<table>
<thead>
<tr>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>The Legacy of the Classical World in International Relations</td>
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1.1. **Course number**
19187

1.2. **Content area**
Subjects Outside Mention Fields

1.3. **Course type**
Optative

1.4. **Course level**
Undergraduate

1.5. **Year**
4th

1.6. **Semester**
2nd

1.7. **Credit allotment**
6 ECTS credits

1.8. **Prerequisites**
Students must be fluent in written and spoken English.

1.9. **Minimum attendance requirement**
Attendance will not be mandatory, although it will be subject to evaluation. 75% minimum required.
Subject: The Legacy of the Classical World in International Relations
Code: 19187
Centre: Philosophy and Letters
Course: International Studies (2017-18)
Level: Undergraduate
Type: Optative
Professor: Zoa Alonso Fernández
Number of credits: 6

1.10. Faculty data

Professor: Zoa Alonso Fernández
Department of Classical Philology
Office - Module: 313 - III
Phone: +34 91 497 87 03
Email: zoa.alonso@uam.es
Website: https://www.uam.es/ss/Satellite/FilosofiayLetras/es/1242658454436/1242662796726/persona/detallePDI/Alonso_Fernandez,_Zoa.htm
Office Hours: TBA. September 2017

1.11. Course objectives

What were the diplomatic principles of the Greek city-states and how did they build up the idea of ‘Hellenism’ against that of ‘the Barbarian’? How has the concept of ‘democracy’ been reinterpreted with the creation of a Global World? What was the original meaning of the Roman notions amicitia, societas, asylum, and ius gentium and how have these been passed down to us? Why did the American Founding Fathers turn to Roman law when establishing their constitution? What was the political status of the Latin language with the creation of the first universities in Europe? How were Ulysses, Aeneas, and Jason idealized by the travelers of the Old World and what were the consequences of such idealization in postcolonial times? What was the role of the ancient heroes in cultural diplomacy during the Cold War?

This course seeks to explore the weight of Greco-Roman culture in the Western configuration of International Relations and beyond. By proposing a series of case studies we will try to understand how the classical antiquity has played a fundamental part in the history of international trade, armed conflicts, and diplomacy, and why this issue matters to us.

BASIC AND GENERAL SKILLS:

CB3 - To develop the learning skills needed to undertake more advanced study requiring a high level of intellectual independence.

CB4 - To develop the ability orally to transmit information, ideas, problems and solutions to specialist and non-specialist audiences.

CG1 - To apply acquired knowledge from the social sciences and humanities to analyze the international system and order.
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CG2 - To locate and interpret complex information from different fields in the humanities and social sciences in order to analyze international problems.

CG5 - To be able to debate global and specific matters, relating concepts and knowledge from different disciplines after analyzing different ideological, theoretical and normative positions.

TRANSVERSAL SKILLS:

CT1 - To acquire a wide range of historical, cultural, socio-political, geographical and ethical knowledge in order to develop a critical attitude toward social realities.

CT2 - To locate and evaluate by oneself relevant information from oral and traditional written sources along with those available in internet; know how to use internet resources critically and responsibly.

CT6 - To show receptiveness and respect in the exchange of concepts and ideas, valuing independent learning and staying up to date, while fomenting proactive and critical attitudes toward knowledge.

SPECIFIC COMPETENCES

CE5 - To identify and analyze the actors, structures, cultural elements, relations, and institutions of different regions of the world, through the techniques developed in Area Studies.

CE7 - To understand the historical transformation of international conflicts and its resolution mechanisms.

CE28 - To have a comprehensive view of the relationship between metropolitan, colonial, and postcolonial literatures in the contemporary world.

1.12. Course contents

I. International Relations and the Ancient World.
   Greece: from the city-state to the Hellenistic Empire.
   -What did myths do for International Relations?
   -Homer epics: Achilles, Odysseus, and Troy.
   -Athens and the Greek polis. Conceiving Tragic Ideas.
   -The Delian League, Thucydides and the Peloponnnesian War.
   -Democracy and the Global World.
   -Alexander and the Pan-Hellenic dream.
   -Greek Hegemony and Imperialism.

Roman Republic and Roman Empire.
   -Romulus’ Asylum and the notion of Roman identity.
   -They were honorable men. Ideal Republicanism.
- Re-founding Rome in Augustan times.
- The Roman Empire from the Appian Way: the *ius gentium* and beyond.

II. **The Classical Legacy in International Relations.**
- New Odysseys and Post-colonialism.
- Roman Emperors and the Leaders of Today.
- Mythical Women and International Relations.

1.13. **Course bibliography**


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Tuck, R. (2001), The Rights of War and Peace: Political Thought and the International order from Grotius to Kant, Oxford: OUP.


2. Teaching methodology

Every week we will cover one of the topics mentioned below. We will devote the first two hours (Wednesday) to an overview of the main theoretical aspects of the lesson. On the third hour (Thursday) we will open up the floor for discussion. Students should have thoroughly reviewed the assigned material and be ready for Q/A.

Students will have to complete two research projects (midterm essay and final essay) that they will present orally to the rest of the class.

Depending on the number of students we will decide whether these essays are presented individually or in groups.

3. Student workload

<table>
<thead>
<tr>
<th>On-site</th>
<th>Nº de horas</th>
<th>Porcentaje</th>
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</thead>
<tbody>
<tr>
<td>Classes. Lectures</td>
<td>50 h</td>
<td>37% = 57 h</td>
</tr>
<tr>
<td>Classes. Discussion</td>
<td></td>
<td></td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th>Office hours</th>
<th>2 h</th>
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<tbody>
<tr>
<td>Seminars</td>
<td>2 h</td>
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<tr>
<td>Others</td>
<td>--- h</td>
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<tr>
<td>Final exam</td>
<td>3 h</td>
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<table>
<thead>
<tr>
<th>Off-site</th>
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<tbody>
<tr>
<td>Essays</td>
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<tr>
<td>Weekly study (time spent x weeks)</td>
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<tr>
<td>Additional readings</td>
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Total workload (hours): 25 hours x 6 ECTS | 150 h

4. Evaluation procedures and weight of components in the final grade

Students will be evaluated through continuous assessment. They will have to complete a final exam, plus two short essays.

Assignments Grade Percentage
- Final exam: 20%
- Active participation (in class, Moodle, practices at home, and during office hours): 30%
- Midterm essay: 10%
- Oral presentation (of the midterm essay): 10%
- Final Essay: 30%

It will be necessary to complete the two essays in order to pass the course. Students who fail to pass the ordinary evaluation will have the chance to repeat the exam and/or to resubmit their papers during the extraordinary evaluation. Each case will be discussed individually with the instructor.

Students who have received official exemption from attendance will have to complete an extra short test based on the contents uploaded on Moodle.

5. Course calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Contents</th>
<th>Contact hours</th>
<th>Independent study time</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson 1: Introductory lesson. What did myths do for International Relations?</td>
<td>3</td>
<td>6</td>
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<tr>
<td>2</td>
<td>Lesson 2: Epics of War. Homeric worlds.</td>
<td>3</td>
<td>6</td>
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<tr>
<td>3</td>
<td>Lesson 3: The Greek polis. Athens and the</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Week</td>
<td>Contents</td>
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<td>city, Conceiving tragic ideas.</td>
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<tr>
<td>4</td>
<td>Lesson 4: The Delian league, Thucydides and the Peloponnesian War.</td>
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<td>6</td>
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<tr>
<td>5</td>
<td>Lesson 5: From Greek Democracy to today's Global World.</td>
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<td>6</td>
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<tr>
<td>6</td>
<td>Lesson 6: Greek Hegemony and Imperialism. Alexander and the PanHellenic idea.</td>
<td>3</td>
<td>6</td>
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<tr>
<td>7</td>
<td>Lesson 7: Romulus’ Asylum and the idea of Roman identities.</td>
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<td>6</td>
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<tr>
<td>8</td>
<td>Lesson 8: They were honorable men. Ideal Republicanism.</td>
<td>3</td>
<td>6</td>
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<tr>
<td>9</td>
<td>Lesson 9: Re-founding Rome in Augustan times.</td>
<td>3</td>
<td>6</td>
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<tr>
<td>10</td>
<td>Lesson 10: Roman Empire from the Appian Way: the <em>ius gentium</em> and beyond.</td>
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<td>6</td>
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<tr>
<td>11</td>
<td>Lesson 11: Why Livy? Thinking of Rome from the Modern World.</td>
<td>3</td>
<td>6</td>
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<tr>
<td>12</td>
<td>Lesson 12: Rome, Europe, and the World: Antiquity and Diplomacy.</td>
<td>3</td>
<td>6</td>
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<tr>
<td>13</td>
<td>Lesson 13: New Odysseys and Post-colonialism.</td>
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<td>6</td>
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<tr>
<td>14</td>
<td>Lesson 14: Roman Emperors and the leaders of today.</td>
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<td>6</td>
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<tr>
<td>15</td>
<td>Lesson 15: Mythical Women and International Relations.</td>
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