HIS 2705E
The Western Tradition in International Relations Theory and Practice

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Class:
Thursdays, 9:30-12:30

Room: UCC 66

Course Description:

History 2705E is a ‘great books’ course. The purpose is to examine critical works of international relations theory in context. The focus is “the Western tradition”. Thinkers to be considered include: Cicero, Augustine, Aquinas, Machiavelli, Erasmus, Grotius, Hobbes, Frederick of Prussia, von Clausewitz, Angell, and Morgenthau.

Course Objectives:

General Expectations and Outcomes, 2XXXE courses:

- Content delivery
  - The examination of nations, regions and historical themes
- Content diversification: the opportunity to experience
  - New fields
  - New approaches
- Full understanding of plagiarism and its problems
- Intermediate primary source skills
  - Close reading
  - What do they tell us beyond the obvious?
- Intermediate secondary source skills
  - Identifying thesis and argument
  - Identifying sources
  - Critiquing [article-length texts]
- Basic research skills
  - Integration of primary and secondary sources
  - Finding and evaluating online sources
  - Framing research questions
- Intermediate writing skills
  - The thesis statement
  - Developing an argument
  - Economy of expression
Transfer of paper-writing skills to exam format

- Participation and communication skills
  - Effective argument and exchange

**Specific Outcomes 2705E**

- Gain an appreciation of critical works of international relations not simply as ideas, but as artifacts
- Gain an appreciation for the interplay between theory and developments
- Gain a better understanding of some of the major dynamics influencing foreign policy practice

**Readings:**

- ‘Readings’ as indicated below are indicated as: ‘background reading’, ‘primary source reading’ and ‘supplementary reading’.
- Background readings are intended to provide critical context and to assist students in preparing themselves to understand lecture materials, and participate effectively in discussions. The Palmer text was chosen as most students should already possess it. It is included for context. The McNeill and Nicolson texts are required reading, and are intended to assist students in understanding the structure of international relations as it evolved during the timeframe under discussion. In most cases the relevant chapters of these texts are indicated by lecture subject.
- Primary source readings are the focus of this course. When each will be discussed is indicated in the lecture schedule. Some primary readings are indicated immediately below as ‘Primary Source Readings (Books)’. These constitute a special subset, as particularly critical, and since each will be the subject of an entire lecture/discussion. These, as well, will be the subject of the book summaries which constitute a significant portion of graded material.
- Supplementary readings are included, by lecture topic to provide addition reference for interested students. In general, supplementary readings either help to site a primary source reading within historical context, or illustrate an important aspect of the lecture subject.
- Most readings of all sorts are available on line. Only three books (McNeill and Morgenthau not so available. These are available for purchase in the bookstore, and are held on two hour reserve in D.B. Weldon Library.

**Background Reading:**


**Primary Source Readings (Books):**


• Desiderius Erasmus, *Against War* (1513) (available on line at http://www.gutenberg.org/files/39487/39487-h/39487-h.htm)


**Evaluation:**

• Four Book Review X 5% each
• Take Home Test X 10%
• First Term Exam 20%
• Final Exam 30%
• Final Essay X 20%
• Participation X 10% (5% each term)

**Description:**

• Book Reviews. Each student will select four works from the Primary Source Reading (Books) list for special consideration. On the date that each is considered in class, those students who have
selected that particular work will hand in a review indicating clearly the central arguments of the work in question, with criticism of the work as a whole. Reviews should be no more than 1000 words (four pages). Reviews are due on the date at which a particular work will be discussed.

- Take Home Test. Students will be provided with a question in class, and will have one week to prepare and answer. Answers are to be no more than 1000 words (4 pages)

- Exams. There will be one exam each term. There will be one cumulative essay question on the final exam. Christmas exam will be two hours long. Final exam will be three hours long.

- Final Essay. Each student is responsible for producing one 2500 word (ten to twelve pages) essay. Essays will aim to indicate the sources of a particular foreign policy. Further guidance will be forthcoming. Essentially, however, the task is to pick one discreet foreign policy period in the history of any international actor, describe the policy and establish its roots. The final essay is due on the last day of class.

- Participation. Participation grades are an assessment of how much students have contributed to class discussions.

Late Policy: without excuse verified by SSC Counselling, or specific arrangement with the instructor, papers submitted late will be penalized 10% a day.

**Lecture Schedule:**

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<tr>
<th>Class One (7 Sep)</th>
<th>Course Introduction</th>
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<td>Class Two (14 Sep)</td>
<td>Greece and Rome</td>
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**Background Readings:**
- Nicolson, Chapter I
- McNeill, Chapter I

**Primary Source Reading:**

**Supplementary Reading:**

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<th>Class Three (21 Sep)</th>
<th>Thucydides: Specific Context and Discussion</th>
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**Primary Source Reading:**
- Thucydides, *History of the Peloponnesian War*.

**Supplementary Reading:**


Class Four (28 Sep)  
**The Christian Dilemma**

**Background Readings:**
- Palmer, Chapter I

**Primary Source Reading:**
- Fulcher of Chartes, Urban II: Speech at Council of Clermont, 1095 (available on line at http://www.fordham.edu/halsall/source/urban2-5vers.html#Fulcher)

**Supplementary Readings:**

Class Five (5 Oct)  
**Comparators: Islam and China**

**Background Readings:**
- McNeill, Chapter II

**Supplementary Readings:**

Class Six (19 Oct)  
**Sun Tzu: specific context and discussion**

**Primary Source Reading:**
- Sun Tzu, *The Art of War*

**Supplementary Readings:**
Class Seven (26 Oct)  

**Ibn Khaldun: specific context and discussion**

**Primary Source Reading:**
- Ibn Khaldun, *Al Muqaddimah*, Chapter 1-III

**Supplementary Readings:**

**TAKE HOME TEST ISSUED**

Class Eight (2 Nov)  

**Renaissance and Reformation**

**Background Readings:**
- Palmer, Chapter II

**Primary Source Reading:**
- Statue in Restrains of Appeals (available online at [http://www.historylearningsite.co.uk/act_restraint_appeals.htm](http://www.historylearningsite.co.uk/act_restraint_appeals.htm))
- Thomas the Eparch and Joshua Diplovatatzes, Account of the Taking of Constantinople (available online at [http://apps.carleton.edu/curricular/mars/Translations/primary_sources/](http://apps.carleton.edu/curricular/mars/Translations/primary_sources/))

**Supplementary Readings:**

**TAKE HOME TEST DUE**

Class Nine (9 Nov)  

**Erasmus: specific context and discussion**

**Primary Source Reading:**
- Desiderius Erasmus, *Against War* (1513)

**Supplementary Readings:**

Class Ten (16 Nov)  

**International Relations 16th Century**

**Background Readings:**
- Nicolson Chapter II
- McNeill, Chapters II and III
Primary Source Reading:

Supplementary Readings:

Class Eleven (23 Nov) Castiglione: specific context and discussion

Primary Source Reading:
- Castiglione, *The Book of the Courtier*.

Supplementary Readings:

Class Twelve (30 Nov) Machiavelli: specific context and discussion

Primary Source Reading:

Supplementary Reading:

Class Thirteen (7 Dec) Wars of Religion

Background Readings:
- Palmer, Chapter III

Primary Source Readings:
- Schleitheim Confession (1527), Article 6, (available on line at http://www.gameo.org/encyclopedia/contents/S345.html)
- Peace of Augsburg (1555), (available on line at http://germanhistorydocs.ghi-
Supplementary Readings:

FIRST TERM EXAM

Class Fourteen (11 Jan)  The Thirty Years War and the Westphalian Peace

Background Readings:
- McNeill, Chapter IV
- Palmer, Chapter IV

Primary Source Readings:
- Treaty of Westphalia (available on line at http://avalon.law.yale.edu/17th_century/westphal.asp)

Supplementary Source Reading:

Class Fifteen (18 Jan)  Grotius: specific context and discussion

Primary Source Reading:
- Grotius, *On the Laws of War and Peace*

Supplementary Reading:

Class Sixteen (25 Jan)  Hobbes: specific context and discussion

Primary Source Reading:
- Hobbes, *Leviathan*

Supplementary Reading:

Class Seventeen (1 Feb)  Richelieu’s Europe: International Relations 17th Century

Background Readings:
• Nicolson Chapter III

Primary Source Reading:

Supplementary Reading:

Class Eighteen (8 Feb)  Statescraft in the Age of Reason: The Second Hundred Years War

Background Readings:
• McNeill, Chapter V
• Palmer, Chapter V and VII

Primary Source Readings:
• Jean Baptiste Colbert, Memorandum on Trade (1664) (available on line at http://www.fordham.edu/halsall/mod/1664colbert.asp)

Supplementary Reading:

Class Nineteen (15 Feb)  Frederick and Voltaire: specific context and discussion

Primary Source Readings:
• Frederick of Prussia with Voltaire, Anti-Machiavel

Supplementary Readings:

Class Twenty (1 Mar)  The Revolutionary Era

Background Readings:
• McNeill, Chapters VI and VII
• Palmer, Chapter IX, IX, X

Primary Source Readings:
• George Washington, Farwell Address (1796) (available on line at http://avalon.law.yale.edu/18th_century/washing.asp
• Terror is the Order of the day (1795) (available on line at
Supplementary Readings:


Class Twenty One (8 Mar)  
**Clausewitz: specific context and discussion**

**Primary Source Reading:**
- Clausewitz, *On War*.

**Supplementary Reading:**

Class Twenty Two (15 Mar)  
**The National Security State, 1870-1990**

**Background Readings:**
- McNeill, Chapters VII - X
- Palmer, Chapters, XIII, XVII, XVIII, and XXI

**Primary Source Reading:**

**Suggested Reading:**

Class Twenty Three (22 Mar)  
**Morgenthau and Neo-Realism: specific context and discussion**

**Primary Source Reading:**
• Morgenthau, *Politics Among Nations*.

**Suggested Reading:**


Class Twenty Four (29 Mar)  **Liberalism, 1870-1945**

**Background Readings:**

• Nicolson Chapter IV
• Palmer, Chapter XIX and XX

**Primary Source Readings:**

• Marshall Plan, 1947 (available on line at http://www.oecd.org/document/10/0,3746,en_2649_201185_1876938_1_1_1_1,00.html)
• Truman Doctrine, 1947 (available on line at http://avalon.law.yale.edu/20th_century/trudoc.asp)

**Suggested Readings:**


Class Twenty Five (5 Apr).  **Angell: specific context and discussion**

**Primary Source Reading:**

• Angell, *The Great Illusion*.

**Suggested Reading:**


FINAL EXAM
Course Objectives:
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
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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 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