCIPLINARY SEMINARS.** Each student is required to choose and attend an interdisciplinary seminar organized by the Faculty. A list of eligible seminars will be provided by the teacher.

**IMPORTANT REMARK:** Both the distribution of work time and educational activities, could be subject to change according to the evolution of the pandemic and the instructions provided by national/regional health authorities.

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

### General Skills

To acquire critical, analytical, synthetic, reflective, theoretical and practical thought to be able to understand, analyse, interpret and rigorously and independently sum up international reality from a multidisciplinary standpoint.

To acquire the ability to consider and creatively respond to the essential questions as to the whys and wherefores, and the consequences of human, social, political and economic events of global society.

To acquire the ability to present and discuss conflicting ideas, thereby generating meeting forums for individuals or social groups from different countries and cultures.

To be able to generate public opinion and build bridges with the various social sectors, allowing for the formation and dissemination of a message and culture for the benefit of humankind, conveying values based on the search for truth and common good.

To be able to apply group work with common objectives, fostering the analysis and pooling of various approaches.

To understand and analyse the international reality from the standpoint of respect and protecting democracy, human rights, cultural diversity and the values of equality, justice and solidarity. To be able to take part in discussions on current affairs, based on knowledge of international relations and an analysis of today's world.

To develop communication skills allowing for accurate written and oral expression, as well as rigorous discourse and suitable reasoning in public.

To suitably use all possible sources that make it possible to be familiar with the international reality in the historical, political, economic, legal and social spheres, in all formats, in order to organise and plan the study and analysis of the international reality.

### **Specific skills**

To be familiar with and apply the foremost concepts and terminology used in international relations from a range of multidisciplinary approaches.

To be familiar with and interpret information on international current affairs in all media.

To understand and analyse decision-making in foreign policy in the main European states.

### **LEARNING RESULTS**

At the end of the course, the student should be able to:

- Recognize the main events, political dynamics and social transformations that have shaped Europe during the 20th and early 21st centuries;
- Identify the main features of the relations between the European States, and be familiar with their role in a global scenario;
- Apply critical thinking skills to analyze, interpret and assess the current European reality.

### **LEARNING APPRAISAL SYSTEM**

#### **REQUIREMENTS AND GRADING (ATTENDANCE REQUIRED):**

- 20% Group presentation
- 20% Final paper
- 40% Final exam
- 10% Active participation
- 10% Interdisciplinary seminars

#### **REQUIREMENTS AND GRADING (FOR EXCEPTIONAL CASES NOT REQUIRING ATTENDANCE):**

Those students requiring a study waiver due to working reasons, medical conditions or course repetition, should contact the lecturer by e-mail during the first two weeks of the course. The lecturer will have two weeks time to attend the request and provide an alternative evaluation method.

Generally, the following criteria will be applied:

- 50% Two papers (1.500 words)
- 50% Final exam

#### **REQUIREMENTS AND GRADING (IN CASE OF A NEW LOCKDOWN):**

- 20% Group presentation
- 25% Final paper
- 40% Final exam
- 5% Active participation
- 10% Interdisciplinary seminars

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

- Buchanan, T. (2012): Europe's Troubled Peace. 1945 to the present. Malden-Oxford, Blackwell Publishing.
- Jarausch, K. (2015): Out of Ashes. A New History of Europe in the Twentieth Century. Princeton, Princeton University Press.
- Mamaux, A. (2015): The Cold War: Superpower Tensions and Rivalries. Oxford, Oxford University Press.
- Mason D. (2019): A Concise History of Modern Europe. Lanham-Oxford, Rowman & Littlefield.
- McDonough, F. (2001): Conflict, Communism and Fascism. Europe 1890-1945. Cambridge, Cambridge University Press.
- Stone, D. (2014): Goodbye to All That? The Story of Europe since 1945. Oxford, Oxford University Press.
- Todd, A. (2002): The European Dictatorships. Cambridge, Cambridge University Press.
- Todd, A. (2014): Democracies and Dictatorships. Europe and the world, 1919-1989. Cambridge, Cambridge University Press.
- Waugh, S., Wright, J. (2016): Superpower Relations and the Cold War, 1941-91. London, Hodder Education.

### Additional

- Balfour, S. and Preston, P. (eds.) (1999): Spain and the Great Powers in the Twentieth Century. London, Routledge.
- Bozo, F. et al. (eds.) (2008): Europe and the End of the Cold War. A Reappraisal. London, Routledge.
- Cavallaro, M. and Kornetis, K. (eds.): Rethinking Democratisation in Spain, Greece and Portugal. London, Palgrave Macmillan.
- Crespo MacLennan, J. (2000): Spain and the Process of European Integration, 1957-85. London, Palgrave-St Antony's Series.
- Fulbrook, M. (2001) (ed.): Europe since 1945. Oxford, Oxford University Press.
- Gilbert, M. (2003): Surpassing Realism. The Politics of European Integration since 1945. Lanham-Oxford, Rowman & Littlefield.
- Judt, T. (2005): Postwar. A History of Europe since 1945. London, Penguin Press.
- Larres, K. (ed.) (2009): A Companion to Europe since 1945. Malden-Oxford, Blackwell Publishing.
- Leffler, M. P. and Westad, O. A. (eds.) (2010): The Cambridge History of the Cold War. Cambridge, Cambridge University Press.
- Leruth, B., Startin, N., and Usherwood, S. (eds.) (2018): The Routledge Handbook Of Euroscepticism. London, Routledge.
- Martel, G. (ed.) (2006): A Companion to Europe. 1900-1945. Malden-Oxford, Blackwell Publishing.
- McDermott, K. and Stibbe, M. (eds.) (2015): The 1989 Revolutions in Central and Eastern Europe. Manchester: Manchester University Press.
- Njølstad, O. (ed.) (2004): The Last Decade of the Cold War. London-New York, Frank Cass.
- Stone, D. (ed.) (2012): The Oxford Handbook of Postwar European History. Oxford, Oxford University Press.