

**University of Western Ontario**

**Department of History**

**HIS 3421E: HISTORY OF EUROPEAN INTERNATIONAL RELATIONS:**

**COMMUNITIES AND CONFLICTS**

**2012-2013**

**Classes:** Tuesdays, 9:30-11:30, 1155 Stevenson Hall

**Instructor:** Dr. Julia Berest

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**Office Hours:** Tuesdays, 11:30-12:30 or by appointment

**Office Room:** 2249, Lawson Hall

**COURSE DESCRIPTION**

The course explores the history of European international relations from the early 19<sup>th</sup> century to the present. Rather than providing a broad survey of the subject, the course will focus on selected topics that highlight the complexity of the international order in the age of modernity and the changing place of Europe in it. Topics will be discussed in terms of the dichotomy of conflict and cooperation among European states as well as between Europe and the larger world. The course will approach European international relations from an interdisciplinary perspective, using a variety of sources from the related disciplines of political science, international law, philosophy and intellectual history. Central to the course is the issue of human rights and humanitarian affairs. We will discuss a major paradox of modern international relations—the fact that the biggest milestones in international human rights legislation have been achieved against the background of continued wars, ethnic conflicts and xenophobic outbursts in Europe and around the globe. The second half of the course takes a close look at post-Soviet Eastern Europe and Russia, whose fragile democracy and resurgent nationalism pose a challenge to European cooperation.

**COURSE FORMAT**

About two thirds of the classes are structured as seminar discussions moderated by the course instructor. The rest of the classtime is allocated for lectures which will present the intellectual and historical context necessary to understand seminar readings. In some lectures we will also have short discussions of the primary sources related to the topic at hand.

**OBJECTIVES**

History as a discipline requires more than memorizing facts and names; it demands that students actively engage their minds with historical material. An important objective of this course is to help students develop critical reading and thinking skills related to history learning. This primarily means

the ability 1) to understand historical facts in their context and in connection with previous events; 2) to use facts to develop and support an argument; 3) to read primary sources within their historical context and with a view to their possible historical bias; 4) to identify and evaluate historians' interpretations of the past. The course also seeks to encourage in students a sense of greater civic awareness and interest in the issues of global justice and human rights.

## REQUIREMENTS

**Participation - 25%.** The success of any seminar course ultimately depends on the quality of class discussions. Therefore, participation makes up the biggest component of your final grade in this course. Your participation mark will be based on both the amount and quality of your contribution, as determined by the instructor. Students who miss more than 50% of classes will get a 0 for participation.

Each week I will provide you with seminar questions that should serve as your reading guide. Please note that while questions are meant to provide an overall structure to the seminars, our discussions might spontaneously go beyond the designated questions.

Weekly readings range from 50 to 70 pages, which will require 4 to 5 hours of concentrated reading per week. If you do proper time management and spread out reading assignments over the week, the workload will be entirely manageable. I also strongly encourage you to follow political news in the media, as the nature of our course allows for discussions to touch on issues relevant to today's power politics.

There is no textbook for this course. All readings will be posted on Web CT. You must print out the readings and bring them with you in class.

**Presentation - 10%.** Each student is expected to prepare one presentation, about 15-20 minutes long. Readings for weekly presentations are marked with an asterisk (\*). This assignment requires that you present a good analytical summary of your readings so that the students would be able to incorporate your material into their discussion. As part of your presentation assignment you should provide students (via email) with a handout no later than the day before your presentation (Sunday evening, in this case).

**Reading Reports - 15%.** Students are required to write **SIX** reading reports throughout the year. The due dates are indicated in the schedule of topics. Reading report is a summary of your weekly readings, which should be no more than 1-2 pages long, single spaced. Reports are due at the beginning of the class. No late reports will be accepted, except for medical reasons.

**Research Essay - 20%. Due March 23.** Your essay topic should be closely related to one of our weekly discussions. You should use one or more primary sources (e.g. official documents, memoirs, diaries, discursive works written by the participants of the events under discussion, etc.) and four or more scholarly works (books and articles). Please note that not all internet sources may be used for the essay (this excludes digitized articles that you can access with your library ID). For all other

internet sources you should consult the instructor. Penalty for late essays is 2% a day (including weekends). You should submit the essay to the essay box at the History Department.

**Mid-term & Final Examinations – 15% each.** Exams will cover first and second terms respectively. Final exam is not cumulative.

## SCHEDULE OF TOPICS

**Week 1. Sept 11. Introduction. Key Concepts in International History.** (Lecture).

**Week 2. Sept 18. European Diplomacy in the First Half of the 19<sup>th</sup> Century.** (Lecture & Short Discussion)

- E. H. Carr, *What Is History?* (Basingstoke: Macmillan, 1986), 7-30.

Recommended:

- S. Walt, “International Relations: One World, Many Theories,” in Karen Mingst and Jack Snyder, eds., *Essential Readings in World Politics* (New York: W.W. Norton Co., 2001), 27-34.

**Week 3. Sept 25. Legal & Ethical Traditions in Modern International Relations.** (Seminar)

- Phil Williams, at al, “Theories and Traditions,” in Phil Williams, at al, eds., *Classical Readings and Contemporary Debates in International Relations* (Belmont: Thompson Wadsworth, 2006), 6-16.
- Steven Forde, “Classical Realism,” in T. Nardin, ed., *Traditions of International Ethics*, 62-69, 80-82.
- Jack Donnelly, “Twentieth Century Realism,” in T. Nardin, ed., *Traditions of International Ethics*, 85-108. (pp. 85-8, 100-108 required, pp. 89-99 recommended)
- “The Enlightenment” in Chris Brown, at al, eds., *International Relations in Political Thought* (Cambridge University Press, 2002), 379-93.
- Documents: I. Kant, “Perpetual Peace,” in Chris Brown, at al, eds., *International Relations*, 429-32, 436-38, 444-45.

Recommended:

- Marvin Perry, *An Intellectual History of Modern Europe* (Houghton Co.: Boston, 1992), ch. “Enlightenment,” 123-125; “The Enlightenment and Modern Mentality” 161-65

- Michel Howard, *War and Liberal Conscience* (New York: Columbia University Press, 2008), 12-21.

#### **Week 4. Oct 2. Napoleon's Foreign Policy: a "Criminal Enterprise"?** (Seminar)

- Jack R. Censer and Lynn Hunt, *Exploring the French Revolution: Liberty, Equality, Fraternity* (Pennsylvania Park: The Pennsylvania State University, 2001), 140-59.
- Michael Broers, *Europe Under Napoleon, 1799-1815* (New York: St. Martin's Press, 1996), 202-13, 263-68, 270-72. (pp. 97-114, 125-38 recommended)
- Documents: "Napoleon on Governing Italy, 5 June 1805" in Philip Dwyer, ed., *The French Revolution and Napoleon* (London: Rutledge, 2002), 157-59; "Statements and Proclamation on the Egyptian Campaign" in Richard Lim, ed., *The West and The Wider World: Sources and Perspectives*, Vol. II (Boston: St. Martin's Press, 2003), 161-63; "The Mind of Napoleon," in J. Christopher Herold, *The Mind of Napoleon: A Selection from His Written and Spoken Words* (New York: Columbia University Press, 1961), 8-9, 51, 58-9 ("Great Men of Antiquity"), 64-7, 71-5, 78-82, 86-92, 159-173, 204-11, 214-5, 220-21.

#### Recommended:

- \* Paul Shroeder, "Napoleon's Foreign Policy: A Criminal Enterprise," *The Journal of Military History* 54, no. 2 (1990): 147-62.
- \* Harold T. Parker, "Why Did Napoleon Invade Russia? A Study in Motivation, Personality and Structure," in Donald D. Howard and John C. Horgan (eds.) *The Consortium on Revolutionary Europe, 1750-1850: proceedings, 1989 to commemorate the bicentennial of the French Revolution* (Tallahassee, Fla.: Florida State University, 1990), 86-96.
- J. C. Herold, ed., *The Mind of Napoleon*, "Introduction," xv-xxxix.

#### **Week 5. Oct 9. European Relations after the Vienna Settlement: Anglo-Russian Hegemony or a Balance of Power?** (Seminar)

- Norman Rich, *Great Power Diplomacy, 1814-1914* (New York, McGraw-Hill, 1992), 7-9, 10-12, 15, 18-41, 58-66.
- Documents: "Peace of Paris," "Final Act of the Congress of Vienna," "The Holy Alliance," "Second Peace of Paris," "The Quadruple Alliance," "Metternich on England and Russia," "Castelreagh's Memorandum, 1818," "Intervention Debated" (all documents excluding the Monroe Doctrine, pp. 32-9) in Ralph Menning, *The Art of the Possible: Documents on Great Power Diplomacy, 1814-1914* (New York: The McGraw-Hill Co., 1996)

## Recommended:

- \* P. Schroeder, "Did Vienna Settlement Rest on a Balance of Power," *American Historical Review* 97, no. 3 (1992): 683-706.
- Marvin Perry, *An Intellectual History of Modern Europe* (Houghton Co, Boston, 1992), ch. "Rise of Ideologies. Conservatism," pp. 206-213.

**Week 6. Oct 16. Eastern Question & the Crimean War of 1854.** (Seminar)

- Orlando Figes, *The Crimean War: A History* (New York: Henry Holt and Co., 2010), 1-22, 27-60, 278-309, 420-34, 452-3, 456-64, 468-75.

## Recommended:

- N. Rich, *Great Power Diplomacy*, 44-47, 101-121.
- \* R. H. Davidson, "Turkish Attitudes Concerning Christian-Muslim Equality in the Nineteenth Century," *The American Historical Review* 59, no. 4 (1954): 844-64.

**Week 7. Oct 23. Nationalism, Imperialism & the Public Mind, 1870-1914.** (Lecture)**Week 8. Oct. 30. Nationalism on the Left, Nationalism on the Right: The Evolution of Nationalist Ideology & Movements in the 19<sup>th</sup> century.** (Seminar) REPORT DUE IN CLASS

- Ray Taras, *Liberal and Illiberal Nationalisms* (New York: Palgrave, 2002), 20-2, 30-37.
- Liah Greenfeld, *Nationalism: Five Roads to Modernity* (Cambridge: Harvard University Press, 1992), 358-86.
- Documents: Giuseppe Mazzini, "The Duties of Man," John Stuart Mill, "Considerations on Representative Government," Leopold Ranke, "The Great Powers," in Omar Dahbour and Micheline Ishay, eds., *The Nationalism A Reader* (New Jersey: Humanity Press, 1995); Hermann Ahlwardt, "The Semitic Versus the Teutonic Race," in Marvin Peryy at al, eds., *Sources of the Western Tradition From the Renaissance to the Present* (Boston: Houghton, 2003), 228-31.

## Recommended:

- \* Liah Greenfeld, *Nationalism*, 154-88.
- David Brown, "Are There Good and Bad Nationalisms?" *Nations and Nationalism* 5, no. 2 (1991): 281-302.

- Miroslav Hroch, “From National Movement to the Fully-Formed Nation: The Nation-Building Process in Europe,” in Geoff Eley and Ronald G. Suny, eds., *Becoming National. A Reader* (New York: Oxford University Press, 1996), pp. 59-77.

**Week 9. Nov 6. Social Darwinism, Militarism & Imperialism in the 19<sup>th</sup> century: Russian & Western Models.** (Seminar)

- N. Rich, *Great Power Diplomacy*, 263-68.
- Mark Bassin, “Geographies of Imperial Identity,” in M. Perrie et al., eds., *The Cambridge History of Russia*, Vol. 2 (New York: Cambridge University Press, 2006), Ch. 3 (pp. 45-59 only)
- Documents: Joseph Chamberlain, “The British Empire,” Karl Pearson, “Social Darwinism,” Friedrich Fabri, “Does Germany Need Colonies?” Paul Leroy-Beaulieu, “Colonization among Modern People,” Edmund Morel, “The Black Man’s Burden,” Richard Meiertzhagen, “an Embattled Colonial Officer in East Africa,” Albert Schweitzer, “A Concerned Doctor in Tropical Africa,” Lord Lytton, “Speech to the Calcutta Legislature,” in M. Perry, ed., *Sources of the Western Tradition*, 244-48, 251-55, 260-69.

Recommended:

- \*Dominic Lieven, *The Russian Empire and its Rivals* (Yale University Press, 2002), 262-87. (pp. 268-74 optional)

**Week. 10. Nov 13. Human Rights & Peace Movement Before 1914.** (Seminar) REPORT DUE IN CLASS

- Micheline Ishay, *The History of Human Rights from Ancient Times to the Globalization Era* (Berkeley: University of California Press, 2004), 3-13
- M. Howard, *War and the Liberal Conscience*, 23-67.
- Documents: “The French Declaration of the Rights of Man and Citizen, 1789” in M. Ishay, ed., *The Human Rights Reader* (New York: Routledge, 2007), 490-91; Sigmund Freud, “*Civilization and Its Discontents*,” in Perry, ed., *Sources of Western Civilization*, 281-3. “Convention with Respect to the Laws and Customs of War on Land, 1899” in D. Schindler and Jiri Toman, eds., *The Laws of Armed Conflicts: A Collection of Conventions, Resolutions and Other Documents* (Geneva, 1981), 63-87.

Recommended:

- \* Roger Normand and Zarah Zaidi, *Human Rights at the UN. The Political History of Universal Justice* (Bloomington: Indiana University Press,) 2008), 1-17, 35-43.

**Week 11. Nov. 20. ‘The War to End all Wars’: World War I & The Paris Conference of 1918**  
(Lecture & Short Discussion)

- Documents: Stephan Zweig, “Vienna: The Rushing Feeling of Fraternity,” Philipp Sheidemann, “Berlin: ‘The Hour We Yearned For,’” Bertrand Russell, “London: ‘Average Men and Women Were Delighted at the Prospect of War,’” Erich Maria Remarque, “All Quiet on the Western Front,” in Perry, ed., *Sources of the Western Tradition*, 302-9.

**Week 12. Nov. 27. The Rise of the Communist Russia.** (Lecture & Short Discussion)

- Documents: Lenin, “What is to be Done?” in Marvin Perry at al, eds., *Sources of Twentieth-Century Europe* (Houghton Mifflin Company, 2000), 109-11.

**Week 13. Dec. 4. Assessing World War I: Who Started the War and Why?** (Seminar) REPORT DUE IN CLASS

- Annika Mombauer, *The Origins of the First World War: Controversies and Consensus* (London: Longman, 2002), 21-6, 33-9, 83-5, 86-8, 90-3, 98-101, 106-7, 125-27, 149-64.
- Stephen van Evera, “The Cult of the Offensive and the Origins of the First World War,” in Steven E. Miller, at al, eds., *Military Strategy and the Origins of the First World War* (Princeton: Princeton University Press, 1984), 59-73. (pp. 59-63 required, pp. 64-74 optional)
- Documents: Heinrich von Treischke, “The Greatness of War,” Friedrich von Berhardi, “Germany and the Next War,” Karl Liebknecht, “Militarism ... Impedes ... Progress”; “The Black Hand,” in Perry, ed., *Sources of the Western Tradition*, 293-99; “The Daily Telegraph Interview, 1908” “Pourtales to Bethmann,” Russia’s Path to General Mobilization: “Daily Journal of the Russian Ministry for Foreign Affairs,” “Note by Wilhelm II,” “Memorandum by Crowe,” Germany’s War on France and Belgium: “Berthmann to Schoen,” “Jagow to Below, 1914,” “Grey in the House of Commons,” “Goschen to Grey,” in Menning, *The Art of the Possible*

Recommended:

- \* Michael R. Gordon, “Domestic Conflict and the Origins of the First World War: The British and the German Cases,” *The Journal of Modern History* 46, no. 2 (Jun., 1974): 191-226.

**\*\*\* Winter Break \*\*\***

**Week 14. Jan 8. Self-Determination & Ethnic Minorities Question at the Paris Peace Conference: Liberal Principles vs. Realpolitik (Seminar)**

- R. Norman and S. Zaidi, *The Political History of Universal Justice*, 45-56.
- Carole Fink, "The Minorities Question at the Paris Peace Conference: The Polish Minority Treaty, June 28, 1919," in Manfred Boemeke at al, eds., *The Treaty of Versailles: A Reassessment* (Cambridge: Cambridge University Press, 1998), 249-74.
- Piotr Wandycz, "The Polish Question," in M. Boemke at al., eds., *The Treaty of Versailles: A Reassessment*, 313-35. (pp. 313-5, 323, 325-33 required, the remaining pages optional)
- Documents: Woodrow Wilson, "The Fourteen Points," in Phil Williams at al, eds., *Classic Readings and Contemporary Debates in International Relations* (Belmont: Thompson Wadsworth, 2006), 33-6;

Recommended:

- \*Andrew Wilson, "Ukraine: between Eurasia and the West," in Seamus Dunn and T.G. Fraser, (eds.) *Europe and Ethnicity: The First World War and Contemporary Ethnic Conflict* (London: Routledge, 1996), 110-37.

**Week 15. Jan. 15. Totalitarianism vs. Liberal Democracy: Hitler's Rise to Power. (Lecture & Short Discussion)**

- Ernst von Salomon, "Brutalization of the Individual"; Arthur Coestler, "I was ripe to be converted" in Perry, ed., *Sources of the Western Tradition*, 329-30; Konrad Heiden, "The Ruinous Inflation," in Perry at al., eds., *Sources of Twentieth Century*, 153-54.

**Week 16. Jan 22. Assessing Nazi Foreign Policy & European Responses to Hitler (Seminar)**

- Ian Kershaw, *The Nazi Dictatorship*, 1-3, 16-19, 134-38, 156-60 (pp. 143-56 recommended)
- Geoff Eley, "Nazism, Politics, and the Image of the Past," *Past and Present* 121 (1988), 171-208. (pp. 171-181 required, pp. 182-208 optional)
- Milan Hauner, "Did Hitler Want World Dominion?" *Journal of Contemporary History* 13, no. 1 (1978): 15-32.
- Documents: George Messersmith, "The Nazis Were After ... Unlimited Territorial Expansion," Hitler, "Poland Will be Depopulated and Settled with the Germans," Neville



Chamberlain, “In Defense of the Appeasement”; Winston Churchill, “A Disaster of the First Magnitude,” “The Indoctrination of the German Soldier,” in Perry, ed., *Sources*, 392-3, 397-403;

“Eastern Orientation or Eastern policy” in *Main Kampf*, 352-67; excerpts from Hitler’s Second Book in Joachim Remark, ed., *The Nazi Years: A Documentary History* (Englewood, N.J.: Prentice-Hall Inc., 1969), 109-10, 131.

Recommended:

- \* Tim Mason, *Nazism, Fascism and the Working Classes* (Cambridge, 1995), 104-30.

**Week 17. Jan. 29. World War II & the Onset of the Cold War.** (Lecture and Short Discussion)

- William Hoffman, “Diary of a German Soldier,” Anton Dragan, “A Soviet Soldier Recalls, Joachim Wieder, “Memories,” in Perry, ed., *Sources of the Western Tradition*, 413-20.

**Week 18. Feb. 5. Victors’ Justice? The Fate of Post-War Refugees, Ex-Nazis and Collaborators: National & International Responses.** (Seminar) REPORT DUE IN CLASS

- Eagle Glassheim, “National Mythologies and Ethnic Cleansing: The Expulsion of Czechoslovak Germans in 1945,” *Central European History* 33, no. 4 (2000): 463-86. (pp. 463-83 required, pp. 484-86 optional)
- Martin Conway, “Justice in Postwar Belgium: Popular Passions and Political Realities,” in Istvan Deak, ed., *The Politics of Retribution: World war II and Its Aftermath* (Princeton: Princeton University Press, 2000), 133-156.

Recommended:

- \* Telford Taylor, *The Anatomy of the Nuremberg Trials*, (Bloomsbury: Alfred Knopf, 1993), 12-42, 612-40.
- Lybomir Luciuk, “Unintended Consequences in Refugee Resettlement: Post-War Ukrainian Refugee Immigration to Canada,” *International Migration Review* 20, no. 2 (1986): 467-82.

**Week 19. Feb 12. Europe Divided: Two Germanys, Two Europes.** (Seminar)

- Vladislav Zubok and Constantine Pleshakov, “The Soviet Union,” in Reynolds, ed., *The Origins of the Cold War in Europe: International Perspectives* (New Haven: Yale International Press, 1994), 53-76.

- Norman M. Naimark, *The Russians in Germany: A History of the Soviet Zone of Occupation, 1945-1949* (Cambridge: Harvard University Press, 1995), 69-83.
- Documents: Winston Churchill, “The Iron Curtain” speech, Harry Truman, “The Truman Doctrine,” George Marshall, “The World Situation is Very Serious, 1947,” Andrey Vyshinsky, “Criticism of the Truman Doctrine and Marshal Plan, 1947” in Sherrill Brown Wells, *Pioneers of European Integration and Peace 1945-1963: A Brief History with Documents* (Bedford: St. Martin’s, 2007), 51-3, 58-65; George Keenan “Long Telegram”; Joseph Stalin, “Reply to Churchill” in *Modern History Sourcebook*, online; Milovan Djilas, “The New Class,” Andor Heller, “The Hungarian Revolution, 1956” in Perry, ed., *Sources of the Western Tradition*, 457-63; Christopher Hilton, *The Wall: The People’s Story* (Gloucester: Sutton Publisher, 2001), 1-11, 130-40, 153-64.

Recommended:

- \* David Reynolds, “Great Britain,” in Reynolds, ed., *The Origins of the Cold War*, 77-95.
- \* Georges-Henri Soutou, “France,” in Reynolds, ed., *The Origins of the Cold War*, 96-120.

**Week 20. Feb. 19. The Invisible Front: Espionage & Domestic Security During the Cold War (Seminar)**

- Gary Bruce, “The Prelude to Nationwide Surveillance in East Germany: Stasi Operations and Threat Perceptions. 1945-1953,” *Journal of Cold War Studies* 5, no. 2 (2003): 3-31 (pp. 24-31 optional)
- Athan C. Theoharis, “FBI Surveillance during the Cold War Years: A Constitutional Crisis,” *The Public Historian* 3, no. 1 (1981): 4-14.
- Jeffrey T. Richelson, *A Century of Spies: Intelligence in the Twentieth Century* (New York: Oxford University Press, 1995), 226-68, 272-82, 286-92.

**Week 21. Feb. 26. READING WEEK.**

**Week 22. Mar 5. Decolonization & Human Rights Issue after WWII. (Seminar) REPORT DUE IN CLASS**

- M.E. Chamberlain, *Decolonization: The Fall of the European Empires* (Oxford, Blackwell, 1985), 27-38, 52-9.

- Tony Smith, “Patterns in the Transfer of Power: French and British Colonization Compared,” in Leslie Derfler and Patricia Kollander, eds., *Readings in Twentieth-Century European History* (Belmont, Wadsworth, 1989), 254-62. (pp. 259-62 optional)
- R. Normand, *Human Rights in the UN: The Political History of Universal Justice*, 289-315.
- Paul Gordon Lauren, *The Evolution of International Human Rights* (Philadelphia, University of Pennsylvania Press, 1998), 205-9, 212-13, 221-27.
- Documents: “The Universal Declaration of Human Rights,” in M. Ishay, ed., *The Human Rights Reader*, 493-96; Kwame Knrumah, “The Last Stage of Imperialism,” in Leslie DeFler Patricia Kollander (eds.) *Readings*, 276-84; Jacque Soustelle, “The Algerian Drama and the French Decadence”; Albert Camus, “Algeria”; Ahmed Teleb-Ibrahimi, “Letter to Albert Camus” in Richard Kim and David Smith (eds.) *The West and the Wider World: Sources and Perspectives*, Vol.2 (New York: St. Martin’s, 2003), 341-42, 346-51.

Recommended:

- Leif Wenar, “What We Owe to Distant Others,” in Thom Brooks, ed., *The Global Justice Reader* (Oxford: Blackwell, 2008), 387-96.
- \* R. Normand, *Human Rights in the UN*, 143-46, 150-53, 157-66, 169-76, 185-204.

**Week 23. Mar. 12. The Collapse of the Soviet Union: Security Gains and Threats for the European Community.** (Lecture)

**Week 24. Mar. 19. Ethnic Conflicts, Xenophobia & Anti-Immigration Discourse in Post-Communist Europe.** (Seminar)

- Ann Lane, “Yugoslavia, the Search for a Nation State,” in Seamus Dunn and T.G. Fraser, (eds.) *Europe and Ethnicity: The First World War and Contemporary Ethnic Conflict* (London: Routledge, 1996), 30-46. (pp. 37-46 optional)
- “S. Saideman, *The Ties that Divide: Ethnic Politics, Foreign Policy and International Conflict* (New York: Columbia University Press, 2001), 103-19, 122-31, 134-35.
- Documents: Enoch Powell, “Bringing the Immigration Issue to the Center of Politics,” Joachim Krautz, “Violence and Xenophobia in Germany,” Jorg Haider, “Multiculturalism and Love of One’s Country,” David Rieff, “The Enemy is not Human” in Perry, ed., *Sources of the Western Tradition*, 483-94, 496-501; “Foreign Residents,” “Heed the White Call,” “Austria is Not An Immigration Country,” in Richard Lim and David Smith, eds., *The West and the Wider World*, 358-66.

Recommended:

- \* David Coleman and Robert Rowthorn, "The Economic Effects of Immigration into the United Kingdom," *Population and Development Review* 30, no. 4 (2004): 579-624.

### March 23. ESSAY DUE

### Week 25. Mar 26. European Integration: Kantian Dream Fulfilled? (Seminar) REPORT DUE IN CLASS

- Sherrill Brown Wells, *Pioneers of European Integration and Peace 1945-1963: A Brief History with Documents* (Bedford: St. Martin's, 2007), 1-39.
- Thomas Risse, "A European Identity? Europeanization and the Evolution of Nation-State Identities," in Maria Green Cowles et al., eds., *Transforming Europe: Europeanization and Domestic Change* (Ithaca: Cornell University Press, 2001), 198-216.
- Documents: Dwight Eisenhower, "A Call for Political Unity and the Economic Integration of Western Europe, 1951," Jean Monnet, "A United Europe would Stabilize East-West Relations, 1955," Robert Marjolin, "French Officialdom: Main Obstacle in Rome Treaty Negotiations, 1957," "Paul Henry Spaak, "Rome Treaty Negotiations, 1957," Charles de Gaulle, "Europe of Nations, 1962," Charles de Gaulle, "Veto of British Application for EEC Membership, 1963," John F. Kennedy, "We Have to live with de Gaulle, 1963," in S.B. Wells, *Pioneers of European Integration*, 106-8, 115-20, 127-30, 132-37, 138-39, 143-45, 147-48; Margaret Thatcher, "Speech at the College of Europe, 1988," Francois Mitterand, "Speech to the European Parliament, 1995," "The National Front, The Patriot's Talking-Points, 2001," in K. Lualdi, *Sources of the Making of the West*, 371-80.

Recommended:

- \*Lord Beloff, *Britain and European Union: Dialogue of the Deaf* (St. Martin's Press, 1996), 131-48.
- \*Karen Smith, "The European Neighborhood Policy," *International Affairs* 81, no. 4 (2005): 757-73.

### Week 26. Apr 2. Russian Foreign Policy. Human Rights in the Context of the War on Terror. (Seminar)

- Jeffrey Mankoff, *Russian Foreign Policy: The Return of Great Power Politics* (New York: Rowman Publishers, 2012), 1-35.

- Roger Normand, *Human Rights in the UN*, 331-39.

**Week 27. Apr 9. European Cooperation & Global Climate Change.** (Seminar)

- Peter Singer, “One Atmosphere,” in *The Global Justice Reader*, 667-86.
- Simon Caney, “Cosmopolitan Justice, Responsibility and Global Climate Change,” in *The Global Justice Reader*, 689-713.
- Documents: “The European Commission’s Energy Roadmap 2050,” in K. Lualdi, ed., *Sources of the Making of the West*, 306-10.

*If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.*

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

#### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)