

*Please note, this was the spring 2015 syllabus. The requirements will be the same, but the actual dates of lectures will be updated closer to the start of the spring 2016 semester.*

*Spring Semester 2015 International Relations 410*

Professor M.E. Sarotte

**The History of Modern International Relations**

Tues./Thurs., 8:00am – 9:20am, VKC 255 (37923D, 4.0 Units)

*Syllabus*

**Course goals**

- To provide a solid grounding in the history of modern international relations, particularly of the United States (US) and the world
- To assess the problems facing the US in its conduct of foreign policy, by investigating their origins and development in the 20<sup>th</sup> and 21<sup>st</sup> century world
- To situate the US as a diverse and powerful nation in the international context of other states, nations, transnational actors, and international organizations
- To enable students to develop analytical, editing, and writing skills

**Course Instructor Contact Information**

*Office location:*

Center for International Studies (CIS), SOS B4

*Office hours:*

Tuesdays, 11:00 a.m. – 12:00 p.m., and other times by appointment

*Office phone:*

(213) 740-3480

*Email:*

sarotte@usc.edu

**Course Schedule**

**Week One, Introductory Week**

*Classes Jan. 13 and 15*

Overview of Course Goals and Main Themes; How the Twentieth Century Looked in 1914

*Reading for Thursday Discussion (complete before class meets on Thursday): Howard, Chapters 1-5, pp. 1-67.*

**Week Two, World War I**

*Classes Jan. 20 and 22*

The Great War; Wilsonianism and Its Discontents

*Reading: Howard, Chapter 6-9 and appendices, pp. 68-122; Kennedy online excerpt; Merrill, Chapter 2, pp. 28-68.*

**Week Three, World War II**

*Classes Jan. 27 and 29*

World War II; The US and Superpower Status

*Reading: Hitchcock, Introduction and Chapter 1, pp. 1-39; Ikenberry online excerpt; Merrill, Chapter 5, pp. 153-185.*

**Week Four, Post-1945 Open Questions**

*Classes Feb. 3 and 5*

The Struggle for Order after World War II; Asian Conflicts and Technological Challenges

*Reading: Merrill, Chapters 6-7, pp. 186-275; NSA online documents:*

*<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/index.htm>*

Read start page and documents 3a-d.

## **Week Five**

*First midterm exam in class, Feb. 10. No class Feb. 12 – time off for hard work!*

## **Week Six, The Deepening Cold War**

*Classes Feb. 17 and 19*

The Contrast between Division and Integration in Global Politics

*Reading:* Hanhimäki, Introduction and Chapters 1-2, pp. 1-44; Hitchcock, Chapter 4, pp. 98-125; NSA online documents:

<http://www2.gwu.edu/~nsarchiv/nukevault/ebb480/>

Read start page and document 3.

## **Week Seven, Vietnam**

*Classes Feb. 24 and 26*

Interventionism and Its Costs

*Reading:* Hanhimäki, Chapters 3-4, pp. 45-85; Hitchcock, Chapter 6, pp. 162-192; Merrill, Chapter 11, pp. 406-446; Williams online excerpt.

## **Week Eight, From Nixon to Carter to Reagan**

*Classes Mar. 3 and 5*

Finding New Ways to Wage the Cold War

*Reading:* Hanhimäki, Chapters 5-6, pp. 86-121; Hitchcock, Chapters 11-12, pp. 288-341; Merrill, parts of Chapter 13, pp. 500-507 and 524-545; NSA online documents:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB203/>

Read start page and document 15.

## **Week Nine, The Fall of the Berlin Wall**

*Classes Mar. 10 and Mar. 12*

The Upheaval of the Eighties

*Reading:* Sarotte, Introduction and Chapters 1-3, pp. 1-118.

## **Week Ten, Creating Today's Political Context**

*Classes Mar. 24 and Mar. 26*

The Origins of the Post-Cold War Era

*Reading:* Sarotte, Chapter 4-Conclusion, pp. 119-214, and Afterword to the New Edition, pp. 215-229.

## **Week Eleven, New Political Challenges**

*Classes Mar. 31 and Apr. 2*

Post-Cold War Political Challenges

*Reading:* Hanhimäki, Chapters 7-8, pp. 122-155; Merrill, parts of Chapter 13, pp. 514-523 and 545-550; Politkovskaya online excerpt; Power online excerpt.

## **Week Twelve, Facing Today's Challenges**

*Classes Apr. 7 and Apr. 9*

### Current Challenges and Conflicts in International Relations

*Note, choice of book for book review due in class in writing on Apr. 9 (submit to instructor as hard-copy print-out)*

*Reading:* 9/11 Commission Report (click on Report, then read Executive Summary on Content section of course website); Hanhimäki, Chapter 9, pp. 156-175; Hitchcock, Afterword, pp. 465-474; Merrill, parts of Chapter 14, pp. 551-565 and 578-595; NYT Taguba op-ed online; and NSA online documents (readings 1 and 2, below):

<http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB116/>

Read start page and PDB of Aug. 2001; and

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB418/>

Read start page and document 12.

### Week Thirteen, Second Midterm Exam

*Second midterm exam in class Apr. 14; no class Apr. 16 – time off for hard work!*

### Week Fourteen, Historiographical Assessments

*Classes Apr. 21 and 23*

To Understand History, First Understand the Historian

*Reading: to be determined based on class interests*

### Week Fifteen

#### Future Challenges in International Relations and Review

*Classes Apr 28 and 30*

Approaches to Book Reviewing

*Reading: to be determined based on class interests*

### Course Required Reading and Other Materials

#### 1 Books

*The following titles are the required books for the course. Please buy and/or rent the correct editions of these books at the university bookstore, and/or download/order/rent them online, and/or read them in the library; you must do so in time to read them by the required weeks given above.*

**Hanhimäki:** Jussi M. Hanhimäki, Benedikt Schoenborn and Barbara Zanchetta, *Transatlantic Relations since 1945* (New York: Routledge, 2012), ISBN-13: 978-0-415-486989.

**Hitchcock:** William I. Hitchcock, *The Struggle for Europe: The Turbulent History of a Divided Continent 1945 to the Present* (New York: Random House, 2003), ISBN-13: 978-0-385-497992.

**Howard:** Michael Howard, *The First World War* (New York: Oxford University Press, 2007), ISBN-13: 978-0-199-205592.

**Sarotte:** Mary Elise Sarotte, 1989: *The Struggle to Create Post-Cold War Europe*, new and revised ed. (Princeton: Princeton University Press, 2014), ISBN-13: 978-0-691-163710

*Required Collection of Primary Sources:*

**Merrill:** Dennis Merrill and Thomas G. Paterson, eds., *Major Problems in American Foreign Relations*, 2nd Volume, 7th Edition (Boston: Houghton Mifflin Company, 2009), ISBN-13: 978-0-547-218236.

*Required Reference Work for Writing the Paper:*

**Rampolla:** Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Seventh Edition (Boston: Bedford, 2012), ISBN-13: 978-0-312-610418.

## 2 Course Documents

The titles listed as "course documents" below are on the course website under "Readings." They are drawn from the following sources and abbreviated as below in this syllabus. Please note, additional and/or newly released materials may be added in the course of the semester.

**Ikenberry:** G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars* (Princeton: Princeton University Press, 2001).

**Kennedy:** Paul Kennedy, *The Rise and Fall of the Great Powers* (New York: Vintage Books, 1987).

**Politkovskaya:** Anna Politkovskaya, *Is Journalism Worth Dying For? Final Dispatches* (New York: Melville House, 2007).

**Power:** Samantha Power, "A Problem from Hell" (New York: Harper, 2002).

**Taguba:** Antonio Taguba, "Stop the C.I.A. Spin on the Senate Torture Report," *New York Times*, August 5, 2014.

**Williams:** William Appleman Williams, *The Tragedy of American Diplomacy* (New York: Delta, 1972).

## 3 Links

Required readings in the form of weblinks are listed in the syllabus by week above, and posted on the course website under "Content." Again, additional materials may be added in the course of the semester.

## 4 Current News Sources

For the duration of the course, you must subscribe to, and/or regularly read online, the international news in least one of the following, to understand the connection between international relations past and present.

*The Financial Times*

*The Los Angeles Times*

*The New York Times*

*The Washington Post*

## 5 Videos

The course will include video showings. These sources will be discussed, like the readings, in class. If you miss a lecture or video, you are responsible for getting notes from a student who saw it. There will not be repeat showings.

## Course Regulations and Requirements

By enrolling in this course, you agree to abide by the following course regulations and requirements (as well as all relevant university policies).

This course is an undergraduate course for USC undergraduates. Graduate students, auditors, and students from other universities may not enroll without written permission from the course instructor. Auditors/visitors may be permitted, but only after advance notice to, and with the written permission of, the course head.

### *Assessment and Grading*

There will be four components to your grade:

- (1) *Participation:* Regular attendance, preparation, reading, and participation in discussions will count for 10% of your total grade (this will include serving as reading and discussion leader; exact dates to be confirmed once class enrollment finalizes).

*(2 and 3) Exams:* The two midterm examinations of the course (held in the regular classroom), will count for 70% of your grade (35% for each exam).

*(4) Short Paper:* The short paper, a book review, will count for 20% of your grade. It must be between 1000 and 1500 words in length, submitted in hard-copy print-out only (*i.e.* not online). You are free to choose any book about US foreign policy and twentieth and twenty-first century international history relevant to the course's themes, but you must inform the instructor(s) of your choice in writing no later than **class on Apr. 9** in order to receive approval for it. Be sure to put some thought into your selection, since you cannot change it after that.

The short paper is due Tuesday, May 5, by 12:00 p.m.; put the paper in **Prof. Sarotte's mailbox in the SIR office, VKC-330**, in hard copy no later than 12:00 p.m., noon, on that day. It is your responsibility to ensure that a printed-out paper is in the professor's VKC mailbox by this due date. You may turn the paper in earlier if you wish, but you are solely responsible for its timely submission in hard copy, and may not submit the paper via email or other online methods. Put the word count on the final paper cover page. Immediately after 12:00 p.m. on May 5, 2015, any paper not in the professor's mailbox in hard copy will be deemed late, and will immediately receive a one-letter-grade reduction. After 24 hours, the paper will receive another one-letter-grade reduction, and so forth, until either a paper is submitted or it becomes a moot point because the paper automatically will receive a failing grade. (These one-letter-grade reductions will be in addition to any reductions caused by failure to submit acceptable preparatory work, namely the declaration of book title by the due date.)

Plan to have your work ready at the very latest the day before the due dates, in order to prevent any last-minute problems (illness, printer issues) from causing you to submit your hard-copy work late. Since the paper is a multi-week assignment, the instructor(s) will not accept last-minute excuses as sufficient reason for failure to submit the final paper on time.

#### *Course Exams and Exam-Taking*

The exams may cover any component of the course. They may cover the lectures, the discussions, and/or the readings. Students will be expected to have completed all readings and assignments due before the start of the relevant exam and show knowledge of them on that exam. Exams in this course are closed-book, empty-desk. They will take place in the classroom; they are not "take-home" exams. You may not use anything during the exam other than a pen or pencil. Cell phones, iPads, Kindles, laptops, translation devices, and/or any other electronic device are not allowed. Any such devices present in the room at the time of the exam must be completely powered off (not just on quiet or airplane mode) and stored out of sight for the duration of the exam. The instructor(s) reserve the right to take and turn off such devices and retain them for the length of the exam if they are disrupting other students during an exam. Students may not bring to the exam anything that could cause a distraction and/or disruption and harm the ability of other students to take the exam, including but not limited to pets, family members, and any device that might generate noise during the exam.

The answers to the questions written in to the exam booklet on the exam day in the classroom are your final answers. You may not change answers given to the exam questions given during the exam period at a later date. You must complete your own preparation for the exams. Copying answers from other students or from any other source (or offering to buy, or buying such answers) is a violation of USC's academic rules and will result in failure of the course.

#### *Course Language and Communications*

Course communication may take place only via one of the following means: in person during class and office hour times, during scheduled appointments, via office phone, via USC email, and via the course website. Students wishing to communicate with the instructor(s) are required to use one of these options and are responsible for any communications from the instructor(s) sent via these means. Be sure to keep having your USC email mail forwarded and your USC email inbox in a position to receive new emails if you are regularly using another email account (gmail,

etc.) so that course communications do not bounce back to the sender and leave you uninformed but still accountable. Communications via other means (Facebook, Twitter, etc.) are not acceptable for this course and will not be acknowledged or recorded.

In classes and office hours, and in all forms of course-related discussion and communication, students must ask questions and conduct discussions in a respectful fashion, using appropriate language. Email, written correspondence and/or other online communications must also be conducted in an appropriate manner. Inappropriate and/or aggressive behavior, dishonesty, grammatical mistakes, misspellings, insulting language and poor writing are never acceptable, whether in email, other online formats, in person and/or in course work, and may result in grade reductions and/or failure of the course, if severe. The course instructor(s) will not respond to inappropriate comments, emails, and/or phone calls, and may pursue academic integrity violation proceedings if the problem is severe.

The instructor(s) will respond to appropriate requests for information within three business days at the latest (although usually much sooner), and ask you to do the same. Repeated failure to respond to instructor(s) within this time frame will be considered a failure of participation and will result in a grade reduction.

Students should be aware that this course deals with the history of conflict, racism, terrorism, violence, and war, and that some of the primary sources used in this course contain disturbing language and images from earlier time periods in history. Your enrollment in this course signals your awareness of, and acceptance of, the fact that such sources are part of the historic record, used as materials for this course for the purpose of academic study only. The course instructor(s) provide these materials solely for educational purposes in the classroom setting and do not agree, endorse, and/or support use of such language or images in any other way.

#### *In-Class Conduct*

Students are required to prepare for, and to attend, all classes. In doing so, they must turn off cell phones, Blackberries, and other such devices. If a student's laptop, phone, or any other device makes a noise during lecture, that student will be required to either sing or recite poetry (instructor's choice) in front of the class. Your enrollment in this course signifies your acceptance of these terms.

#### *Make-up Requirements*

There are no make-ups of any kind in this course. If you are seeking an excused absence, excuses must be provided to your instructor(s) on email or by phone either before an absence (or failure to complete work) or as soon as possible in hard-copy writing afterwards in order to be considered. After reading the written documentation, the instructor(s) will discuss your request for an approved excuse with you. If you are seeking a medical exemption for an illness, the instructor(s) will need written documentation directly from the nurse, physician, or other professional medical care provider who is treating you in order to consider an excuse. Note that, if campus medical personnel will not distribute such a written notice, written notice from an outside medical provider will be necessary. No excuses will be given without written documentation.

#### *Plagiarism and Cheating*

The teacher(s) of this course, and USC as a whole, are committed to the principles of academic honesty. These principles include and incorporate the concept of respect for the intellectual property of others; the expectation that individual work will be submitted (unless otherwise allowed in writing in advance by the professor); and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. By taking this course, students are expected to understand and abide by these principles. If you are in doubt as to what these principles are, just ask! The instructor(s) would greatly prefer to clear up any questions or problems in advance, rather than later via academic integrity proceedings after a plagiarism incident.

In particular, all submitted work for this course may be subject to an originality review as performed by Turnitin technologies (<http://www.turnitin.com>) to find textual similarities with other Internet content or previously submitted student work. Students of this course retain the copyright of their own original work, and Turnitin is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work.

Students must avoid plagiarism and cheating on all work and communication in this course, including but not limited to exams, drafts of papers, papers, presentations in class and/or section, and work on any potential study guides. This includes, but is not limited to, copying and/or offering to buy, or buying, exam answers from other students, whether on any midterm/final exam study guide or the midterm/final exam itself; looking at another student's answers during an exam; communicating with another student during an exam; and/or offering to buy, buying, or letting another person write part or all of any exam, draft, or paper.

Plagiarism on any draft paper and the final paper includes (but is not limited to) copying text from the web (for example, from Wikipedia) and pasting it without attribution, implying that it is your own work.

Study groups are not required for this course and, if they involve behavior that constitutes plagiarism, expressly prohibited. If students choose to form and participate in study groups, they must ensure that such groups do not commit plagiarism. If such groups begin to engage in plagiarism nonetheless, a student must immediately exit such groups and inform the instructor(s).

You will automatically be failed in the course if you are caught cheating on an exam, plagiarizing the term paper, or engaging in any behavior prohibited by the university.

The actions state above are not a comprehensive list; any behavior that the university holds to be plagiarism is unacceptable in this course. Fuller details on what the university considers to be plagiarism are available from the relevant USC offices and it is your responsibility to understand them. Please note in particular the USC university-wide rules on general academic conduct, below, which apply to this course:

**Required USC statement: Statement on Academic Conduct and Support Systems  
Academic Conduct**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

**Support Systems**

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose

primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Please note, discussion and the exchange of ideas are essential to academic work. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices and properly cite any books, articles, websites, lectures, and/or any other items that have helped you with your work. The required Rampolla reading provides the citation rules. If you receive any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance.

In other words, you must do your own work for every single component of this course, whether it is preparing for class, studying for the exams, taking the exams themselves, and/or writing the draft and the final paper. Submitting work that you completed in high school or in college courses (whether at USC or elsewhere) is not acceptable. Submitting work copied, plagiarized, taken, or purchased from other students or any other source at any time is an academic integrity violation and also not acceptable. Students who violate these requirements will both fail the course and be subject to academic integrity violation proceedings.

#### *Recordings*

Recordings of any type (including but not limited to iPhone photos, camera photos, sound and/or video recordings) are prohibited except by written permission of the instructor(s).

#### *Travel*

The instructor(s) will not accept traffic, travel, interviews, the purchase of plane tickets, absence from Los Angeles and/or USC campus, and similar events (except for university-approved travel, as signified by written documentation from a university administrator directly to the instructor) as excuses for failing to fulfill course requirements. If you have made travel or interview plans before the start of this semester, make sure they will allow you to fulfill all course requirements and change them if they do not, or do not enroll in the course. Do not make any new plans that conflict with the course once the semester starts. In particular, you must ensure the delivery of required work in hard copy by the due date; if it is impossible for you to deliver a hard-copy version yourself, either submit it early, or arrange to have another member of the course deliver it for you (but you are, of course, still solely responsible for its submission). Email and/or other online formats are not an acceptable way to submit required assignments in this course.

### **Additional Regulations and Requirements for Students with Disabilities**

Students needing academic adjustments or accommodations because of a documented disability must present written documentation from the USC campus disability office and speak with the instructor about it by the dates below. All discussions will remain confidential, although instructor(s) may contact relevant university officials to discuss appropriate implementation. Failure to contact the instructor(s) and provide the instructor(s) with written notification by the deadline below means that you will not receive adjustments, because last-minute, short-notice changes for individual students violate the overall academic integrity of the class. In other words: The instructor(s) are happy to make adjustments for students with disabilities; but in order to do so, they need to know as soon as possible about your disability and your requirements in advance.

As stated on the USC Disability Services and Programs [DSP] website: "In K-12 education, the school district must identify children with disabilities and provide appropriate services to help them achieve free appropriate public education. In the post-secondary setting, it is the responsibility of the student to self-identify to receive accommodations. Some students may not realize this and expect the college to come to them." **If you are a disabled student, it is your responsibility to fulfill the requirements listed below on time; if you do not, you have indicated to the instructor that you do not wish adjustments for this course.**

To repeat: The course instructor(s) must ensure that the adjustments they make do not compromise the academic integrity of the course. To do so, the instructor(s) need two things from you, both (1) sufficient information and (2) sufficient time, to consider, discuss and implement adjustments that are fair to you and other disabled and non-disabled students. (1) To give the instructor(s) sufficient information, you must follow the DSP procedure: register with DSP each semester. Once adequate documentation is filed, you will receive a letter of verification for approved accommodations. As stated on the DSP website: Students "...will need to share and discuss their DSP recommended accommodation letter(s) with their faculty and / or appropriate departmental contact person at least three business weeks (note, spring break is not a university business week) before the date the accommodations will be needed." In other words, you must **share and discuss** this letter with the professor in person. Leaving the letter under a door or in a mailbox is not sufficient, as it does not allow us to discuss your needs, so the instructor will not be able to make adjustments if you do this.

(2) To give the instructor(s) sufficient time, the instructor(s) need your letter as soon as possible and, as mandated by DSP, at least three business weeks (ideally more) before the type of test or assessment for which you are requesting alterations. As a result, the deadlines for giving the instructor(s) your letter(s) are **the end of lecture on Mar. 12, 2015**, if you are requesting adjustments to the paper assignment; and / or **the end of lecture on Jan. 27, 2015**, if you would like accommodation on, or a note-taker to help you prepare for, examinations; finally, on or before the earlier of the two dates if you are requesting both kinds of alterations. After these dates, in order to maintain the academic integrity of the class, adjustments can only be made for new diagnoses, so be sure to file your paperwork by that time.