

INTERNATIONAL RELATIONS 2702E
Global Politics since 1945
Part I: September- December 2020

Lectures: Tuesdays 1130-130; Tutorials: Thursdays at 2:30-3:30 and 3:30-430

We will meet in class on Tuesdays from 11:30-1:30. Some of these meetings are mandatory, but most are optional. We will use class time to supplement and enrich your understanding of course material. For information on what we will do in class, please refer to the weekly lessons page in the course Owl site. On Thursdays, you will have one-hour tutorial where you will examine more closely key questions and themes. Both the lectures and tutorials will take place synchronously (in real time) through Zoom.

Instructor: Francine McKenzie

Office Hours: Tuesdays 2:00-4:00 or by appointment
Department of History, Office: Lawson Hall 2201
Email: fmckenzi@uwo.ca

The University is investigating a blend of online and live course delivery and is being guided by recommendations from health authorities and the provincial and federal governments. The Department of History is committed to providing a superior learning experience for all students, and our faculty members are reimagining their course offerings to take advantage of the best new technologies and practices available in online teaching and learning. Please monitor the department website for course information - we will post updates as soon as they are available.

Course Description:

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 requisites 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:

There is a lot of discussion, debate, and anxiety about the viability and sustainability of the global order. Some people fear the so-called 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. Others believe the UN-system has become anachronistic and that it is now out of touch with real world conditions and dynamics. Still others believe there is a discrepancy between the ideal and reality of the global order; they look at the possibility of change more positively. In this class, we will focus on the establishment, operation, and evolution of the 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, IR2702 students will:

- 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
- See how historical knowledge (mis/)informs contemporary policy discussions
- Improve public speaking skills
- Enhance skills of critical reading and evaluation
- 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, newspapers and blog sites etc.

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 Speech: 10%
3. Culminating Research Essay: 20%
4. Participation: 10%

Instructions for Assignments:

1. Write a **critical review** of ONE of the assigned readings from 22 or 29 September, 6 or 20 October, 10 or 17 November. Papers are due the week after the tutorial discussion. For example, if you decide to write about the human rights order, the paper should be submitted one week after the tutorial discussion, ie by 11:59 pm the following Thursday. You can choose the topic that most interests you as well as pick a topic that works well with your schedule. Your review should be approximately 6-8 pages double-spaced and should do two main things: 1. present the ideas of each author/reading about global order (this involves incisive summary: explain the overall argument and include the main ideas and points) and 2. reflect on what the authors believe global order is (this involves critical analysis). The global order has many parts (and according to some many variations) and scholars are not always explicit about how they define global order. Based on the readings, explain how the authors understand global order and compare and contrast the ideas of each author about global order. What can we learn from their implicit and distinct ideas about global order? Include a bibliography and footnotes (Chicago style is preferable) that are consistent and indicate the source and page number. This assignment is worth 10% of your final grade.

2. Learning through role 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 the UNGA debate. We will travel back in time to September 1990 as the Cold War was ending. You will each be responsible for representing one country. 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 positioned itself during the Cold War and then explain its priorities and positions at a time of change and uncertainty. You will have to do primary and secondary research to prepare your speech. Your speech is worth 10% of your mark. Include footnotes and a bibliography with your speech.

We will hold the UNGA debate in class on 27 October.

3. **Culminating research essay.** Assess the UN-system (1945-1991) through a case study (such as: development, public health, prevention of war, global trade, human rights etc) or through an organization (UN, FAO, World Bank, GATT, ICJ), considering both achievements and shortcomings. Use your case study to reflect on the following questions: How does the global order function? (Think about actors, rules, and norms.) How are the benefits of this order distributed? How would you characterize the order and why? This paper should be 10-12 pages, double-spaced. Include a bibliography and footnotes (Chicago style is preferable) that are consistent and indicate the source and page number. The paper is worth 20% of your final mark. It is due on 20 November.

Please confirm the topic of your paper with me by 20 October.

Upload all assignments (critical review, UNGA speech and the culminating essay) to OWL, under Assignments.

Late policy: 5% for every day your assignment is late, not counting weekends.

4. **Participation:** Your participation mark will be based on attendance and thoughtful contributions in weekly tutorials and in the mandatory lectures.

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 or are on another online platform. The readings are divided between those you should do before class and tutorial and additional readings to include in the critical review. An * indicates that the reading is available in a digital format through Weldon.

15 September: Introduction to the class and current debates about global order.

No tutorial meeting this week.

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

Lecture: Optional

Readings for class/tutorial:

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

Adam Tooze, 'Everything you know about global order is wrong', 30 January 2019,

<https://foreignpolicy.com/2019/01/30/everything-you-know-about-global-order-is-wrong/>.

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

Francine McKenzie, World War II: Creating a Global Order in S. Center and E. Bates, eds, *After Disruption: Historical Perspectives on the Future of International Order*, Centre for Strategic and International Studies, <https://www.csis.org/analysis/after-disruption-historical-perspectives-future-international-order>

To include in critical review:

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.

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.

*G. John Ikenberry, *After Victory: institutions, strategic restraint and the rebuilding of order after major wars* (2019 edition), Chap. 6: 'The Settlement of 1945', pp. 202-253.

Tutorial Question: What role did internationalist thinking play in the creation of the United Nations?

29 September: Pax Americana and the Start of the Cold War

Lecture: Optional

Readings for class/tutorial:

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.

To include in the critical review:

Chen Jian, *Mao's China and the Cold War*, Chap. 1: The Chinese Civil War and the Rise of the Cold War in East Asia, 1945-1946, pp. 17-37.

*Odd Arne Westad, *Cold War and Revolution: Soviet-American Rivalry and the Origins of the Chinese Civil War, 1944-1946*, Chap. 2: The Jiang-Stalin Pact and the Collapse of Great Power Cooperation, pp. 31-56.

*Melvyn P. Leffler, 'The Emergence of an American Grand Strategy, 1945-1952' in Leffler and Westad, eds, *The Cambridge History of the Cold War, Vol. 1*, pp. 67-89.

*Vladimir O. Pechatnov, 'The Soviet Union and the World, 1944-1953' in Leffler and Westad, eds, *The Cambridge History of the Cold War, Vol. 1*, pp. 90-111.

Tutorial Questions: How did the Cold War begin? Using China as a case study, what were the principal factors and dynamics that caused the breakdown of the wartime alliance?

6 October: Decolonization: Independence and The Non-Aligned Movement

Lecture: Optional

Readings for class/tutorial:

*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 I: 464-485.

*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.

To include in the critical review:

*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.

*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.

*M. Rey, '“Fighting Colonialism” versus “Non-Alignment”': Two Arab Points of View on the Bandung Conference' in N. Miskovic et al, *The Non-Aligned Movement and the Cold War: Delhi-Bandung-Belgrade*, pp. 163-183.

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

13 October: Liberal Trade Order

Lecture: Mandatory

Readings for class:

*Francine McKenzie, *GATT and Global Order in the Postwar Era*, Chap. 1, 'Accidental Organization: Origins and Early Years of GATT', pp. 1-25.

*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, *A Global History of Trade and Conflict since 1500*, pp. 190-206.

Daniel Sargent, *A Superpower Transformed: the remaking of American foreign policy in the 1970s*, Chapter 9: 'The Revenge of Geopolitics'

Tutorial: Discuss UNGA assignment.

20 October: Preparation for UNGA Debate.

No lecture this week.

Tutorial: Practice UNGA speech.

27 October: Development and the New International Economic Order

Lecture: Mandatory – UNGA Debate

Readings for class/tutorial:

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

*Francine McKenzie, *GATT and Global Order in the Postwar Era*, Chapter 5: ‘Rich Man’s Club’: The Development Challenge to GATT, pp. 174-231.

To include in the critical review:

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

*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.

Tutorial Questions:

What ideas and ideals that 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?

Note: Because of reading week, the critical reviews for Development and the NIEO will be due on 12 November.

2-6 November: Fall Reading Week

10 November: Human Rights Order

Lecture: Optional

Readings for class/tutorial:

Jay Winter, *Dreams of Peace and Freedom*, Chapter 4: 1948: Human Rights, pp. 99-120.

Bonny Ibhawoh, 'Nationalists and Dissidents: African Anti-colonialism and the Making of Universal Human Rights' in B. Mirzai and B. Ibhawoh, eds, *Africa and its Diasporas: Rethinking Struggles for Recognition and Empowerment*, pp. 141-155.

To include in the critical review:

*R. Burke, 'Some Rights Are More Equal Than Others: The Third World and the Transformation of Social and Economic Rights', *Humanity*, 2012 (3) (3): 427-448.

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

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

Tutorial Questions: In what ways was the UDHR universal? How did human rights affect relations between individuals and the state and how did human rights affect global order?

17 November: China and a New World Order?

Lecture: Optional

Readings for class/tutorial:

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

To include in critical review:

*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.

*Alastair Iain Johnston, 'China in a world of orders: Rethinking Compliance and Challenge in Beijing's International Relations', *International Security*, Vol. 44, No. 2, Fall 2019, 9-60.

Tutorial Question: Is China a revisionist power?

Special guest will attend the tutorial.

24 November: WHO, Pandemics: Can the global order survive?

Lecture: Mandatory

Readings for class:

Stephen Buranyi, '[The WHO v coronavirus: why it can't handle the pandemic](https://www.theguardian.com/news/2020/apr/10/world-health-organization-who-v-coronavirus-why-it-cant-handle-pandemic)', *The Guardian*, 10 April 2020, <https://www.theguardian.com/news/2020/apr/10/world-health-organization-who-v-coronavirus-why-it-cant-handle-pandemic>

Francine McKenzie, '[A Stronger WHO Would Make for a Stronger World Against Disease](https://www.theguardian.com/world/2020/mar/30/a-stronger-who-would-make-for-a-stronger-world-against-disease)', *The Globe and Mail*, 30 March 2020

Dora Vargha on Pandemic Internationalism, Center for the Study of Internationalism, June 2020, <https://csi.bbk.ac.uk/blog/pandemic-internationalism-what-is-internationalism-in-2020/>

No tutorials this week.

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

Lecture: Mandatory

Readings for class/tutorial:

*Adam Chapnick, 'Canada and the Middle Power Myth', *International Journal*, Vol. 55, No. 2, Spring 2000: 188-206.

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-](https://www.canada.ca/en/global-affairs/news/2017/06/address_by_ministerfreelandoncanadasforeignpolicypriorities.html)

[affairs/news/2017/06/address_by_ministerfreelandoncanadasforeignpolicypriorities.html](https://www.canada.ca/en/global-affairs/news/2017/06/address_by_ministerfreelandoncanadasforeignpolicypriorities.html)

Tutorial Questions: What role can middle powers play in today's global order? Should Canada support the liberal global order?

Special Guest: Ambassador Guillermo Rishchynski will join the tutorials this week.

Accommodation for missed midterms with a Self-Reported Absence:

Students with an approved absence from an in-class test will be required to write a makeup test on one of the two time slots available in each term:

Fall Term

- Tests scheduled before November 1 – the makeup will take place Monday, November 9 at 9:30am.
- Tests scheduled between November 9 and December 3 – the makeup will take place Friday, December 4 at 12:30pm.

Winter Term

- Tests scheduled before February 13 – the makeup will take place Monday, February 22 at 9:30am.
- Tests scheduled between February 22 and April 1 – the makeup will take place Friday, April 2 at 12:30pm

No other make-up opportunities will be provided. Students who fail to write a makeup test in the designated time slots will receive a grade of zero.

Students in online courses will write the make-up test through OWL over a 24-hour period beginning at the time noted above.

Students should be aware that course professors may not be available to respond to questions during the makeup test slots.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19 at 3pm, your new due date will be March 21 at 3pm.

Course Schedule and Readings:

[THIS SECTION IS OPTIONAL. The website version does not need it. You could make that information available as a separate document in OWL or distribute it in class instead if you wish. If you are not using this section, delete the heading for it]

Additional Statements

Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

[Include this paragraph on plagiarism-checking software only if relevant. If not relevant delete the paragraph below plus this paragraph as well]

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>).

[Include this paragraph on computer marked multiple-choice tests if relevant. If not relevant delete the paragraph below plus this paragraph as well]

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 Student Accessibility Services 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 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 another writers ideas.

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 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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Health and Wellness

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Use of Electronic Devices

[include a clear statement of what electronic devices will or will not be allowed during tests and examinations.]

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 Student Accessibility Services 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.