



GLOBAL HISTORY, A.Y. 2026-2027

Final Debate

Dr. Raimondo M. Neironi

Instructions

When

The final debate will take place in Room S9 (on 15 October) and Room S6 (on 16 October), starting at **11.00 am sharp** and finishing at 1:00 p.m.

Format and group allocations

The debate will span **two days**. The 27 students have been split into **two groups**: 14 students on Day One and 13 students on Day Two (please see *Annex 1*). The lecturer will act as moderator.

Structure and topics

The final debate is split into two sections: 1) "Have your say"; 2) and "Let's get debating."

Each day is divided into two 45-minute rounds, titled **"Have your say."** Every student must select two questions from *Annex 2* – one for Round 1 and another for Round 2. All questions relate to the material covered during the course. Participation in both rounds is compulsory to receive a final grade.

There will be a 15-minute **break** between rounds.

At the end of every two rounds, 15 minutes will be set aside for an open discussion titled **"Let's get debating!"** Attendance at this session is compulsory, and all students are strongly encouraged to participate. Each participant may make a short contribution to agree with, or challenge points made by a classmate during the previous two rounds. You are therefore advised to take notes while your peers are speaking. This section provides a good opportunity for direct interaction.

Debate protocol

At the beginning of each round, the lecturer will call each student by name when it is their turn to speak.



At the start of their turn, each student will be asked by the lecturer: **“Which question have you chosen to answer?”** Students are required to stand up, state their chosen question number, and present their argument. Every student is required to deliver a critical reflection drawing on 1) the core course materials, 2) Dr Leonardi’s lectures, 3) and the assessed individual and group presentations. You may draw on 4) online information, but please **use AI responsibly and judiciously**.

The order of speaking will be determined by the lecturer at the start of each round of the final debate (contributions **will not follow alphabetical order**). A different speaking order will be used for each round.

Regarding “Let’s get debating!,” if no student comes forward voluntarily, the lecturer will call upon someone directly, asking: **“What do you think of [Name of classmate]’s argument?”** The lecturer simply wishes to hear whether you agree or disagree, along with a brief explanation of your reasoning. Once again: Questions may relate to arguments raised in either Round 1 or Round 2.

If a student needs a quick reminder of their peer’s argument, the lecturer will provide a brief recap.

Debate timings

Each student will be allocated **a total of 7 minutes** to participate in the final debate. This time is divided as follows:

- 3 minutes for Round 1 and 3 minutes for Round 2 (making a total of 6 minutes for “Have your say”),
- 1 minute for “Let’s get debating!”

To ensure all students adhere to their allocated time limit, the lecturer will time each presentation using a **stopwatch**. If you exceed your time limit, you will be firmly asked to stop (apologies in advance!).

Assessment

Each student’s final grade will take into account their performance in both “Have your say” and “Let’s get debating!” The lecturer will award a mark **out of 30** for Round 1 and a mark out of 30 for Round 2. Final evaluation will be calculated using a simple arithmetic mean.

For “Let’s get debating!,” the lecturer may award **up to one bonus point** towards the overall mark for the Global History module. Therefore, please be proactive and do not be afraid of making mistakes or sharing your views during “Let’s get debating!”



Seven essential tips

- Keep cool
- Get straight to the point without fluff
- Support your points with clear logic
- Provide examples to support your arguments
- Manage your time
- Listen carefully to the other classmate's stances
- Have fun!

Important disclaimer

- *Global History* is a **history course** and that you shall answer questions accordingly (that is: do not refer to our present times unless asked so by the question).
- You are welcome to consult your notes while speaking, but please **do not read directly** from a prepared script. You do not have to read a speech in Parliament!
- As highlighted in the introductory lecture, the mark for the final debate will be weighted **alongside** your marks for the individual and group presentations to calculate your overall grade.

ANNEX 1 – Group Lists

Day One

BELYASHOVA	Darina
BORGOGNI	Gabriella
BOURAOU	Oussama
CANTÜRK	Aslisu
CECCATELLI	Edoardo
CONTE	Aurora Mariarita
DE DOMENICO	Irene
DOĞAN	Delfin
DUNDEKOVA	Aleksandra
DYUSSEMBEKOVA	Assem
ELS	Monique
FRANCESCHI	Lorenzo Mattia
GAMBIRASI	Diletta
HONDA	Théa

Day Two

ILLING	Charlotte
KHOLOSTENKO	Arina
LABONNO	Tanjima Jahan
MORGIA	Cecilia
MUKHA	Irina
OTEBAYEVA	Akbota
PALKA	Luca
PANZIRONI	Giulia
RAMACCIA	Valerio (online)
SCHLOMS	Peter
TERMINE	Sofia
WINKELMANN	Emma
ZORZI	Lorenzo



ANNEX 2 – Lists of Questions

Day One (October 15, 11 a.m.-13 p.m.)

“Have your say” – First round (11:00 a.m.-11:45 a.m.)

1. What is bipolarity in the context of the Cold War, and to what extent can it explain the history of the period from 1945 to 1991?
2. What role did the United Nations play in promoting international peace, stability, and equality during the Cold War?
3. Did the Third World provide a political and economic alternative to the Western model?
4. Which achievements of the United States (US) and the Soviet Union (USSR) stand out during the period of détente?
5. Do revolutions – such as those in Cuba (1959) and Iran (1979) – emerge primarily as domestic responses to authoritarian rule, or rather as resistance against foreign intervention?
6. What were the key weaknesses that led to the collapse of the USSR at the end of the 1980s?

“Have your say” – Second round (12:00 p.m.-12:45 p.m.)

1. Did Maoism represent a real alternative to Soviet Communism?
2. By and large, what were the consequences of decolonisation in Asia and Africa?
3. What did the Bandung Conference mean for international relations during the Cold War period?
4. What were the key chronological stages of the Sino-Soviet split, and why did the alliance between the two Communist powers fail to endure?
5. How did relations between Japan and the US evolve throughout the Cold War?
6. Why did the People’s Republic of China (PRC) choose to embrace capitalism after 1978, and why is it referred to as a “socialist market economy” model?

“Let’s get debating” (12:45-13:00 p.m.)

Day Two (October 16, 11 a.m.-13 p.m.)

“Have your say” – First round (11 a.m.-11:45 a.m.)

1. What is bipolarity in the context of the Cold War, and to what extent can it explain the history of the period from 1945 to 1991?
2. When and why, during the Cold War, did the imperative to establish and safeguard fundamental human rights emerge?
3. What were the principal stages in the conventional periodisation of the Cold War?



4. How did the two Superpowers structure their pursuit of conventional and nuclear arms control, and what were the principal outcomes?
5. What were the main political events in the Middle East between the 1960s and 1980s, and which did you find most significant?
6. What were the key weaknesses that led to the collapse of the USSR at the end of the 1980s?

“Have your say” – Second round (12:00 p.m.-12:45 p.m.)

1. Which key determinants drove the newly founded People’s Republic of China to conclude a strategic alliance with the USSR in 1950?
2. In what key respects did Maoism diverge from Soviet Marxist-Leninist orthodoxy?
3. What was the historical significance of the 1962 Cuban Missile Crisis within the Cold War framework, and what was its eventual outcome?
4. What drove the Sino-American rapprochement of 1972, and what were the implications of this decision for the Republic of China, Taiwan?
5. How did relations between Japan and the US evolve throughout the Cold War?
6. What were the principal phases of economic reform and market liberalisation under Deng Xiaoping, and what accounts for their political significance?

“Let’s get debating” (12:45-13:00 p.m.)