

Teaching guide

IDENTIFICATION DETAILS

Degree:	International Relations		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Law, Business and Governance		
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
Pablo Guerrero García Julio Guinea Bonillo	pablo.guerrero@ufv.es

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 familiar with the main issues and controversies regarding contemporary European history and politics.

COURSE SYLLABUS

Unit 1. Europe, a distinct civilization.

Unit 2. Historical background of today's Europe. From the French Revolution to the 'end of history'.

Unit 3. From the Atlantic to the Urals? The geopolitics of Europe.

Unit 4. The European integration process. Achievements and failures.

Unit 5. European political systems at the national and EU level.

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 lecture is an essential element in an institution, the University, which since its inception has been based on the hierarchy of knowledge. It is an inalienable element whose success—it is essential to keep it in mind—depends on the strong expertise of the professor. The example set by the scholar who gives name to our university, Francisco de Vitoria, should prompt us to dismiss any kind of improvisation and also the temptation to endlessly repeat lessons disconnected from our students and from the developments in a rapidly changing world. At the same time, the efficacy of this essential instrument also depends on the prior expertise of the student, who simply cannot arrive at the classroom oblivious to the content of the lecture. To prevent this from happening, the student must follow the instructions provided both the classroom and in the virtual classroom and read the compulsory texts before they are discussed in class. Finally, the successful lecture requires a certain attitude from both the professor and the student, who must remain at all times attentive, receptive and willing to engage in a dialogue.

-INDIVIDUAL TEXT COMMENTARIES OR PAPERS ON RELEVANT TOPICS PREVIOUSLY EXPLAINED AND DISCUSSED IN CLASS. The professor will provide the guidelines and a list of documentary sources for this specific tasks, along with a final deadline.

- GROUP ASSIGNMENT. Each student should be part of a working group. Each group should choose a topic from a list provided by the teacher 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 specific guidelines.

- DISCUSSIONS AND ROLE GAMES. An essential element of the learning process will be the active participation

of the students in discussions and role games (conceived by the professor by 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 professor. The workload of the seminars amounts to 0.5 credits

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 be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

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 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 develop personal leadership focussing on communication and mediation in the context of international relations.

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 study, identify and analyse the various geostrategic regions and key areas of regional influence worldwide. To be familiar with the origin and development of world crisis and conflict scenarios.

To be able to foresee processes of change and transformation in the various geographical regions.

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 assess the role of the media with regard to the international reality and their influence on public opinion.

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

To analyse human problems associated with conflicts, disasters and inequalities, and to exercise mediation duties.

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

To be familiar with the elements and characteristics of Spain's foreign policy and its special relationship with European, Ibero-American and North African countries.

To be familiar with the structure, operation and management of international governmental and non-governmental organisations.

To acquire the ability to express oneself fluently and effectively in Spanish and English, to analyse and study the various processes involved in international relations.

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 European states.
- Apply critical thinking skills to analyze, interpret and assess the current European reality.
- Identify and understand basic concepts of political theory;
- Be familiar with the role of Europe in the global context;
- Identify the origins, phases and shortcomings of the European integration process;
- Understand the current challenges Europe faces in a growing multipolar world;
- Recognize the main features of European culture and civilization and their historical background;
- Understand the key role played by liberal democracy and human rights at the national and EU level;
- identify the differences and similarities between the political systems of European nation-states;

- Understand current political debates in Europe.

LEARNING APPRAISAL SYSTEM

REQUIREMENTS AND GRADING (ATTENDANCE REQUIRED):

- Final exam – 40% . Students must score at least a 4 in order to pass the subject. The professor reserves the right to set a midterm exam.
- Individual or group essays on academic papers or news articles, text commentaries, presentations and debates- 40%
- Participation in class - 10% (discussion of news articles, response to questions posed by the professor)
- Interdisciplinary seminars-10%

If the students sits for the exam in the ordinary session but fails the subject, s/he will have to sit for the exam in the extraordinary session. In that case, the exam will amount to 70% of the final grade. New tasks requested by the professor will amount to another 30%.

Students who got a 5 or more in the tasks handed in during the ordinary session might keep their grade if the professor decides so. If the student does not sit for the exam in the ordinary session, s/he will have to sit for the exam in the extraordinary session. In that case, the final score will be a weighting between the final exam (50%) and the additional essays, text commentaries or book reviews specifically requested by the professor (50%) for that extraordinary session of exams.

Those students with academic dispensation or who are in exchange abroad will be assessed according to the following criteria:

Final exam – 50% .

Individual or group essays on academic papers; news articles; text commentaries - 50%

Students with approved academic dispensation. A student may be granted an academic dispensation for reasons of work, incompatibility of schedules, illness or other causes by the Faculty's Undergraduate office, upon request from the Academic Coordination Office, providing the required documents. Once granted, both the concerned professor and the student who has requested it from Academic Coordination will be officially notified.

Repeating students and UFV exchange students. They are not required to request a dispensation. They will be assessed under the continuous assessment system, as long as they meet all the requirements, including class attendance. Otherwise, they will must follow the alternative evaluation system. In either case it is the responsibility of the student to keep track of the subjects' developments and to remain informed on the assessment criteria.

All students must arrive on time for all lectures. All assignments must meet deadlines; no extension will be granted in the absence of a genuine emergency. Failure to meet deadlines or adhere to the class expectations will result in a negative impact on the grade.

Students must observe the elementary and basic rules on authenticity and originality in all training activities and examinations. If a student were to resort to illegitimate means when taking an examination, incurs in plagiarism, or improperly attributes to himself the authorship of an academic assignment, he will be punished according to the University's Assessment Rules and its Norms of Coexistence.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Brzezinski, Zbigniew The Grand Chessboard: American Primacy and Its Geostrategic Imperatives Basic Books, 2016

De Vries, Catherine E.; Hobolt, Sarah B.; Slapin, Jonathan B. Foundations of European Politics. A Comparative Approach Oxford University Press, 2021

DIEZ DEL CORRAL, Luis. El rapto de Europa: una interpretación histórica de nuestro tiempo / Barcelona :Alianza Editorial,1997.

JUDD, Tony. A Grand Illusion?: An Essay on Europe / New York :New York University Press,2011.

JUDD, Tony. Postwar: A History of Europe Since 1945 / London :Vintage,2010.

MAZOWER, Mark. Dark Continent: Europe's Twentieth Century / London :Penguin Books,1999.

Ferguson, Niall Civilization. The West and the Rest Penguin, 2018

Moravcsik, Andrew The choice for Europe: social purpose and state power from Messina to Maastricht, Cornell University Press. Cornell University Press, 1998

Additional

Belloc, Hilaire Europe and the Faith Cavalier Books, 2018

Crespo MacLennan, Julio Spain and the Process of European Integration, 1957-85 London: Palgrave-StAntony's Series, 2000

Dinan, Desmond (1957-) Ever Closer Union Integration: An Introduction to European Integration / 4th ed. London :Palgrave Macmillan,2010.

Fukuyama, Francis (1952-) The End of History and the Last Man / London :Penguin Books.

Goldgeier, James M. Not Whether But When: The U.S. Decision to Enlarge NATO Perseus, 1999

Hazard, Paul The Crisis of the European Mind NYRB Classics, 2013

Kundnani, Hans The Paradox of German Power Oxford University Press, 2017

Mearsheimer, John The Tragedy of Great Power Politics W.W. Norton & Company, 2001

Trenin, Dmitri Should We Fear Russia? Polity Press, 2016