

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

Wednesdays, 9:00am-12:pm  
Spring 2021  
University of Texas at Austin  
Hybrid/Blended Delivery

Professor Jeremi Suri  
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Office hours online  
by appointment

### **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 democratization, 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.

### **Course Delivery**

Due to the COVID-19 pandemic, this is a hybrid/blended course. Our meetings during the first half of the semester will be online, through Zoom. If health conditions allow, we will attempt one or two in-person class meetings during the second half of the semester. These in-person sessions will be added to the existing syllabus, and they will be optional for students. No student will be required to attend an in-person session if she/he has health or related concerns.

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

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations.

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. A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking, and paraphrasing, can be found at the Office of the Dean of Students web page (<http://deanofstudents.utexas.edu/conduct/>) and Graduate Studies (<http://www.utexas.edu/ogs/ethics/transcripts/academic.html>). The University has also established disciplinary procedures and penalty guidelines for academic dishonesty, especially Sec. 11.504 in Appendix C of the Institutional Rules on Student Services and Activities section in UT's General Information Catalog.

### **COVID Syllabus Guidance from the UT Provost**

Due to COVID-19 and its attendant challenges, the UT Provost's office has required a number of announcements in each course syllabus.

**Safety and Class Participation/Masks:** We will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow these important rules.

- **Every student must wear a cloth face-covering properly in class and in all campus buildings at all times.**
- **Students are encouraged to participate in documented daily symptom screening.** This means that each class day in which on-campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking

app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

- Information regarding [safety protocols with and without symptoms](#) can be [found here](#).

If a student is not wearing a cloth face-covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](#) working with [Services for Students with Disabilities](#).

**Sharing of Course Materials is Prohibited:** No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**Class Recordings:** Class recordings (if any are made) are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

**COVID Caveats:** To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

### Required Book Readings

- Bayly, C. A. *The Birth of the Modern World, 1780-1914* (Malden, Mass.: Blackwell Publishing, 2004). Paperback. 978-0631236160.
- Ben-Ghiat, Ruth. *Strongmen: Mussolini to the Present* (New York: W.W. Norton, 2020). 978-1324001546.
- Bix, Herbert. *Hirohito and the Making of Modern Japan* (New York: Harper Collins, 2000). Paperback. 978-0062560513.
- Carter, Zachary D. *The Price of Peace: Money, Democracy, and the Life of John Maynard Keynes* (New York: Random House, 2020). 978-0525509035.
- Clark, Christopher. *Sleepwalkers: How Europe Went to War in 1914* (New York: Harper, 2014). Paperback. 978-0061146664.
- Getachew, Adom. *Worldmaking After Empire: The Rise and Fall of Self-Determination* (Princeton: Princeton University Press, 2019). 978-0691179155.
- Hull, Isabel. *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany* (Ithaca: Cornell University Press, Cornell University Press, 2006). Paperback. 978-0801472930.
- Immerwahr, Daniel. *How to Hide an Empire: A History of the Greater United States* (New York: Farrar, Straus, and Giroux, 2019). Paperback. 978-0374172145.
- Jacobs, Seth. *Rogue Diplomats: The Proud Tradition of Disobedience in American Foreign Policy* (New York: Cambridge University Press, 2020). 978-1107079472.
- Nasaw, David. *The Last Million: Europe's Displaced Persons from World War to Cold War* (New York: Penguin, 2020). 978-1594206733.
- Osseo-Asare, Abena Dove. *Atomic Junction: Nuclear Power in Africa After Independence* (New York: Cambridge University Press, 2019). Paperback. 978-1108457378.
- Suri, Jeremi. *Henry Kissinger and the American Century* (Cambridge, Mass. Harvard University Press 2007). Paperback. 978-0674032521.
- Tooze, Adam. *Crashed: How a Decade of Financial Crises Changed the World* (New York: Viking, 2018). Paperback. 978-0-670-02493-3.
- Zweig, Stefan. *The World of Yesterday*, trans. Anthea Bell (Lincoln: University of Nebraska Press, 2013 edition). Paperback. 978-0-8032-2661-6.

### **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 Canvas system):

<http://canvas.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%

### **Final Project (due May 12)**

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 12**. Please send your link to Professor Suri's email: [suri@austin.utexas.edu](mailto:suri@austin.utexas.edu).

1/20 Introduction: What changed in the late 19<sup>th</sup> century?  
Zweig, *The World of Yesterday*.

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

1/27 Bayly, *The Birth of the Modern*.

2/3 Hull, *Absolute Destruction*.

2/10 Jacobs, *Rogue Diplomats*.

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

2/17 Clark, *Sleepwalkers*.

2/24 Carter, *The Price of Peace*.

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

3/3 Bix, *Hirohito and the Making of Modern Japan*.

3/10 Nasaw, *The Last Million*.

3/17 SPRING BREAK – No Class.

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

3/24 Immerwahr, *How to Hide an Empire*.

3/31 Getachew, *Worldmaking After Empire*.



4/7 Suri, *Henry Kissinger and the American Century*.

4/14 Osseo-Asare, *Atomic Junction*.

**Part V: Global Backlash**

4/21 Tooze, *Crashed*.

4/28 Ben-Ghiat, *Strongmen*.

5/5 Discuss Final Projects.

**5/12 Final Projects Due.**