
20TH CENT. DIPLOMATIC HISTORY in Fall 2018 (HI3054)

Course Code	HI3054	Professor(s)	Oleg Kobtzeff
Prerequisites	None	Office Number	GL 16
Class Schedule	WF: 10:35-11:55 in A-1	Office Hours	Walk in: Tuesdays & Fridays: 1:00 PM - 3:00 PM Or, by appointment only Tuesdays, Wednesdays & Fridays before 10:30 AM or Wednesdays early afternoon)
Credits	4	Email	okobtzeff@aup.edu
Semester	Fall 2018	Office Tel. Ext.	688 officehours only

Course Description

COURSE DESCRIPTION: (or why is it necessary to learn about “old stuff”?)

Why is it relevant to study events of more than a hundred years ago? How can this this old information be of any use to you in the world today? How on earth can studying the Hague conference of 1907 help you find a job?

Gaining a global view on the diversity of cultures : analyzing history

Globalization may no longer seem as new and exciting as it was to students twenty years ago. Yet, it is still a primary challenge to function as an actor in 21st century societies. Globalization still challenges us when we are exposed to historical analysis: too often our perceptions of past historic events is based on high school narrations of our own country’s history. A purpose of HI/PO3035 is to explore new worlds, new civilizations and discover how they interact among themselves and how they are different yet sometimes similar to the culture(s) most familiar to each student. A historic approach to international relations offers a privileged view of all cultures and societies in their great diversity: history reveals their roots.

History: not as boring as you think.

If history is presented as a string of events lined up episode after episode as in a soap opera, then indeed it becomes just a “story” that can be dry, boring and completely useless in a career. It would be no more than a game of trivia. So why is it important to understand “old stuff” like the Sykes-Picot agreement, the 1979 US-Chinese agreement on a “one China policy”? When a recent US president-elect threatens the agreement on a one China policy thus already destabilizing US-Chinese relations before even entering the White House, or when all

parties concerned in Middle Eastern tensions and conflicts blame all their sorrows on the 1916 Sykes-Picot agreements, we need to understand what is being discussed.

Why we all need to be historians: an antidote against ideological manipulation and a discipline in critical thinking for any profession, worldwide.

Moreover, on a global scale, powerful media outlets and inescapable social networks challenge us with increasing intensity and frequency to ideological interpretations of history. Propaganda, conspiracy theories and ideologically motivated disinformation campaigns aim to rewrite geopolitical reality. The purpose is often to demonize, or on the contrary, glorify countries and communities that are the target or the business partners of those manipulating us into taking the wrong decisions. As businessmen or business women or simple voters, we must be aware of those manipulations. Very often, those manipulative discourses are based on revisionist versions of 20th century history. To detect those attempts at manipulation, we must know that 20th century history...

Understanding the present world through history.

Many geopolitical situations of our present world, its conflicts, or, on the contrary, the strife for peace of many of its populations, find their origins in the past twelve or thirteen decades. This is the history of international relations in a world order known by our grand-parents and great-grand-parents, destroyed in 1914, reshaped in the 1920s and 1930s, reshaped again in 1945 and that is again, being reshaped since 1991. It analyses all of the major national, regional and global political structures and networks of nation-states, empires, non-state actors, IGOs – how they existed in the early 1900s and how they evolved into the present. It examines the creation of the Bismarckian system, the origins of World War I and World War II, and the creation of a united Europe in the post-war period. It investigates the efforts of the European, American, African and Asian state systems to adapt to the opposing challenges of nationalism and globalization

Course Learning Outcomes

Gaining a global view on the diversity of cultures : analyzing history

Finding pleasure and personal intellectual reward in the study of history and (“History: not as boring as you think.”)

Improving critical thinking in a world of informational confusion and manipulation (history "as an antidote against ideological manipulation and a discipline in critical thinking for any profession, worldwide”).

Understanding the present world through history: understanding how originated today’s nation-states, empires, regional organizations, non-state actors, IGOs and situations of peace or of conflict.

Knowing the fundamentals of international law and diplomacy.

For ICP majors: be familiar with the basic historic background of questions studied in other

courses in the ICP program

General Education

Course Outline

COURSE OUTLINE:

1. CHAPTER ONE. BISMARCK'S WORLD: 1815-1878-1914: A BALANCE OF POWER.
2. CHAPTER TWO. THE CAUSES of WORLD WAR I
3. CHAPTER THREE. THE AFTERMATH OF WORLD WAR ONE
4. CHAPTER FOUR. CHINA and EAST ASIA: 1900 – THE PRESENT
5. CHAPTER FIVE. THE CAUSES of WORLD WAR II
6. CHAPTER SIX. FROM DUMBARTON OAKS (1944) TO THE PARIS 2015 CLIMATE CONFERENCE: THE TRIUMPH OF INTERNATIONAL CULTURE AND INSTITUTIONS FOR PEACE?
7. CHAPTER SEVEN. FROM THE CONFERENCE OF THE HAGUE (1949) AND ROME (1957) TO THE LISBON CONFERENCE OF 2009: THE EVOLUTION OF EUROPE.
8. CHAPTER EIGHT. FROM THE INDIAN INDEPENDENCE ACT OF 1947 TO THE BANGKOK DECLARATION OF 1967 AND BEYOND: DECOLONIZATION AND THE RISE OF THE "GLOBAL SOUTH".
9. CHAPTER NINE. THE COLD WAR

CLASS SCHEDULE:

Wed CHAPTER ONE. BISMARCK'S WORLD: 1815-1878-1914: A BALANCE OF
09/12 POWER.

Read : I. 1878 – 1914: "la Belle Epoque": peace, progress and prosperity
 Kissinger: chapter 2. The Hinge: Theodore Roosevelt or Woodrow Wilson

 Kissinger: chapter 3. From Universality to Equilibrium: Richelieu, William of
 Orange, and Pitt

Fri 09/14 CHAPTER ONE. BISMARCK'S WORLD: 1815-1878-1914: A BALANCE OF POWER. (continued)

II. A balance of powers?

A. The shape of the world 1815-1871: continuity and change

B. The factors of stability

1. A first success at establishing peace and stability: the « Concert of Nations » (the system of the Congress of Vienna of 1815).

2. The system of alliances created by Berlin 1878.

3. An involuntary liberal model for world equilibrium peace and prosperity

a) The old cosmopolitan structures: socialism, the first NGOs, the peace movement, the 19th century MNCs, religion, aristocratic cosmopolitanism

b) Diplomatic initiatives for peace or for limitation of war: the Geneva and Hague conferences, the creation of the Permanent Court of Arbitration, etc.

Read : • Kissinger: chapter 4. The Concert of Europe: Great Britain, Austria, and Russia

Kissinger: chapter 5. Two Revolutionaries: Napoleon III and Bismarck

Sunday September 16: Last day to DROP/ADD courses

Wed 09/19 CHAPTER ONE. BISMARCK'S WORLD: 1815-1878-1914: A BALANCE OF POWER. (continued)

II. A balance of powers? (continued)

C. The factors of instability

1. Limitations of the Bismarckian system and nationalism.

2. French foreign policy as a destabilizing factor

3. Russian foreign policy as a destabilizing factor

4. Bilateral and multilateral rivalries

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- a. Franco-German rivalries and their causes
 - b. Anglo-German rivalries and their causes

Read : Kissinger: chapter 6. Realpolitik Turns on Itself
Fri 09/21 CHAPTER TWO. THE CAUSES of WORLD WAR I

I. A Civilization in Crisis

This sub-chapter analyses the socio-psychological and cultural climate of perceived instability and insecurity in pre-WWI populations of Europe and North America. Although this is not diplomatic history per se, it will be argued that diplomacy can only reflect public opinion and its perceptions of the world -- in this case a world perceived as hostile and instable. The reasons for these perceptions are a major cause of WWI (this sub-chapter, however, will not constitute exam questions).

Read: (nothing compulsory; see professor for recommended reading)

Wed 09/26 CHAPTER TWO. THE CAUSES of WORLD WAR I

II. The Large Scale Geopolitical Causes of Tensions

A.. Colonial Rivalries and alliances in Africa

B. The Decline of the Ottoman Empire, Arab separatism and the Drives for Oil in the Middle East

Read:

- Kissinger: chapter 7. A Political Doomsday Machine
- Article: "[Scramble for Africa](#)"
- Kitchen, James, E., "Colonial Empires after the War/Decolonization", 1914-1918-online. *International Encyclopedia of the First World War*, online
http://encyclopedia.1914-1918-online.net/article/colonial_empires_after_the_war_decolonization

Fri 09/28 CHAPTER TWO. THE CAUSES of WORLD WAR I

II. The Large Scale Geopolitical Causes of Tensions (continued)

C. "The Oriental Question" or "the Balkanic powder keg"

Read : • Kissinger: chapter 8. Into the Vortex: The Military Doomsday Machine
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Wed 10/3 CHAPTER THREE. The Aftermath of World War One

I. Paris Peace Conferences and treaties (Versailles, St Germain, Trianon, Sèvres)

Consequences for Germany

Consequences for countries of ex-Austro-Hungarian Empire

Read : Kissinger: chapter 9. The New Face of Diplomacy: Wilson and the Treaty of Versailles

Fri 10/5 CHAPTER THREE. The Aftermath of World War One (continued)

II. The new political geography

A. Changes in Europe

1. The creation of new states

a) dismantlement of the Austro-Hungarian Empire

b) the formation of Yugoslavia

c) dismantlement of the Russian Empire and formation of the USSR

Read : • Kissinger: chapter 10. The Dilemmas of the Victors
 • Anonymous, "[Treaty on the Creation of the USSR](#)" (online)
 • Anonymous, "[History of Soviet Russia and the Soviet Union \(1917–27\)](#)" (online)

Wed10 /10 CHAPTER THREE. The Aftermath of World War One (continued)

II. The new political geography (continued)

A. Changes in Europe

2. The new Turkey and the treaty of Kars and Lausanne

B. The changes in the areas of colonization

1. The new states and mandates of the Middle East from the Sykes-Picot agreement to the present situation of Arab monarchies

- Read :
- Anonymous : "[Partitioning of the Ottoman Empire](#)"(online)
 - [Global Connections – Middle East website](#) by PBS (online)

Fri 10/12 Work session: preparation for exercise 1

CHAPTER THREE. The Aftermath of World War One (continued)

II. The new political geography (continued)

B. The changes in the areas of colonization (continued)

2. Africa

3. The Pacific

- Read :
- Caroline Authaler and Stefanie Michels, "Post-war Colonial Administration (Africa)",
http://encyclopedia.1914-1918-online.net/article/post-war_colonial_administration_africa

Wed 10/17 CHAPTER THREE. The Aftermath of World War One (continued)

III. The League of Nations: assets & liabilities

- Read :
- Alan Sharp, "The Paris Peace Conference and its Consequences",
http://encyclopedia.1914-1918-online.net/article/the_paris_peace_conference_and_its_consequences (online)
 - (handout see Blackboard : "League of Nations: assets and liabilities")

Fri 10/19 **MIDTERM exercise 1 deadline (Questions to propose)**

CHAPTER THREE. The Aftermath of World War One (continued)

III. The League of Nations: assets & liabilities (continued)

Read : (finish previous readings)

Monday February 26 to Friday March 9: no classes (spring break)

Wed **MIDTERM: exercise 2 (Quiz)**

10/24

CHAPTER FOUR. CHINA and East ASIA: 1900 – THE PRESENT

PART 1: Japan between 1867 and 1937: why peace could not be an option

I. The Physical Geography of Japan: an example of geographic determinism in geopolitics?

II. The Meiji Revolution

III. The Sequestration of Japan

iV. Japan's extreme and only solution: territorial expansion

Read : Kobtzeff, Oleg: "Totalitarian Times—Total War, Global War: the Roots of World War II and the Nature of the Conflict", in Hall Gardner & Oleg Kobtzeff, eds., *The Ashgate Research Companion to War*, Farnham: Ashgate, 2012 , pp. 337-370 (available through AUP Library) (read the pages on Japan)

Wolfram Eberhard, *A History of China*, Berkeley & Los Angeles: UCLA Press, 1969 ([available online : here](#))

Chapter X: (C) The Manchu Dynasty (1644-1911)

- 7 European Imperialism in the Far East, p. 285
- 9 Collision with Japan; further Capitulations, p. 294

10 Russia in Manchuria, p. 296

Fri 10/26 CHAPTER FOUR. CHINA and East ASIA: 1900 – THE PRESENT

PART 2: China: a country of extreme instability

I. The major problems:

- 1) A pre-colonial situation
- 2) The opium industry and addiction epidemic
- 3) widespread corruption
- 4) Resistance to modernization
- 5) Loss of control: organized crime, secret societies, epidemics of drug addiction

II. The 1911-1912 Revolution and the civil war of the 1920s - 1930s

the forces in presence: Kuo Min Tang vs. Communists vs. Beiyang government, warlords, and foreign powers

Read : Wolfram Eberhard, *A History of China*, Berkeley & Los Angeles: UCLA Press, 1969 ([available online : here](#))

Chapter X: (C) The Manchu Dynasty (1644-1911)

- 11 Reform and reaction: The Boxer Rising, p. 296
- 12 End of the dynasty, p. 299

Chapter XI: THE REPUBLIC (1912-1948)

- 1 Social and intellectual position, p. 303
- 2 First period of the Republic: The warlords, p. 309
- 3 Second period of the Republic: Nationalist China, p. 314

October 31 – November 4: Fall break: no classes

Wed CHAPTER FOUR. CHINA and East ASIA: 1900 – THE PRESENT

11/7

III. The wars of 1937-1950

IV. The Evolution of the Two Chinas and their relations with the world
1950-present

Read : Eberhard, *A History of China*

Chapter XI: THE REPUBLIC (1912-1948)

4 The Sino-Japanese war (1937-1945), p. 317

Chapter XII: PRESENT-DAY CHINA

- 1 The growth of communism, p. 320
- 2 Nationalist China in Taiwan, p. 323

3 Communist China, p. 327

Also: research all relevant material in Kissinger (important: the author of your textbook was a major actor in China-US relations in the 1960s-1970s, read the pages in his book relevant to this sub-chapter as a primary source).

Fri 11/9 ***Last day to withdraw from a course or to choose credit/no credit option***

CHAPTER FIVE. THE CAUSES of WORLD WAR II

II. The Economic difficulties

A. The cost of World War I

B. The First Crisis: hyper-inflation (1916-1923)

C. The Second Crisis: deflation (1929-193...?)

Read :

- Kobtzeff, Oleg: "Totalitarian Times—Total War, Global War: the Roots of World War II and the Nature of the Conflict", in Hall Gardner & Oleg Kobtzeff, eds., *The Ashgate Research Companion to War*, Farnham: Ashgate, 2012 , pp. 337-370 (available through AUP Library)

Wed
11/14

CHAPTER FIVE. THE CAUSES of WORLD WAR II (continued)

III. THE GEOPOLITICAL ANTAGONISMS

A. Japan's struggle against economic isolation and Western expansionism (brief recap)

B. Choosing between Hitler and Stalin? the ambiguities of Soviet Foreign Policy

C. The consequences of intra-European and transatlantic/transpacific protectionism

D. Conclusions: "The Spirit of Munich": Misplaced pacifism in democracies and mixed loyalties vs. preparedness and aggressiveness of the dictatorships

- Read :
- Kissinger: chapter 12. The End of Illusion: Hitler and the Destruction of Versailles
 - Kissinger: chapter 13. Stalin's Bazaar
 - Kissinger: chapter 14. The Nazi-Soviet Pact

Fri 11/16 CHAPTER SIX. From Dumbarton Oaks (1944) to the Paris 2015 climate conference: the triumph OF international culture and institutions for peace?

I. From the declaration of the "United nations" to the conferences of

II. Dumbarton Oaks (1944) and San Francisco (1945)

III. Financial and economic issues: the conference of Bretton Woods (1944)

IV. The UN system

V. The NGOs

- Read :
- Kissinger: chapter 15. America Re-enters the Arena: Franklin Delano Roosevelt
 - United Nations website: [History of The United Nations Charter](#) (articles are not in chronological order begin reading from 1941, continue in chronological order until 1945 "San Francisco Conference")
 - "the Commanding Heights" PBS website: [Bretton Woods](#) (also

read about IMF and World Bank on the same page)

- “the Commanding Heights” PBS website: "[The World Bank](#)" (Excerpt from *Commanding Heights* by Daniel Yergin and Joseph Stanislaw, 1998 ed., pp. 79-80.)

Wed 11/21 CHAPTER SEVEN. From the conference of The Hague (1949) and Rome (1957) to the Lisbon conference of 2009: the evolution of Europe.

- I. First attempts at the unifying Europe
- II. The Council of Europe
- III. 1951, the Treaty of Paris: the European Coal and Steel Community (ECSC)
- IV. Rome, 1957: the birth of the European Economic Community
- V. From a European confederation to a federal state? Maastricht (1992) and Lisbon (2009)
- VI. Other European organizations since the late 20th-century.
- VII. Other European confederations of the 1950s and 1960s

Read :

- Kissinger: chapter 24. Concepts of Western Unity: Macmillan, de Gaulle, Eisenhower, and Kennedy
- Miniature ebook: CVCE, [Historical events in the European integration process \(1945–2014\)](#)
- surf the University of Luxembourg’s CCVE research center’s website : <http://www.cvce.eu/en>

Fri 11/23 CHAPTER EIGHT. From the Indian Independence Act of 1947 to the Bangkok declaration of 1967 and beyond: decolonization and the rise of the "Global South".

- I. Causes for the independentist and anti-Western movements in the colonies
- II. Independence and partition of the Indian empire
- III. Indonesia
- IV. the British colonies : decolonization and formation of the Commonwealth
- V. Vietnam: the French decolonization process, partition and the conflict involving the US

Read : - The Map as History website > Decolonization after 1945: [Independence for India and Pakistan](#)

Wed 12/28 CHAPTER EIGHT. From the Indian Independence Act of 1947 to the Bangkok declaration of 1967 and beyond: decolonization and the rise of the

"Global South" (continued)

- VI. Algeria and the French Maghreb
- VII. The process of decolonization in sub-Saharan Africa; neocolonialism and its consequences today.
- VIII. The Bandung Conference and the Non-aligned movement
- IX. The emerging powers and confederations of Asia

Read : - Anonymous: "[Decolonization](#)" (online)

Fri 11/30 CHAPTER NINE. The Cold War

- I. 1945-1953: from the Berlin airlift to the death of Stalin
- II. The Korean War

Read :

- - Kissinger: chapter 17. The Beginning of the Cold War
- - Kissinger: chapter 18. The Success and the Pain of Containment
- - Kissinger: chapter 19. The Dilemma of Containment: The Korean War
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Wed 12/5 CHAPTER NINE. The Cold War. (continued)

- III. 1953-1964: the era of Khurshchiov (the Berlin Wall, the Cuban missile crisis, the beginning of détente)
- IV. 1964-1986: flux and reflux of confrontation and détente

Read :

- Kissinger: chapter 20. Negotiating with the Communists...
- Kissinger: chapter 21. Leapfrogging Containment: The Suez Crisis
- Kissinger: chapter 22. Hungary: Upheaval in the Empire

Fri 12/7 CHAPTER NINE. The Cold War. (continued)

- V. Carter, Giscard, Helmut Schmidt, Mitterrand and the Soviet leaders
- VI. From the Reykjavik to the Cyprus conference: the end of the cold war

Read :

- - Kissinger: chapter 28. Foreign Policy as Geopolitics: Nixon's Triangular Diplomacy
- - Kissinger: chapter 29. Détente and Its Discontents
- Kissinger: chapter 30. The End of the Cold War: Reagan and

Gorbachev

Wed
12/12

- PREPARATION FOR EXAMS

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Friday Dec 21 2018 8:30AM : FINAL EXAM SESSION: Second quiz (Exercise 4: 10 minutes) + Final essay (Exercise 5: 2 hours 20 minutes)

Textbooks

Title	Author	Publisher	ISBN	Required
Diplomacy..	Kissinger, Henry.	Simon & Schuster	9780671510992	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially

during the Drop/Add and Exam Periods.

Grading Policy

- Exercise 1: “You are the professor” take-home assignment - preparation for midterm quiz : 5% (pass or fail, late submissions will be graded “fail”). Students must compose themselves a list of 20 questions that would seem the most relevant for a professor to ask during a quiz. This exercise was considered as very useful and educational by students last semester and will be explained in detail in class.
- Exercise 2: Midterm: quiz : 20%
- Exercise 3: take-home assignment - preparation for End of semester quiz: 5%. (same as exercise 1)
- Exercise 4: End of semester quiz: 20%.
- Exercise 5 :Final: in-class written 5 page essay (no books no notes) : 40%
- Participation :10% **No computers are to be used in class** - the instructor doesn't care if you waste your class session surfing on Facebook, however 1. computers prevent you from taking notes correctly; 2. the instructor will share what Microsoft and Apple engineers in charge of training seminars think of this subject: you will be surprised.

Other
