Description

This course is an introduction to the history of the modern international system. It begins with the early principles of American foreign policy. It examines the origins of World War I and why the Wilsonian moment crumbled into isolationism, economic depression, and fascism. It then reviews the causes and conduct of World War II. Then, it discusses how the United States and Europe constructed the post-war order. It introduces the Cold War, the atomic age, and the rise of China. It describes the fall of the Berlin Wall and the unique moment known as the “end of history.” It then reviews what followed: the consolidation of the European Union, democracy promotion and the Third Wave, and the rising foreign policy salience of state failure and humanitarian crises. The course then reviews the evidence for the return of history: the “clash of civilizations” theory, political instability in the Middle East, and the War on Terror. It explores democratic backsliding and evidence for institutional decay in the United States and Europe. It concludes with a discussion of the far right in comparative perspective, propaganda and censorship, and the struggle to develop international responses to climate change.

This course has two goals: to introduce students to the substantive history of the modern international system and to the methodological practice of historical and qualitative research in political science. To that end, this course has a heavy reading and writing load. In particular, it asks students to engage with primary source materials. Weekly sections will be devoted to reviewing the concepts discussed in lectures and readings, and to discussing and practicing the craft of essay writing focused upon historical cases.

Requirements

Students are expected to have read all assigned materials prior to class. Weekly reading assignments will average roughly 150 pages and will be available via Blackboard unless required for purchase or on reserve at the library.
Table 1: Components of the Final Course Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>September 8</td>
<td>10</td>
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<tr>
<td>Exam 1</td>
<td>September 21</td>
<td>15</td>
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<tr>
<td>Essay 2</td>
<td>October 20</td>
<td>15</td>
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<td>Essay 3</td>
<td>November 14</td>
<td>20</td>
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<td>Exam 2 (final)</td>
<td>TBD</td>
<td>25</td>
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<tr>
<td>Section participation</td>
<td>NA</td>
<td>15</td>
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Consonant with its focus on historical and qualitative methods, this course seeks to impart good writing skills to students. To enable improvement in writing skills over the course of the semester, the course employs a series of short graded assignments. In each assignment, students will be asked to analyze one historical case in depth, or, in some cases, to compare two cases carefully. Essays will be five to six double-spaced pages long and must be uploaded to Blackboard by 11:59pm PST on the due date. For each day the essay is late, one letter grade will be deducted. Exams will be similar to the essays in substance and spirit, but will take place in class. No makeups will be permitted except with a doctor’s note.

I reserve the right to issue pop quizzes if I deem appropriate. If issued, each pop quiz will comprise 5% of the final course grade (with the rest of the grades adjusted proportionally). No makeups on pop quizzes will be permitted without a doctor’s note.

**Technology Policy**

Research that shows that students take better notes by hand[1] and that they learn less, both individually and collectively, when laptops are in the classroom[2]. Therefore please silence and put away your cell phones and laptops before class.

**Statement on Academic Conduct and Support**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards[3]. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct[4]. If you engage in plagiarism or any other form of academic misconduct, you will fail the course. If you aid someone else’s misconduct, you will fail the course.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity[5] or to the Department of

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1. [http://pss.sagepub.com/content/25/6/1159](http://pss.sagepub.com/content/25/6/1159)
4. [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct)
5. [http://equity.usc.edu](http://equity.usc.edu)
Public Safety. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men provides 24/7 confidential support, and the sexual assault resource center webpage describes reporting options and other resources.

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Students requesting academic accommodations based on disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible. DSP is open Monday-Friday, 8:30am–5:00pm. The office is in Student Union 301 and their phone number is 213.740.0776.

**Required for Purchase**


Recommended, but also on reserve at library: Francis Fukuyama, *The End of History*.

Recommended, but also on reserve at library: Samuel Huntington, *Clash of Civilizations*.

**Recommended Reference Works**

These books provide more background on the material covered in this course. They are very good.


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6[http://adminopsnet.usc.edu/department/department-public-safety](http://adminopsnet.usc.edu/department/department-public-safety)
7[http://www.usc.edu/student-affairs/cwm/](http://www.usc.edu/student-affairs/cwm/)
8[http://sarc.usc.edu](http://sarc.usc.edu)
9[http://dornsife.usc.edu/ali](http://dornsife.usc.edu/ali)
10[http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html)
11[http://emergency.usc.edu](http://emergency.usc.edu)
8/22: Introduction and Course Overview
No readings are required for the first course meeting, which will provide an overview of the course and discuss administrative matters.

8/24: Foundations

8/29: American Foreign Policy: Founding and 19th Century
Washington’s Farewell Address, 1796.
John Quincy Adam’s Speech: Warning Against the Search for ‘Monsters to Destroy’. 1821.
The Open Door Note Submitted by U.S. Secretary of State, John Hay, 1899.
Recommended, not required: Federalist Papers, 3-5.

8/31: World War I
Woodrow Wilson speech, “Make the World Safe for Democracy”

9/5: The League of Nations
Woodrow Wilson speech in favor of the League of Nations.
Senator Henry Cabot Lodge: Case against the League of Nations.
9/7: The Great Depression and the Rise of Fascism


Adolf Hitler, “Mein Kampf”. Selections TBA.

9/12: World War II


Account of the firebombing of Tokyo.

9/14: Constructing the Liberal Order


Marshall Plan Speech, 1947

9/19: Review Session

This lecture will take the form of a review and Q&A session in preparation for the first exam.

9/21: Exam

9/26: The Cold War

Gaddis, John Lewis. *The Cold War*. Chapters TBD.


NSC 68 (1950).

9/28: Nuclear Weapons


Edward Wilson, “Thank you Vasili Arkhipov, the man who stopped nuclear war.” *The Guardian*.

FRUS documents on Cuban Missile Crisis (1962).

Peruse http://www.nuclearsecrecy.com/nukemap/
10/3: The Vietnam War


10/5: The Fall of the Berlin Wall


10/10: The End of History
Francis Fukuyama (1989). *The End of History*. Chapters TBD.

10/12: Relinquishing Sovereignty: European Union Integration and the First Gulf War


Brent Scowcroft and George H.W. Bush. *A World Transformed*. Chapter TBD.

10/17: The Third Wave of Democracy


Reagan Speech at the National Endowment for Democracy.

10/19: International Law and Humanitarian Intervention


Romeo Dallaire. *Shake Hands with the Devil*. Chapter TBD.
10/24: Clash of Civilizations?

10/26: Rise of China I

10/31: TA Lecture

11/2: Rise of China II

11/7: (Conditional) Rise of Africa: Guest Lecture
Readings TBD.

11/9: Democratic Backsliding

11/14: Terrorism and Wars in Iraq and Afghanistan
11/16: TA Lecture


11/28: Propaganda and Information Politics

11/30: Climate Change and Environmental Politics