Introduction: Welcome! This course covers the development of international relations in the first half of the twentieth century. Over the next fourteen weeks, we will examine how polities and communities challenged and championed the Great Power-led international order crafted in the late nineteenth century. We will assess the First World War’s causes, contours, and consequences. We will then pass on to postwar efforts to create regional and international stability in the 1920s, followed by an examination of national responses to the global Great Depression throughout the 1930s. We will finish with the growing globalization of the Second World War, and the pre-dawn of the Cold War. These and other topics will intimately consider how the transnational transference of ideas, items, institutions, and individuals across borders helped shape international relations from 1900 to 1945.

Most importantly, in this term you will offer your unique interpretation of the issues, conflicts, and resolutions that have defined the 1900-1945 global order. You will do this through your weekly discussion meetings, through your in-class, closed note exam compositions, and through your analytic paper. I want to know what you think and why you think it. I know that my colleague in this class—your Teaching Fellow, Benjamin Welton—is also eager to learn your thoughts and opinions regarding the material covered in the class, and to see how they inform and are informed by the information we will cover this spring semester.

Course books: All students in this course must have easy access to the following three books. All are available at the Boston University bookstore and through online retailers:


Buy (and read) all three tomes!!! You will have to use them over the course of the term, as they are vital to specific assignments that comprise your overall course grade.

Grade Breakdown: There are five basic elements that determine your grade. Here they are, along with how much of your grade they compose:

Transnational History Paper (12%) Midterm Exam (16%), Discussion Participation (25%), Analytic Paper (21%), Final Exam (26%)
Each grade in this course will be a number, not a letter grade. To determine the letter value of your number grade, I have included a grade breakdown at the end of this syllabus. Also, so there are no surprises, I have indicated below what I expect from you in each of these elements.

**Transnational History paper:** The history of international relations is very much a history of transnational actors, events, and processes. International relations are often the product of transferring ideas, items, institutions, and individuals across borders. Such transferences are, by definition, transnational in nature. It is therefore important that you understand the theory and evolution of transnational history. I will go over this in our interactive meetings, and I believe Ben will likewise cover this in his weekly discussion sections. In a three-page paper due on February 21, you will conduct your own assessment on the relevance of transnational forces to international relations. Your analysis should particularly consider whether pre-1919 international relations history suggests that transnational elements affected national and international ones. I will be distributing a handout on this paper in class (and post it to the course’s website) by the second week of class.

**Midterm and Final Examinations:** Both the midterm exam (March 21) and the final exam (May 9, tentatively) will be in essay format. Both exams will be designed cooperatively by Ben and me. To prepare for these tests, you should repeatedly review the notes you take in lectures and on the readings. A week before the midterm, I will distribute a study sheet to help focus your preparations, consisting of the exam format and a list of study questions you should ask yourself after reviewing your notes for several hours; I will do the same before the final. I will also make the PowerPoint slides for exam related lectures available online a week before each exam. Both the midterm and the final exam must be taken on their assigned dates, although alternate dates will be made available if you have a legitimate and verifiable excuse.

**The Analytic Paper:** Firsthand, innovative analysis of foreign relations forms the foundation of scholarly inquiry in both history and international relations. It is a goal of this course to accustom all students to the regular scrutinizing of documents from the fin-de-siècle to the Cold War’s predawn. In a paper due on April 11, you will analyze a primary source connected to the transformation of the 1900-1945 international order. Most of you will choose a document from the course reader or from the course’s Blackboard website. You may depart from these offerings, but I strongly suggest that you run your selection by Ben, and possibly by me.

There are a few general items to keep in mind for the analytic paper. It should be five to seven pages in length, and should be double-spaced with one inch margins and twelve point font. It should present your opinion and analysis of this document, though you are encouraged to support your analysis with secondary sources (Keylor’s textbook and Saunier’s theoretical text will be necessary; other sources are recommended). It should also discuss how the prior international order shaped the document, and how the document shaped the subsequent international order. I will be providing you with a handout describing this assignment in greater detail the third week of the course. **Note:** You will have to submit these papers to Turnitin.com, as well as submit them in hard copy in class.

Above all, barring BU-approved circumstances, you must submit both papers on time. Late papers lose five points off their overall grade per day late—including weekend.
**Discussion Participation:** One way to ensure you are prepared for the significant issues that can emerge on exam questions and form the basis of an analytic paper is to participate in your weekly discussion sections. Ben will be distributing his syllabus for the weekly meetings that you will have regarding the course. Attendance and participation are mandatory, as your involvement in these group-based or classroom-wide discussions will comprise one-fourth of your overall grade. Should you miss a meeting, you need to arrange with Ben to attend another one. Ben and I request that you come prepared to discuss topics covered in these meetings, and that you show proper respect for all individuals and ideas present in the room.

**Academic Honesty:** Boston University is committed to the principles of intellectual honesty and integrity. All BU students are expected to maintain complete honesty in all academic venues, presenting only that which is their own work in tests and all other assignments. Cheating and plagiarism are serious offences, with serious consequences. BU’s Academic Code explicitly states that either will result in a failing grade on the assignment, and notification of the offense to an Academic Advisor and to the Academic Dean. You will be held accountable to the academic regulations and infractions described in it. If I consider the offense serious enough, I will automatically assign a failing grade for the course. If you have any questions about this, please contact me prior to submitting the work for evaluation.

For more on Boston University’s Academic Code, please visit the following website: https://www.bu.edu/academics/policies/academic-conduct-code/.

**Student Accommodation Services:** Boston University is committed to providing equal access to our coursework and programs to all students, including those with disabilities. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter as soon as possible after the first class to the instructor [or Head TA for multi-section classes]. After you turn in your letter, please meet with me to discuss the plan for accommodations so that we can be sure that they are adequate and you are supported in your learning. If you have further questions or need additional support, please contact the Office of Disability Services (access@bu.edu).

**Electronic materials policy:** I am happy to see electronic devices like iPads and laptops used in class to take notes; audio recordings are not allowed without proper documentation. However, I do require you to be using your electronic device for academic purposes. If I notice or Ben notices that you are not doing so, you will need to leave class.

**Course Calendar:** Note: This schedule is subject to change due to weather and other issues (Nor’Easters, anyone?). I will post changes in advance if at all possible. If issues force class cancellation, I will modify the schedule, and distribute a new one.


**Online readings:** Extracts from Queen Victoria’s speech on international affairs, 1895.
   **Online readings:** Extracts José Martí’s “Our America” (1891), and from Evangelina Cisneros’ speech at Washington, D.C., 1897.

January 29: Outlier #2: The Rise of Imperial Japan and China’s Twilight in Asia, 1853-1914.
   **Online readings:** Extracts from Dowager Empress Cixi on the Boxer Rebellion, 1899.

   **Online readings:** Extracts from Christabel Pankhurst’s January 1915 speech in the U.S.

February 5: A World at War: The First World War Intensifies and Halts, 1917-1918.


   **Online readings:** Excerpts from Ho Chi Minh’s self-determination appeal, 1919.

February 14: Stabilizing a Trans-Atlantic Europe, 1919-1929.
   **Online readings:** Extracts from an editorial by Rosa Luxemburg, January 1919.

February 19: **NO CLASS SCHEDULED** (BU operates on a Monday schedule today).

February 21: A Japanese Order in Asia (1919-1929)?
   **Online readings:** Extract from Marcus Garvey on the Washington Conference, 1921.
   **Transnational History paper due in class!!!**

   **Readings:** Keylor, 116-118. McGuire, 16-19, 135-137.
   **Online readings:** Extracts from Leon Trotsky’s “The Permanent Revolution,” (1930); and from Josef Stalin on Permanent Revolution (1924).

Online readings: Extracts from Ho Chi Minh’s foundation of the Indochinese Communist Party, 1930.

March 5: A Pan-American Western Hemisphere (1916-1929)?

March 7: The International Economic Order, 1919-1929.
Readings: Keylor, 97-110. McGuire, 150-156
Online readings: Financing documents from the American Committee for Devastated France.

March 9-17: NO CLASS SCHEDULED (Spring Break)


March 21: Midterm Exam (IN Class)

March 26: The Middle East Emerges: Palestine.
Readings: McGuire, 121-127, 200-205.

March 28: The Middle East Emerges: beyond Palestine.
Readings: McGuire, 120-121.
Online readings: Extracts from a letter from Ibn Saud to British Political Agent Major H. R. P. Dickson in Bahrein, April 12, 1920; and from a letter by Gertrude Bell, 1920.

April 2: Good Neighbors: The Western Hemisphere Changes, 1928-1939.
Online readings: Extracts from the West African Pilot.

April 4: Appeasement in Europe, 1933-1939.

April 9: Comrade Stalin Meets the World, 1929-1939.
Online readings: Extracts from Josef Stalin, “We Stand for Peace,” 1939.

April 11: Aggression in Asia, 1929-1939
Analytic Paper Due in Lecture!!!

April 16: A World at War (Again), 1939-1941.

April 18: A World at War (Again), 1941-1943.


April 25: Genocidal Actions in the Second World War.
Online sources: Excerpts from the Wannsee Protocol (1942); from Nogi Harumichi on Greater East Asia; from a Korean Perspective on Hiroshima (1945); and from the historiography of the A-Bomb decision.

April 30: The International Order in 1945.

May 2: TBA

Final Exam: Thursday, May 9, 2019, 3-5 PM

Grade Scale:
A 93-100
A- 92-90
B+ 87-89
B 83-86
B- 82-80
C+ 77-79
C 73-76
C- 72-70
D 60-69
F 0-59