

IR 212—Historical Methods in World Politics

Dr. Douglas Becker

CPA 231C

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Office Hours: MW, 6:30-8:00, and by appointment

Note: I will hold office hours on Zoom as the semester begins. If the cases of Covid decline, I may start to hold them in person.

The Challenge of the Return: We are meeting in person this semester. Of course, there is a huge challenge with the continuation of the pandemic and the potential for quarantines and other class disruptions. So first and foremost, the real keys this semester are flexibility and empathy. If we need to take part of the semester back online, we'll adjust. If some of you miss class time because of the pandemic, we will accommodate. That being said, attendance is expected in class and asynchronous or distance options should be considered accommodations and not full semester options. Finally, we are living in a pandemic. Your safety and the care for you and your loved ones is the primary consideration. If something comes up (heaven forbid someone tests positive for Covid-19 or anything), please let me know. It is always confidential. I will make accommodations.

This course examines the role of history in developing international relations research. It will teach the student to critically analyze history as data to test IR theoretic arguments. It will introduce the student to a broad array of historical narratives and cases, many of which have developed our understanding of international relations theory in a profound manner. And it will examine methodological questions, and in particular the role of theory in both the study of history and in international relations.

The educational goals of this course are as follows:

- 1) Expose students to history as data used to test international relations theory. We will examine the ways in which the historian uses theory and builds his/her narratives and analysis based on the "raw data" of the historical record. We will also examine how political motivations influence the historian's account of the past. As such, students will learn to critically analyze history and evaluate its utility in advancing, testing, and revising international relations theory
- 2) Reinforce the students understanding of IR theory by embedding it in the historical narratives and cases upon which it is built. This course is an extension of IR 210 and the student will understand both the meta-theoretical approaches in international relations (realism, liberalism, constructivism, feminism, Marxism, critical theories, et al) as well as specific statements within each approach (what is sovereignty? How do revolutions occur? What role do institutions play in peacemaking)?
- 3) Understand the differences between in international relations as a social science and history as a humanities discipline. Students will read, evaluate, and argue in written work both as international relations scholars as well as historians. As such, this course serves as a bridge for dialogue between these two fields
- 4) Develop a more global approach to history and its impact on international relations theory. Specifically we will examine non-western (with a particular eye on East Asian history) and

wrestle with the impact the inclusion of these histories would have on international relations theory.

- 5) Develop a better understanding of what constitutes evidence and proof of a theoretical argument. This final goal will help students write more effective papers and engage in primary research in future courses.

The grades for this course are:

2 short 5 page papers	15% each
Mid-Term	25%
Final	30%
Discussion Sections worksheets	10% total
Class Participation	5%

The 2 short papers the student will write that consider key philosophical points within the class. The first is an examination of the difference between international relations and history. The second is how different would the theories developed out of the Second World War with a greater understanding of Asian history, imperialism, and other non-Western perspectives. I will provide a more detailed description of the papers during the semester. The mid-term and final are in-class and will test the students' knowledge of history, as well the classroom material on the other issues. Class participation constitutes both class attendance as well as meaningful participation in the class discussions. This requires the student prepare the readings prior to the class. Also, attendance in the discussion sections is mandatory and will have a great deal of influence on this grade. ONLY UNIVERSITY SANCTIONED EXCUSES WITH PROPER DOCUMENTATION WILL BE ACCEPTED FOR LATE WORK. Please consult the Trojan integrity Guide and the Undergraduate Guide for Avoiding Plagiarism (both can be accessed through the Student Affairs website) for guidelines. When in doubt, come in and talk with me about an issue.

Some key norms and rules for the classroom. Please be aware of these as we progress throughout the semester:

- **Share responsibility for including all voices in the conversation.**
 - I know this is a large class. But we would love to hear from all of you this semester. These issues can often carry a significant resonance with us, since the issues we will raise can be contentious. Let's make sure everyone has a chance to speak. If you find yourself being shut out of conversations, please let me know privately and I will make adjustments. And we MUST use the raise hand function in the Zoom window.
- **Listen respectfully.**
 - A great classroom is a dialogue. It is not simply my thoughts and you trying to remember them for exams. I want to hear from all of you. And I want you to hear from one another. We need to listen respectfully but also actively and critically.
- **Be open to changing your perspectives based on what you learn from others.**
 - Nothing is more exciting than learning something new. This allows us to evolve our perspectives and develop as scholars. I have learned something new from students every semester I've taught. I change material from semester to semester based on what I have learned. Always be prepared to change your mind.
- **Understand that we are bound to make mistakes in this space.**

- I may have been raised Roman Catholic, but I am not infallible. That's a joke I make throughout the semester. I will make mistakes. You will too. We learn from our mistakes, but we can't be afraid to present our work and our thoughts on an issue because we might make one. When we do, we will respectfully update the information and learn from them.
- **Understand that your words have effects on others.**
 - Respect is based on the understanding that words matter. Freedom of speech means we can express ourselves freely. But it does not mean we don't consider the effects these words have on others in the classroom. Please keep that in mind as we progress this semester. Let's have a rich exploration and discussion of ideas while always remembering to respect one another
- **Understand that others will come to these discussions with different experiences from yours.**
 - The best thing about a campus like USC is the rich diversity of the student body. We have students from all over the world. And I think I learned as much as an undergraduate from the conversations I had with my classmates than even from class work. Toleration of different experiences is boring. Revel in them! Learn from one another. And be aware of them.
- **Make an effort to get to know other students. Introduce yourself to each other. Zoom away from the classroom.**
 - I like a class that's loud and boisterous before I come in. Absolutely spend some times getting to know each other. We are back in person. Lets celebrate it!
- **Understand that there are different approaches to solving problems.**
 - We approach issues differently. It's truly exciting to see the different ways we solve problems and wrestle with material.

The books for this course are as follows:

Gaddis, John Lewis. **The Landscape of History: How Historians Map the Past.** Oxford: Oxford University Press, 2002, ISBN: 0195171578

East Asia in the World. Edited by Stephen Haggard and David Kang. Cambridge University Press, 2020. ISBN: 9781108790895

Plus extensive Blackboard readings

Aug	23:	Introductions and What is International Relations? What is History?
	25:	Commentary: How do historians approach their field E. H. Carr "What is History?" Blackboard Constantinos Koliopoulos, "International Relations and the Study of History" Blackboard

Discussion Sections: Introductions and the relationship between history and IR

- Aug 30: Realism and the History of the Peloponnesian War
- Victor David Hansen, "Introduction", the Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War, Edited by Robert B. Strassler. The Free Press. Pgs ix-xxiii **Blackboard**
- Joseph Nye and David Welch, Understanding Global Conflict and Cooperation. Ninth Edition. Pearson Publishers. 1-36 **Blackboard**
- Sept 1: Commentary: History and IR: what is the difference?
- John Lewis Gaddis, **Landscape of History**, chapter 1-3, pgs 1-52
- Discussion Sections: What is realism? Complexity, Parsimony, and the Dominant History of IR theory, worksheet on principles of realism.
- Sept 6: Labor Day
- 8: More on the Difference between History and IR: Parsimony, Interdependence, and Complexity
- Gaddis, **Landscape of History**, Chapters 4-8, 53-152
- Discussion Sections: No Sections, no Monday Class
- Sept 13: Do States Act According to Interests: the Papacy
- Barbara Tuchman, the March of Folly, pgs 51-126 **Blackboard**
- 15: Commentary: How do decision-makers Learn from History?
- Robert Jervis, Perception and Misperception In International Politics. **Blackboard**
- First Paper Due**
- Discussion Sections: Worksheet on Deduction and Induction
- Sept 20: Foundations of Sovereignty: the 30 Years war and Tributary System
- Ronald G. Asch, The Thirty Years War, pgs 9-47, 126-149 **Blackboard**
- 22: Commentary: Just how ahistoric is sovereignty?
- Derek Croxton, The Peace of Westphalia of 1648 and the Origins of Sovereignty **Blackboard**
- Haggard and Kang, chapter 5-6, pgs 81-107
- Discussion Sections: What does East Asian History mean for IR theory?
- Haggard and Kang, Chapter 2 "East Asian International Relations"

Worksheet Due

Sept 27: East Asian History

Haggard and Kang, Chapter 1, 3-4, 7, pgs 3-21, 44-80

Sept 29: Commentary: Asian History and IR theory

Haggard and Kang Chapters 7-8, pgs 108-145

Discussion Sections: Decolonize the European Foundations of IR Theory

Oct 4: The foundations of Institutions: Napoleon and the Concert of Europe

Katherine Aaselstad and Karen Hagemann, "Collaboration, Resistance, and Reform: Experiences and Historiographies of the Napoleonic Wars in Central Europe. Central European History, Volume 39 No 4, (2006), pgs 547-579 **Blackboard**

Matthew Rendell, "Defensive Realism and the Concert of Europe." Review of International Studies. Number 32 (2006), 523-540. **Blackboard**

6: Theodore Roosevelt, Woodrow Wilson and the League of Nations

Margaret MacMillan, Paris, 1919. Random House, 2003, pgs 53-106 **Blackboard**

Collective Security and American Foreign Policy: Concert or Formal Organization? John Milton Cooper, Warrior and the Priest. The Belknap Press of Harvard University Press. Pgs 324-361 **Blackboard**

Discussion Sections: Mid-Term Review

Oct 11: Imperialism: The Race for Asia and Africa and the Periphery in International Relations

Haggard and Kang, Chapters 9-10, pgs 149-187

Roland Oliver and Anthony Atmore, Africa Since 1800. Fifth Edition. Cambridge University Press, pgs 118-169 **Blackboard**

13: Mid-Term

Discussion Sections: None due to Fall Recess

Week 9:

18: Foundations of World War I: The July Crisis and Historical Memory of the Great War

Hew Strachen, The First World War, Penguin Books. Pgs 3-64 **Blackboard**

Jenny Edkins, Trauma and the Memory of Politics, **Blackboard**

20: Commentary: The Great 1918 Pandemic and its Historical Memory

John Barry, The Great Influenza: **Blackboard**

Douglas Becker, Lessons from the past: The Recovery of the 1918 Pandemic as a Guide to the Covid-19 Pandemic **Blackboard**

Discussion Sections: Historical Representations and Constructivist approaches

Kevin Dunn, "Historical Representations" **Blackboard**

25: European World War II: AJP Taylor and the Uniqueness of Germany

AJP Taylor Origins of the Second World War. Touchstone Book. Pgs v-xxviii, 7-39
Blackboard

27: Commentary: Explaining Hitler: Realism, Liberalism, and Personalities

Richard Rosenbaum, Explaining Hitler, **Blackboard**

Discussion Sections: Personality Profiling, What if Hitler was never born worksheet

Jerrold Post, "Political Personality Profiling" **Blackboard**

Nov 1: The Asian War: Imperialism and anti-colonialism and why the US Dropped the Bomb

Haggard and Kang, chapters 11-14, pgs 188-259

James Bradley, The Imperial Cruise: A Secret History of Empire and War. Little, Brown and Company. Pgs 1-60, 217-252 **Blackboard**

3: Race and War

John Dower, War Without Mercy: Race and Power in the Pacific War. Pantheon. Pgs 3-73 (Blackboard)

Geeta Chowdhry and Sheila Nair, Power, Postcolonialism and International Relations
Blackboard

Discussion Sections: Content Analysis Worksheet Due

Margeret Hermann, Content Analysis **Blackboard**

8: Women in History: Wendy Lower and Cynthia Enloe

Wendy Lower, Hitler's Furies: German Women in the Nazi Killing Fields. Houghton Mifflin, 2013, pgs 1-74, 167-203 (Blackboard)

10: Commentary: Critical Feminism and Historical Analysis, Feminist Methods

Cynthia Enloe, Introduction; Nationalism **Blackboard**

Discussion Sections: Critical Feminism

Brooke Ackery, "Feminist Methodology Reflection" **Blackboard**, worksheet on Feminism

- 15: Foundations of the Cold War: Structural Realism or Decision-making
Michael Hogan, The Marshall Plan. Cambridge University Press. Pgs 1-53 **Blackboard**
Stephanie Shakhireva—Swaddled nation, Modern Mother Russia and a Psychohistorical Reassessment of Stalin. The Journal of Psychohistory (2007) **Blackboard**

- 17: Commentary: Was the Cold War inevitable?
John Gaddis, "The Long Peace" **Blackboard**
Melvyn Leffler, A Proponderance of Power, **Blackboard**

Discussion Sections: Process Tracing

Jeffrey Checkel, Process Tracing **Blackboard**

Nina Tannenwald, The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use **Blackboard**

- 22: The Cuban Missile Crisis: Our Disciplinary Obsession
Martin Sherwin, Gambling with Armegeddon, Chpater 5 **Blackboard**
Don Munton, "The Three Puzzles" **Blackboard**

24 None, Thanksgiving Holiday

Discussion Sections: None, Thanksgiving Holiday

- 29: Why the Cold War Ended
Mary Sarotte, 1989: The Struggle to Create Post-Cold War Europe. Princeton University Press, pgs 1-47, 195-214 **Blackboard**
John Gaddis "International Relations Theory and the End of the Cold War" International Security, Volume 17, Number 3 (Winter 1992-93), pgs 5-58 **Blackboard**

- Dec 1: Commentary: Triumphalism, Ideational Factors, or Historical Mistakes
George Crile, Charlie Wilson's War, selected readings **Blackboard**
Robert English Russia and the Idea of the West **Blackboard**

Discussion Sections: Ethnographic Methods

Hugh Gusterson, "Ethnographic Methods" **Blackboard**

Voluntary Final Exam Review: December 6, 5 pm

Final Exam: Wednesday, December 8, 4:30-6:30

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Department of Public Safety – UPC: (213) 740-4321 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

Academic Conduct

USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another's work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus (www.usc.edu/scampus or <http://scampus.usc.edu>). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

Emergency preparedness/course continuity

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.

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu