

**History 381/Public Affairs 388K  
International History since 1898**

Wednesdays, 9:00am-12:pm  
Spring 2015  
University of Texas at Austin  
Garrison Hall 1.122

Professor Jeremi Suri  
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Office hours:  
Tuesdays, 10:30-11:30am in Gar 2.122  
Thursdays, 11am-12pm in SRH 3.378

**Course Aims**

This is a graduate reading course designed to facilitate historical and policy research across regions and methodological approaches. Intensive course readings will examine historical scholarship on the major international phenomena and events that transformed multiple societies during the twentieth century. Topics will include globalization, industrial capitalism, total war, economic depression, fascism, communism, Cold War, decolonization, post-industrial capitalism, human rights, and terrorism. The course will analyze how different societies and regions experienced common phenomena and events in diverse ways. The course will also interrogate legacies, memories, myths, and lingering traumas.

## Assigned Readings

### **Books for Purchase at the University Co-op**

Books are also on reserve at UT's Perry-Castañeda Library

Bayly, C. A. *The Birth of the Modern World, 1780-1914* (Malden, Mass.: Blackwell Publishing, 2004). Paperback. 978-0631236160.

Clark, Christopher. *Sleepwalkers: How Europe Went to War in 1914* (New York: Harper, 2014). Paperback. 978-0061146664.

Costigliola, Frank. *Roosevelt's Lost Alliances: How Personal Politics Helped Start the Cold War* (Princeton: Princeton University Press, 2012). Paperback. 978-0691121291.

Fukuyama, Francis. *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy* (New York: Farrar, Straus, and Giroux, 2014). Paperback. 978-0374227357.

Inboden, William. *Religion and American Foreign Policy, 1945-1960: The Soul of Containment* (New York: Cambridge University Press, 2010). Paperback. 978-0521156301.

Leffler, Melvyn. *A Preponderance of Power: National Security, the Truman Administration, and the Cold War* (Stanford: Stanford University Press, 1993). Paperback. 978-0804722186.

Logevall, Fredrik. *Embers of War: The Fall of an Empire and the Making of America's Vietnam* (New York: Random House, 2014). Paperback. 978-0375756474.

Siegel, Jennifer. *For Peace and Money: French and British Finance in the Service of Tsars and Commissars* (New York: Oxford University Press, 2014). 978-0199387816.

Snyder, Timothy. *Bloodlands: Europe Between Hitler and Stalin*. (New York: Basic Books, 2012). Paperback. 978-0465031474.

Stone, Norman. *The Eastern Front, 1914-1917* (New York: Penguin, 2004). Paperback. 978-0140267259.

Suri, Jeremi. *Liberty's Surest Guardian: American Nation-Building from the Founders to Obama* (New York: Free Press, 2011). 978-1439119129.

Tooze, Adam. *The Deluge: The Great War, America, and the Remaking of the Global Order, 1916-1931* (New York: Viking, 2014). 978-0670024926.

Vogel, Ezra. *Deng Xiaoping and the Transformation of China* (Cambridge, Mass.: Harvard University Press, 2011). 978-0674055445.

### **Reading Assignments**

This course includes a heavy load of weekly reading – generally a full book per week. Students are expected to read all of the assigned materials carefully and critically *before each seminar meeting*. Focus on each author’s key arguments and how they relate to larger historical concerns and debates – how is the author trying to change the way we think about international history? Interrogate narrative strategies – how does the author assemble his or her story for the purpose of convincing the reader? Pay close attention to sources – how does the author “prove” his or her point? Most important, as the semester progresses think about how the assigned readings relate to one another – how is each author responding to other scholars?

### **Weekly Response Essays**

Each week by **5:PM** on the **Tuesday before class**, all students should post a short response essay on the course website (available through UT’s Blackboard):

<https://courses.utexas.edu>.

This response essay should include 3 basic paragraphs. The first paragraph should summarize the key arguments in the readings and their significance. The second paragraph should analyze how the week’s readings relate to other course and outside texts. The third paragraph should offer the student’s critical assessment of the week’s readings: What was most persuasive? What was least persuasive? Which are the issues and questions that need more attention? What kind of new research do the readings inspire?

Students are expected to read each other’s weekly essays before class. They are also expected to comment substantively on each other’s essays. The weekly essays and comments will provide a starting point for each week’s class discussion.

### **Grading**

Weekly Response Essays and Comments	35%
Weekly Class Discussion Participation	35%
Final Project	30%

### **Academic Accommodations and Academic Integrity**

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 or 471-6441.

Academic integrity is central to the mission of the university. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the Internet, or created by another student. For more information about the university's expectations for academic integrity, see:

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php).

### **Final Project (due 5/13)**

Reading and writing remain the bread-and-butter of historical scholarship, but digital media are changing the ways that scholars formulate, organize, present, and disseminate their work. Inspired by these opportunities (especially for young scholars), the final project for this course will explore creative use of Internet web content and presentation for research and writing in international history. Each student will be expected to do the following:

1. Use web space provided to each student by the university to create a unique international history website.

2. Design a website that provides intelligent non-expert (non-historian) readers with:
  - a. An understanding of what constitutes international history;
  - b. An overview and critical review of some of the most important literature in the field (use revised versions of your weekly response papers);
  - c. Links and guidance for primary document sources available online;
  - d. Links to syllabi for courses taught to graduate and undergraduate students in international history and related fields;
  - e. Historical pictures and maps that will be most relevant for non-experts;
  - f. Additional creative items that will distinguish your website.
  
3. Add a blog to your website:
  - a. Write an initial blog post that links some of the material on your website to a contemporary topic of interest to non-expert readers;
  - b. Solicit comments on your initial blog post from at least 3 people **not** in our course;
  - c. Write responses to these comments;
  - d. Write a second blog post on your website.

Your websites will be judged by 5 criteria:

1. Scholarly quality.
2. Accuracy.
3. Relevance.
4. Effectiveness.
5. Creativity.

Please send the link for your completed website to Professor Suri by **May 13**. Please send your link to Professor Suri's email: [suri@austin.utexas.edu](mailto:suri@austin.utexas.edu).

Professor Suri will share links to the student websites with everyone in the course after May 13. If you do not wish to share your website with other students, please let me know.

1/21 Introduction: What is international history? How do we contribute to this field?

### **Part I: The Modern International System**

1/28 Bayly, *The Birth of the Modern*.

2/4 Siegel, *For Peace and Money*.

### **Part II: The Great War and After**

2/11 Clark, *Sleepwalkers*.

2/18 Stone, *The Eastern Front*.

2/25 Tooze, *The Great Deluge*.

### **Part III: The Second World War**

3/4 Snyder, *Bloodlands*.

3/11 Costigliola, *Roosevelt's Lost Alliances*.

3/18 SPRING BREAK – No Class.

### **Part IV: Cold War**

3/25 Leffler, *A Preponderance of Power*.

4/1 Inboden, *Religion and American Foreign Policy*.

4/8 Logevall, *Embers of War*.

4/15 Vogel, *Deng Xiaoping*.

**Part V: Lessons and Legacies**

4/22 Suri, *Liberty's Surest Guardian*.

4/29 Fukuyama, *Political Order and Political Decay*.

5/6 Discuss Final Projects

**5/13 Final Projects Due.**