

## GINS 4090 E Winter 2021 – 20<sup>th</sup> C Conflict, Cooperation, and Change

CARLETON UNIVERSITY  
Kroeger College of Public Affairs  
Bachelor of Global and International Studies

**Seminar:** Tuesdays | 11:35-2:25 | ONLINE

**Instructor:** Candace Sobers | **Office:** 2115 Dunton  
**E-mail:** [candace.sobers@carleton.ca](mailto:candace.sobers@carleton.ca) | **Office hours:** TUE 3:00-4:00

### **Course Description**

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Welcome to GINS 4090 E. From the Treaty of Versailles to the War on Terror, this course explores the emergence and development of the twentieth century international system of states, international institutions, and non-state actors. How did the current international system change, who were they key players, and will it survive into the twenty-first century? Concentrating on diplomatic and strategic interactions (statecraft and foreign policy) and their social, economic, political, and cultural contexts, topics covered will include the decline of European empires, Cold War competition, the rise of China, and how Walt Disney helped fight WWII.

**Format:** Meetings will take place once/week for a three-hour block. The majority of the time will be spent in class presentations and discussion based on examinations of historical documents, images, and films. Occasionally, students may be asked to watch a film, listen to a podcast, or visit a local exhibition outside of normal class hours.

**Objectives:** This course aims to re-consider the twentieth century from a global and international perspective, questioning the western-centred triumphalist narratives of the Cold War's end. Students in this course will demonstrate an understanding of the field, will research and interpret primary sources, will engage in critical historical discussions, and will complete a high quality research project. Familiarity with twentieth century history, security studies, and diplomacy is an asset.

By the end of the course students will be able to:

1. Describe the historical development of several influential theories, institutions, events, processes, and agents in the twentieth century international system, with a special focus on the liberal international order;
2. Explain key events through multiple disciplinary perspectives, including historical methods, memory studies, and international relations (IR);
3. Demonstrate enhanced critical and historical thinking and research skills through the writing of an original research paper or project.

## **IMPORTANT INFORMATION for WINTER 2020**

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- To complete this course you will need: access to a computer with word processing capabilities and a microphone, access to the internet (specifically: ability to stream, video chat, download, and upload), headphones, and, ideally, a quiet place to work.
- If you have difficulties meeting the technological requirements or if you have accessibility needs related to the requirements please inform Prof. Sobers as soon as possible.
- Only Carleton emails are acceptable for all communications. No personal accounts please.

### **Required Texts**

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Textbooks are available as electronic books (eBooks) or in hardcopy. EBooks can be purchased from the publisher's website (Note: eBook provider may require an account or free third-party software) or from major online retailers. Hardcopies can be purchased from major online retailers. A limited number will be available at the Carleton University Bookstore. ***It is strongly recommended that you purchase the online versions of the texts.***

- Mark Mazower, Governing the World: The History of an Idea, 1815 to the Present, Penguin, 2012 (hereafter: Mazower) – E book available via Amazon (requires use of Kindle app)
- William R. Keylor, Jerry Bannister, and Tracey J. Kinney, The Twentieth-Century World and Beyond: An International History since 1900, Second Canadian Edition, Oxford University Press, 2011 (hereafter: Keylor et al.) -
- Additional readings will be posted on the course website or available though ARES.

You are responsible for checking the course website regularly and reading, watching, and/or listening to all material listed for each week. Occasionally, I will post additional articles or links that are course-related and informative. For the intellectually adventurous I will happily provide more challenging readings – just ask.

### **Assignments, Evaluation, and Grading**

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Your grade in this course is comprised of two main components: participation/discussion and written assignments, plus an essay or project:

#### **(I) Participation: Class Participation/Class Conference (20%) – *ongoing/April 13th***

- Seminar attendance is expected and attendance will be taken. The participation grade will reflect the extent to which students *contribute* to class discussions in an *informed and critical manner*, not only attendance. Participants are expected to arrive each week having completed the readings, prepared or answered the discussion questions (as applicable), and equipped to

discuss the material.

- Students are expected to be in attendance for the duration of class (3 hours) each week. Arriving late/leaving at the break/leaving early does not count as ‘attendance for the duration’ and will be noted. Absences and weak and/or limited participation will result in a diminished final grade.
- If you are unavoidably prevented from attending class, please let the Instructor know as soon as possible (note: official documentation is required). If you would like to request an alternative participation arrangement, please see the Instructor no later than week 3. Alternative arrangements are at the discretion of the Instructor.
- On the final week of class each student will do a 10-minute live presentation of the research conduction for the final essay. **You must be in attendance for the duration and complete the presentation to be awarded marks for this element of the course (10%).** No make-ups, no exceptions.

#### **(II) Seminar Leader (20%) - ongoing**

- In groups of no more than 3-4, each participant will co-lead a seminar. This includes giving a 20-30-minute presentation on the week’s reading and themes, preparing 3-5 discussion questions to distribute to the class 48-hours ahead of seminar, and writing a 3-5 page reading response paper to be submitted on the day.

#### **(III) Memory and Commemoration Project (20%) – *all options due week 6***

- Complete assignment on public memorials and write reflection paper.

#### **(IV) Research Paper or Project (40%) – *final paper due Week 12***

- Students will write an 15-18 page research paper or project on an important institution, event, process, or agent in the liberal international order/twentieth century international system.

**Grading:** Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3

73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the Course Instructor subject to the approval of the Faculty Dean. This means that grades submitted by an Instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## Submitting Term Work

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**Always keep a copy of all essays, term papers, written assignments, or take-home tests submitted in your courses. You can be asked to re-submit work for evaluation.**

- **Submission of Term Work:** Upload assignments to cuLearn. No hardcopies will be accepted. All assignments are due by 5:00 pm. If the assignment portal has closed the assignment is late and late penalties of 5%/day will be applied.
- **Late penalties:** Late assignments will receive a -5% deduction for the first day, -5%/day thereafter, weekends count as one day. Barring *exceptional* circumstances, assignments will not be accepted more than three (3) days after the original deadline.
- **Policy on Extensions:** Students are not entitled to extensions on assignments. Extensions are granted *solely* at the discretion of the Instructor. While medical notes, appeals from the Registrar, etc., may be considered, please note that extensions are not guaranteed and will only be granted in the most exceptional circumstances.

## Academic Accommodations

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- **Students with Disabilities:** The [Paul Menton Centre for Students with Disabilities](#) (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

- **Illness or Injury:** In the unfortunate case of illness or injury, students are advised to complete this [Self-Declaration](#) form to request deferrals for any missed coursework due to the COVID-19 situation. Requests dealing with midterm exams, assignments or other term work should be sent to your instructor. Requests dealing with final exams should be sent to the Registrar's Office with a deferral application ([carleton.ca/registrar/specialrequests/deferral](http://carleton.ca/registrar/specialrequests/deferral)). Note that in signing the Self-Declaration form students “acknowledge that providing false or misleading information in order to avoid or delay the submission of work or to avoid an exam is a violation of section VI.4 of the Academic Integrity Policy and a formal Academic Integrity investigation will be launched,” and that “deferring the course components listed above may result in a negative impact to my academic performance. I will consult with an academic advisor as needed and be sure that I am aware of the academic withdrawal deadline and, as always, assess my continuation in my courses before that deadline.”
- **Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an [Equity Services Advisor](#) in Equity Services to complete a Letter of Accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.
- **Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an [Equity Services Advisor](#) for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).
- **Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

## Academic Integrity

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- The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
  - submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
  - using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
  - using another's data or research findings;
  - failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
  - handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."
- Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

## **Intellectual Property**

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- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). I maintain the copyright to all course materials; they may not be posted, uploaded, transferred, or sold without my express written consent in advance.

## **Course Communications**

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- All email communication to students from BGInS will be via official Carleton university e-mail accounts and/or CULearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and CULearn accounts. Please note that "I didn't check my email" will never be a valid excuse. A respectful tone is expected in all e-communication. Students can generally expect an e-mail response within 48 hours, weekends and holidays excepted.

## **Course Conduct**

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- In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. Thus, all participants are expected to arrive on-time, prepared to conduct themselves with decorum and civility, and to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.

## **GINS 4090 D 2019: Discussion Schedule**

*Each week we will discuss a selection of works related to a series of developments in the 20<sup>th</sup> century international system and the idea of the liberal international order. Representative readings are listed below; however, this list is not final and is subject to change and revision as our discussion progress.*

### **Week 1 (January 12) Introduction**

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- Keylor et al., Prologue
- Mazower, Introduction and Chapter 1
- \*Beate Jahn, “Liberal Internationalism: Historical Trajectory and Current Prospects.” International Affairs 94:1 (2018): 43-61.
- Barry Buzan and George Lawson, “The Global Transformation: The Nineteenth Century and the Making of Modern International Relations,” International Studies Quarterly 59:1 (2013): 1-39.  
-or-
- Barry Buzan and Richard Little, “The Idea of ‘International System’: Theory Meets History,” International Political Science Review 15:3 (1994): 231-255.

### **Week 2 (January 19) The Great War**

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- Keylor et al., Chapter 1
- Mazower, Chapter 5
- \*Woodrow Wilson (1918), Fourteen Points: “A Program for Peace.” The Avalon Project. URL: [http://avalon.law.yale.edu/20th\\_century/wilson14.asp](http://avalon.law.yale.edu/20th_century/wilson14.asp).
- \*Benjamin de Carvahlo et al., “The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919,” Millennium: Journal of International Studies 39:3 (2011): 735–758.

### **Week 3 (January 26) The Great Peace**

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- Keylor et al., Chapter 2

- Susan Pedersen, The Guardians: The League of Nations and the Crisis of Empire, Introduction, Chapter 12 [full text available online via MacOdrum].
- \*Erez Manela, The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism, Introduction [full text available online via MacOdrum].
- \*Daniel Laqua, “Transnational Intellectual Cooperation, the League of Nations, and the Problem of Order,” Journal of Global History 6:2 (July 2011): 223–247.
- **Webcast:** “Wilson’s Legacy Reconsidered,” Wilson Center, 9 October 2018.  
URL: <https://www.wilsoncenter.org/event/wilsons-legacy-reconsidered>

## Week 4 (February 2) Interwar Ideological Challenges

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- Keylor et al., Chapter 3, Chapter 4
- Mazower, Chapter 6
- Jan Stöckmann, “Nationalism and Internationalism in the Study of International Relations, 1900–1939,” History Compass 15:2 (February 2017): 2-13.
- Andreas Osiander (1998), “Rereading Early Twentieth-Century IR Theory: Idealism Revisited,” International Studies Quarterly 42: 409–430.
- Kevin Passmore, Fascism: A Very Short Introduction, Oxford University Press, 2002, Chapter 2 and Chapter 3 [full text available online via MacOdrum].
- Joachim C. Häberlen, “Between global aspirations and local realities: the global dimensions of interwar communism,” Journal of Global History 7 (2012): 415–437.
- “Historians Have Long Thought Populism Was a Good Thing. Are They Wrong?” Politico January 14, 2018.

## Week 5 (February 9) WWII – Assignment #1

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- Keylor et al., Chapter 5, Chapter 6
- Mazower, Chapter 7
- Mary J. Gallant and Harry M. Rhea, “Collective Memory, International Law, and Restorative Social Processes After Conflagration: The Holocaust,” International Criminal Justice Review 20:3 (2010): 265-279.
- Susan A. Brewer, “The Good War: Fighting for a Better Life in World War II,” in Why America Fights: Patriotism and War Propaganda from the Philippines to Iraq, Oxford University Press, 2009, 1-47 [full text available online via MacOdrum].

## Winter Break – February 15-19 – No Classes

## Week 6 (February 23) Building the Liberal Order

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- Keylor et al., Chapter 7
- Mazower, Chapter 7

- George F. Kennan (“X”), “The Sources of Soviet Conduct,” Foreign Affairs [July 1947],
- Adam Quinn & Michael Cox, “For Better, for Worse: How America’s Foreign Policy became Wedded to Liberal Universalism,” Global Society, 21:4 (2007): 499-519.
- David MacKenzie, “Forever adaptable: The United Nations system at 70,” International Journal 70:3 (2015): 489–498.
- Mark Mazower, “The strange triumph of human rights, 1933-1950,” The Historical Journal 47:2 (Jun 2004): 379-398.
- The United Nations Intellectual History Project (UNIHP) – take a look at this site to see how the UN reviews its own history.

## **Week 7 (March 2 The Cold War International System**

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- Keylor, et al., Chapter 8
- Mazower, Chapter 8
- Tim Dunne, “The Liberal Order and the Modern Project,” Millennium: Journal of International Studies 38:3 (2010): 16-21.
- Brendan Rittenhouse Green, “Two Concepts of Liberty: U.S. Cold War Grand Strategies and the Liberal Tradition,” International Security 37:2 (Fall 2012): 9-43.
- Cold War International History Project (CWIHP), Wilson Center – familiarize yourself with this site

### **Not required, but quite fun:**

- Robert Genter, “‘With Great Power Comes Great Responsibility’: Cold War Culture and the Birth of Marvel Comics,” Journal of Popular Culture 40:6 (2007): 953-978.
- Mike O’Connor, “Liberals in Space: The 1960s Politics of Star Trek,” The Sixties: A Journal of History, Politics and Culture 5:2 (December 2012): 185-203.

## **Week 8 (March 9) One World or Three?**

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- Keylor et al., Chapter 10
- Mazower, Chapter 9, Chapter 10
- Odd Arne Westad, Chapters 1-3, The Global Cold War: Third World Interventions and the Making of our Times, Cambridge 2006.
- Odd Arne Westad, “The Sources of Chinese Conduct,” Foreign Affairs 98:5 (September/October 2019), 86-95.
- Martin Thomas & Andrew Thompson, “Empire and Globalisation: From ‘High Imperialism’ to Decolonisation,” The International History Review 36:1 (2013), 142-170.

## **Week 9 (March 16) Cracks Appear?**

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- Keylor et al., Chapter 11
- Mazower, Chapter 11
- Max Elbaum, “What Legacy from the Radical Internationalism of 1968?,” Radical History Review Issue 82 (Winter 2002): 37–64.
- Paul Chamberlin, “The Struggle Against Oppression Everywhere: The Global Politics of Palestinian Liberation,” Middle Eastern Studies 47:1 (2011): 25-41.
- Matthew Stibbe and Zbigniew Wojnowski, “The East European '1968' and its Legacies,” August 21, 2018. URL: <https://www.wilsoncenter.org/blog-post/the-east-european-1968-and-its-legacies>.

## **Week 10 (March 23) Triumph**

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- Keylor et al., Chapter 14
- Mazower, Chapter 12
- Chris Alexander, “Three Mistakes From 1989,” Canadian International Council, November 12, 2020, URL: <https://thecic.org/three-mistakes-from-1989/>.
- Joseph M. Grieco, “Liberal International Theory and Imagining the End of the Cold War,” The British Journal of Politics and International Relations 11 (2009): 192-204.

## **Week 11 (March 30) The Clash**

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- Mazower, Chapter 13
- Samuel P. Huntington, “The Clash of Civilizations? plus Introduction by Gideon Rose,” in Foreign Affairs: The Clash at 20 July 2013.
- Nicholas J. Wheeler, Chapter 1 and Chapter 3, in Saving Strangers: Humanitarian Intervention in International Society [full text available via MacOdrum Library].
- Henry Nau, “Why ‘Conservative,’ Not Liberal, Internationalism? Orbis November 18, 2017.
- John J. Mearsheimer, “Why We Will Soon Miss the Cold War,” The Atlantic, August 1990. URL: <https://www.theatlantic.com/past/docs/politics/foreign/mearsh.htm>.
- Benjamin Miller and Ilai Z. Saltzman. “Beyond the Three 'Isms': Rethinking IR and the Post-Cold War Order,” International Politics 53:3 (May 2016): 385-414. (NB: very “IR”).

## **Week 12 (April 6) What now, what next? // *Essay due Friday by 5:00pm***

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- Keylor et al., Chapter 20
- Mazower, Chapter 13 (finish)

- Stephen M. Walt, “Why I Didn’t Sign Up to Defend the International Order,” Foreign Policy, August 1, 2018.
- Joseph S. Nye, Jr., “Will the Liberal Order Survive? The History of an Idea,” Foreign Affairs 96:1 (Jan/Feb 2017): 10-24.
- Amitav Acharya, “‘Idea-shift’: How Ideas from the Rest are Reshaping Global Order,” Third World Quarterly 37:7 (2016): 1156-1170.
- Paul D. Miller, “Non-‘Western’ Liberalism and the Resilience of the Liberal International Order,” The Washington Quarterly 41:2 (2018): 137-153.
- **Webcast:** Confronting Challenges to the Liberal World Order, February 2018.  
URL: <https://www.wilsoncenter.org/event/confronting-challenges-to-the-liberal-world-order>

### **Week 13 (April 13) Wrap-up and Course Conference**

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- Keylor et al., Chapter 21
- Mazower, Chapter 14

Course Conference:

Guest Moderator, Michael Petrou, Editor, OpenCanada.ca

