

**International Relations 2703F
The Global Order Since 1945
Fall 2021**

Lectures: Tuesdays 11:30-1:30; Tutorials: Thursday 2:30-3:30 & 3:30-4:30
Course delivery (in-person)

Instructor: Sara Khorshid

Office Hours: Tuesdays 3:00-4:00 or by appointment
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This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course Description:

This course examines the history, theory, and practice of global politics since 1945, explores the international system's evolution with an emphasis on the Cold War, decolonization, and development, and asks who has benefitted from and been disadvantaged by the global order.

Prerequisite(s):

Registration in the Honours Specialization in International Relations module.

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):

The former International Relations 2701E, the former International Relations 2702E

Course Syllabus:

The post-1945 global order is not solely about the Cold War's two superpowers and their political leaders. Other politicians and peoples – leaders of decolonizing and “peripheral” nations, ordinary women and men across the world, feminists, civil rights activists, anticolonial fighters, workers, and transnational networks that blurred the dividing lines between the domestic and the international realms – all played influential roles and exercised agency in shaping their own lives and the broader global order. In this class we will look at some of the unlikely actors, in addition to the well-known/mainstream players, and seek to understand their roles and sentiments.

We will ask the following questions: What roles did various actors play in shaping the post-1945 global order? What were their motives and outcomes? How did they view the new liberal order and its institutions and components? How did these dynamics manifest themselves in the political, economic, social, and cultural arenas – whether internationally or domestically inside individual states, in addition to the common spheres where the

international and domestic dynamics intersected? Who was right and who was wrong? Is that the right question to ask? What are the right questions?

We will discuss the history of the postwar global order as well as the historiographical/scholarly debates about how to study that period academically, considering elements like race and gender, as well as culture and ideology.

Learning Outcomes:

That IR2703F students are able to...

A. Course Objectives (Academic)

- Develop a broad overview of the history and historiography/scholarship of international relations since 1945 with a focus on the Cold War and decolonization
- Analyze the role of key aspects that shaped the post-1945 global order & influenced its actors' sentiments and actions – these key aspects included anti-colonialism/postcolonialism; race & gender; and culture & ideology
- Define the post-WWII liberal international order and the arguments/sentiments of both its opponents and critics whether they are historical actors (history) or scholars (historiography/scholarship)
- Define the concept of international actors' agency & analyze how various ("likely" & "unlikely") actors came to influence the post-1945 global order -- including through domestic & international/transnational actions and networks

B. Skills

- **Reading:** Enhance critical reading & evaluation skills; learn to read for key arguments/concepts & important content
- **Writing:** Enhance argumentative academic essay writing, as well as clear, understandable writing in general
- **Public speaking:** Enhance public speaking skills

Course Materials:

We will use a variety of primary and secondary sources that include scholarly journal articles, book chapters, movies, archival and recent newspaper articles, op-eds, etc.

Methods of Evaluation:

Summary:

Assignment	Points	Due Date
Tutorial attendance & participation	15 points	5 points for attendance + 10 points for participation
Timeline assignment	15 points	Due Sept. 21 before midnight
UNGA speech as part of UNGA debate held in class	20 points	Speech script due Oct. 26 before midnight Speech to be delivered Oct. 26 during debate in class
Movie/primary source analysis	20 points	Due Nov. 16, before midnight
Essay	30 points	Due Dec. 7, before midnight

Late Policy: 3% for each day your assignment is late, not counting weekends

Details (more detailed guidelines & rubrics/evaluation criteria will be made available on OWL)

1. Tutorial attendance and participation 15 points.

- Attendance and participation in this course are mandatory to pass. You are expected to attend lectures and to attend and participate in tutorials.
- Both attendance & participation will be graded every tutorial session separately.
15 points = 5 points for attending tutorials + 10 points for participating in tutorials
1.5 points per tutorial session = 0.5 for attendance + 1 for participation
- *Participation's evaluation criteria will be provided during the first lecture and on OWL.*

2. Timeline assignment: 15 points. Due Tuesday, Sept 21, before midnight

- Create a basic timeline of the 30-40 post-WWII events that you find to be the most important in shaping the post-WWII global order, with a focus on the interplay between decolonization and the Cold War. Take into consideration some of the elements that shaped the post-1945 global order and influenced its actors, especially anti-colonialism/postcolonialism, race and gender, and culture and ideology.
- Write **one** introductory paragraph (150-200 words) to reflect on what you have learnt from creating this timeline, especially regarding how various actors other than the superpowers' heads of state and the like exercise their agency in influencing the global order. Feel free to use an example or more from your timeline to highlight your point. The introductory paragraph is to be followed by your 30-40 events.
- This is not a detail-oriented project. Please submit a point-form chronological timeline. Each event/entry is formatted as a bullet point (date: event) written in 1-2 lines. The introduction is in paragraph form.
- *More instructions and evaluation criteria will be provided in the first lecture and on OWL.*

3. UNGA Speech as Part of the 1957 UNGA Debate on the Question of Algeria: 20 points.

Speech script due Oct. 26 before midnight

Speech to be delivered Oct. 26 in class

Students will be evaluated for writing and delivering the speech.

- We will hold a simulation of the UNGA debate held in Feb. 1957 under the title, "The Question of Algeria." Each student will deliver a speech representing one of the countries that participated in the actual debate back in 1957. Important entities that were not represented in the actual debate (e.g. the FLN) will be represented in our class before the "official" debate begins.
- A list of countries will be provided on a shared Google doc and students will be able to select one country on a first-come-first-serve basis.
- The duration of the speech is 2-3 minutes maximum so that all students could deliver their speeches during the class. A 2-3 minute speech averages around 300 words. Rehearse your speech upon writing it and time yourself. If it takes too long to deliver/read out loud, cut it down.
- Use footnotes (Chicago style) to cite the sources you use to write your speech. Minimum number of sources: 2 primary sources and 2 secondary sources.
- *Detailed instructions and evaluation criteria will be provided and posted on OWL.*

4. Movie / Primary Source Analysis: 20 points. Due Tuesday, Nov. 16, before midnight

- Write a short piece about **ONE** primary source or movie that is relevant to the course and its learning outcomes (list of primary sources and movies to be provided).
- In your analysis, place the primary-source document or the film and its events in their historical context and explain their historical significance. Your analysis must explain how the source / film relates to the main concepts and ideas discussed in the course (see learning outcomes → academic course objectives).
- Between 900 and 1200 words (not including footnotes & bibliography)
- Footnotes and bibliography required, formatted in Chicago style
- Times New Roman 12, double-spaced
- *Detailed instructions and evaluation criteria will be provided and posted on OWL.*

5. Essay: 30 points. Due Tuesday, Dec. 7, before midnight

- Write an essay about one of the political actors that influenced the post-1945 global order, explaining how this actor exercised agency vis-à-vis the global order and/or any of its elements. This actor may be an individual / group / movement / organization / country, etc.; and its contribution to the global order could be direct or indirect but must be traceable / tangible.
- Take into consideration one or more of the following elements where relevant: anticolonialism/postcolonialism, race and gender, and culture and ideology
- Conclude your essay with your own commentary (your own opinion) about the global order and the question of agency.
- Consult primary and secondary sources that include scholarly works
- 2500-3000 words, not including footnotes & bibliography
- Footnotes and bibliography are required, and need to be formatted in Chicago style
- Times New Roman 12, double spaced
- *Detailed instructions and evaluation criteria will be provided and posted on OWL.*

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.

Course Schedule and Readings:

Week 1 (Week of Sept 13-17) Introduction: Who Is Your Cold War Hero?

Lecture, Sept 14

Tutorial, Sept 16

Readings:

1. Jeremi Suri, "Conflict and Co-Operation in the Cold War: New Directions in Contemporary Historical Research." *Journal of Contemporary History* 46 no.1 (2011), 5–9.
2. Two politicians with two opposing views on the post-WWII liberal international order:
 - a) Yanis Varoufakis, "We Shouldn't Rush to Save the Liberal Order. We Should Remake It," *The Guardian*, Dec. 1, 2018.
 - b) Scott Morrison, "Together, We Can Defend Freedom and the Liberal Order," *The Daily Telegraph*, June 11, 2021.

Week 2 (Week of Sept 20-24) Founding the Post-WWII Liberal International Order

Lecture, Sept 21 (TIMELINE ASSIGNMENT DUE)

Tutorial, Sept 23

Readings:

1. Marika Sherwood, "'There Is No Deal for the Black Man in San Francisco': African Attempts to Influence the Founding Conference of the United Nations, April-July 1945," *The International Journal of African Historical Studies* 29, no. 1 (1996), 71-94.
2. Amy Sayward, "Chapter 3: The Cold War Borderland," in *The United Nations in International History*, (London: Bloomsbury Academic, 2017), 21-54.
3. **Primary Sources:** Read **ONE** of the following short pieces from the African-American newspaper *Pittsburgh Courier*
 - a. Horace R. Cayton, "San Francisco Maneuvers Capture Imagination of Darker Peoples," *The Pittsburgh Courier*, Jun 2, 1945.
 - b. Prince A. A. Nwafor Orizo, "Africa Speaks: Only Education and Resolve of the People Can Really Free Africa," *The Pittsburgh Courier*, Jun 9, 1945.

Week 3 (Week of Sept 27-Oct 1) Decolonization and the Non-Aligned Movement

Lecture, Sept 28

Tutorial, Sept 30

Readings

1. Reetta Humalajoki, "Tearing Down the 'Buckskin Curtain': Domestic Policy-Making and Indigenous Intellectuals in the Cold War United States and Canada," *Cold War History* 20 (2), 223–42.

2. Read **ONE** of the following three works:
 - a. Jeffrey James Byrne, "Beyond continents, colours, and the Cold War: Yugoslavia, Algeria, and the struggle for non-alignment." *The International History Review* 37, no. 5 (2015), 912-932.
 - b. Jelena Subotic and Srdjan Vucetic, "Performing solidarity: whiteness and status-seeking in the non-aligned world." *Journal of International Relations and Development* 22, no. 3 (2019), 722-743.
 - c. 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*, 81-97
3. **Movie:** *The Battle of Algiers*, 1966 (available on the Kanopy database via Weldon's website. *While watching keep an eye out for references in the movie to the UNGA debate on the Question of Algeria*)
 Read **ONE** of the following short pieces on *The Battle of Algiers*
 - a. Danièle Djamila Amrane Minne, "Women at War: The Representation of Women in *The Battle of Algiers*." *interventions* 9, no. 3 (2007), 340-349.
 - b. Jonathan Kim, "ReThinking *The Battle of Algiers*: A Movie the Pentagon, the Black Panthers and the IRA Can Agree On," *HuffPost*, Nov. 10, 2009.

Week 4 (Week of Oct 4-8) The Suez Crisis

Lecture, Oct 5

Tutorial, Oct 7

Readings

1. Reem Abou-El-Fadl, "Chapter 9: Egypt from Suez to Syrian Union, 1956–8: Sovereign Action," in *Foreign Policy as Nation Making: Turkey and Egypt in the Cold War* (Cambridge: Cambridge University Press, 2018), 259-286.
2. Sherif Abdel Samad, ""The 20th Anniversary of Latifa al-Zayyat's Death: Dauntless to the End," *Qantara.de*, Nov 14, 2016, <https://en.qantara.de/content/the-20th-anniversary-of-latifa-al-zayyats-death-dauntless-to-the-end>
3. **Movie:** *The Open Door*, 1963 (English-subtitled version will be provided)
4. Primary Sources:
 - a. Gamal Abdel Nasser's speech on the nationalization of the Suez Canal, July 26, 1956 (translated English version to be provided)
 - b. United States Department of State, Office of the Historian, "Foreign Relations of the United States, 1955–1957, Suez Crisis, July 26–December 31, 1956, Volume XVI"

Week 5 (Week of Oct 11-15) Pax Americana

Lecture, Oct 12 (**SCRIPT OF UNGA SPEECH DUE**)

Tutorial, Oct 14

Readings

1. Melani McAlister, "Chapter 1: "Benevolent Supremacy": The Biblical Epic at the Dawn of the American Century, 1947-1960," in *Epic Encounters: Culture, Media and U.S. Interests in the Middle East Since 1945*, (Berkeley: University of California Press, 2001), 43-83.
2. Robert Kagan, "Introduction" in *The World America Made* (New York: Vintage Books, 2012), 3-36.
3. Mary Dudziak, "Chapter 2: Telling Stories About Race and Democracy," in *Cold War Civil Rights: Race and the Image of American Democracy* (Princeton: Princeton University Press, 2000), 47-78
4. **Movie – ONE** of the following (Google the word "McCarthyism" before watching)
 - a. *The Manchurian Candidate*, 1962 (available on the Criterion on Demand database via Weldon's website)
 - b. *Kisses for My President*, 1964 (available for rent on YouTube)
5. **Primary Sources:**
 - a. Martin Luther King's speech, "Vietnam: A Time Comes When Silence is Betrayal," Apr. 4, 1967
 - b. X (George F. Kennan), "The Sources of Soviet Conduct," *Foreign Affairs*, July 1947, pp. 566-582

Week 6 (Week of Oct 18-22) Gendered Cold War

Lecture, Oct 19

Tutorial, Oct 21

Readings

1. Elaine Tyler May, "Introduction," in *Homeward Bound: American Families in the Cold War Era* (New York: Basic Books, 1988), 3-15.
2. Read **ONE** of the following works:
 - a. Francisca De Haan, "Continuing Cold War Paradigms in Western Historiography of Transnational Women's Organisations: The Case of the Women's International Democratic Federation (WIDF)," *Women's History Review* 19, no. 4 (2010), 547-573.
 - b. Laura Bier, "Chapter 5: Our Sisters in Struggle: State Feminism and Third World Imaginaries," in *Revolutionary Womanhood: Feminism, Modernity, and the State in Nasser's Egypt* (Stanford: Stanford University Press, 2011), 154-176.
 - c. Susan E. Reid, "Cold War in the Kitchen: Gender and the De-Stalinization of Consumer Taste in the Soviet Union under Khrushchev," *Slavic Review* 61, no. 2 (2002), 211-52.
 - d. Tina Mai Chen, "Gendered Globality as a Cold War Framework: International Dimensions of Chinese Female Bodies in the 1960s," *positions: asia critique* 28, no. 3 (2020), 603-630.
3. Primary Source:
CIA transcript of the "Kitchen Debate" between US Vice President Richard Nixon and Soviet Premier Nikita Khrushchev, Jul 24, 1959, <https://www.cia.gov/readingroom/docs/1959-07-24.pdf>

Week 7 (Week of Oct 25-29) 1957 UNGA Debate: The Question of Algeria

Lecture, Oct 26: In-class simulation of 1957 United Nations General Assembly debate, “The Question of Algeria”

Tutorial, Oct 28: Discussing the UNGA debate and exchanging feedback and thoughts

-----FALL READING WEEK (Week of Nov 1-5)-----

Week 8 (Week of Nov 8-12) China and the New World Order

Lecture, Nov 9

Tutorial, Nov 11 (Guest Speaker)

Readings

- DRAFT
1. Thomas J. Christensen, “There Will Not Be a New Cold War: The Limits of US-Chinese Competition,” *Foreign Affairs*, Mar. 24, 2021.
 2. Matt Pottinger, “Beijing’s American Hustle: How Chinese Grand Strategy Exploits US Power,” Sept./Oct. 2021.
 3. Wang Jisi, “The Plot Against China? How Beijing Sees the New Washington Consensus,” *Foreign Affairs*, Jul/Aug 2021,
<https://www.foreignaffairs.com/articles/united-states/2021-06-22/plot-against-china>
 4. Primary Source:
Xi Jinping, Speech Delivered at the 19th National Congress of the Communist Party of China, Oct. 18, 2017,
http://www.xinhuanet.com/english/download/Xi_Jinping's_report_at_19th_CPC_National_Congress.pdf

Week 9 (Week of Nov 15-19) Development and The New International Economic Order

Lecture, Nov 16 (FILM / PRIMARY SOURCE ANALYSIS DUE)

Tutorial, Nov 18

Readings

1. Amy Sayward, “Chapter 3: The World Bank and Development, 1945-1963,” in *The Birth of Development: How the World Bank, Food and Agriculture Organization, and World Health Organization Changed the World, 1945-1965* (Kent: Kent State University Press, 2006), 22-45

2. Francine McKenzie, "Chapter 5: 'Rich Man's Club': The Development Challenge to GATT," in *GATT and Global Order in the Postwar Era* (Cambridge: Cambridge University Press, 2020), 174-231.

Week 10 (Week of Nov 22-26) The Human Rights Order

Lecture, Nov 23

Tutorial, Nov 25

Readings

1. 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.
2. Read **ONE** of the following works:
 - a. Zaynab El Bernoussi, "The postcolonial politics of dignity: From the 1956 Suez nationalization to the 2011 Revolution in Egypt." *International Sociology* 30, no. 4 (2015), 367-382.
 - b. 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* (Trenton: Africa World Press, 2019), 141-155.
 - c. Brian Grodsky, "On the Other Side of the Curtain: A Reassessment of Non-Elite Human Rights Experiences and Values in Poland." *Human Rights Review* 10, no. 2 (2009): 219-238.
3. Primary Source:
The 1948 Universal Declaration of Human Rights

Week 11 (Week of Nov 29-Dec 3) The Rise and Fall of the Soviet Union

Lecture, Nov 30 (Guest Speaker)

Tutorial, Dec 2

Readings

1. Vladimir O. Pechatnov, "Chapter 5: The Soviet Union and the World, 1944-1953," in Leffler and Westad, eds, *The Cambridge History of the Cold War, Vol. 1* (Cambridge: Cambridge University Press, 2010). 90-111.
2. Serhii Plokhy, "Introduction," in *The Last Empire: The Final Days of the Soviet Union* (New York: Oneworld Publications, 2015), 33-46.
3. Francis Fukuyama, "The end of history?" *The National Interest* 16 (1989), 3-18
4. **Movie:** *Moscow Doesn't Believe in Tears*, 1980 <https://cinema.mosfilm.ru/films/35274/>

Week 12 (Week of Dec 6-10) The People's Agency, Foreign Intervention, and the Liberal International Order: The 2003 Iraq War vs. the 2011 Arab Spring

Lecture, Dec 7 (ESSAY DUE)

NO TUTORIAL THIS WEEK

NO READINGS FOR THIS WEEK

Use of Electronic Devices:

You may use your laptop or tablet to take notes during class or to look up information that may prove handy during our discussions. You may not use your devices for personal reasons (e.g. texting or watching anything that is not directly related to the course material and what is being discussed in class)

Additional Statements:

Please review the Department of History Course Must-Knows document,

<https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness