



The University of Western Ontario
IR 2702E

Global Politics Since 1945
Fall/Winter 2019-20

Part 1: September – December 2019
Tuesday, 11:30-1:30 PAB 106

Instructor: Professor Francine McKenzie

Office Hours: Tuesdays 2:00-4:00 or by appointment
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Course Description:

This interdisciplinary course unpacks the history, theory, and practice of global politics since 1945 using experiential learning. The first semester explores the international system's evolution emphasizing the cold war and decolonization. The second semester considers contemporary global problems ranging from environment degradation and migration to nuclear terrorism and arms spirals.

Prerequisite(s):

Political Science 1020E and 1.0 course in History numbered 1201-1999.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Antirequisite(s):

former International Relations 2701E.



Course Syllabus:

Currently, there is a lot of discussion, debate, and anxiety about global order. Some people fear the liberal international order is under siege and on the brink of collapse; they want to preserve the institutions and norms that define the liberal international order. Some people believe the liberal international order has become anachronistic and that it has not adapted to changing conditions. Still others believe there is a discrepancy between the ideal and reality of the liberal order; they look at the possibility of change more positively. In this class, we will focus on the establishment, operation, and evolution of the liberal global order since 1945. We will identify and interrogate its core features, study critiques of the liberal order and alternatives to it. We will concentrate on the immediate postwar period (circa 1945-50), the Cold War (1947-1991) and the early post-Cold War period (1991-2001).



Learning outcomes:

By the end of the course

- Have a broad overview as well as detailed understanding of the history of international relations since 1945
- Understand key concepts in the history of international relations
- Understand arguments in support of and critiques of a liberal world order
- Understand how historical knowledge (mis/)informs contemporary policy discussions
- Improve public speaking skills
- Enhance skills of critical reading and analysis
- Improve writing

Course Materials:

We do not have a textbook for the first half of the course. We will use a variety of readings from books, journals, think tanks, blog sites etc.

Methods of Evaluation:

Evaluation: Your work in the first semester makes up 50% of your final grade in IR2702E.

1. Critical review of weekly readings: 10%
2. UNGA Debate: 5% for your speech; 10% for your paper.
3. December exam: 15%
4. Participation: 10% (based on attendance and participation in tutorials and participation in class activities).

Instructions for Assignments:

1. Write ONE critical review of all of the assigned readings for one of the weekly topics. Papers are due the week after the class and tutorial discussion. For example, if you decide to write about the human rights order (our topic in class and tutorial for 22 October), the paper should be submitted one week later, by 11:59 pm on 29 October. [Note that on 8 October (Liberal Trade Order) and 29 October (Pax Americana), you will discuss the UNGA assignment in tutorial. That means you won't have the benefit of discussing the readings in tutorial before writing your review. If you decide to write about liberal trade, make an appointment so we can discuss the readings. You will discuss the Pax Americana in tutorial on 18 November. If you want to write about the Pax Americana, your review will be due on 25 November at 11:59pm.] Choose a topic that most interests you and that works well with your schedule. Your review should be 6-8 pages and should do two main things: present the ideas of each author/reading and then consider what the readings reveal about how the global order functions and who benefits from it. This assignment is worth 10% of your final grade. Upload it to OWL and Turnitin.

2. Learning through playing: Every fall, world leaders convene in New York to give a major foreign policy address to the UN General Assembly. Our class will replicate a UNGA debate, set at the end of the Cold War. You will each be responsible for representing one country or NGO. You will receive a letter from the President of the General Assembly (me) indicating the resolution (on the future of global order) and inviting you to give a three minute statement. Your speech should explain how your country has historically positioned itself in the global order and then explain its current stance about the global order and its priorities, taking into account the end of the Cold War and the uncertainties for global governance. You will also write an 8-10 pages (double-spaced) research paper about your country's historical involvement in world affairs and its current position. Research and write your paper before preparing your speech. Your speech is worth 5% of your mark; the research paper is worth 10%. Upload both your speech and paper to OWL and Turnitin.

We will hold the UNGA debate in class on 11 November. Your papers are also due on 11 November 2019. Upload them to OWL by 11:59 pm.

3. There will be a two-hour exam in the exam period in December. It will consist of questions about the history and evolution of global order as well as examine contemporary ideas about global order. The exam is worth 15% of your final mark.

4. Participation: You are expected to be well-prepared for class and tutorial meetings: that means having done the readings before class *and* tutorial and thought about them. I will do some lecturing, but I see our class as a collective learning process. Class time will be more productive, stimulating and fun if you all take part, offering thoughtful and original comments. I will also devise small (but meaningful) tasks periodically that will be part of your overall participation mark.

Course Schedule and Readings:

Lecture and Tutorial schedule:

Note: Readings will be uploaded to OWL or are available through Weldon, either as an e-book or a journal article available online. (I will put an * to indicate readings available online through Weldon.) We will have time for discussion, debate, and group exercises in most classes. To participate fully, some of the readings need to be done before the lecture on Tuesdays. Most weeks, there will be additional readings for the tutorial discussions. In general, you will have to read between 100 and 150 pages for lecture and tutorial.

10 September: Introduction to the class.

Please review this short document before the class:

<https://docs.google.com/forms/d/e/1FAIpQLSesHdZWxpp13pIS4nkLOS MHv4Dg1jaksBrCC6kWv6OfVAmO5g/viewform>

No tutorial meeting this week.

17 September: Planning Peace: The Construction of a (Sort of) New Global Order

To read for class:

Dan Plesch, *America, Hitler and the UN: How the Allies Won World War II and Forged a Peace*, Chapter 8, Security, Dumbarton Oaks and San Francisco, pp. 163-184.

Amy Sayward, *The United Nations in International History*, chapter 2: The National and International Origins of the United Nations, pp. 8-20.

Tutorial: What kind of internationalist ideology informed the creation of the United Nations?

Mark Mazower, *No Enchanted Palace: the end of empire and the ideological origins of the United Nations*, chapter 1, 'Jan Smuts and imperial internationalism', pp. 28-65.

*Stephen Wertheim, 'Instrumental Internationalism: The American Origins of the United Nations', *Journal of Contemporary History*, vol. 55, No. 2 (April 2019): 265-283.

24 September: Cold War I

To read for class:

*John Lewis Gaddis, 'The Long Peace: Elements on Stability in the Postwar International System', *International Security*, vol. 10, no. 4 (Spring 1986): 99-142.

Kenneth Waltz, 'The Stability of a Bipolar World' in Williams et al, *Classic Readings*, pp. 62-68.

Tutorial: What did the Korean War reveal about the superpowers and the rules of the Cold War system? Was the Korean War stabilizing or destabilizing? What effect did the Korean conflict have on East Asia?

M. Hunt and S. Levine, *Arc of Empire: America's Wars in Asia from the Philippines to Vietnam*, chapter 3: Korea 1950-1953, pp. 133-184.

*William Stueck, The Korean War in Leffler and Westad, eds, *The Cambridge History of the Cold War* Volume 1, pp. 266-287.

Chen Jian, *Mao's China and the Cold War*, chapter 4: China's Strategies to End the Korean War, 1950-53, pp. 85-117.

1 October: Cold War II: Decolonization I: Independence and The Non-Aligned Movement

To read for class:

*M. P. Bradley, 'Decolonization, the global South and the Cold War, 1919-1962', in Leffler and Westad, eds, *The Cambridge History of the Cold War*, Volume 2, pp. 464-485.

*M. Latham, 'The Cold War in the Third World', in Leffler and Westad, eds, *The Cambridge History of the Cold War*, Volume 2, pp. 258-280.

Tutorial: What were the geopolitical aims of the non-aligned movement? Did the Cold War perpetuate a racialized global hierarchy and order?

*Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times*, chapter 5: The Cuban and Vietnamese Challenges, pp. 170-206.

*Richard Seymour, 'The Cold War, American Anti-Communism and the Global Colour Line' in A. Anievas et al, eds, *Race and Racism in International Relations: Confronting the Global Colour Line*, pp. 157-174.

*John M. Hobson, 'Re-Embedding the Global Colour Line Within Post-1945 IR Theory' in A. Anievas et al, eds, *Race and Racism in International Relations: Confronting the Global Colour Line*, pp. 81-97.

8 October: Liberal Trade Order

*Douglas A. Irwin, *Clashing over Commerce: A History of US Trade Policy*, chapter 11: New Order and New Stresses, 1950-1979, pp. 509-564.

*Tom Zeiler, 'Nixon's War with the International Economy', in Coppolaro and McKenzie, eds, *A Global History of Trade and Conflict since 1500*, pp. 190-206.

Francine McKenzie, *GATT and Global Order in the Postwar Era*, Chapter 5: 'Rich Man's Club': The Development Challenge to GATT.

Tutorial: Discuss UNGA assignment.

15 October: Decolonization II: Development and the New International Economic Order

To read for class:

Amy Sayward, *The Birth of Development: How the World Bank, Food and Agriculture Organization, and World Health Organization Changed the World, 1945-1965*, chapter 3: The World Bank and Development, 1945-1963, pp. 22-45

*N. Cullather, 'Development –It's History', *Diplomatic History* 2000, 24 (4): 641-653.

Tutorial: What ideas and ideals informed development thinking and work? What were the effects of development on developing countries, relations between the global north and south, and the global order?

*Nils Gilman, 'The NIEO: A Reintroduction' in *Humanity: An International Journal of Human Rights, Humanitarianism and Development* 2015 (6) (1): 1-16.

Corrina Unger, *International Development: A Postwar History*, chapter 7, Challenges to Development, pp. 127-142.

*D. J. Sargent, 'North/South: The United States Responds to the new International Economic Order', *Humanity*, 2015 (6) (1): 201-216.

*Arturo Escobar, *Encountering Development: the making and unmaking of the third world*, chapter 4: 'The Dispersion of Power: Tales of Food and Hunger', pp. 123-165.

22 October: Human Rights Order

To read for class:

Jay Winter, *Dreams of Peace and Freedom: utopian moments in the twentieth century*, chapter 4: 1948: Human Rights, pp. 99-120.

*Mark Mazower, 'The Strange Triumph of Human Rights', *The Historical Journal*, 47 (2) (2004): 379-398.

Tutorial: What was the human rights revolution all about? How did human rights affect relations between individuals and the state and how did human rights affect global order?

S. Moyn, *Not enough: human rights in an unequal world*, chapter 4: Globalizing welfare after empire, pp. 89-118.

G. Daniel Cohen, 'The Holocaust and the "Human Rights Revolution": A Reassessment in Akira Iriye et al, eds, *The Human Rights Revolution: an international history*, pp. 53-71.

R. Burke, *Decolonization and the Evolution of International Human Rights*, chapter 1: 'Human Rights and the Birth of the Third World: The Bandung Conference', pp. 13-34.

*R. Foot, 'The Cold War and Human Rights' in Leffler and Westad, eds, *The Cambridge History of the Cold War*, Volume 3, pp. 445-465.

29 October: Pax Americana?

To read for class:

Robert Kagan, *The World America Made*, pp. 3-36.

Daniel Sargent, *A Superpower Transformed: the remaking of American foreign policy in the 1970s*, chapter 1: Pax Americana, pp. 14-37 and chapter 9, The Revenge of Geopolitics, pp. 261-295'.

Frank Ninkovich, *The Wilsonian Century: U.S. Foreign Policy since 1900*, chapter 8: 'Ideological Renewal and Exhaustion: Stumbling to the Finish Line of the Cold War', pp. 246-280.

Andrew Bacevich, 'The "Global Order" Myth' in Jervis et al, eds, *Chaos in the Liberal Order: The Trump Presidency and International Politics in the Twenty-First Century*, pp. 210-217.

*Graham Allison, 'The Myth of the Liberal Order: From Historical Accident to Conventional Wisdom', *Foreign Affairs* 97 (4) (July/August 2018): 124-133.

Tutorial: Practice your UNGA speeches.

4-8 November: Fall Reading Week

11 November: UNGA Debate.

18 November: The End of the Cold War and American's Unipolar Moment

To read for class:

*Charles Krauthammer, 'The Unipolar Moment', *Foreign Affairs*, vol. 70 (1) (1990), 23-33.

*John Mearsheimer, 'Why We will Soon Miss the Cold War', *The Atlantic*, Aug. 1990, 35-50.

Warren I. Cohen, *The New Cambridge History of American Foreign Relations*, chapter 10: 'New World Order', pp. 253-301.

Tutorial: Review readings from 29 October for this tutorial. Did the United States create the post-1945 global order? Was it the hegemon who held the order together? How did the end of the Cold War affect American leadership and the global order?

25 November: China and a New World Order?

To read for class:

O. A. Westad, 'Will China Lead Asia?' in J. Rudolph and M. Szonyi, eds, *The China Questions: Critical Insights into a Rising Power*, pp. 67-72.

Robert S. Ross, 'What Does the Rise of China Mean for the United States?' in J. Rudolph and M. Szonyi, eds, *The China Questions: Critical Insights into a Rising Power*, pp. 81-89.

Xi Jinping, Speech to Davos Economic Forum, 17 January 2017,

<https://america.cgtn.com/2017/01/17/full-text-of-xi-jinping-keynote-at-the-world-economic-forum>

Tutorial: What might a Pax Sinica look like? Why are some people/countries worried about a global order led by China?

*Yan Xuetong, 'The Age of Uneasy Peace: Chinese Power in a Divided World', *Foreign Affairs*, Jan/Feb. 2019.

*G. J. Ikenberry, 'The Rise of China and the Future of the West: Can the Liberal System Survive?', *Foreign Affairs*, Jan/Feb 2008: 23-37.

3 December: Canada, middle powers and the future of global order

Roland Paris, Can middle powers save the liberal world order?, Chatham House June 2019, <https://www.chathamhouse.org/sites/default/files/publications/research/2019-06-18-MiddlePowers.pdf>

Address by Minister Freeland on Canada's Foreign Policy Priorities, 6 June 2017, https://www.canada.ca/en/global-affairs/news/2017/06/address_by_ministerfreelandoncanadasforeignpolicypriorities.html

Tutorial: What role can middle powers play in today's global order? Should Canada, Australia and/or Turkey support the liberal global order and why?

*Ziya Onis and Mustafa Kutlay, The dynamics of emerging middle power influence in regional and global governance: the paradoxical case of Turkey, *Australian Journal of International Affairs*, 2017, Vol. 71 (2): 164-183.

*Mark Beeson, Can Australia Save the World? The limits and possibilities of middle power diplomacy, *Australian Journal of International Affairs*, 2011 (65) (5): 563-577.

*Gregory V. Raymond, 'Advocating the rules -order in an era of multipolarity', *Australian Journal of International Affairs*, 2019, Vol. 73, No. 3, 219-226.

Additional Statements

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 for such checking 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>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Medical Issues

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please note: Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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.

Scholastic Offences

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www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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Use of Electronic Devices

Students are not permitted to use electronic devices during exams.

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.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.