

**COURSE DATA****DATA SUBJECT****Code:** 36953**Name:** Historia de las Relaciones Internacionales**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1940 - Doble Grado en Derecho y Relaciones Internacionales	Facultat de Dret	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1940 - Doble Grado en Derecho y Relaciones Internacionales	Primer curso (Formación básica)	BASIC

COORDINATION

HERNANDO SERRA MARIA DEL PILAR

GARCIA TROBAT PILAR

SUMMARY

This module will examine the historical development of international society and its relations from the Late Modern Period and the beginnings of liberalism up to the second half of the 20th century. The aim is to explore in depth the historical origins and development of relations between states and peoples, as well as to present and analyse the events or occurrences that have transcended their borders and the consequences these have had for them, highlighting the historical roots underlying current sources of tension. Among other aspects, the course examines the emergence of states, their struggle for hegemony and the quest for a balance in a world that was initially European but later shifted and expanded eastwards and westwards. It also examines the emergence of new actors on the international stage, the rise of supranational organisations and transnational forces following the Great War, as well as the changes that took place in the structures of international power.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.



OTHER REQUIREMENTS

La Història de les Relacions Internacionals com a disciplina autònoma: marc teòric. Perspectives, tradicions i historiografia en l'evolució de la Història de les Relacions Internacionals.

2. Les Relacions Internacionals en l'Edat Moderna. El món westfalià com a projecte d'equilibri: el sistema d'estats sobirans al final de l'Antic Règim.
3. Del sistema napoleònic als sistemes bismarckians: l'Europa dels Congressos i les aliances com un primer intent d'institucionalització. Liberalisme i nacionalismes.
4. Nous actors en les relacions internacionals: les repúbliques americanes; l'Extrem Orient i el Mediterrani.
5. L'Imperialisme colonial i el repartiment d'Àfrica. Crisi del model i del sistema internacional del liberalisme i aparició de noves potències colonials.
6. Aliances de preguerra i conflictes previs. La pau armada. La Gran Guerra i la construcció del sistema internacional de Versalles. L'impacte del sorgiment de l'URSS. La Societat de Nacions i la preocupació per la seguretat col·lectiva.
7. Crisi de l'eurocentrisme en el període d'entreguerres: La "Pau feble" i el fracàs de la Societat de Nacions. El desenvolupament dels models autoritaris com a sistemes desestabilitzadors.
8. La Segona Guerra Mundial. El naixement de l'ONU. Conferències de Pau. Noves relacions internacionals i nou orde internacional. El paper global de l'Organització de les Nacions Unides.
9. La guerra freda: aliances diplomàtiques i militars. La dinàmica relacional en els eixos Nord-Sud i Este-Oest: bipolaritat i institucionalització de les relacions internacionals; les relacions entre les superpotències i els nous països sorgits de la descolonització. La integració europea com a model de multilateralisme.
10. La fi de la guerra freda: el nou orde mundial i el seu sistema de relacions. Unilateralitat, aliances i formes de multilateralitat davant les noves amenaces, el canvi tecnològic, les crisis globals i la multipolaritat fragmentària.

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COMPETENCES / LEARNING OUTCOMES

DESCRIPTION OF CONTENTS



1. The History of International Relations as an autonomous discipline: theoretical framework. Perspectives, traditions and historiography in the evolution of the History of International Relations.
2. International Relations in the Modern Era. The Westphalian world as a project of balance: the system of sovereign states at the end of the Ancien Régime.
3. From the Napoleonic system to the Bismarckian systems: the Europe of Congresses and alliances as an initial attempt at institutionalisation. Liberalism and nationalism.
4. New actors in international relations: the American republics; the Far East and the Mediterranean.
5. Colonial imperialism and the partition of Africa. The crisis of the liberal model and the international system, and the emergence of new colonial powers.
6. Pre-war alliances and prior conflicts. Armed peace. The Great War and the construction of the Versailles international system. The impact of the emergence of the USSR. The League of Nations and concerns over collective security.
7. The crisis of Eurocentrism in the interwar period: 'Weak Peace' and the failure of the League of Nations. The development of authoritarian models as destabilising systems.
8. The Second World War. The birth of the UN. Peace conferences. New international relations and a new international order. The global role of the United Nations.
9. The Cold War: diplomatic and military alliances. The dynamics of relational dynamics along the North-South and East-West axes: bipolarity and the institutionalisation of international relations; relations between the superpowers and the new nations emerging from decolonisation. European integration as a model of multilateralism.
10. The end of the Cold War: the new world order and its system of relations. Unilateralism, alliances and forms of multilateralism in the face of new threats, technological change, global crises and fragmented multipolarity.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	15,00
Independent study and work	45,00
Preparation of lessons	45,00
Preparation for assessment activities	25,00



Resolution of case studies	10,00
Total hours	145,00

TEACHING METHODOLOGY

Synchronous theoretical and practical classes featuring lectures by teaching staff and student participation: an overview of the key elements of the teaching programme presented by the teaching staff.

Complementary, applied and guided activities: the proper assimilation of the content explained in class often (though not always) requires prior preparation, particularly in the case of complementary and applied activities, or when the class is to cover predominantly practical content. Theoretical and practical classes are therefore complemented by lectures by specialists, seminars (either methodological or focusing on a specific topic or issue within the subject), conferences and symposia linked to the degree programme in which students are permitted to participate; these take place within the framework of what the Faculty refers to as 'complementary activities' and have a predominantly practical focus. They also include visits to public and private institutions active in the fields relevant to these studies, exhibitions, social science laboratories, etc. These activities are usually included as part of continuous assessment. They may be specific to one group of the 'History of International Relations' module, or common to several or all groups within the module.

Independent study by students in preparation for lessons and complementary, practical and guided activities, seminars, workshops, etc.: this is the work that students carry out individually, outside the classroom and without the teacher's guidance. Through this, they learn and assimilate the content of the curriculum, which will enable them to acquire the knowledge, competences and skills necessary to successfully pass the module. This section includes guided reading, consulting bibliographic materials, databases and ad hoc documentation, audiovisual resources, and academic tasks on ONUBib (the United Nations depository library), etc. Of particular importance is the writing of essays (individual or group), reports and activity logs, etc., which must be submitted to the teaching staff on a regular basis.

Preparation for lectures, practical sessions, oral presentations, etc. Tutorials: attendance at tutorials, whether individual or group-based, scheduled or drop-in.

Independent study by students to prepare for assessment tasks: preparation for assessed activities, examinations and other assessed activities and tests.

Completion of assessment tasks. Mid-term and final exams, formative assessments, tests and continuous assessment tasks.

EVALUATION

A- Final written or oral examination(s): consisting of one or more examinations, which may be multiple-choice, include theoretical and practical questions and/or problems, and which will account for 70% of the final mark.

B- Continuous assessment: based on regular attendance and active participation in the activities set



(supervised multiple-choice tests, participation in workshops and supplementary activities, the preparation and submission of assignments, reports and/or oral presentations on such activities, etc.), and which will account for 30% of the final mark.

The final mark for the module is based on a blended assessment system, which combines a comprehensive test covering the module's syllabus (previously known as the final exam) with a system of continuous assessment that evaluates the student's work across three different learning activities: classwork, supplementary activities and guided activities (such as written assignments and questionnaires).

Regardless of the general assessment system established for all students (written or oral examination), the lecturers responsible for the module may specify in the annex to the course handbook the possibility of changing, giving reasons, the format of the final examination when they are obliged to hold the examination on a date other than the official one, in accordance with the rules set out for cases where examinations coincide in the Regulations on Assessment and Grading for Undergraduate and Master's Degrees at the University of Valencia, or for any other cause established by the regulations (e.g. cases of justified force majeure). In such cases, the new form of assessment must maintain the same standard and level of difficulty as that applied to the rest of the class. Students who have been assessed through continuous assessment and have been marked accordingly will be given a 'NO SHOW' mark if they do not sit the final exam on the official exam date (in both the first and second sitting).

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