

HIST311 INTERNATIONAL RELATIONS: 1890s-1960s©
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HISTORY DEPARTMENT, UNIVERSITY OF WATERLOO, WINTER 2023
Class location and time: DWE 3519, Thursdays 11:30-14:20
Office Hours: By Appointment

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The period encompassing 1860s-1960s marks a most volatile era in human history. With the European scramble for Africa ushering a new era of colonial imperialism in the 1870s to the rise of the Nazi party in Germany in the 1930s, a confluence of events ushered in unprecedented dynamics to global order. Students in this course will survey these dynamics and examine how the combination of a rise in **transnational corporations** and **global activist movements (anti-slavery, suffragette, disarmament, anti-colonial, international labour, and international student movements)** shaped and reshaped these dynamics in the context of **inter-state diplomacy**. In the aftermath of the WWII, the culmination of decolonization and end of European Colonial Empires (**Partitions of India and Palestine, anti-Colonial Africa and Asian movements, and the rise of the Non-Aligned Movement**) and **US-Soviet Cold War rivalries (Arab-Israeli Conflict, Korea War, Cuban Missile Crisis, Vietnam War)** accelerated the process of **decolonization and anti-colonial movements**. Through our class lectures, students engage with period audiovisual sources from archival photography and black-and-white newsreels to oral history interviews and documentaries. The lecture material shall help students with their research project as they explore various topics from the 1870s European Global Empires and post-WWI modern nation-states to the rising international intergovernmental institutions (**Universal Postal Union, Permanent Court of International Justice, the League of Nations, and the UN**), multinational enterprises (**Big Oil**) and non-governmental actors (**NGOs**). Students further survey how, from the end of the 19th century to the dawn of the Cold War, the interaction between these various actors and the traditional state actors made international state and civil society institution building a categorical imperative without which any meaningful global diplomacy is inconceivable today. For major topics and organization of the course, please look at the detailed outline below.

DUE TO RESEARCH BASED NATURE OF THE COURSE THE DEADLINES ARE NEGOTIABLE

Assessment

30%: 1 Multiple Choice Answer Open-Book Online Quiz **on the Learn** based on glossary of terms on the Learn, Assigned Readings, lectures, and lecture slides: to be held **with three attempts each 1 March**

20%: **750-1000-word Research Essay Proposal on a topic of your choosing within the confines of the course (there will be no instructor assigned topics)- Due 23:59 of 14 February**

20%: Annotated Bibliography of Primary and Secondary Sources

30%: 2,500-3,000-word (exclusive of covering page, footnotes, tables, figures, bibliography and can go above 5% of the wordcount with no penalties) **Research Essay to be submitted by 23:59 of 10 April**

Course Material: Lectures Slides and Glossary of Concepts plus select number of additional articles on the Learn + Course Textbook in either of googleplay/kindle/electronic or physical versions to be acquired through any online bookstore:

Daniel Gorman. *International Cooperation in the Early 20th Century*. Bloomsbury Academic

+Selected Articles to be posted on the Learn on a weekly basis

Ensuring Highest Standards of Originality and Academic Integrity

Course lectures and lecture slides or notes, public sites (Wikipedia, History.com, and the like), and textbooks (academic or otherwise) cannot be used as sources for the said assignments, unless, upon the approval of the instructor, the usage of the said sources seeks to establish a historiographical paradigm/argument/analysis. The rule is applicable to YouTube.com, however, students, again upon the approval of the instructor, may use YouTube material as Primary Source, or for the purposes of establishing a historiographical/analytical paradigm/argument/analysis. In writing your assignments use your own discourse and not that of others. Any unapproved usage of public commons sites, i.e., those other than the ones available through the research guide may incur a penalty of up to 25% of the grade for any assignment. Since footnotes are not included in the wordcount for the assignments, students are encouraged to over-cite to avoid plagiarism at any cost. Any usage of study.com and similar sites will be treated as plagiarism. Students must check with Turnitin module on the Learn to ensure that they are not using, wittingly or unwittingly, any source in a manner that it would compromise the integrity of their assignment.

What is Turnitin?

Turnitin is a text-matching tool that works by comparing your written assignment with a database of millions of web pages, academic books and articles, as well as other students' papers. Instructors use Turnitin as a first step in detecting plagiarism. After comparing your assignment to the database, Turnitin generates a similarity index and a Similarity Report on your submission.

How is Turnitin used in this course?

In this course, you will have the opportunity to use Turnitin to submit a draft of your assignment as soon as you have it ready and as many times as you wish to until you are confident that you can submit the final version, the Final Submission Version, on or before the due date. Hence, Turnitin is not policing and punitive tool, it is an instrument of ensuring your discourse and research is reflective of your research and your very own analysis. Every time that you check your draft on Turnitin, upon receiving the report, you can proceed to correct any problems before and revise your as many times as you wish in advance of submitting your final version for grading. The course instructor and TA(s) grade your final version, not your draft. Checking your draft is not mandatory, but you are encouraged to use this opportunity to review your work before submitting it for grading.

How will it work?

Submit your draft to the dropbox for that assignment. In that dropbox you will be able to see the Turnitin originality check results for your draft. You can then make changes to your draft and re-submit the final version of your written assignment to that same dropbox by the due date. Your instructor will then grade the final version that you've submitted to the appropriate dropbox. When should I submit my draft? Our recommendation is to submit your draft not too early and not too close to the deadline. Once you submit your draft to the dropbox, it might take some time (i.e., minutes, or in some cases even a day or more) to receive the Turnitin Similarity Report. You'll also need to give yourself time to interpret the report and then make any necessary adjustments to your paper before submitting the final version.

How do I see the Similarity Report?

You can view the Similarity Report from the Folder Submissions page. Click the coloured section beside the percentage rating to view the associated Similarity Report.

What will I receive from Turnitin?

Turnitin highlights and colour-codes unoriginal content and produces a Similarity Report that includes a similarity index (a percentage) indicating how much of the submission was not original. The Similarity Report can help you identify where you might have unintentionally used poor paraphrasing when summarizing information from another source. When the Similarity Report is ready, you will see a percentage of the amount of matched (i.e., unoriginal) content. The percentage ranges are associated with colours, as follows:

Blue: No matching text; Green: One word to 24% matching text; Yellow: 25-49% matching text; Orange: 50-74% matching text; Red: 75-100% matching text.

How do I interpret the Similarity Report?

The percentage itself only tells you how much of the paper is the same as other sources (i.e., how much of your content is not original): the higher the percentage, the more the assignment will require revisions. Note that there is no “safe” colour or percentage. Therefore, no percentage or colour in the Similarity Report can fully evaluate whether text has been plagiarized. Rather than focusing solely on the percentage, go through your paper and look at the highlighted sections. Those are where some re-writing needs to be done. If you need help interpreting the Similarity Report you can refer to the Interpreting the Similarity Report from the Turnitin website. Cumbria University also has a good video on how to interpret your Similarity Report (note that the Similarity Report used to be called the Originality Report) – see Turnitin – Your originality report. Also see LSE Learning Technology and Innovation’s video How to interpret the Turnitin originality report – Guidance for students. If you need help with paraphrasing or summarizing, you can seek help from the Writing and Communication Centre.

Turnitin.com: Text matching software may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

University Policies concerning Appropriate Conduct and Submission of Written Assignments

Please kindly note that late submissions are not accepted, i.e., the components for which the assignment has been submitted late will receive a “zero” mark. Exemptions: Late submission exemption will be granted to students whose belatedness in submitting the assignment complies with the university regulations and supported by the documents admissible per such regulations.

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. 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. 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.

COUNSELLING AND ACADEMIC ADVICE The university provides a wide range of services and provides advice to students who require personal and academic assistance. For information on assistance with stress and the related issues, please go to: <https://uwaterloo.ca/counselling-services/>. For a list of academic advisors for the faculty of Arts, please go to: <https://uwaterloo.ca/arts/current-undergraduates/student-support/advisors>. For advice on successcoaching and

Note for Students with Accessibility

The Accessibility Centre, physically located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with Accessibility Centre at the beginning of each academic term through their website and arrange for virtual or in person meetings by clicking [here](#).

setting personal goals, please go to: <https://uwaterloo.ca/student-success/current-undergraduate-students/success-coaching>

ACCOMMODATION DUE TO ILLNESS

From time to time students become ill or have ongoing medical conditions that prevent them from meeting academic obligations. The University is committed to assisting students who are ill and has established the following policy, which is fair and practical.

Documentation

Students in on-campus courses who are ill and unable to meet assignment due dates or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed University of Waterloo Verification of Illness Form to support requests for accommodation due to illness. Students in online courses must also provide confirmation of the illness but submit it to the Centre for Extended Learning office. The University of Waterloo Verification of Illness Form is normally the only acceptable medical documentation. The form and more information are available from [Health Services](#).

Students who consult their physician or use the services of an off-campus walk-in clinic must provide this form to the attending physician for completion; doctors' notes and forms created by the physician or clinic are normally not acceptable. Although not compelled to do so, instructors may accept medical documentation that contains the same information specified on the University of Waterloo Verification of Illness Form. Health Services charges a \$20 fee for completing the University of Waterloo Verification of Illness Form, which is not covered by OHIP/UHIP. Fees for this service levied by off-campus practitioners are the student's responsibility.

Management of requests for accommodation due to illness

Adjustment of due dates or deferrals of term tests or final examinations are not automatic upon the presentation of suitable medical verification. Instructors will use this documentation among all information available to them when determining whether accommodation is warranted.

A student who becomes ill during the writing of an examination and is unable to continue should ensure, before leaving the site of the examination, that the proctor in charge is notified of the situation. In addition, the student must notify the course instructor and supply the medical documentation specified above within 48 hours after the missed or partially completed examination.

If a student completes an examination, even though he/she is ill, the grade obtained in the course will normally stand. Subsequent petitions for an exception to academic regulations on the grounds of illness may be considered if accompanied by the documentation specified above. The student's department or Faculty may take the illness into consideration, and possibly alter academic standing, but the grade will not normally be altered.

False claims of illness and/or the submission of false supporting medical documentation constitute an academic offence that will result in disciplinary action under [Policy 71](#).

Accommodation

Where instructors grant accommodation, the following university-wide practice normally applies:

Missed due dates

Normally, the weighting of the missed assignment is added to the final examination weighting or spread over the remaining assignments. Assignment due dates are not extended. It might be impractical to apply this in all courses, particularly in project-based or thesis courses where submissions must be made. Instructors may use their discretion in these cases and allow an extension.

Term tests

Normally, the weighting of the missed test is added to the final examination weighting or spread over the remaining tests. Term tests are not deferred.

Final examinations

A deferred final examination is written the next time that the course is taught. Although not compelled to do so, instructors may use their discretion to schedule make-up examinations at a mutually agreed upon date and time earlier than specified. Students in Faculties/schools that advance students from term to term by cohort may have to schedule make-up examinations earlier than specified when deferred examinations are granted.

Influenza-like illnesses

Declaration of Absence for Influenza-like Illness is no longer available. The standard rules regarding accommodation for illness apply, including the requirement for verification of illness as explained above.

ACADEMIC INTEGRITY AND PROFESSIONAL BEHAVIOUR

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline](#) (<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>). For typical penalties check [Guidelines for the Assessment of Penalties](#) (<http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>).

GRIEVANCES AND APPEALS

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#) (<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>).

Detailed Outline

Week One: Introduction, Discussion of Course Material, Methodology, and Assessment Components

Week Two: Peace: Between Mobilized Deterrence and Struggle for an International Rule-based Order

Read:

Gorman 1-39, 97-155

- David Paull Nickles, "Diplomatic History and the Political Science Wars", *Perspectives on History*, 49:5, 37-39. <https://www.historians.org/publications-and-directories/perspectives-on-history/may-2011/political-history-today/diplomatic-history-and-the-political-science-wars>
 - Daniel Laqua, "The Tensions of Internationalism: Transnational Anti-Slavery in the 1880s and 1890s", *The International History Review*, 33:4, 705-726, DOI: 10.1080/07075332.2011.620742.
 - Michael Barnett, "Saving Soldiers and Civilians During War", *Empire of Humanity*, Ithaca: Cornell University Press, 2013, 76-94. Log-in through the access box, find your university, will direct you to enter your credentials upon finding your university and gives you access through emergency access: <https://babel.hathitrust.org/cgi/pt?id=hvd.32044099086480&view=1up&seq=6>
 - M.K. Gandhi, *Hind Swaraj* (1909), Chp. XX: Conclusion: <http://soilandhealth.org/wp-content/uploads/0303critic/hind%20swaraj.pdf>
- i. The Context
 - ii. Dunant-Von Suttner: The International Red Cross and Pacifist Movements
 - iii. Scramble for Africa from: Urabi Revolution, Congo, Boer War, 1911 Franco-German Conflict over Morocco and the first Italo-Ethiopian War

Week Three: Rise of the Asian Dragon and the Balkan's Quagmire

Read

Gorman 67-80

- i. Anglo-Japanese Alliance of 1902 and the Russo-Japanese War of 1905
- ii. The Russo-American Initiative for the International Court of Justice
- iii. The Anglo-French *Entente Cordiale* and the 1907 Anglo-Russian Treaty
- iv. The Balkan Wars

Week Four: 1914-1918: Assassination in Sarajevo, Guns of August

Read

Gorman 80-82, 102-108, 109-117

Heather Jones, "International or transnational? Humanitarian action during the First World War," *European Review of History*, 16:5, 697-713. DOI: 10.1080/13507480903262702.

- i. "State-sponsored" Terrorism, Anarchism, and the European Peace
- ii. Gallipoli and the Armenian Genocide
- iii. Sykes-Picot: Arab Revolt and rise of the New Middle East
- iv. Secret State and Humanitarian Diplomacy for Peace during the War

Week Five: 1919: Wilson's Dreams and the League of Nations- The Internationalization of A Global Rule-Based Order

Read:

Gorman 76-206

Read two of the following:

- Geoffrey Best, "Peace Conferences and the Century of Total War: The 1899 Hague Conference and what came after," *International Affairs*, 75:3, 619-634, DOI: 10.1111/1468-2346.00096.
- Naoko Shimazu, *Japan, Race and Equality: The Racial Equality Proposal of 1919*, London, NY: Routledge 1998, 1-12, 164-188, DOI: 10.4324/9780203207178.
- Laura Beers (2016) The Rise of Women's Transnational Activism: identity and sisterhood between the world wars, *Women's History Review*, 25:3, 488-491, DOI: 10.1080/09612025.2015.1083213.
- Keith David Watenpugh, "The League of Nations' Rescue of Armenian Genocide Survivors and the Making of Modern Humanitarianism, 1920-1927," *American Historical Review*, 115:5, 1315-1339, DOI: 10.1086/ahr.115.5.1315.

- Rumi Yasutake, "The Rise of Women's Internationalism in the Countries of the Asia-Pacific Region during the Interwar Years, from a Japanese Perspective," *Women's History Review*, 20:4, 521-32, **DOI:** 10.1080/09612025.2011.599605.
 - Anna-Katharina Wöbse, "Oil on troubled waters? Environmental diplomacy in the League of Nations," *Diplomatic History*, 32:4, 519-37, **DOI:** 10.1111/j.1467-7709.2008.00711.
 - Mark Mazower, "The Strange Triumph of Human Rights," *The Historical Journal*, 47:2, 2004, 379-98, **DOI:** 10.1017/S0018246X04003723.
- i. League's First Challenge and the first international IGOs and NGOs
 - ii. The Redline Agreement: Anglo-French Powers, Oil Multinationals, and the Middle East
 - iii. Anglo-American Rivalry over Oil in the Middle East
 - iv. League's Intervention in the Oil Dispute between Britain and Persia

Week Six: The Three-Pronged Rise of Fascism: Death of the League of Nations by a 1,000 Cuts

Read

Gorman 86-95 and 135-155

Anti-Fascism

- Imabong D Umoren, Anti-Fascism and the Development of Global Race Women, 1928–1945, *Callaloo*, 39:1, 151-165, **DOI:** 10.1353/cal.2016.0022.

Italo-Ethiopian Conflict

- S.K.B Asante, The Afro-American and the Italo-Ethiopian Crisis, 1934-1936, *Race & class*, **1973-10**, 15:2, 167-184, **DOI:**10.1177/0030639687301500202.

Read one of the following on Spanish Civil War

- Arnold Kramer, Germans against Hitler: the Thaelmann Brigade", *Journal of Contemporary History*, **April 1969**, 4:2, 65-83, <https://www.jstor.org/stable/259662>.
- Francis Hywel, "Welsh Miners and the Spanish Civil War", *Journal of Contemporary History*, **1970-01-01**, 5:3, 177-191, **DOI:** 10.1177/002200947000500311.
- Donald MacKinnon, "The Spanish Civil War 1936-9: Catholicism's minority voice", *New Blackfriars*, **1986-11-01**, Vol.67 (799), 494-498, **DOI:**10.1111/j.1741-2005.1986.tb07053.x
- Tom Buchanan, "The Role of the British Labour Movement in the Origins and Work of the Basque Children's Committee, 1937-9", *European History Quarterly*, **1988-04**, 18:2, 155-174, **DOI:**10.1177/026569148801800202.
- Robert G. Colodny, "The U. S. Political Culture of the 1930s and the American Response to the Spanish Civil War", *Science & Society*, 53:29, **Spring, 1989**, 47-61, <https://www.jstor.org/stable/40402934>.
- Richard Veatch, "The League of Nations and the Spanish Civil War, 1936-9", *European History Quarterly*, **1990-04**, 20:2, 181-207, **DOI:** 10.1177/026569149002000202.
- *****L Mates, "Durham and South Wales Miners and the Spanish Civil War", *20th century British History*, **2006-05-25**, 17:3, 373-395, **DOI: 10.1093/tcbh/hwl020**.*****
- Elizabeth A Willis, "Medical responses to civil war and revolution in Spain, 1936-1939: international aid and local self-organization", *Medicine, Conflict, and Survival*, **2008-07-01**, 24:3, 159-173, **DOI:** 10.1080/13623690802169852.
- Julius Ruiz, 'Work and Don't Lose Hope': Republican Forced Labour Camps during the Spanish Civil War *Contemporary European History*, 18:4, **Nov 2009**: 419-441, **DOI:**10.1017/S0960777309990087.
- Daniel Maul, "The politics of neutrality: the American Friends Service Committee and the Spanish Civil War, 1936-1939", *European Review of History*, **2016-01-02**, 23:(1-2), 82-100, **DOI:** 10.1080/13507486.2015.1121972.

- Tyler Wentzell, "Canada's Foreign Enlistment Act and the Spanish Civil War", *Labour / Le Travail*, **2017-10-01**, 80:80, 213-246, **DOI:** 10.1353/lt.2017.0048.
- Maria Framke, "Political humanitarianism in the 1930s: Indian aid for Republican Spain", *European Review of History*, **January 2016**, 23:1-2, 63-81, **DOI:**10.1080/13507486.2015.1117421.
- i. Japanese Imperialism in Manchuria
- ii. Fascist, leftist, and humanitarian Intervention in the Spanish Civil War
- iii. Italian Conquest of Ethiopia: failure of state and humanitarian diplomacy

Week Seven: Read Best et al 165-198 and 143-163

Appeasement: Nazi Assault on Eastern Europe and the Decline of the League of Nations

- i. 1939: Molotov-von Ribbentrop Pact
- ii. 1939: Italian Mediation for Peace, i.e., Mussolini's Opportunism

Read

- Raymond Palmer, "Felix Kersten and Count Bernadotte: A Question of Rescue", *Journal of Contemporary History*, 29:1, 39-51, **DOI:** 10.1177/00220094940290010.
- Johan Matz, "Cables in Cipher, the Raoul Wallenberg Case and Swedish–Soviet Diplomatic Communication 1944–1947", *Scandinavian Journal of History*, 38:3, 344-366, **DOI:** 10.1080/03468755.2013.785016.
- i. League of Nations during the War
- ii. The Swiss and the International Red Cross
- iii. Raul Wallenberg, Folke Bernadotte
- iv. Iranian Schindler: Abdolhossein Sardari

Week Eight: WWII: Pearl Harbour, UN Consolidation of Globalized Rule-Based Order: Stalin's 1946 Speech as the Factual Dawn of the Cold War

Read two of the following

Fromkin, David. "Rival Internationalisms: Lodge, Wilson, and the Two Roosevelts." *World Policy Journal* 13, no. 2 (1996): 75–80.

Jeong, Gyung-Ho. "The Supermajority Core of the US Senate and the Failure to Join the League of Nations." *Public Choice* 173, no. 3-4 (2017): 325–43. <https://doi.org/10.1007/s11127-017-0481-5>.

Best, Antony. "'Our Respective Empires Should Stand Together': The Royal Dimension in Anglo-Japanese Relations, 1919-1941." *Diplomacy and Statecraft* 16, no. 2 (2005): 259–79. <https://doi.org/10.1080/09592290590948333>.

Best, Antony. "Intelligence, Diplomacy and the Japanese Threat to British Interests, 1914-41." *Intelligence and National Security* 17, no. 1 (2002): 85–100. <https://doi.org/10.1080/02684520412331306420>.

BEST, ANTONY. "THE 'GHOST' OF THE ANGLO-JAPANESE ALLIANCE: AN EXAMINATION INTO HISTORICAL MYTH-MAKING." *The Historical Journal* 49, no. 3 (2006): 811–31. <https://doi.org/10.1017/S0018246X06005528>.

Burtness, Paul S, and Warren U Ober. "Provocation and Angst: FDR, Japan, Pearl Harbor, and the Entry into War in the Pacific." *The Hawaiian Journal of History* 51, no. 1 (2017): 91–114. <https://doi.org/10.1353/hjh.2017.0004>.

Adams, Frederick C. "The Road to Pearl Harbor: A Reexamination of American Far Eastern Policy, July 1937–December 1938." *The Journal of American History* (Bloomington, Ind.) 58, no. 1 (1971): 73–92. <https://doi.org/10.2307/1890081>.

- i. US: Between Isolationism and Lend and Lease

- ii. British Alliance Building: Anglo-Soviet Invasion of Persia
- iii. Japan's Energy Crisis and the US Pacific Red Line

Week Nine: WWII: Grand Alliance Diplomacy and Rise of the Global Rule-based Order

Read two of the following

- Robert Rossow, "The Battle of Azerbaijan 1946", *The Middle East Journal*, **1956-01-01**, 10:1, 17-32, <https://www.jstor.org/stable/4322770>.
- Gary R. Hess, "The Iranian Crisis of 1945-46 and the Cold War", *Political Science Quarterly*, 89:1, **1974**, 117-146, DOI: 10.2307/2148118.
- Stephen McFarland, "A Peripheral View of the Origins of the Cold War: The Crises in Iran", 1941-47 *Diplomatic History*, **1980-10-01**, 4:4, 333-351, DOI: 10.1111/j.1467-7709.1980.tb00354.x.
- Fred H Lawson, "The Iranian Crisis of 1945-1946 and the Spiral Model of International Conflict", *International journal of Middle East Studies*, **1989**, 21:3, 307-326, <https://www.jstor.org/stable/163447>.
- David Painter, *The Cold War Begins: An International History, 1945-50*, 14-40, **Routledge: 1999**, DOI: 10.4324/9780203010037-6.
- Louise Fawcett, "Revisiting the Iranian Crisis of 1946: How Much More Do We Know?" *Iranian Studies*, 47:3, **2014**, 379-399, DOI: 10.1080/00210862.2014.880630.

- i. Between Tehran Conference and Yalta
- ii. Enters United Nations: The 1945 San Francisco Conference
- iii. UN'S First Challenge: Security Council Resolution 2 on the Soviet Occupation of Iranian Azerbaijan

Week Ten: "Dawn of the Cold War" and Churchill's Iron-Curtain Speech- The Mythical Dawn of the Cold War

Read two of the following:

Williams, Phil. "The United States and the Berlin Blockade, 1948-1949: a Study in Crisis Decisionmaking." *International Affairs* (London) 60, no. 1 (1983): 137-38. <https://doi.org/10.2307/2618976>.

Stivers, William. "The Incomplete Blockade: Soviet Zone Supply of West Berlin, 1948-49." *Diplomatic History* 21, no. 4 (1997): 569-602. <https://doi.org/10.1111/1467-7709.00089>.

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Waage, Hilde Henriksen. "The Winner Takes All: The 1949 Island of Rhodes Armistice Negotiations Revisited." *The Middle East Journal* 65, no. 2 (2011): 279-304. <https://doi.org/10.3751/65.2.15>.

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- i. Deterrence through Aid Diplomacy: Marshal Plan and Truman Doctrine
- ii. 1948 Berlin Crisis
- iii. 1948: Arab Israeli War and the Assassination of the UN Envoys
- iv. 1949: NATO

Week Eleven: 1948-1960: End of the Colonial Empires, the UN, and Threats to World Peace

Read two of the following

Matray, James Irving. "Korea: The Peninsular Origins of the War." *Korean Studies* 14, no. 1 (1990): 186-87. <https://doi.org/10.1353/ks.1990.0019>.

Gonçalves, Stéphanie. "Dien Bien Phu, Soviet Ballet, and the Cold War: The First Paris Tour, May 1954." *Dance Chronicle* 42, no. 1 (2019): 53–77. <https://doi.org/10.1080/01472526.2019.1576461>.

WHITE, NICHOLAS J. "Capitalism and Counter-Insurgency? Business and Government in the Malayan Emergency, 1948-57." *Modern Asian Studies* 32, no. 1 (1998): 149–77. <https://doi.org/10.1017/S0026749X98002996>.

Ucko, David. "Countering Insurgents through Distributed Operations: Insights from Malaya 1948-1960." *Journal of Strategic Studies* 30, no. 1 (2007): 47–72. <https://doi.org/10.1080/01402390701210756>.

Filipink, Richard M. "'Force Is the Last Method': Eisenhower, Dulles and American Intervention in the Suez Crisis." *Critique (Glasgow)* 35, no. 2 (2007): 173–88. <https://doi.org/10.1080/03017600701446165>.

- i. Korea War: The UN Police Action 1950-1953: The First and Last Direct Lethal Confrontation of the Western Liberal Democracies and Eastern Communist States
- ii. *Dien Bien Phu*: French Indochina War of 1946-1954: The Dawn of the Cold War Proxy Conflicts
- iii. *Malayan Emergency*: 1948-1960
- iv. The Suez Crisis of 1956: Pearson's Canadian Peace Diplomacy

Weeks Twelve-Thirteen: The US-USSR Cold War Confrontations from 1950s-1960s

Read two of the following:

Filipink, Richard M. "'Force Is the Last Method': Eisenhower, Dulles and American Intervention in the Suez Crisis." *Critique (Glasgow)* 35, no. 2 (2007): 173–88. <https://doi.org/10.1080/03017600701446165>.

Scott, Len. "The 'Incredible Wrongness' of Nikita Khrushchev: The CIA and the Cuban Missile Crisis." *History (London)* 100, no. 340 (2015): 210–28. <https://doi.org/10.1111/1468-229X.12104>.

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Goldstein, Yossi. "The Six Day War: The War That No One Wanted." *Israel Affairs* 24, no. 5 (2018): 767–84. <https://doi.org/10.1080/13537121.2018.1505475>.

Rodman, David. "The Arab-Israeli Balance of Power before the Six-Day War as Assessed by the American Intelligence Establishment." *Israel Journal of Foreign Affairs* 14, no. 2 (2020): 301–6. <https://doi.org/10.1080/23739770.2020.1788248>.

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- i. Cuban Missile Crisis
- ii. Spring of Prague
- iii. Six Day War