

INR 5609 (Fall 2019) syllabus--Breslin

There are many dynamics at work in international relations. Climatic and technological changes are powerful factors. Culture is a powerful, often unrecognized, powerful factor. These factors have often humbled great powers and paved the way for the emergence of new great powers. The emergence of new great powers or the re-emergence of once great powers has profoundly affected the dynamics of international affairs.

This course seeks to provide graduate students with an overview of the dynamics of international relations in the contemporary world. It covers the period of global warming from the end of the “Little Ice Age” (1300-1850 CE) until today. In the late 19th century the United States, Germany, and Japan emerged as great powers and in the early twenty-first century China and Europe led by Germany followed. India may do so in the near future. Special attention is given to the recent emergence of China as a great power.

There are **no prerequisites** for this course, which is a hybrid lecture and seminar course. If you enroll, you will be expected to attend every class, keep up with the reading assignments, contribute to discussion of the material, and make three brief, 5-minute presentations of your research papers. Your objectives will be four: to learn a great deal about the history of international relations across the twentieth century, particularly the challenge to dominant powers posed by emerging nations such as Germany, Japan, the USA, the USSR, and lately the European Union and China; to fashion better questions to ask of the material you read and of the people with whom you discuss international relations; to present well both orally and in writing your new knowledge; to present your ideas to the public in a clear and succinct fashion.

I attach the Department’s grading matrix, which is designed to promote critical analysis as well as clarity of both written and oral expression. For scoring **oral** presentations, ignore, however, the Supporting Materials criterion—no Powerpoint presentations or other graphics are permitted for your presentations. The ten points associated with Supporting Materials are re-assigned to critical evaluation.

You are expected to attend all class meetings and come to class having completed the assigned reading and prepared to participate in a constructive manner. Without formal, written permission of the Disabilities Resource Center you may not record the class or take notes on an electronic device or on a typewriter. Taking notes by hand is proven to be superior to mechanical methods. The life of a graduate student can be very demanding. You should take good care of yourselves, including getting 8 hours of sleep and adequate physical exercise; don’t hesitate to make use of our student health services and psychological counseling services as needed. Your well-being is of utmost importance.

To provide for informed class discussion and debate, I am assigning ten common readings for this course.

In the 2016 presidential election season, the victorious candidate, Donald Trump, took an unprecedented position for a would-be president that the U.S.A., the world's greatest superpower, was in decline. What constitutes power, however, is an open question. For general background, I am assigning J. C. Sharman, *Empires of the Weak: The Real Story of European Expansion and the Creation of the New World Order*. Sven Beckert, "American Danger: United States Empire, Eurafrika, and the Territorialization of Industrial Capitalism, 1870-1950," explores the impetus the emergent U.S. gave to European empire-building in that period.

Two world wars in the twentieth century led to the collapse of western-dominated colonial empires and a cold war between the USSR and the USA that is surveyed in Carole K. Fink's *Cold War: An International History*. The Cold War ended badly for a highly militarized Soviet Union.

As the crackup of the Soviet Union approached, Japan seemed to be riding a wave of economic power to the pinnacle of the international order. It stalled out. The U.S. then appeared to have unchallenged power. Since the end of World War II the U.S. has frequently used that power violently as John Dower shows in *The Violent American Century: War and Terror Since World War II*. Early in the new century, however, after its admission to the World Trade Organization, China began to rise in an accelerated fashion.

To more deeply analyze from different theoretical perspectives the re-emergence of China, the most dynamic and greatest change in international relations in this century, I am assigning articles by Charles Doran, "Power Cycle Theory and the Ascendance of China: Peaceful or Stormy?" and Jonathan Kirshner's "The Tragedy of Offensive Realism: Classical Realism and the Rise of China." Both articles are available through the FIU library portal.

Inasmuch as India, soon to be the world's most populous nation, promises to follow in China's track, I am assigning Anja Manuel's *This Brave New World: India, China, and the United States*.

Further to encourage consideration and discussion of the role of the United States, I have assigned an article by Paul Kennedy, "A Time to Appease." This article can also be accessed through the FIU library

Mr. Trump's promise to "Make America Great Again" runs in the face of Paul Bracken, *The Second Nuclear Age: Strategy, Danger, and the New Power Politics*, which looks at the implications of the spread of nuclear weapons for the United States and other nuclear states with nuclear weapons. Concern that North Korea has emerged as a nuclear power

and Iran has potential to do so underscores the importance of the subject of Bracken's book.

Taylor Owen in *Disruptive Power: The Crisis of the State in the Digital Age* argues that the World-Wide Web has erased the constraints of geography and disrupted the Westphalian state system.

In the order that we will discuss them, the ten common required readings are:

1. Sharman, J. C. *Empires of the Weak: The Real Story of European Expansion and the Creation of the New World Order*. Princeton and Oxford: Princeton University Press, 2019. (ISBN 978-0-691-18279-7)
2. Beckert, Sven, "American Danger: United States Empire, Eurafica, and the Territorialization of Industrial Capitalism, 1870-1950," *American Historical Review*, Vol. 122: 4, pp.
3. Fink, Carole K., *Cold War: An International History*. 2nd edition. Boulder: Westview Press, 2017. (ISBN 9780813349824)
4. Dower, John W. *The Violent American Century: War and Terror Since World War II*. Chicago: Haymarket, 2017. (ISBN 978-1-60846-723-5)
5. Doran, Charles F, "Power Cycle Theory and the Ascendance of China: Peaceful or Stormy?" *SAIS Review*, 2012, Vol. 32 (11), pp. 73-87
6. Kirshner, Jonathan, "The Tragedy of Offensive Realism: Classical Realism and the Rise of China." *European Journal of International Relations* 18 (1) (March 2012), pp. 53-75.
7. Manuel, Anja. *This Brave New World: India, China, and the United States*. New York: Simon & Schuster, 2016 (ISBN 978-1-5011-2197-5)
8. Kennedy, Paul, "A Time to Appear," *The National Interest online* 06.22.2010
9. Bracken, Paul. *The Second Nuclear Age: Strategy, Danger, and the New Power Politics*. New York: St. Martin's Griffin, 2013 (ISBN 978-1-250-03735-0).
10. Owen, Taylor. *Disruptive Power: The Crisis of the State in the Digital Age*. New York: Oxford University Press, 2015. (ISBN 978-0-19-936386-5)

Students are required to write three (3) original ten (10)-page (not counting bibliography or endnotes) typed double-spaced research papers. The three papers include two (2) on the significance of the international conferences (and the Kellogg-Briand Pact) listed below. One of your papers must be on a listed conference or pact that took place before 1945 and one on a listed conference that took place since 1945.

NOTE: For any conferences involving the United States of America that took place before 1980, students should make use of the Foreign Relations of the United States (FRUS), an official publication of the U.S. Department of State. For the years down to 1960, FRUS is available electronically through the University of Wisconsin, digital.library.wisc.edu#27EBE7. For the years from 1948 to 1980 and some topics in prior years, FRUS is available at <http://history.state.gov/historicaldocuments>.

In addition to your two papers on the listed international conferences or pact, you will write a ten (10)-page paper (not counting bibliography or endnotes) on one of the following topics: nuclear proliferation; human trafficking; the World-Wide Web as a factor in international relations; drones and assassination as factors in international relations.

Your work must be in accordance with the university's academic integrity guidelines. See, integrity@fiu.edu.

I am willing to review drafts of papers and critique them, if given to me by Friday of the week before they are due. Submit the drafts to me electronically at breslint@fiu.edu.

Your grade on each of these papers is 20% of your course grade, so together they constitute 60% of your course grade. Your papers will be graded in accordance with the departmental grading matrix appended to this syllabus.

Please note that students in the Asian Studies program are limited to writing about the Asian-focused conferences and the Asian dimension(s) of conferences 1, 4, 6, 7, 10, 14, 16, 17, 18, 19, 23, and 24.

You will make one *five-minute* presentation of each of your papers. They will be presented in the chronological order of the conferences. These three presentations will together constitute 15% of your grade. The presentations will be graded in accordance with the departmental grading matrix appended to this syllabus. ***Please take special note of the time limit as your final grade will be lower if your go overtime.*** Prior practice will help you to observe the time limit. Students will be expected to comment on the presentations in a constructive fashion.

Because their contribution is valuable and the material to be covered so extensive, students are expected to attend all meetings and actively participate in the discussions.

The final written exam will constitute 25% of your final course grade. The final written exam will be given at a time and place to be announced. Please bring a blue book, write legibly, and limit your answer to one blue book. Two of the following six questions will appear on the final exam. The two questions will be chosen by chance (i.e., by the roll of a die) at the beginning of the final exam:

1. What was the most successful of the international conferences studied in this course and why was it the most successful compared to the other conferences studied?
2. Imagine that Taylor Owen was asked to write a critique of Dower's book. What would he most likely have written and how would Dower most likely respond?
3. What two questions about the dynamics of international relations in the twentieth century, if answered clearly and adequately, would best elicit the best and most comprehensive understanding of the subject? Justify your question.

4. Imagine that you have been chosen to review Sharman's book. What are its strengths and weaknesses?

5. You are networking at the International Studies Association meeting and mention that you love Bracken's book. A colleague scoffs, criticizes his work, and offers suggestions for what amounts to a fundamental rewrite. You concede very few of the colleague's points but get to thinking about how you would re-write the book. Three days later you send to a publisher a critique of Bracken's book, an outline for an alternative approach to the subject matter, and a justification for the different approach. In detail, provide the critique, the outline of the alternative approach, and the justification for the alternative approach.

6. Imagine that you were present and taking notes when Kaplan and Manuel sat down for a long discussion of their works assigned here. Detail where they agreed and disagreed.

Academic Integrity: Please note that FIU is dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the university. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Please consult the handbook.

Schedule of Presentations:

First week, class #1, August 28: Introductions. Professor addresses the overarching themes of the impact of climatological and technological change on international relations in Eurasia including the recent shift from geopolitics to geo-celestial politics and the resulting natural and structural vulnerability of contemporary powers; the evolution of diplomacy in China and Europe, Machiavellianism vs. anti-Machiavellianism. Religion as a factor in the foreign affairs of the 19th century. No student presentations.

Second Week, class #2, Sept. 4:

Discussion of Sharman, **Empires of Weakness**, ix-98.

Professor addresses the the balance of power in Europe during the Little Ice Age and international relations of China, Japan, the United States of America, and England in the millennial warming of the late 19th century. No student presentations.

Third Week, class #3, September 11:

Discussion of Sharman, **Empires of Weakness**, 99-151.

Discussion of Becker, "American Danger."

Professor addresses the Coming and Aftermath of WWI and WWII.

Fourth Week, class #4, September 18: First paper due.

Discussion of Fink, **Cold War: an International History**, 2nd ed., 1-147.

Short (5 minute) presentation by students of their paper on a pre-1945 conference.

Fifth Week, class #5, September 25:

Discussion of Fink, **Cold War: an International History**, 2nd ed., 148-247

Short (5 minute) presentation by students of their paper on a pre-1945 conference.

Professor discusses competing visions of the world: The Cold War and the role of presidential ethnicity in shaping US Foreign Policy.

Sixth Week, Class #6, October 2:

Discussion of Dower, **Violent American Century**, 1-125.

Professor discusses the rise of Japan.

Seventh Week, Class #7, October 9:

Discussion of Doran, **“Power Cycle Theory and the Ascendance of China: Peaceful or Stormy?”** *SAIS Review*, 2012, Vol. 32 (11), 73-87; Kirshner, **“The Tragedy of Offensive Realism: Classical Realism and the Rise of China.”** *European Journal of International Relations* 18 (1) (March 2012), 53-75.

Professor discusses the rise of China. One Belt, One Road or a Noose: Early Tang overextension, Song obstinacy, or the Ming Dilemma?

Eighth Week, Class #8, October 16: Second Paper Due.

Discussion of Manuel, ***This Brave New World: India, China, and the United States***, 1-186.

Short (5 minute) presentation by students of their paper on a post-1945 conference.

Professor discusses the International Situation of China: China's Strengths and Weaknesses.

Professor discusses the Politics of the Indo-Pacific

Ninth Week, Class #9, October 23:

Discussion of Manuel, ***This Brave New World***, 187-292

Discussion of Kennedy, “Time to Appear”

Short (5 minute) presentation by students of their paper on a post-1945 conference.

Professor discusses U.S. foreign policy and the “pivot to Asia.”

Tenth Week, Class #10, October 30:

Discussion of Discussion of Bracken, ***The Second Nuclear Age***, 1-211

Professor discusses U.S. Foreign Policy

Eleventh week, class #11, November 20:

Discussion of Bracken, ***The Second Nuclear Age***, 215-285.

Twelfth Week, class #12, November 27

Discussion of Owen, **Disruptive Power: The Crisis of the State in the Digital Age**, 1-210

Professor discusses Europe's foreign relations: Refugees, Brexit.

Thirteenth Week, class #13, December 4: Third Paper Due.

Short (5 minute) presentation by students of their third paper.

Professor discusses the various forms of power in international relations.

Fourteenth week, class #14, December 11:

Final Exam

Some *initial* suggestions for reading about the conferences studied are listed along with their FIU library call numbers. Of course you are encouraged to read widely and, as noted above, to use the *FRUS* series where relevant. This list is by no means comprehensive.

Please be considerate of others in your use of the library and library books and journals. Remember, the librarians are there to help you and want to do so; don't hesitate to ask a librarian if you have a question or a problem. The University community is blessed with a dedicated library faculty and staff including subject specialists. The subject specialist for Asian Studies is Holly Morganelli, 305-348-6079; holly.morganelli@fiu.edu; the subject specialist for International Relations is Carlos Fernandez, 305-348-7668; fernacro@fiu.edu.

1. Shimonoseki (1895)

- Nish, Ian. Japanese Foreign Policy, 1869-1942 (DS881.9 N58)
- Lensen, George. Balance of Intrigue: International Rivalry in Korea and Manchuria, 1884-1899 (DS915.37. L46 1982)
- Conroy, Hilary. The Japanese Seizure of Korea, 1868-1910 (DS915.C6 1960)
- Jansen, Marius. Japan and China: From War to Peace, 1894-1972 (DS740.5 J334)
- Conroy, Hilary. The Japanese Expansion into Hawaii, 1868-1898 (DU624.7 J3 C66 1973)
- Kerr, George H. Formosa: Licensed Revolution and the Home Rule Movement, 1895-1945 (DS799.75 K47)
- Kerr, George H. Formosa Betrayed (DS895.F75 K43)

2. First Hague Conference (1899)

- Davis, Calvin D. The United States and the First Hague Peace Conference (JX1916. D3)

Wank, Solomon, ed. *Doves and Diplomats: Foreign Offices and Peace Movements in Europe and America in the Twentieth Century* (JX1952 D69)

Beale, Howard K. *Theodore Roosevelt and the Rise of America to World Power* (E757.B4)

3. Mexico City Conference (Second International Conference of American States) (1901-1902)

Inman, Samuel G. *Inter-American Conferences, 1826-1954: History and Problems* (F1405 1965.Z5 I5)

Connell-Smith, Gordon. *The Inter-American System* (F1418.C813)

Connell-Smith, Gordon. *The United States and Latin America: An Historical Analysis of Inter-American Relations* (F1418.C8132 1974b)

Langley, Lester D. *America and the Americas: The United States in the Western Hemisphere* (F1418 L27 1989).

4. Portsmouth Conference (1905)

See, U.S. Department of State. *Foreign Relations of the United States, 1900-1914*, vols.1904, 1905. Available online at digital.library.wisc.edu#27EBE7

Asakawa, Kan'ichi, *The Russo-Japanese conflict: Its Causes and Issues* (DS517.A79 1970)

Okamoto, Shumpei. *The Japanese Oligarchy and the Russo-Japanese War* (DS517.13. O37);

Beale, Howard K. *Theodore Roosevelt and the Rise of America to World Power* (E757.B4)

Oyos, Matthew M., "Theodore Roosevelt and the Implements of War," *Journal of Military History* 60 (October 1996), pp. 631-55;

Dennett, Tyler, *Roosevelt and the Russo-Japanese War* (E756.D32 1959)

Best, Gary Dean, "Financing a Foreign War: Jacob H. Schiff and Japan, 1904-05," *American Jewish Historical Quarterly* 61 (June 1972), pp. 313-24 (JSTOR)

Schoenberg, Philip E., "The American Reaction to the Kishinev Pogrom of 1903," *American Jewish Historical Quarterly* 63 (March 1974), pp. 262-83) JSTOR

5. Second Hague Peace Conference (1907)

Davis, Calvin D. *The United States and the Second Hague Peace Conference: American Diplomacy and International Organization, 1899-1914* (JX1916.D32)

Wank, Solomon, ed. *Doves and Diplomats: Foreign Offices and Peace Movements in Europe and America in the Twentieth Century* (JX1952 D69)

Beale, Howard K. *Theodore Roosevelt and the Rise of America to World Power* (E757.B4)

6. Versailles (1919)

Neiberg, Michael S. *Dance of the Furies: Europe and the Outbreak of World War I*. Cambridge, Mass. 2011.

Lieven, Dominic. *Towards the Flame: Empire, War and the End of Tsarist Russia*. New York: Viking, 2015.

McMeekin, Sean. *July 1914: Countdown to War*. New York: Basic Books, 2013

Reynolds, David. *The Long Shadow: The Legacies of The Great War in The Twentieth Century*. New York: Norton, 2014

Marks, Sally. "Mistakes and Myths: The Allies, Germany, and the Versailles Treaty, 1918-1921." *The Journal of Modern History* 85 (September 2013): 632-659.

Fischer, Fritz. *Germany's Aims in the First World War* (D515.F2713 1967b)

Lafore, Laurence. *The Long Fuse: An Interpretation of the Origins of World War I* (D511.L19)

Taylor, A.J.P. *The Struggle for Mastery in Europe, 1848-1918* (D359.T33)

Ferguson, Niall. *The Pity of War: Explaining World War I*. (D521.F37.1999)

Mayer, Arno J. *Politics and Diplomacy of Peacemaking: Containment and Counterrevolution at Versailles 1918-1919* (D643.A7 MS)

Rogan, Eugene. *The Fall of the Ottomans: The Great War in the Middle East*. New York: Basic Books, 2015.

Helmreich, Paul C. *From Paris to Sevres: The Partition of the Ottoman Empire at the Peace Conference of 1919-1920* (D651.T9 H44)

Nielson, Jonathan M. "The Scholar as Diplomat: American Historians at the Paris Peace Conference of 1919." *International History Review* 14 (May 1992), pp. 228-51.

Milan Babik, "George D. Herron and the Eschatological Foundations of Woodrow Wilson's Foreign Policy, 1917-1919," *Diplomatic History* 35:5 (November 2011), pp. 837-857.

Stephen Wertheim, "The League That Wasn't: American Designs for a Legalist-Sanctionist League of Nations and the Intellectual Origins of International Organization, 1914-1920." *Diplomatic History* 35:5 (November 2011), pp. 797-836.

O'Grady, Joseph P., ed., *The Immigrants' Influence on Wilson's Peace Policies* (E768.I4)

Binkley, Robert C. "Ten Years of Peace Conference History," *Journal of Modern History* 1 (December 1929), pp. 607-29 (D1.J6)

Birdsall, Paul. "The Second Decade of Peace Conference History. *Journal of Modern History* 11 (September 1939), pp. 362-78 (D1 J6)

Hill, Thomas M., and William H. Barclay. "Interests, Ideals, and American Interventionism in World War I: An Historiographical Appraisal." *International Review of History and Political Science* 14 (February 1977), pp. 1-24 (D339.I54)

Trachtenberg, Marc. "Versailles after Sixty Years," *Journal of Contemporary History* 17 (July 1982), pp. 487-506.

Carr, Edward M. *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations* (JX3091.C3 1946)

Burns, Richard Dean and Edward M. Bennett, eds. *Diplomats in Crisis: United States-Chinese-Japanese Relations, 1919-1941* (JX1662.D55)

Kent, Bruce. *The Spoils of War: The Politics, Economics, and Diplomacy of Reparations, 1918-1932* (D648.K36 1989)

Trachtenberg, Marc. *Reparations in World Politics: France and European Economic Diplomacy, 1916-1923* (D648.T72)

7. Washington Naval Conference (1921-22) (The Washington System)

Dingman, Roger. *Power in the Pacific, 1914-1922: The Origins of Naval Arms Limitation, 1914-1922* (JX1794.D465)

Iriye, Akira. *Pacific Estrangement: Japanese and American Expansion, 1897-1911* (E183.8 J3 I74)

Fanning, Richard W. *Peace and Disarmament: Naval Rivalry and Arms Control, 1922-1933* (JX 1974.F29 1995)

Goldman, Emily. *Sunken Treaties: Naval Arms Control Between the Wars* (JX1974.7 G6525 1994)

Birn, Donald S. "Open Diplomacy at the Washington Conference of 1921." *Comparative Studies in Society and History* 12 (July 1970), pp. 297-319 (H1.C73)

Sprout, Harold, and Margaret Sprout. *Toward A New Order of Sea Power: American Naval Policy and the World Scene, 1918-1922* (E182.S79. 1969)

Andrade, Ernest. "The Cruiser Controversy in Naval Limitations Negotiations, 1922-1936," *Military Affairs* 48 (July 1984) (FIU E-journal)

Hone, Thomas C. "The Effectiveness of the 'Washington Treaty' Navy." *Naval War College Review* 32 (November-December 1979), pp. 35-59 (Govt Docs 2nd fl-D208.209)

Morely, James W. *Japan Erupts: the London Naval Conference and the Manchurian Incident, 1928-1932* (DS885.48.J36 1984)

8. Locarno Conference (1925)

Jacobson, Jon. *Locarno Diplomacy: Germany and the West, 1925-1929* (D240.J32)

Salzmann, Stephanie. *Great Britain, Germany, and the Soviet Union: Rapallo and after, 1922-1934* (DA578.S33 2003)

9. Kellogg-Briand Pact

Ferrell, Robert H. *Peace In Their Time: The Origins of the Kellogg Briand Pact* (JX 1987 A42. F4 1968)

Hathaway, Oona and Scott Shapiro. *The Internationalists: How a Radical Plan to Outlaw War Remade the World*. New York: Simon and Schuster, 2017

Wright, Jonathan. *Gustav Stresemann: Weimar's Greatest Statesman*. New York: Oxford University Press, 2004. (DD 231 S83 W75 2002)

9b. Pacifism

Schell, Jonathan. *The Unconquerable World: Power, Nonviolence, and the Will of the People*. New York: Henry Holt, 2003. (HM1281 S34 2003)

10. Brussels Conference (1937)

Paine, S.C.M. *The Wars for Asia, 1911-1949*. Cambridge, UK: Cambridge University Press, 2012.

Westad, Odd Arne. *Restless Empire: China and the World Since 1750*. New York: Basic Books, 2012.

Thompson, Jay. *The Generalissimo: Chiang Kai-shek and the Struggle for Modern China*. 2nd ed. (first edition available at FIU: DS777.488.C5. T39)

Mitter, Rana. *Forgotten Ally: China's World War II, 1937-1945*. Boston and New York: Houghton Mifflin, 2013.

Thorne, Christopher. *The Limits of Foreign Policy: The West, The League, and the Far Eastern Crisis of 1931-1933*.

Ienaga, Saburo. *The Pacific War, 1931-1945: A Critical Perspective on Japan's Role* (D767.2 J313 1978b)

Borg, Dorothy. *The United States and the Far Eastern Crisis of 1933-1938* (DS784.B65 1964)

Crowley, James B. *Japan's Quest for Autonomy: National Security and Foreign Policy, 1930-1938*. (DS888.5, C7)

Dower, John. *War Without Mercy* (D767.9 D69 1986)

Parmar, Inderjeet. *Think Tanks and Power in Foreign Policy: A Comparative Study of the Role and Influence of the Council on Foreign Relations and the Royal Institute of Foreign Affairs, 1939-1945* (E806 P35555 2004)

Morely, James W. ed. *The China Quagmire: Japan's Expansion on the Asian Continent, 1933-1941* (DS849.C6 C49 1983)

Young, C. Walter. *The International Relations of Manchuria: A Digest and Analysis of Treaties, Agreements, and Negotiations Concerning the three Eastern Provinces of China* (DS783.7 Y6 1971)

Morely, James W. ed. *The Fateful Choice: Japan's Advance into Southeast Asia, 1939-1941* (DS845.F37)

Morely, James W. *Deterrent Diplomacy: Japan, Germany, and the USSR, 1935-1940* (DS849.G4 D47)

Utley, Jonathan G. *Going to War with Japan, 1937-1941* (D742.U5 U74 1985)

11. Munich

Randall L. Schweller, "The Twenty Years' Crisis, 1919-1939: Why a Concert Didn't Arise," in Colin Elman and Miriam Fendius Elman, eds. *Bridges and Boundaries: Historians, Political Scientists, and the Study of international Relations* (Cambridge, MA, MIT Press, 2001), pp. 181-212. (D16.B84 2001)

Taylor, A.J.P. *The Origins of the Second World War* (D741.T34 1961)

Lacaze, Yvon. *France and Munich: A Study of Decision Making in International Affairs* (DC396.L23 1995)

Ragsdale, Hugh. *The Soviets, the Munich Crisis, and the Coming of World War II* (D727.R335 2004)

Leibovitz, Clement. *In Our Time: The Chamberlain-Hitler Collusion* (D727.L385 1998)

Murray, Williamson. *The Change in the European Balance of Power, 1938-1939: The Path to Ruin* (D727.M87 1984)

Khong, Yuen Foong, *Analogies at War: Korea, Munich, Dienb Bien Phu, and the Vietnam Decisions of 1965*. (Princeton, NJ: Princeton University Press, 1992 (DS558.K55 1992)

Grayling, A. C. *Among the Dead Cities: The History and Moral Legacy of the WWII Bombing of Civilians in Germany and Japan*

Sherwin, Martin J. *A World Destroyed: The Atomic Bomb and the Grand Alliance* (D753.S48 1977)

12. Bretton Woods Conference (1945)

Acheson, Dean. *Present at the Creation: My Years in the State Department* (E744.A2174);

Blum, John Morton. *From the Morgenthau Diaries* (HJ257.B 6);
Rowland, Benjamin M., ed. *Balance of Power or Hegemony: The Interwar Monetary System* (HG255.B33)

Gardner, Richard N. *Sterling-Dollar Diplomacy: The Origins and Prospects of Our International Economic Order* (HG255.G259 1980);

Oliver, Robert W. *International Economic Co-operation and the World Bank* (HG3881.O47);

Eckes, Alfred E, *A Search for Solvency: Bretton Woods and the International Monetary System, 1941-1971* (HG3881.E26).

Paterson, Thomas G. "The Abortive Loan to Russia and the Origins of the Cold War." *Journal of American History* 56 (June 1969), pp. 70-92 (E171.J87).

Block, Fred L. *The Origins of International Economic Disorder: A Study of United States International Monetary Policy from World War II to the Present* (HG3881.B547);

Helleiner, Eric. *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s* (HG3881.H418 1994)

Dobson, Alan P. "A Mess of Potage for Your Economic Birthright?' The 1941-42 Wheat Negotiations and Anglo-American Economic Diplomacy. *Historical Journal* 28 (September 1985), pp. 739-50 (D1.H33)

Eichengreen, Barry. *Global Imbalances and the Lessons of Bretton Woods*. Cambridge, MA: MIT Press, 2007.

13. Yalta Conference (1945)

Plochy, S.M. *Yalta: The Price of Peace*. New York: Viking, 2010. (D734 P55 2010)

Watt, Donald. "Britain and the Historiography of the Yalta Conference and the Cold War." *Diplomatic History* 13 (Winter 1989), pp. 67-98.

Clemens, Diane Shaver. *Yalta* (D734.C7 1945e)

Laloy, Jean. *Yalta, Yesterday, Today, Tomorrow* (D734.C7)
 Louis, William Roger. *Imperialism at Bay: The United States and the Decolonization of the British Empire, 1941-1945*. New York: Oxford University Press, 1978. (D753.L67.1978).

Snell, John L, ed. *The Meaning of Yalta: Big Three Diplomacy and the Balance of Power* (D734.C7 1945)

Theoharis, Athan G. "Roosevelt and Truman on Yalta: The Origins of the Cold War." *Political Science Quarterly* 87 (June 1972), pp. 210-241 (H1.S7)

Westad, Odd Arne. *Cold War and Revolution: Soviet-American Rivalry and the Origins of the Chinese Civil War, 1944-1946* (DS777.54.W46 1993)

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MASTER SCORING RUBRIC¹	Poor	Good	Excellent
Critical Evaluation Max points: 60	Shows little understanding of the material. Barely addresses relevant background material, no effort to draw connections among materials. Topic chosen is irrelevant or marginally relevant to assignment. 0 – 20 points	Shows general grasp of the material, but portions of paper or presentation may not address the question. Covers most, but not all of the relevant or assigned materials. Makes some effort to synthesize. Topic chosen is somewhat relevant to assignment 20 – 40 points	Shows mastery of the material. Synthesizes and integrates all of the relevant literature. Includes a wide range of published or original research and writing, and makes interesting and insightful connections and contrasts. Topic chosen is highly relevant to assignment. 40 – 60 points
Organization Max points: 10	Lacks coherence, few or no transitional devices, may clear topic or main idea. Information presented in unrelated bits and pieces. 0 – 3 points	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some problems with clarity of topic. While the question is addressed, there may be digressions or unclear connections. 4 – 6 points	Clear logical structure with an introduction, body, and conclusion. Sophisticated transitional devices. Often develops one idea from the previous one or identifies their logical relations. Guides the reader through a chain of reasoning. 7 – 10 points
Style Including, presentation grammar, and spelling. Max points:	Fails generally to follow directions, sloppy. Odd or no pagination and formatting. Little or no sections or subheadings.	Generally follows directions, but one or two problems with formatting or pagination. Some poorly placed or obscure headings and	Headings or subheadings present and logically placed, all directions followed exactly. No spelling or grammatical errors.

¹ Note: this is a master scoring rubric that will be used in this format and with these point totals for all majors sampled for the purposes of measuring “critical thinking” and “written and oral communication” for the ALCs.

10	Contains numerous grammatical errors and typos, or poor grammar. 0 – 3 points	subheadings. Well written but may contain one or two spelling and grammatical errors. 4 – 6 points	7 – 10 points
Follows guidelines Max points: 10	Fails to follow guidelines for word length, delivery time, minimum number of sources, accurate citation of sources. Deadline(s) not met. 0 – 3 points	Meets some guidelines and does not meet others for word length, delivery time, minimum number of sources, accurate citation of sources. 4 – 6 points	Meets all guidelines for word length, delivery time, minimum number of sources, full and accurate citation of sources. Deadline(s) met. 7 – 10 points
Supporting Materials Max points: 10	Little or no supporting materials utilized (graphics, maps, charts, tables) are used to explain and reinforce content. Accuracy and / or neatness of supporting materials may be seriously in question. 0 – 3 points	Some supporting materials utilized (graphics, maps, charts, tables) are used to explain and reinforce content. Accuracy and / or neatness of supporting materials may be marginal 4 – 6 points	Supporting materials utilized (graphics, maps, charts, tables) are used to explain and reinforce content. Supporting materials accurate and neatly presented. 7 – 10 points