

## SYLLABUS: International History

**Date / Revision** 16 October 2016 / 17 August 2017 / SaK  
**Faculty** Business and Social Sciences  
**Study Program** International Relations (INR)

### SUBJECT: International History

#### 1 Basic Information

<b>1.01</b>	<b>Subject Name</b>	<b>International History</b>
<b>1.02</b>	<b>Semester</b>	3
<b>1.03</b>	<b>Level</b>	
<b>1.04</b>	<b>SKS</b>	3
<b>1.05</b>	<b>Mandatory / Curriculum</b>	D-02
<b>1.06</b>	<b>Subject Code</b>	HIS0
<b>1.07</b>	<b>Subject Code</b>	
<b>1.08</b>	<b>Year</b>	2017
<b>1.09</b>	<b>Quality Control</b>	Final Test, OFSE, see evaluation
<b>1.10</b>	<b>Limitations</b>	Min 12 and Max 32 students in one class
<b>1.11</b>	<b>Combined with</b>	
<b>1.12</b>	<b>Perquisite</b>	None
<b>1.13</b>	<b>Responsible</b>	Sammy Kanadi
<b>1.14</b>	<b>Revision</b>	17-08-2017 / SaK

#### 2 Description of Subject

Every good IR scholar has, at some point in their scholarship, experienced dealing with history. Be it through a rewarding or annoying experience, rarely can history fail to establish itself as an indispensable element of IR researches. This is essentially true in the case of conventional IR scholarships but not less so with the more recent, non-traditional, schools of thought. Let us consider for example the much-celebrated thought in contemporary IR study: constructivism. Does it not draw most of its arguments from critical examinations of existing structure? And in doing so, does it not need to deal with how the structure came to be?

Without historical awareness there is risk of an IR piece containing erroneous facts leading to flawed conclusions—not to mention it becomes context-less because of the vacuum it situates itself in. It holds then that “knowing history” is essential in “doing IR” (although the degree of contribution to each IR

subfield is varied). Equipping undergraduate IR students—as early as possible—with historical knowledge is therefore essential in preparing them to embark on the exciting yet challenging journey of analyzing international issues. The course “International History” is specifically designed with that purpose in mind. It exposes IR students to select themes throughout human history, which are chosen according to their influence to our world today and employs both chronological and thematic organizations. Subject delivery emphasizes heavily on exposition to historical materials to allow students understand the past through a stimulating and personal way.

### 3 Objectives

- Introduce students to the main topics in the subjects.
- Locate the subject position within international studies in order for student to make critical assessment about the subject importance and relationship with other subjects in the area of study.
- Expose students to recent developments in the area.
- Familiarize students with the essential bibliography on the subject.
- Guide student on developing skills in practical aspects of the subject (if any).

### 4 Competency

After having the course, students are expected to:

- possess certain historical knowledge that is necessary for studying IR comprehensively;
- recognize the relationships between history and social sciences in general and IR in particular;
- be able to differentiate between approaches in historical vis-à-vis social science studies in order to identify their particular applications in IR study;
- develop their capacity to make use of primary sources in correct and purposeful ways;
- demonstrate critical understanding on the roots of today’s relations between states;
- structure an IR-themed presentation in which historical facts are properly considered.

### 5 Learning Approach / Methodology

- Lectures/ Class contact (time-tabled) supplemented with interactive questions and answers;
- Student Study Effort: homework/assignment; preparation for test/quizzes/ examination.

### 6 Evaluation

5.1	<b>Absence maximum</b>	25%
5.2	<b>Participation in Discussion</b>	0 Points
5.3	<b>Homework / Classwork</b>	15 Points
5.4	<b>Presentation /Simulation</b>	15 Points

5.5	<b>Daily Quiz</b>	10 Points
5.6	<b>Final Examination</b>	60 Points
	<b>Total</b>	100 Points

## 7 Text Book and Reference

<b>1</b>	<p><b>Main Text Book:</b> <i>Traditions &amp; Encounters: A Global Perspective on the Past Volume 2 from 1500 to the Present</i>, 2014. <b>Authors:</b> Jerry Bentley, Herbert Ziegler, Heather Streets Salter. <b>Publisher:</b> McGraw-Hill. <b>ISBN:</b> 978-0077504915</p>
<b>2</b>	<p><b>Supplement:</b></p> <ul style="list-style-type: none"> <li>• <i>International History of the Twentieth Century and Beyond</i>, 2008. <b>Authors:</b> Best, Anthony, Jussi M. Hanhimäki, Joseph A Maiolo, and Kirsten E. Schulze. <b>Publisher:</b> Routledge. <b>ISBN:</b> 978-1317577812</li> <li>• <i>The Parliament of Man: The Past, Present, and Future of the United Nations</i>, 2006. <b>Authors:</b> Kennedy, Paul. <b>Publisher:</b> Penguin Books. <b>ISBN:</b> 978-0141937380</li> <li>• <i>Ways of the World: A Brief Global History with Sources, Volume II</i>, 2015. <b>Authors:</b> Strayer, Robert W. and Eric W. Nelson. <b>Publisher:</b> Bedford/St. Martin's. <b>ISBN:</b> 978-1319018429</li> <li>• <i>The Pursuit of History</i>, 2015. <b>Authors:</b> Tosh, John. <b>Publisher:</b> Pearson Longman. <b>ISBN:</b> 978-1138808089</li> <li>• "The Fate of Nationalism in the New States: Southeast Asia in Comparative Historical Perspective", <i>Comparative Studies in Society and History</i> Vol. 54, No. 1, 2012. <b>Authors:</b> Sidel, John T. <b>ISSN:</b> 0010-4175</li> </ul>

## 8 Content / Topics of Lecture

Week	Content/ Topics of Lecturing	Text Book	Remark
1	<p><b>Introduction to International History</b></p> <ul style="list-style-type: none"> <li>• What is history?</li> <li>• Is historical awareness sustainable by itself?</li> <li>• How do we differentiate: international history vs. world history vs. global history?</li> <li>• SESSION HIGHLIGHT ► IH &amp; IR: Why history is useful for the study of international relations</li> </ul>	—	<p>Supplement reading assignment.</p> <p>Video review assignment.</p>
2	<p><b>Westphalian Order</b></p> <ul style="list-style-type: none"> <li>• The origin of modern system of interstate relations.</li> <li>• The concept of nation state slash state sovereignty vis-à-vis predecessor political entities.</li> <li>• SESSION HIGHLIGHT ► A Post-Westphalian World? Understanding, examining, and probing possibilities.</li> </ul>	Ch 24, 23	<p>Examining evidences:</p> <ul style="list-style-type: none"> <li>•Painting.</li> <li>•Documents.</li> </ul> <p>Video review assignment.</p>
3	<p><b>Age of Reason</b></p> <ul style="list-style-type: none"> <li>• Dethroning hegemonic authority of seventeenth century Europe: impacts on everyday life for the average Europeans.</li> <li>• Great philosophers of the Enlightenment.</li> <li>• Revolutions and reorganization of interstate relationships in Europe.</li> </ul>	Ch 28	<p>Examining evidences:</p> <ul style="list-style-type: none"> <li>•Documents.</li> <li>•Painting.</li> </ul>

	<ul style="list-style-type: none"> <li>SESSION HIGHLIGHT ► An Enlightened Society: Ideas and events with far-reaching consequences.</li> </ul>		
4	<b>Age of Empires</b> <ul style="list-style-type: none"> <li>Empire building and colonialism.</li> <li>Western empires at their height.</li> <li>Technology, industry, and state building.</li> <li>SESSION HIGHLIGHT ► The Colonial World: Perceptions of life between colonial masters vs. the colonized.</li> </ul>	Ch 29, 32	Activity: <ul style="list-style-type: none"> <li>Work with map.</li> </ul> Examining evidences: <ul style="list-style-type: none"> <li>Photographs.</li> <li>Music.</li> </ul>
5	<b>Ex Occidente ad Orientem</b> <ul style="list-style-type: none"> <li>Orientalism vs. Occidentalism.</li> <li>Encounter between civilizations: acculturation or cultural erosion?</li> <li>Modernity and (proto-)globalization.</li> <li>SESSION HIGHLIGHT ► Independent Empires of “the East”: Life in the Japanese and Ottoman courts throughout the nineteenth century.</li> </ul>	Ch 27, 31	Examining evidences: <ul style="list-style-type: none"> <li>Photographs.</li> </ul>
6	<b>The Great War</b> <ul style="list-style-type: none"> <li>Great powers rivalry.</li> <li>Causes and progress of World War I: very short overview.</li> <li>Revolution in warfare technology and techniques.</li> <li>SESSION HIGHLIGHT ► Fall of Eagles: Aftermath of a great war.</li> </ul>	Ch 33	Examining evidences: <ul style="list-style-type: none"> <li>Propaganda materials.</li> </ul>
7	<b>Interbellum</b> <ul style="list-style-type: none"> <li>Europe on the brink and the advent of American hegemony over the globe.</li> <li>Root causes of World War II: international environment in the 1930s.</li> <li>Rise of extremism.</li> <li>SESSION HIGHLIGHT ► The League of Nations: New order of the age.</li> </ul>	Ch 34	Examining evidences: <ul style="list-style-type: none"> <li>Music.</li> <li>Paintings.</li> <li>Photographs.</li> </ul>
8	<b>MIDTERM SEMESTER BREAK</b>		
9	<b>Asia and Africa in Motion</b> <ul style="list-style-type: none"> <li>World War II aftermath in non-Western world.</li> <li>Nation building vis-à-vis renewal of attempts to establish a global world order.</li> <li>SESSION HIGHLIGHT ► Tides of Freedom: Decolonization, self-determination, and the euphoria of Asia and Africa.</li> </ul>	Ch 37	QuizExamining evidences: <ul style="list-style-type: none"> <li>Symbols.</li> </ul> Supplement reading assignment.
10	<b>Encounter with History</b> <ul style="list-style-type: none"> <li>Visiting a course-related historical landmark for the purpose of in-situ learning.</li> </ul>	—	
11	<b>The Cold War</b> <ul style="list-style-type: none"> <li>Immediate aftertaste of World War II in the Western world.</li> <li>Pervasive tension between and around the two Blocs and its impacts to the world at-large.</li> <li>Institutions, progresses, and outcomes of a power balancing game.</li> <li>SESSION HIGHLIGHT ► Survival of the Disciples: Politics of small states during the Cold War.</li> </ul>	Ch 36	Activity: <ul style="list-style-type: none"> <li>Work with symbols.</li> </ul> Examining evidences: <ul style="list-style-type: none"> <li>Artifact.</li> </ul> Supplement reading assignment.
12	<b>The Nineties</b> <ul style="list-style-type: none"> <li>Disruption of order and its by-products.</li> </ul>	Ch 38	Activity: <ul style="list-style-type: none"> <li>Writing an</li> </ul>

	<ul style="list-style-type: none"> <li>Major shift in technology and industrial focus.</li> <li>Rise of regionalism.</li> <li>9/11/2001.</li> <li>SESSION HIGHLIGHT ► The Lone Victor and Those Left Behind: realization, rebirth, reinvigoration, and reorganization.</li> </ul>		<p>eyewitness piece.</p> <p>Examining evidences:</p> <ul style="list-style-type: none"> <li>News articles.</li> </ul>
13	<b>Student Presentation</b>	—	
14	<b>Student Presentation</b>	—	
15	<p><b>Making Sense of It All</b></p> <ul style="list-style-type: none"> <li>Our world since September 11, 2001: setting, characteristics, issues, and their historical bearings.</li> <li>An overview of the course as a whole while putting emphasis to the first session.</li> </ul>	—	
16	<b>Final Examination</b>		