

**History 1809G**  
International History, 1880s-1990s: Together and Apart  
**Winter 2025**

Instructor: **Professor Francine McKenzie**

Email: **fmckenzi@uwo.ca**

Office: **Department of History, Lawson Hall 2236**

Office Hours: Thursdays 1:30-3:30

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

### **Course Description**

The rise of nations gave rise to the ‘international’ as a space, community, experience and ideology. People everywhere had ideas and experiences that were international – in the food they ate, the information they consumed, through their work, pastimes and civic engagement. Nation-states also engaged in international relations through the wars they fought, the foreign missions they conducted, and their relationships with other nations and peoples. 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. Internationalism took many forms. To some people, internationalism was an ideal, to others it was a threat. International history is not a story of progress and cooperation, but of acceptance and rejection, inclusion and exclusion.



**FIGURE 1: POSTER OF THE WORLD FAIR IN PARIS, 1900**

#### Learning objectives:

Improve research skills.

Improve ability to interpret primary sources.

Develop oral and written communication skills.

Understand multiple forms of internationalism.

Understand and explain tension between nationalism and internationalism.

Develop and complicate understanding of the history of the 20<sup>th</sup> century.

## Course Syllabus

### Methods of Evaluation

#### Assignment 1: International News 1880s-1930s (25% of final mark)

You will compare how three different newspapers from three different countries cover an international event or topic between 1880 and 1939. I have identified possible topics and I have also found newspaper stories for one topic from each decade – you can find this on the class owlsite under Resources/Newspaper Assignment. You can supplement the list in two ways: you can find another topic, along with the newspaper articles (you must confirm your choice with your TA by 2 February *at the latest*) or you can find other articles for a topic on the list. If you do additional research for a new topic or to supplement the list of stories, you will be eligible for a bonus of up to 5%, depending on the quality of your research and the selection of a topic and newspaper articles. (If you find your own topic and all three articles, you are eligible for the full 5% bonus. You will receive a bonus of 2-3% if you find your own newspaper articles.) Attach a brief explanation at the end of your paper about how you found the article and why you selected it. Attach a copy of the articles you found to your paper. If you can read in a language other than the ones included in the list, please feel free to use newspapers stories in that language.

The teaching and learning librarian at Weldon has developed a site for newspaper research: [https://guides.lib.uwo.ca/news\\_sources](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 Resources/Newspaper assignment.

This is a research assignment in which you will use a comparative methodology. You should do some basic research about the newspapers (When was it established? Who owned and/or wrote the stories? Did it have an ideological approach? Who was the intended audience?) and the country in which it was printed (think about how a country's geographic position and historical experience affected how the 'international' was conceived). There are some additional references on the class owlsite about comparative history and the history of newspapers.

Please include a title page and bibliography. Include footnotes to acknowledge the ideas and words of others. I have uploaded a style guide (based on the Chicago Manual of Style) for footnotes and bibliography. You can find it under Resources. The key things are to ensure the reader can find the source and to be consistent.

Your paper should be 1250-1500 words. It is due on 12 February 2024 by 5 pm and should be uploaded to the owlsite under Assignments. There is a two-day grace period for this assignment, meaning assignments received by 14 February will not receive the late penalty. Otherwise, the late penalty is 5%/day

**Assignment 2:** Dissecting internationalism (30% of final mark)

Choose an internationalist ideology and explain its core features and evolution. You should refine your topic by time, geography, and nature. For example, you might want to write about pacifism and focus on women; you might decide to write about religion and concentrate on Buddhism; you might write about student activism in the 1960s and examine connections/detachment between the global North and global South. What made a particular manifestation of internationalism ‘internationalist’? How did the idea or ideology circulate internationally? Who supported it? Was it divisive or unifying?

Democratic  
Fascist  
Pacifist  
Communist  
Feminist  
Black  
Legal  
Indigenous

Anti-colonial  
Sports/Olympics  
Student  
Scientific  
Religious

Socialist  
Human rights  
Anti-nuclear  
Technocratic  
Humanitarian

If you want to work on a different type of internationalism, please confirm your choice with your TA by 1 March at the latest.

As you do the readings for class and tutorials, you will come across many definitions of internationalism. Keep track of them as they will be a useful starting point for this assignment.

This is a research essay. It should be 1500-1750 words and should be uploaded to the owlsite under Assignments.

This paper is due on 18 March 2024 at 5pm. There is a three-day grace period, meaning papers submitted by 21 March will not receive a late penalty. Otherwise, the late penalty is 5%/day.

### **Tutorial Participation** (15% of final mark)

Attending the tutorial is a minimum expectation. Please be prepared to participate constructively and thoughtfully in tutorial discussions. In the rare event that you cannot attend your tutorial, you may attend another one. Let your TA and the TA whose tutorial you will join know ahead of time.

There are 7 tutorials with assigned readings and discussions about specific topics, such as women's rights, the 1936 Olympics, 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.

### **Final exam** (30% of final mark)

The final exam will be scheduled during the exam period. It will examine your understanding of all course material.

Make-up tests, midterms, and exams can only be approved by Academic Counselling. Please see [https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for department procedures and requirements involving make-up tests and exams.

Note: Students must complete all course assignments in order to pass the course.

### **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. There will be a copy of all other readings on the course owlsite.

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

## Course Schedule and Readings

**Week 1:** Introduction to the class. What is international history?

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

Readings for class:

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

Daniel Laqua, *Activism Across Borders since 1870: Causes, Campaigns and Conflicts in and Beyond Europe*, Chapter 1: 'Empire and Activism', pp. 25-64.

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.\*



Mackenzie King with the five women who campaigned on the Persons Case.

**FIGURE 2: POSTER OF PRIME MINISTER MACKENZIE KING AND FIVE WOMEN WHO CAMPAIGNED ON THE PERSONS CASE, 1929**

**Week 4:** The Global Economy I: Multinational Corporations, Global Trade, and Consumption

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.\*

'How Opium Made the World Go "Round"' in K. Pomeranz and S. Topik, *The World That Trade Created: Society, Culture and the World Economy 1400 to the Present*, pp. 102-105.

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 (available through Google books, here:

[https://books.google.ca/books?id=cAOhDwAAQBAJ&pg=PA1&source=gbs\\_toc\\_r&cad=2#v=onepage&q&f=false](https://books.google.ca/books?id=cAOhDwAAQBAJ&pg=PA1&source=gbs_toc_r&cad=2#v=onepage&q&f=false)); 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 Relations and Global Politics I: Berlin West Africa Conference, the Hague Peace Conference, The League of Nations

Readings for class:

Oona A. Hathaway and Scott J. Shapiro, *The Internationalists: How a Radical Plan to Outlaw War Remade the World*, Chapter 5, 'The War to End War', pp. 101-130.

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: Dark Internationalism: Nationalism, Communism, Fascism, Imperialism**

Madeleine Herren, 'Fascist Internationalism' in Sluga and Clavin, eds, *Internationalisms: A Twentieth Century History*, pp. 191-212.\*

Tutorial topic: 1936 Olympic Games in Berlin

John Horne, Gary Whannel, *Understanding the Olympics*, chapter 6, 'Internationalism and nationalism at the Olympics', pp. 121-137.\*

W. J. Murray and A. Krüger, *The Nazi Olympics: Sports, Politics and Appeasement in the 1930s*, Chapter 1: Germany: The Propaganda Machine', pp. 17-43.\*



**FIGURE 3: JESSE OWENS WINNING ONE OF FOUR GOLD MEDALS AT THE OLYMPIC GAMES IN BERLIN, 1936**

**Part II: 1940s-1990s**

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

Readings for class:

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

Sandrine Kott, 'Cold War Internationalism' in Sluga and Clavin, eds, *Internationalisms*, pp. 340-362.\*

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.\*

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.\*

**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: Internationalism essay

Discuss the internationalism assignment, including how to select good sources, developing an historical interpretation, and effective writing.



**FIGURE 4: INAUGURAL MEETING OF THE G77, 1964**

**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 5: 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

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:** Last class. Review and exam preparation.

No tutorials this week.

**Additional Statements**

**Communication policies:** There are several ways to contact me. I have weekly office hours (Thursdays 130-330) in Lawson Hall: you can drop by without having to make an appointment. Office hours are a good time to discuss course content, assignments, or just 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](mailto: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 revising. For example, you can use ChatGPT for activities such as brainstorming, providing literature summaries, organizing your thoughts, checking for grammar and style, and producing your bibliography. 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 ChatGPT, you MUST explain how you used it and provide a copy of the product made by ChatGPT. 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](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.