

International Relations 212: Historical Approaches to 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 in my office. Zoom appointments can be arranged

Class meetings: M/W 5:00-6:20

THH 301

The Challenge of the Return: We are meeting in person this semester. Of course, we still have the challenge of the pandemic, 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 temporary accommodations* and not full semester options. I will make material available outside of the classroom but the entire class will not be available outside of the classroom. Consider this available material supplemental to help you prepare for exams and papers. On occasion I have powerpoints. When I do, I will post them. But for every class, I will post questions to serve as the key takeaways from readings and the class material. I suggest you review those questions after every class and make sure you can answer them. If you can't, reach out and I will help ensure you have all of the material.

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) Consider the role that history and historical approaches play at understanding contemporary issues in international relations. International relations can often appear ahistorical, with statements such as "states act according to interests" and "democracies do not fight one another." But these issues are rooted in historical developments. So first and foremost, this class is intended to highlight the importance of history and to place contemporary issues in their proper historical context.
- 2) 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 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.

- 3) 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)?
- 4) Understand the differences between 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
- 5) Develop a more global approach to history and its impact on international relations theory. Specifically we will examine non-western histories, including East Asian, African, and Latin American history and wrestle with the impact the inclusion of these histories should have on international relations theory.
- 6) Specifically examine from a constructivist critique of international relations theory the historical contexts of concepts. From sovereignty and democracy, to empire and colony; to gender, borders, and sphere of influence; and ideas as well as examine the essential role of identity in all international actors, from states to international organizations and non-governmental organizations. This latter is a concept called ontological security, which we will explore in detail.
- 7) Analyze the contemporary political implication of history both as identity construction. History is not a static, taxidermist field. It involves the active remembrance of the past, or what we call issues of historical memory. These often can lead to contestations, or what is called mnemonic security. How do these contestations outline international relations. And what role does power play in these memory discourses, in particular as marginalized communities demand recognition of their own memories and in particular of atrocities.

The grades for this course are:

2 short 5 page papers	15% each
Mid-Term	25%
Final	30%
Discussion Sections—participations and assignments	10% total
Class participation including simulations	5%

The 2 short papers the student will write consider key philosophical points within the class. The first is an examination of the difference between international relations and history. The second is the relationship between identity, history, and memory. 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. Discussion sections are required and there will be some short assignments and homework assigned in the sections. Those will be coupled with participation, which requires attendance and thoughtful participation in the discussions. The larger lecture also has a participation grade. It requires attendance but most importantly, we will conduct simulations as well as class discussions. Thoughtful and enthusiastic participation in these exercises is essential. Very importantly though, you may make mistakes or make revisions to your comments in

discussions and still get full credit for participation. Do not be afraid to be mistaken! Allow yourself to grow and use the space in the classroom to work through the material! 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 will 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.
- **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.**
 - I like a class that's loud and boisterous before I come in. Absolutely spend some time getting to know each other. We are back in person. Let's 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.

- Aug 22: Intros—Discussion of history and IR
- Tobias Lemke, Andrew A. Szarejko, Jessica Auchter, Alexander D. Barder, Daniel Green, Stephen Pampinella & Swati Srivastava (2022): Forum: doing historical international relations, Cambridge Review of International Affairs, pgs 1-32
- Section 1: History and International Relations: A Comparison
- 24: History vs IR—how to do history
- E. H Carr “What is History?” pgs 3-35, 113-143
- John Lewis Gaddis “History, Theory, and Common Ground” International Security , Summer, 1997, Vol. 22, No. 1 (Summer, 1997), pp. 75-85
- Discussion Sections: Introductions and why historical approaches matter
- Section 2: History and IR Theory: Realism and Liberalism
- 29: Peloponnesian War—a Simulation
- 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
- Platias Athanassios (2002) Grand Strategies Clashing: Athenian and Spartan Strategies in Thucydides’ “History of the Peloponnesian War”, Comparative Strategy, 21:5, 377-399
- 31: The Papacy
- Barbara Tuchman, the March of Folly, pgs 51-126
- Paper Prompt #1 handed out**
- Discussion Sections: Are state interests historic or ahistoric? Are they material or historical?
- Sept 5: Labor Day no class
- 7: 30 Years War and Sovereignty
- Donald Pennington, “Thirty Years War” in Europe in the Seventeenth Century Routledge, 2015, 332-360
- Izidor Janžekovič (2022): The Balance of Power from the Thirty Years’ War and the Peace of Westphalia (1648) to the War of the Spanish Succession and the Peace of Utrecht (1713), History of European Ideas, pgs 1-19
- Derek Croxton, “The Peace of Westphalia of 1648 and the Origins of Sovereignty” International History Review. Vol 21 no 3 (Sept 1999) pgs 569-591
- Discussion Sections: What is sovereignty?
- 12: Napoleonic Wars and the Conquest of Europe

Charles J. Esdaile, The Wars of Napoleon, Chapter 1, pgs 1-49

14: Concert of Europe (and the League of Nations)—a simulation

Dan Lindley “The Concert of Europe: Forum Diplomacy and Crisis Management” in Promoting Peace with Information: Transparency as a Tool of Security Regimes Princeton University Press 2007, 55-85

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

Discussion Sections: The History of International Organizations

Section 3: Global History and the decolonization of the historical canon

19: Chinese hegemony: power and norms

David Kang, “International Order in Historical East Asia: Tribute and Hierarchy Beyond Sinocentrism and Eurocentrism” *International Organization* 74, Winter 2020, pp. 65–93

Yuan-kang Wang, Explaining the Tribute System: Power, Confucianism, and War in Medieval East Asia *Journal of East Asian Studies* 13 (2013), 207-232

21: China Confronts the Vietnamese Uprising—a simulation

Ji-Young Lee. “The Founding of the Korean Chosŏn Dynasty, 1392” in *East Asia in the World*. Edited by Stephen Haggard and David Kang. Cambridge University Press, 2020. Pgs 81-96

James A. Anderson, “The Ming Invasion of Vietnam, 1407–1427. In *East Asia in the World*. Edited by Stephen Haggard and David Kang. Cambridge University Press, 2020. Pgs 97-107

Discussion Sections: Tribute vs Sovereignty

26: Africa in Global History

Howard French, *Born in Blackness* p 17-83, 247-274, 411-421

Paper #1 due

Section 4: Revolutions in World History

28: Latin American Revolutions

Joshua Simon, “Simon Bolivar and the Contradictions of Creole Revolution.” In *The Ideology of Creole Revolution*. Cambridge, 2017, 89-127

Federica Morelli “Race, Wars, and Citizenship: Free People of Color in the Spanish American Independence” *Journal of the History of Ideas*, Volume 79, Number 1, January 2018, pp. 143-156

Discussion Sections: What if IR was less western-centric?

October 3: French Revolution

Bailey Stone. Reinterpreting the French Revolution: A Global-Historical Perspective. Cambridge: 2009. Pgs 1-13, 62-108, 259-268

Mattias Middell. "The French Revolution In the Global World of the Eighteenth Century." In The Routledge Companion to the French Revolution in World History 23-38

5: Russian Revolution

Sheila Fitzpatrick. "Celebrating (or Not) The Russian Revolution." Journal of Contemporary History. 2017, Vol. 52(4) 816–831

Jay Bergman "The Initial Reception of the French Revolution." In The French Revolutionary Tradition in Russian and Soviet Politics, Political Thought and Culture. Oxford, 2019, 3-30.

Stephanie Shakhireva. "Swaddled Nation: Modern Mother Russia and A Psychohistorical Reassessment of Stalin"

Discussion Sections: Mid-Term Review

10: Haitian Revolution

Charles Forsdick (2015) Toussaint Louverture in a Globalized Frame: Reading the Revolutionary as Icon, Contemporary French and Francophone Studies, 19:3, 325-334,

Frederic Regent. "Revolution in France, Revolutions in the Caribbean." In The Routledge Companion to the French Revolution in World History 61-76

Piero Gleijeses (2017) Napoleon, Jefferson, and the Louisiana Purchase, The International History Review, 39:2, 237-255,

12: Mid-Term

No discussion sections with the Fall Break and the Mid-Term

Section 5: Colonization and Conflict—What Realism Doesn't Cover

17: Conference of Berlin and African Colonization

Press, Steven "The Berlin Conference." *Rogue Empires: Contracts and Conmen in Europe's Scramble for Africa*. Cambridge, MA: Harvard University Press, pp 166-218

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

P. M. Holt and R. W Daily, *History of the Sudan* Chapters 6-7, pgs 63-82

19: Middle East—the Infamous Sykes-Picot Treaty

Saunders, Nicholas J., and Neil Faulkner. "Fire on the desert: conflict archaeology and the Great Arab Revolt in Jordan, 1916-18." *Antiquity*, vol. 84, no. 324, June 2010, pp. 514-529

Biger G., 2016, Is the Sykes – Picot Agreement of 1916 was the basis for the political division of the Middle East?, *Journal of Geography, Politics and Society*, 6(3), 50–58

William M. Mathew (2013) The Balfour Declaration and the Palestine Mandate, 1917–1923: British Imperialist Imperatives, *British Journal of Middle Eastern Studies*, 40:3, 231-250

Discussion Sections: Colonization and IR theory—or what if realism covered colonialism too?

24: War of Filipino Insurrection and Filipino Identity

Daniel Immerwahr “Decolonizing the US” pgs 227-261

Andrew Yeo “Philippine National Independence” pgs 206-223

Luis H Francia “A History of the Philippines” pages TBD

26: How China challenges the notion of hegemony

Kang, David. *East Asia Before the West: Five Centuries of Trade and Tribute*. New York: Columbia University Press, 2010: Chapter 5 pgs 82-106

Mearsheimer, John J. *The Tragedy of Great Power Politics*. Updated Edition. New York, NY: W.W. Norton, 2014: pp. 360-394

Discussion Sections: None this week so the TAs can focus on their classes!

Section 6: Ontological Security and Memory

31: The July Crisis Simulation and why does Belgium fight Germany?

Steele, Brent. Ontological Security in International Relations: Self-Identity and the IR State. Chapter 5, pgs 94-113

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

Paper Prompt #2 handed out

November 2: Russia/Ukraine Plus Holodomor

Douglas Becker, “The Rationality and Emotion of Russian Historical Memory: The Case of Crimea” in Crisis and Change in Post-Cold War Politics: Ukraine in Historical Perspective, pgs 43-68

Anne Applebaum. Red Famine: Stalin’s War on Ukraine. Pgs 11-55, 320-360

Timothy Snyder, Bloodlands: Europe Between Hitler and Stalin, pgs 21-58

Discussion Sections: Ontological Security vs Traditional Security

Section 7: World War II

7: Hitler and the rise of Germany

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

Richard Rosenbaum, *Explaining Hitler*, Introduction, pgs xi-xivi (11-41)

Wendy Lower, *Hitler's Furies*, pgs 1-74

9: The Pacific War—World War II as decolonization, Dropping the Bomb

Stephan Haggard and David Kang. *East Asia in World History*. Pgs 164-187, 224-238

Chizuru Namba. "The French Colonization and Japanese Occupation of Indochina during the Second World War: Encounters of the French, Japanese, and Vietnamese." *Cross-Currents: East Asian History and Culture Review*, Volume 8, Number 2, November 2019, pp. 518-547

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

Discussion Sections: Why did the US drop the Bomb?

Section 8: The Cold War

14: Who Started the Cold War?

John Gaddis, "The Long Peace" *International Security* , Spring, 1986, Vol. 10, No. 4 (Spring, 1986), pp. 99-142

Melvyn Leffler, *A Preponderance of Power*, pgs 1-24, 495-518

Michael Hogan, *The Marshall Plan*. Cambridge University Press. Pgs 1-53

16: US Intervention in the Global South

Mossadegh and Arbenz

Homa Katouzian, "Mosaddeq's Government in Iranian History Arbitrary Rule, Democracy, and the 1953 Coup" pgs 1-26

Piero Gleijeses, *Shattered Hope: The Guatemalan Revolution and the United States, 1944-1954* pgs 319-360

The Cuban Missile Crisis

Martin Sherwin, *Gambling with Armageddon*, Chapter 5 pgs 29-40

Don Munton, "The Three Puzzles" pgs 142-164

Paper #2 due

Discussion Sections: “you may be right locally but I am thinking globally”

21: The US/Mexican Border—the History of the Concept of Borders

Paul Ganster and Kimberly Collins, The US-Mexican Border Today: Conflict and Cooperation in Historical Perspective. Pgs 21-59; 135-186

23: Thanksgiving Break, no class

Discussion Sections: Cancelled due to the holiday

Section 9: The End of the Cold War

28: Berlin Wall Comes Down

Mary Sarotte, 1989: The Struggle to Create Post-Cold War Europe. Princeton University Press, pgs 1-47, 195-214

30: NATO Expansion and Russian Response

Mary Sarotte Not One Inch: America, Russia, and the Making of the Post-Cold War Stalemate. pgs 76-145

Discussion Sections: Did NATO Expansion cause the Russian Invasion of Ukraine?

Dec 5: Voluntary Final Review Session

DECEMBER 7: Final Exam, 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/>

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

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

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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