

History 1809G
International History, 1880s-1990s: Together and Apart
Winter 2026

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This is a **draft** outline. Please see the course site on OWL Brightspace for a final version.

Course Description

In this course, we examine how individuals, groups, movements and nations participated in, or were affected by, economic, social, cultural, and political components of international contact, exchange, circulation and relationships from the 1880s to the 1990s. People everywhere had ideas and experiences that were international – in the food they ate, the information they consumed, where and what they studied, through their work, pastimes and civic engagement. Experts, activists, diplomats and politicians engaged in international politics to address shared problems and common goals, like epidemics, trade, imperialism, war and peace. The economy was global, moving labour, goods, and capital in a system that included opportunity and exploitation, prosperity and poverty, growth and inequality. For some people, internationalism was an ideal, to others it was a threat. International history is therefore not a story of progress and cooperation, but of acceptance and rejection, inclusion and exclusion. Today, international movement, contact, trade, politics and ideologies are hotly contested. This class will help us to understand the current situation and why some people reject internationalism whereas others are fighting to preserve it.

Course Syllabus

HIS1809 includes lectures and tutorials. There are readings to prepare for both components. I will lead lectures and your questions, comments, and observations are always welcome. Tutorials examine a specific topic that is relevant to the week's lecture. For example, when we discuss the global economy 1880s-1930s in class, you will discuss the history of coffee in your tutorial. Graduate teaching assistants lead the tutorials, but the onus is on students to dissect readings and connect the topic to themes in the course.

There are two main writing assignments in the course, one of newspaper accounts of international news from 1880s-1930s and another on the history of an international organization. Both assignments advance and deepen learning objectives related to skills - such as interpreting primary sources, improving research skills, and improving your writing – as well as content – how international events are perceived from different national points of view, the particular

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forms of an internationalist ideology, and the relationship between nationalism and internationalism. Your assignments generate knowledge that expands the scope of the class content. I take your assignments seriously and I hope you will too. There are tutorials dedicated to discuss and/or work on the assignments.

Learning objectives:

Improve research skills.

Improve ability to interpret primary sources.

Develop oral and written communication skills.

Understand specific forms of internationalism.

Understand how multiple forms of internationalism relate to one another.

Understand and explain tension between nationalism and internationalism.

Explain why international contact, integration and internationalist ideologies are divisive.

Integrate the key theme of inclusion/exclusion in your understanding of history.

Develop and complicate understanding of the history of the 20th century.

Methods of Evaluation

Assignment 1: A Comparative History of International News 1880s-1939 (25% of final mark)

You will compare how three different newspapers articles from three different countries covered an international event or topic between 1880 and 1939. To do well on this assignment, you must read secondary sources about the event. This will give you context and in-depth information which is necessary for discussing the articles. We will discuss the history of newspapers in class. The teaching and learning librarian at Western has put together an introduction to the history of newspapers. You can find it here:

<https://storymaps.arcgis.com/stories/238f8615d4b047918463649470837ed7>. You might want to supplement this with more research on the history of newspapers.

This is an essay-style assignment. I am looking good research, clear writing, and sharp insights. I have provided an outline to guide you through the assignment. The questions on the outline will help you to understand how to read and analyse primary sources. We don't just take them at face value. Below are some of the questions that I want you to reflect on in your assignment.

1. What are the key "facts" included in each newspaper article?
2. Who is the audience?
3. What kind of language is used to describe the main actors, events etc?
4. What attitudes are revealed about ideas, people, and events that have an international dimension?
5. How would you define the "international" in relation to the specific topic?

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Your paper should be 1500 words. Include a title page and bibliography. Citations are essential to credit the sources of ideas and information. I have uploaded a style guide (based on the Chicago Manual of Style) for footnotes and bibliography. The key things are to ensure the reader can find the source and to be consistent in the way you cite your sources.

Your assignment is due in week 6, right before Reading week. Your paper should be uploaded to the class website. There is a two-day grace period. Otherwise, the late penalty is 5%/day.

This assignment will improve your skills of research, develop your ability to read and analyse primary documents, and refine your historical thinking, especially in relation to comparative history.

Finding your topic:

Option 1: (the straightforward option)

Choose a topic and newspaper stories from the resources provided. They are located in the Assignment folder on our class website. Each topic has more than three articles, so you can choose the three that most interest you.

Option 2 (you can earn up to 5% in bonus marks for the additional work involved):

You can choose your own topic and find newspaper articles. Finding newspaper articles is not difficult, but finding articles that are interesting sources *is* time-consuming. Be prepared to put in time to find articles. Make sure that the articles fall within no more than 10 days of one another. Ideally, the articles will all be on the same day. As you search for articles, you will learn a lot about how to find sources, use the library resources, and your understanding of your topic will improve. If you choose this option, you must confirm the topic with your TA ahead of time. You can earn a bonus of up to 5%, depending on the quality of your topic and newspaper articles. When you submit your assignment, you must attach a copy of the articles as well as a brief explanation about how you found the articles and why you selected them. You are encouraged to use your language skills to find articles in languages other than English.

The teaching and learning librarian at Weldon has developed a site for newspaper research: https://guides.lib.uwo.ca/news_sources. Go to Databases (Past news) and Digital Collections for information about specific newspapers. This source directs you to digital collections. From there you will need to do more research to find articles on your topic. You can also find historical newspapers through the World Newspaper Archive at the Center for Research Libraries, available online through Weldon. These newspapers are primarily from Latin America. I have uploaded additional information on how to find newspapers under Assignments/Newspaper.

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Note: There is a section on the website with more information about the assignment. It includes the outline, information on how to find newspaper articles, information about comparative history, information on citations and the bibliography, as well as folders of topics and articles.

Assignment 2: The History of an International Organization or Movement (30% of final mark)

International organizations and movements are crucial actors in international history; they are agents of international manifestations and they reveal how connections have been established across and through nations and regions, class, race, gender, and experience. They have been unifying and divisive. International organizations and movements exist in many forms and embrace many different kinds of internationalist ideologies and goals. Some are focused on international relations, promote peace, create alliances, and establish global order, as well as contest the existing norms and form of international organization. Some help vulnerable people or try to bring people together based on values and experiences. Others fight for independence, to overthrow oppression, or to bring about reform. Some are professional organizations that use their particular skill set to advance an international good.

Choose an international organization or movement and explain how it was international. You can examine and explain its international nature by looking at the factors or events that led to its establishment, its structure, mandate and ideology. You should consider how national representations or nationalist goals affected the organization/movement. What effect did the organization have? Was this consistent with its internationalist mission? Many organizations have existed for a long time. You must narrow down your topic so you can focus on a part of its history. This is an important decision; making a good decision depends on knowing the whole history and thinking about how to organize it into smaller meaningful segments.

This is a research essay; I expect you to do extensive secondary research and to develop a thesis (also known as an explanation or interpretation) about the organization/movement. Your paper will then build a case to support your thesis.

Let your TA know in tutorials during week 8 what organization or movement you will write about. Your tutorial that week will focus on different aspects of a research paper, including research, writing, and argument.

Your essay should be 1750-2000 words and should be uploaded to the class Brightspace site under Assignments. You should include a title page and bibliography. You must include a footnote for every idea that you are using from another source. Consult the style guide for citations.

This paper is due in week 10. Upload it to the class website. There is a two-day grace period. Otherwise, the late penalty is 5%/day.

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This assignment will build your research skills, which includes learning how to read secondary sources critically – meaning you are identifying and evaluating the author’s argument, reviewing their sources, and deciding what information you want to use in your own paper.

Note: you can find supplementary material related to this assignment in the Assignments section of the class website.

Tutorial Participation (15% of final mark)

In the tutorials, you will discuss topics that relate to themes covered in lectures. For example, in week 2, I will discuss why and how people moved around the world from the 1880s-1930s. Your tutorial focuses on one aspect of that topic: tourism. The tutorials will deepen your understanding of international history and help you to connect major themes and questions to specific ideas, movements, and events. The tutorials will also help you to put together a big picture of international history over 100 years. You will get out of the tutorials what you put into them. The readings are essential. Please be prepared to participate constructively and thoughtfully in tutorial discussions. You aren’t expected to have all the answers. Think of it as an opportunity to work in small groups to learn together.

There are 7 tutorials with assigned readings and discussions about specific topics, such as women’s rights, coffee, and vegetarianism. You will be graded for the quality of your contributions to these tutorials. In calculating your tutorial mark, we will drop the lowest grade for 1 tutorial and then calculate the mark based on the other 6 tutorials. Attending a tutorial will get you a mark of 3 out of 10. The rest of the mark is based on the *quality* of your participation.

There are 2 tutorials in which you will discuss the assignments. You won’t be marked for attending the tutorials, but attending will help you to do well on your assignments.

If you cannot attend your tutorial for a valid reason, you may attend another one. There is information about how to do this on the website.

Final exam (30% of final mark)

The final exam tests your understanding of the lectures, readings, tutorials, and assignments. The exam will consist of essays and short answer questions. There will be lots of choice. The exam is 2 hours long and will be scheduled during the exam period.

The best way to prepare for the exam is to take the class seriously. Attend lectures and tutorials. Do the readings. Work hard and sincerely on your assignments. In the last class, we will put together a study guide for the exam.

Make-up tests, midterms, and exams can only be approved by Academic Advising. Please see https://history.uwo.ca/undergraduate/program_module_information/policies.html for department procedures and requirements involving make-up tests and exams.

Course Materials

There are weekly readings for lectures and tutorials; there is **no** assigned textbook. Readings marked with an * are available digitally through Weldon library – that applies to most of the readings. There will be a copy on the class website of all other readings on the course website.

Course Schedule and Readings

Week 1: Introduction to the class. What is international history? Who supports internationalism today?

No tutorials this week.

Part 1: 1880s to 1930s

Week 2: People on the move I

Readings for class:

Marilyn Lake and Henry Reynolds, *Drawing the Global Color Line: White Men's Countries and the International Challenge of Racial Equality* Chapter 1: 'The coming man: Chinese migration to the goldfields', pp. 15-42.*

Mark B. Salter, *Rights of Passage: The Passport in International Relations*, Chapter 4, 'Passports and International Society', pp. 77-100.*

Tutorial topic: Tourism (Read two of the three readings)

Gertrude Bell, (Safar Nadem ed.) *Persian Pictures: A Book of Travel*, chapter 1, 'An Eastern City', pp. 1-18. (1894)*

Isabella Bird, *The Yangtze Valley and Beyond: An Account of Journeys in China, Chiefly in the Province of Sze Chuan and Among the Man-tze of the Somo Territory*, Chapter 7, 'Chinese Hankow', pp. 67-82. (1899)*

Arthur Ruhl, *The Other Americans: The Cities, The Countries, and Especially the People of South America*, Chapter One, 'The Other Americans', pp. 1-7 and Chapter Nine, 'The Other San Francisco', pp. 134-150 (1910), available in digital form through the Hathi Trust:
<https://babel.hathitrust.org/cgi/pt?id=yale.39002088373148&seq=194>*

Week 3: International Movements I: Women's Rights, the Peace Movement, Trade Unionism, and the Olympics

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Readings for class:

Dan Gorman, *International Cooperation in the Early Twentieth Century*, Chapter 5: 'International Social Movements and Non-Governmental Activism', pp. 127-156.*

Tutorial topic: Women's Rights

Henrice Altink, 'We are equal to men in ability to do anything: African Jamaican Women and citizenship in the interwar years' in *Women's Activism: Global Perspectives from the 1890s to the present*, ed. by Francisca de Haan et al.

Mona L. Siegel, *Peace on Our Terms: The Global Battle for Women's Rights After the First World War*, Chapter 1: 'A New Year in Paris: Women's Rights at the Peace Conference of 1919', pp. 12-50.*

Week 4: The Global Economy I: International Trade, Global Labor Migration, Development and Exploitation

Eric Helleiner, *The Contested World Economy: The Deep and Global Roots of International Political Economy*, Chapter 11, 'Pan-African Responses to a Racialized World Economy', pp. 187-201.*

Tutorial topic: Coffee

Augustine Sedgewick, *Coffeeland: One Man's Dark Empire and the Making of our Favorite Drug*, Prologue, 'One Hundred Years of Coffee', pp. 1-13; Chapter 14, 'The Hunger Plantation', pp. 158-170.

Steven C. Topik and Allen Wells, 'Commodity Chains in a Global Economy', in E. Rosenberg, ed., *A World Connecting*, pp. 773-793.

Week 5 : International Politics before 1914 and in the League of Nations

Readings for class:

Ruth Henig, *The Peace That Never Was: A History of the League of Nations*, Chapter 8, "The League and the Development of International Society".*

Sophie Rigney, 'On Hearing Well and Being Well Heard: Indigenous International Law at the League of Nations', *Third World Approaches to International Law Review*, 2021 (2): 122-153.*

Tutorial topic: International News Assignment

This tutorial is dedicated to your newspaper assignment. You should have chosen your topic by now and found your newspaper articles. This is a time to ask questions, discuss preliminary ideas, and brainstorm.

Week 6: American Internationalism, 1880s-1930s

Reading for class:

Andrew Preston, “American Internationalism” in *The Cambridge History of Nationhood and Nationalism*, Vol. 2, Chapter 10, pp. 210-232.

Tutorial Topic: Woodrow Wilson, National Self-Determination and the Treaty of Versailles.

Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*, Chapter 1: ‘Self-Determination for Whom?’, pp. 36-54.

Sarah C. Dunstan, ‘Vocabularies of Self-determination in 1919’ in Jackson, Mulligan and Sluga eds, *Peacemaking and International Order after the First World War*, pp. 37-64.

READING WEEK: 14-22 FEBRUARY

Part II: 1940s-1990s

Week 7: International Relations and Global Politics II: The UN, the Cold War, and Decolonization

Readings for class:

Francine McKenzie, *Rebuilding the Postwar Order: Peace, Security and the UN-System, 1941-1948*, Chapter 2: ‘National Security Peace: the United Nations Organization’, pp. 53-94.*

Tutorial topic: Creation of the UN: Peace for whom?

Marika Sherwood, “There is No Deal for the Black Man in San Francisco”: African Attempts to Influence the Founding Conference of the United Nations’. *The International Journal of African Historical Studies*, 1996, Vol. 29, No. 1: 71-94.*

Week 8: The Global Economy II: Development & Inequality, Globalization and Localism

Readings for class:

Corinna Unger, *International Development: A Postwar History*, Chapter 5: ‘Development in the Context of Decolonization and the Cold War’, pp. 79-102.*

Tutorial topic: International Organizations and Movements Essay

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Discuss the research paper on international organizations and movements, including how to select good sources, develop an historical interpretation, and write effectively.

These two readings provide helpful overviews about the history of international organizations and raise useful points about how to understand them.

David Mackenzie, *A World Beyond Borders: An Introduction to the History of International Organizations*, Chapter 1, “An Introduction to International Organizations”, pp. 1-7.*

Akira Iriye, *Global Community: The Role of International Organizations in the Making of the Contemporary World*, Chapter 1, “The Origins of Global Community”, pp. 9-36.*

Week 9: International Movements II: Anti-war, Anti-nukes, Student Activism, Women’s Rights, LGBT Rights

Readings for class:

Jeremy Suri, ‘Counter-cultures: the rebellions against the Cold War Order, 1965-1975’ in Mel Leffler and Odd Arne Westad eds, *The Cambridge History of the Cold War*, Vol. 2, pp. 460-481.*

Laura Belmonte, *The International LGBT Rights Movement*, Chap. 3, ‘The Global Homophile Movement, 1945-1965’, pp. 71-107.



FIGURE 2: AMERICAN WOMEN PROTESTING NUCLEAR WEAPONS

Tutorial: This tutorial is a work period. Your TA will be available if you want to drop by to discuss your paper.

Week 10: Planetary Internationalism: Environmentalism and the Green Revolution

Stephen Macekura, *Of Limits and Growth: The Rise of Global Sustainable Development in the Twentieth Century*, Chapter 1, “The Rise of International Conservation and Postwar Development”, pp. 17-53.*

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Tutorial topic: Food, Ethics and Consumption: Vegetarians and Vegetarianism

Julia Hauser, *A Taste for Purity: An Entangled History of Vegetarianism*, Chapter 5: Race, Nation and Peace: (Re)Internationalizing Vegetarianism after the Second World War, pp. 134-162.*

Week 11: People on the Move II: Migrants, Refugees, Tourists, and Students

No class readings this week.

Tutorial topic: Refugees

Laura Madokoro, *Elusive Refuge: Chinese Migrants in the Cold War*, Chapter 1: 'Written Out: the 1951 Convention and Refugees in Asia', pp. 19-33.*

Florian Hannig, 'The power of the refugees: the 1971 East Pakistan crisis and the origin of the UN's engagement in humanitarian aid' in S. Jackson and A. O'Malley, eds, *The Institution of International Order From the League of Nations to the United Nations*, pp. 111-135.*

Week 12: Review and exam preparation.

Week 13: TBA

No tutorials this week.

Additional Statements

Communication policies: There are several ways to contact me. I have weekly office hours (TBA) in Lawson Hall: you can drop by without having to make an appointment. Office hours are a good time to discuss course content, assignments, and to introduce yourself. If you cannot attend my office hours, I am happy to make an appointment for another day and time. I am also available by email: fmckenzie@uwo.ca I check email regularly and try to reply to all messages within 24 hours.

Use of electronic devices: No electronic devices are allowed during examinations.

Use of generative artificial intelligence (AI): The use of generative AI tools like ChatGPT is permitted in this course ONLY if it enhances your learning and allows you to devote more time to research, reflection, writing and revision of your work. For example, you can use ChatGPT for activities such as brainstorming, providing literature summaries, organizing your thoughts, and checking for grammar and style. To use AI effectively, you must be in charge of this technology, using it with purpose, guidance and clarity. That means you need to do the work to be able to ensure that AI supports your research and ideas. If you use generative AI tools, you MUST

explain how you used it and provide a copy of the product. Failure to do so will result in a grade of zero. If in doubt, please ask me for clarification.

Please review the Department of History's shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.