



UNIVERSITY OF NEW YORK IN PRAGUE

Course: POL102 History of International Systems (3 US credits/6 ECTS)
Semester: Spring 2024
Prerequisites: None
Instructor:

1. Catalogue Description

A historical approach to international relations and diplomacy from classic times to the contemporary world.

2. Course Purpose

The course is a historical and theoretical analysis of the evolution of international relations. It describes in a historical way the evolution of international relations from ancient times until today using as a point of reference the concept of the international system. The course contributes to strengthening the theoretical understanding of the discipline of international relations and enables students to apply the notion of the international system to describe historical and contemporary models of international relations. In the course, the students will use concepts such as hegemony, balance of power, imperialism, bipolarity, and global governance to describe different periods of the history of international relations.

3. Required Readings:

Buzan, B. and Richard Little (2000), *International Systems in World History: Remaking the Study of International Relations*. Oxford: Oxford University Press.

Baylis, John, Steve Smith and Patricia Owen(eds.), *The Globalization of World Politics: An Introduction to International Relations, 6th edition* (Oxford: Oxford University Press, 2014)

Reading of the selected chapters and articles that appear in the section course schedule is also compulsory.

4. Additional Readings

- Ambrosius, Lloyd E. *Wilsonian Statecraft: Theory and Practice of Liberal Internationalism during World War I*. Scholarly Resources, Inc., 1991.
- Anderson, Benedict. *Imagined Communities*. London: Verso, 1983.
- Boardman, John, et. al. eds. *The Oxford History of Greece and the Hellenistic World*. Oxford: Oxford University Press, 1991
- Boardman, John, et. al. eds. *The Roman World*. Oxford: Oxford University Press, 1988.

- Davies, Norman. *Europe at War, 1939-1945: No Simple Victory*. London: Macmillan, 2006.
- Dower, John W. *War without Mercy: Race and Power in the Pacific War*. New York: Pantheon Books, 1986.
- Elkins, Caroline. *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*. New York: Henry Holt, 2005.
- Erichsen, Casper and David Olusoga. *The Kaiser's Holocaust: Germany's Forgotten Genocide*. London: Faber and Faber, 2010.
- Finkel, Caroline. *Osman's Dream: The History of the Ottoman Empire*. New York: Basic Books, 2005.
- Hobsbawm, Eric J. *Age of Empire, 1875-1914*. New York: Vintage Books, 1989.
- _____. *Nations and Nationalism since 1780*. Cambridge: Cambridge University Press, 1990.
- _____. *The Age of Extremes: A History of the World, 1914-1991*. New York: Vintage Books, 1996.
- Hochschild, Adam. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Houghton Mifflin Company, 1998.
- Horne, Alister. *A Savage War of Peace: Algeria, 1954-1962*. New York: New York Review of Books, 1977.
- Hourani, Albert. *A History of the Arab Peoples*. New York: Warner Books, 1991.
- Judt, Tony. *Postwar: A History of Europe since 1945*. New York: Penguin, 2005.
- Kowner, Rotem. "Becoming an Honorary Civilized Nation: Remaking Japan's Military Image During the Russo-Japanese War, 1904-1905." *The Historian* 64:1 (September, 2001): 19-38.
- Leuchtenburg, William E. "The Needless War with Spain," in Kenneth Alfers J., *Readings in United States History from 1877*, 55-62. New York: American Heritage, 1997.
- Lovell, Julia. *The Opium War*. London: Picador, 2011.
- Macmillan, Margaret. *Paris 1919: Six Months that Changed the World*. New York: Random House, 2003.
- Manela, Erez. *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*. Oxford: Oxford University Press, 2007.
- Meredith, Martin. *The State of Africa: A History of the Continent since Independence*. London: Simon and Schuster, 2005.
- Patel, Kiran Klaus. *The New Deal: A Global History*. Princeton: Princeton University Press, 2016.
- Preston, Diana. *The Boxer Rebellion*. New York: Berkley Books: 2000.
- Prunier, Gérard. *The Rwanda Crisis: History of a Genocide*. New York: Columbia University Press, 1995.
- Snyder, Timothy. *Blood Lands: Europe between Hitler and Stalin*. London: Penguin Random House, 2010.

5. Learning Outcomes

Knowledge obtained:

Students will learn to

- be familiar with the concept of the international system, be able to define and identify different theoretical models of systems;
- link historical periods and models of international relations and their normative underpinnings;
- describe current developments in international relations using the theoretical framework of international systems' theory;
- evaluate in a critical way the different theoretical approaches and make an informed choice of those IR paradigms that provide a coherent analysis of the ideas and the practices of the discipline.

Skills gained:

Students will be able to

- have insights into the historical and theoretical frameworks of the academic literature on international affairs and apply these frameworks in order to understand and interpret current processes and dynamics in international affairs;
- understand the concept of global governance and be able to describe different models identifying their main characteristics;
- apply theoretical and conceptual knowledge to real-life cases and to use critical thinking to interpret them
- be familiar and be able to explain the notions of order and change in the context of international relations developments and processes;
- to research topics in the history of international affairs, to interpret them and to present the findings in a professional manner.

6. Course Schedule

Date	Topic	Readings and assignments
Week 1	The Notions of World System and International Relations	<ul style="list-style-type: none"> • Buzan, B. and Richard Little (2000), <i>International Systems in World History: Remaking the Study of International Relations</i>. Oxford: Oxford University Press., CH 1 & 2
Week 2	The Greeks: Democracy & Diplomacy	<ul style="list-style-type: none"> • Thucydides. "The Debate on Mytilene," in Rex Warner, trans. <i>Thucydides: History of the Peloponnesian War</i>. Penguin Books, 1970: 180 – 191. • Robert Jackson and Patricia Owen, CH 2 'The evolution of international society' in Baylis, John, Steve Smith and Patricia Owen(eds.), <i>The Globalization of World Politics: An Introduction to</i>

		<p><i>International Relations, 6th edition</i> (Oxford: Oxford University Press, 2014)</p> <ul style="list-style-type: none"> • Buzan, B. and Richard Little (2000), <i>International Systems in World History: Remaking the Study of International Relations</i>. Oxford: Oxford University Press., CH 8, 9, 10 & 11
Week 3	The Roman Empire	<ul style="list-style-type: none"> • Stearns, Peter N. et. al. <i>World Civilizations: The Global Experience</i> [selections]. Fifth Edition. 142-157. Pearson Longman, 2007. • Hollister, C. W., & Bennett, J. M. (1982). <i>Medieval Europe: a short history</i>. Wiley, Part I: The Early Middle Ages: The Birth of Europe 500-1000 • Hollister, C. W., Leedom, J. W., Meyer, M. A., & Spear, D. (1982). <i>Medieval Europe: a short sourcebook</i>. Knopf., selected readings (to be read in class)
Week 4	The Rise of Christian Europe & Other Civilizations	<ul style="list-style-type: none"> • Hollister, C. W., & Bennett, J. M. (1982). <i>Medieval Europe: a short history</i>. Wiley, Part I: The Early Middle Ages: The Birth of Europe 500-1000 • Hollister, C. W., Leedom, J. W., Meyer, M. A., & Spear, D. (1982). <i>Medieval Europe: a short sourcebook</i>. Knopf., selected readings (to be read in class)
Week 5	The Rise of the Islamic State	<ul style="list-style-type: none"> • Saunders, J.J. "The Civilization of Islam," in Kevin Reilly, ed. <i>Readings in World Civilizations</i>. Vol. I. Second Edition. New York: St. Martin's Press, 1992 (214-222). • Hollister, C. W., & Bennett, J. M. (1982). <i>Medieval</i>

		<p><i>Europe: a short history</i>, CH 7, 9, 10,11 & 13</p> <ul style="list-style-type: none"> Hollister, C. W., Leedom, J. W., Meyer, M. A., & Spear, D. (1982). <i>Medieval Europe: a short sourcebook</i>. Knopf., selected readings (to be read in class)
Week 6	China's Confucian Empire	<ul style="list-style-type: none"> Stearns, Peter N. et. al. <i>World Civilizations: The Global Experience</i> [selections]. Fifth E Confucius. "The Analects of Confucius" [selections], in Kevin Reilly, ed. <i>Readings in World Civilizations</i>. Vol. I. Second Edition. New York: St. Martin's Press, 1992: 144-149. 46-54. Pearson Longman, 2007. Han Feizi. "Legalism: The Writings of Han Fei Tzu (Han Feizi)" [selections], in Philip F. Riley, et. al., eds. <i>The Global Experience: Readings in World History to 1500</i>. Vol I. Third Edition. New Jersey: Prentice Hall, 1998: 96-101. Buzan, B. and Richard Little (2000), <i>International Systems in World History: Remaking the Study of International Relations</i>. Oxford: Oxford University Press., CH 12, 13, 14 & 15 Kennedy, P. (2017) <i>The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500-2000</i>. London: William Collins, CH 1 Wallerstein, I. (2007), <i>World-Systems Analysis: An Introduction</i>. Durham: Duke University Press. CH 2 & 3
Week 7	Midterm exam	All students

Week 8	From the Rule of the Nobles to the Rise of the State	<ul style="list-style-type: none"> • Buzan, B. and Richard Little (2000), <i>International Systems in World History: Remaking the Study of International Relations</i>. Oxford: Oxford University Press., CH 12, 13, 14 & 15 • Kennedy, P. (2017) <i>The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500-2000</i>. London: William Collins, CH 1 • Wallerstein, I. (2007), <i>World-Systems Analysis: An Introduction</i>. Durham: Duke University Press. CH 2 & 3
Week 9	Liberal Revolutions and their Global Significance, the Congress of Vienna, the Concert of Europe	<ul style="list-style-type: none"> • Kennedy, P. (2017) <i>The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500-2000</i>. London: William Collins, CH 4 • Wallerstein, I. (2007), <i>World-Systems Analysis: An Introduction</i>. Durham: Duke University Press. CH 4
Week 10	Europe and the World: Imperialism, Colonization	<ul style="list-style-type: none"> • Loomba, A. (2007). <i>Colonialism/postcolonialism</i>. Routledge., CH 1 • Osterhammel, J. (1997). <i>Colonialism: A theoretical overview.</i>, excerpts • Morgenthau, Hans (1993) <i>Politics among Nations</i>, 6th edition. New York: McGraw Hill, CH 5
Week 11	The World War I – causes, the League of Nations	<ul style="list-style-type: none"> • Susan L. Carruthers, CH3 'International history 1919-1945' in Baylis, John, Steve Smith, and Patricia Owen (eds.), <i>The Globalization of World Politics: An Introduction to International Relations, 6th edition</i> (Oxford: Oxford University Press, 2014)

		<ul style="list-style-type: none"> • Kennedy, P. (2017) <i>The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500-2000</i>. London: William Collins, CH 5 & 6 • Morgenthau, Hans (1993) <i>Politics among Nations</i>, Brief Edition, New York: McGraw Hill, CH 20
Week 12	The Failed Peace – the World War II and What Came from It	<ul style="list-style-type: none"> • Susan L. Carruthers, CH3 ‘International history 1900-1945’ in Baylis, John, Steve Smith and Patricia Owen(eds.), <i>The Globalization of World Politics: An Introduction to International Relations, 6th edition</i> (Oxford: Oxford University Press, 2014) • Kennedy, P. (2017) <i>The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500-2000</i>. London: William Collins, CH 5 & 6 • Morgenthau, Hans (1993) <i>Politics among Nations</i>, Brief Edition, New York: McGraw Hill, CH 20 Class 12: Vietnam War; discussion of final essay
Week 13	The Great Division: The Cold War, the Non-Aligned Movement, Decolonization	<ul style="list-style-type: none"> • Len Scott, CH 4 ‘International history, 1945-1990’ in Baylis, John, Steve Smith, and Patricia Owen (eds.), <i>The Globalization of World Politics: An Introduction to International Relations, 6th edition</i> (Oxford: Oxford University Press, 2014) • Kennedy, P. (2017) <i>The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500-2000</i>. London: William Collins, CH 7 • Meredith, Martin. <i>The State of Africa: A History of the Continent since Independence</i>.

		<p>Chapters 8,9. London: Simon and Schuster, 2005.</p> <ul style="list-style-type: none"> • Dietmar Rothermund 'The era of non-alignment' • Lorenz Luthi 'The non-aligned: apart from and still within the Cold War' • Natasa Miskovic 'Between idealism and pragmatism: Tito, Nehru and the Hungarian crisis, 1956' • Amit Das Gupta 'The non-aligned and the German question' • Jovan Cavoski 'Between Great Powers and Third World neutralists: Yugoslavia and the Belgrade Conference of the Non-Aligned Movement 1961' • ...in Miskovic, N., Fischer-Tiné, H., & Boskovska, N. (Eds.). (2014). <i>The non-aligned movement and the cold war: Delhi-Bandung-Belgrade</i>. Routledge.
Week 14	The USSR collapse, the New World Order, the Future of International Systems	<ul style="list-style-type: none"> • Michael Cox, CH 6 'From the cold war to the war on terror' in Baylis, John, Steve Smith and Patricia Owen(eds.), <i>The Globalization of World Politics: An Introduction to International Relations, 6th edition</i> (Oxford: Oxford University Press, 2014) • Richard Crockatt, CH 5, 'The end of the Cold War' in Baylis, John, Steve Smith, and Patricia Owen (eds.), <i>The Globalization of World Politics: An Introduction to International Relations, 6th edition</i> (Oxford: Oxford University Press, 2014).
Week 15	Final exam	All students

7. Course Requirements and Grading – the course will be graded based on:

Class participation & engagement	10%
Midterm Exam	20%
Memos/policy papers (5)	25%
Final paper	15%
Final Exam	<u>25%</u>
Total	100%

Class participation & engagement (10%)

A large part of the course depends on lively discussion of the reading assignments and lectures. Approximately 50 – 70 minutes of the class will be set aside for discussion of the reading assignments. The instructor will use workshop and seminar style approach in classes aimed at interaction with students and encouraging their active participation to create an active learning environment. The tasks assigned and completed in the class will range from asking questions with the goal of fostering discussion on studied topics, to using different techniques of active student participation (turn to your neighbor technique, once around the seminar room technique, elevator speech, role reversal) to small group exercises, debates and role playing. Since active participation comprises 10% of the overall evaluation of the students' performance in this course, students are strongly encouraged to actively and engage in constructive discussions and other in-class tasks (freeriding will be noted and will not be tolerated). The instructor is interested in hearing your own well-reasoned, evidence-based views, ideas, and opinions. Reluctance to participate actively is likely to result in a mediocre mark and disruptive activity (late arrival, chat, etc.) will result in a low mark (and in extreme cases with the inability to successfully graduate from the course).

Attendance is compulsory and will be considered as a part of the class engagement and active participation grade. Any student missing more than 20% of the classes (3 full classes, 9 individual hours of classes) will have failed the course unless special circumstances took place.

Midterm exam (20%)

Testing the students' preparation, knowledge, and understanding of discussed topics until the date of the midterm exam in class, **asking 5 open questions and 5 true/false questions**. Students are strongly encouraged to read relevant required readings, assigned texts, and study materials provided by the instructor in the class, including presentations (unless specifically stated otherwise). The exam questions will aim to inquire about the students' ability to describe, analyze and critically reflect specific topics or issues (such as arguments of a scholar Y, concepts, etc.), and to think creatively and innovatively (such as outline a range of possible solutions to a problem Z). The aim of the exam is to assess the progress of students in the first half of the course and to evaluate the students' grasp of the most important topics, their understanding of it, and their critical-analytical and reasoning skills.

Memos/policy papers (5) (25%)

Students are required to write 5 memos/policy papers to successfully graduate from the course. Failure to submit 3 or more position papers automatically means failing the entire course. Students can pick which memos/policy papers they submit except for the memo/policy paper on the topic of “the rise of Christian Europe and other civilizations” – this memo/policy paper is mandatory for all students to turn in. More details can be found in a separate document in the course folder at the online UNYP e-learning platform. The goal of the memos/policy papers is not to try to find the “right” answer, as rarely such a thing exists. The memos/policy papers give students an opportunity to develop their own argumentation skills through a structured, facts-based critical-analytical reflection of a given problem, and to learn how to work with literature (proper citations, not just copying statements of others but critically reflecting them through presentation of your own objective, fact-based analytical opinion). Memos/policy papers are based on role-playing and should enable students to develop understandings of other people’s motivations, decision-making and perspectives. Presentation of student’s memos/policy papers in class and the relevant discussion about is a part of this portion of the final grade. The memos/policy paper must be submitted on eLearning every Sunday 23:59 prior to a respective class.

Final paper (15%)

Each of the students will have to produce an original long essay that must include an appropriate bibliography and format. Deadlines, topics, and length will be fixed in the first weeks of the course. Those students who failed to fulfil the requirements that will be provided would fail and would not score any point for this part of the evaluation. Please, note that this include missing the deadlines to turn in the papers. Any form of plagiarism will be punished severely according to UNYP policies, that includes copying and pasting from the Internet or paraphrasing (sources of information must always be properly identified).

Final Exam (25%)

Testing the students’ preparation, knowledge, and understanding of discussed topics from the class after the midterm exams until the final exam in class, **asking 5 open questions and 5 true/false questions**. Students are strongly encouraged to read relevant required readings, assigned texts and study materials provided by the instructor in the class, including presentations (unless specifically stated otherwise). The exam questions will aim to inquire about the students’ ability to describe, analyze and critically reflect specific topics or issues (such as arguments of a scholar Y, concepts, etc.), and to think creatively and innovatively (such as outline a range of possible solutions to a problem Z). The aim of the exam is to evaluate the students’ grasp of the most important topics, their understanding of it, and their critical-analytical and reasoning skills.

Grading scale

Letter Grade	Percent (%)	Generally Accepted Meaning	Notes
A	95-100	Outstanding work	x
A-	90-94		x

B+	87-89	Good work, distinctly above the average	x
B	83-86		x
B-	80-82		x
C+	77-79	Acceptable Work	x
C	73-76		x
C-	70-72		x
D+	67-69	Work that is significantly below average	Credits for the course will not transfer to ESC
D	63-66		
D-	60-62		
F	0-59	Work that does not meet the minimum standards for passing the course	No credits awarded

8. Key UNYP Policies

Attendance:

-It is your responsibility to show up to class on time. If you are late, you will be marked as absent for that hour. **If you miss more than 9 (nine) hours of class for any reason, you will automatically fail the entire course. Pay strict attention to this. This class policy is standard UNYP policy.**

Academic Honesty

- The university's rules on academic dishonesty (e.g., cheating, plagiarism, submitting false information) will be strictly enforced. Please familiarize yourself with the **student honor code** or ask your instructor for clarification.
- For examinations: copying from your neighbor, communicating with another student, using a phone or anything similar will result in you failing the exam.
- In assignments, properly note your sources with academic citations. Copying and pasting from the Internet without accurately citing the source may be considered plagiarism. Students may be required to submit papers electronically, which could mean an automated check for plagiarism via the Turnitin resource. Students may also be required to defend the content of a paper orally to an instructor as a check on authorship.
- This list is not exhaustive, so please review the Student Code carefully and ask the instructor for clarification if you have questions. Violators will face serious penalties, including possible dismissal from the university.

9. General Requirements

- Students are expected to attend each class session and participate in a positive way. Through the course, we may discuss topics and opinions that some of us may find unfamiliar, sensitive, or offensive. We examine these topics to understand them – not to condone or assault. The instructor expects students to engage with the content and your colleagues with **respect**. Please talk to me if you feel uncomfortable, if you have questions, or if you need help.

- Students are expected to come to class fully prepared to discuss homework readings, projects, or cases.
- Students are expected to turn in homework assignments at the beginning of the class period on the day they are due. Failure to do so (late submission) will result in 50% grade deduction.
- Students are expected to leave their mobile phones, beepers, pagers, and so forth switched off.
- Students may not use laptops or netbooks for any reason other than taking notes. **Do not** surf the Web during class time. If you do, you will lose the privilege to use a laptop or netbook.
- In the event of illness or emergency, contact your instructor **in advance** to determine whether special arrangements are possible.

10. European Credit Transfer and Accumulation System (ECTS)

- Students who complete the course will receive 6 ECTS credits, which are the equivalent of 3 American credits. (In other words, 2 ECTS credits equal 1 American credit hour.)
- Further, 1 ECTS credit corresponds to 25-30 hours of work. Thus, a 6-credit ECTS course (equivalent to a 3-credit American course) will total 150-180 projected work hours.

11. Technology Expectations

Assignments, excluding those that are carried out exclusively in class, must be completed on a computer. Students are assumed to be familiar with the use of the Internet and with the gathering of data from the Worldwide Web. This will be a necessary tool for carrying out some of the course assignments (i.e., long essay or class presentations).