Committee on International Studies
Joseph L. Klesner
Spring 2005
Horwitz House 3
PBX 5311

INST 201:

THE EXPANSION OF INTERNATIONAL SOCIETY

This is the required, introductory, sophomore-level course for the major in International Studies. It has two main objectives: (1) International Studies majors (and other students) will acquire a common basis of knowledge about the evolution of our modern world system, as some prefer to call it, or our contemporary international society, as this course labels it. No one-semester course can cover all aspects of the evolution of our international society; this course chooses as its subject the relations between the imperial powers and the peoples they colonized from the sixteenth century to the present, emphasizing particularly the wave of Spanish colonization, nineteenth-century colonization, and twentieth-century reactions by the colonized peoples to imperialism. The economic, political, and cultural forces that propelled European imperialism will be explored, as will the cultural, religious, social, political, and economic consequences of imperialism. Considerable attention will be paid to the emerging international society of the twenty-first century. Alternative disciplinary approaches and alternative social science paradigms that consider these issues will be assessed. (2) Students will focus on the country or region in which they plan to study for their junior semester or year abroad, thereby gaining specific knowledge of that country or region before going there to study. This focus will be acquired through a research paper, the major assignment for the course. Those who have already studied abroad or will not have the opportunity to do so will also be able to learn more about one other country or region through this assignment.

Requirements. A **research paper** of about fifteen pages in length is the most important writing assignment in this course. It will count as 35 percent of the final grade and will be due on **April 27**. The objectives of the research paper are twofold: (1) to allow students to learn something in detail about the country in which they will study next year (or might wish to study at another time, for those who will not be studying abroad next year), and (2) to help students learn how to acquire information about other countries and international affairs generally in the library, especially in light of the explosion of electronic sources of information in recent years. In fact, we will pay special attention to studying resources produced in a variety of media that reflect the interdisciplinary and international goals of the course. Therefore, there will be a series of **research exercises** designed to teach students about sources on information to use for research. The research exercises will be worth 10 percent of the grade.

In addition, there will be a **midterm** and a **final examination**. These will be blue-book exams. I will distribute a set of possible exam questions prior to each exam and choose the essay

topic on which you will write at random at the time of the exam. The midterm, scheduled for **February 28**, will be worth 15 percent of the grade; the final will be worth 30 percent. The final is scheduled for Friday, **May 13** at 8:30 a.m. for the 9:10-10:00 section and at 6:30 p.m. for the 12:10-1:00 section.

Finally, **class participation** will be worth 10 percent of the final grade. Class participation will involve attendance and participation during class sessions. We will especially reserve days in which we have watch videos or read works of fiction for class discussion. More generally, our discussion will focus on the books and articles assigned for the course, the videos presented, and short documents, which will be handed out to the class or made available on the course website. Follow this link to the schedule of video showings.

Summary of final grade components:

Research Paper	35 %
Midterm Exam	15 %
Final Exam	30 %
Research Assignments	10 %
Participation	10 %
Total	**100 %**

Separate documents will be distributed and made available on the website which describe the process of writing research papers and bibliographic sources available in the Kenyon libraries which should be used in writing research papers. The books assigned for the course are available at the Kenyon College Bookstore and most will be on reserve in Olin Library. There will be several readings made available on electronic reserve (ERES).

A note on the agenda. This course will rely extensively on videos, both documentaries and feature films. In order to make sure that we are able to discuss those videos adequately, I have scheduled one class period per week (often Friday) that will be devoted to discussion of the video of the week, to the documents I mentioned above, and perhaps to another reading. Most of the videos will be scheduled for a time outside of the regularly scheduled class period. We will jointly determine times for watching these videos during the first or second class session.

This course is labeled a lecture course, which means a lecture-and-discussion course. Discussion is always welcome. It will frequently be expected as an integral part of a class session even if that class session is not labeled a discussion. Please come prepared by having read the assigned material. However, please be aware that frequent interruptions of lectures can be disruptive for your fellow students and that part of a good discussion involves allowing other

students to participate too.

Three Important Announcements

First, if you have a disability and therefore may have need of some type of accommodation(s) in order to participate fully in this class, please feel free to discuss your concerns in private with me and also self identify yourself to Erin Salva, Coordinator of Disability Services, at PBX 5453 or via e-mail at salvae@kenyon.edu.

Second, the Kenyon College *Course of Study* has defined plagiarism in this way:

> Learning from another artist or scholar is commendable, but to use the ideas (written, oral, graphic or artistic) or the phraseology of another person covertly, so as to represent the material as one's own, constitutes plagiarism.

The *Course of Study* has an extensive discussion of academic honesty which you are responsible for reading and understanding. If you have any questions, you should feel free to ask your instructor or members of the Academic Infractions Board. Different disciplines have different needs and accepted methods of referencing, and faculty can help you determine what is proper, but it is the student's responsibility to be aware of Kenyon's policy on academic dishonesty.

Third, my office hours for the semester are 10:10-12:00 on Mondays, Wednesdays, and Fridays. If you are unable to meet me during those times, please call me or e-mail me and we will arrange another time to meet. My home telephone number is 427-2274. Do not hesitate to call me at home during the afternoon and early evening; I frequently work in my office at home and I am happy to take calls about the course or other curricular matters. A good way to contact me is by e-mail-just send a message to klesner@kenyon.edu and I'll respond, probably within a couple of hours.

AGENDA AND READING ASSIGNMENTS

Part I	**Introduction**
January 17	Introduction: Interdisciplinary International History
	How this Course Will Be Conducted
Part II	**Bases of the Rise of the West: Competing Explanations**
January 19	An Economic Argument
	Begin reading Immanuel Wallerstein, *World-Systems Analysis: An Introduction* (Durham: Duke University Press, 2004), pp. ix-59.
January 21	World-Systems Theories
	Finish Wallerstein reading, only pp. ix-59.
January 24	A Military-Political Argument
Part III	**Europe and the New World**
January 26	The Discovery of the New World
	Alfred W. Crosby, "The Columbian Voyages, the Columbian Exchange, and Their Historians," in in *Islamic and European Expansion: The Forging of a Global Order*, ed. Michael Adas (Philadelphia: Temple University Press, 1993), pp. 141-64.
January 28	The Spanish Conquest
	View in class: *Conflict of the Gods*, part 2 of *The Buried Mirror*, produced by Michael Gill, written by Carlos Fuentes, directed by Christopher Ralling (Sogetel, S.A., 1991).
	Ross Hassig, "The Collision of Two Worlds," in *The Oxford History of Mexico*, ed. Michael C. Meyer and William H. Beezley (New York: Oxford, 2000), pp. 79-112.
January 31	Impact of the Spanish Conquest: The Demographic Collapse
	Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Greenwood, 1972), Ch. 2, pp. 35-63.

February 2 Consequences for the New World: Political and Economic

Document: Spanish debate on human rights

Lewis Hanke, *Aristotle and the American Indians: A Study in Race Prejudice in the Modern World* (Chicago: Henry Regnery, 1959), Ch. 5, pp. 44-61.

Eric Wolf, *Europe and the People Without History* (Berkeley: University of California Press, 1982), Ch. 5, pp. 131-57.

February 4 Consequences for the World: Beginnings of the Global Economy

View for Discussion: *The Columbian Exchange*, part 6 of *Columbus and the Age of Discovery*, written, produced, and directed by Graham Chedd (PBS, 1991).

February 7 Consequences for Africa: The Atlantic Slave Trade

Philip D. Curtin, "The Tropical Atlantic in the Age of the Slave Trade," in *Islamic and European Expansion: The Forging of a Global Order*, ed. Michael Adas (Philadelphia: Temple University Press, 1993), pp. 167-97.

Part IV Imperialism in the Old World

February 9 Theoretical Debates on the Causes of Imperialism

J.A. Hobson, *Imperialism: A Study* (Ann Arbor: University of Michigan Press, 1965 [1902]), pp. 3-109.

February 11 The Industrial Revolution and Its Consequences for International Relations: China

Hobson, *Imperialism*, pp. 113-52.

Document for discussion: Chi'en Lung letter to George III

View for Discussion: *Asia and the Challenge of the West*, part 1 of *The Pacific Century*, directed by Alex Gibney (Pacific Basin Institute/Jigsaw Productions, NHK-Japan, KCTS/Seattle & Teleac/Holland, 1992).

February 14 How To Write A Research Paper: A Set Of Strategies For Conceptualization And Research

Be sure to have read thoroughly the handout/web document on research papers.

February 16 Industry and Empire: Cultural and Ideological Aspects

Read for Discussion: Rudyard Kipling, "The Bridge Builders," from *The Day's Work*.

Read for Discussion: Kipling, "The White Man's Burden".

Hobson, *Imperialism*, pp. 153-95.

February 18 The Scramble for Africa I: International Factors and Metropolitan Initiatives

Hobson, *Imperialism*, pp. 196-284 and 356-68.

February 21 The Scramble for Africa II: Local Context and Imperial Response

The Impact of Imperialism in Africa

Read for Discussion: Chinua Achebe, *Things Fall Apart* (1958).

February 23 Imperialism, Race and Gender: How Imperialism Structured Roles

View for Discussion: *A Passage to India*, directed by David Lean, based on the novel by E.M. Forster and the play by Sentha Rama Rau (Columbia Pictures, 1985).

February 25 East Asia and Imperialism: The Collapse of China and the Japanese Exception

Hobson, *Imperialism*, pp. 285-327.

Documents from Fukuzowa and Soseki

View for Discussion: *Meiji: Asia's Response to the West*, part 2 of *The Pacific Century*, directed by Alex Gibney (Pacific Basin Institute/Jigsaw Productions, NHK-Japan, KCTS/Seattle & Teleac/Holland, 1992).

February 28 **Midterm Examination**

Part V **Reactions to Imperialism and Western Domination: Revolution**

March 2 The Mexican Revolution

Charles C. Cumberland, *Mexico: The Struggle for Modernity* (New York: Oxford University Press, 1968), Ch. 9, pp. 241-72.

March 4 Forging a New National Consciousness: The Mexican Muralist Movement

Video: *The Frescoes of Diego Rivera*, produced and directed by Michael Camerini (Detroit Institute of Arts, 1986), available in the AV room of Olin Library.

José Vasconcelos, "The Cosmic Race," in *The Cosmic Race: A Bilingual Edition*, trans. Didier T. Jaén (Baltimore: Johns Hopkins University Press, 1997 [1925]), pp. 3-40.

March 21 The Russian Revolution: Causes

Theodore H. Von Laue, *Why Lenin? Why Stalin? Why Gorbachev? The Rise and Fall of the Soviet System*, 3rd ed. (Longman, 1993), Chs. 1-7, pp. 1-108.

March 23 Stalin and the Revolution from Above: Challenging the West

Document from Stalin

Document on Social Realism

Notes on Collectization

Von Laue, *Why Lenin? Why Stalin? Why Gorbachev?* Chs. 8-10, pp. 109-153.

March 25 Successes and Failures of the Soviet Experiment

Von Laue, *Why Lenin? Why Stalin? Why Gorbachev?* Chs. 11-13, pp. 154-183.

View for Discussion: *Harvest of Despair: The 1932-33 Man-Made Famine in the Ukraine*, produced by Slavko Nowytski and Yurij Luhovy, directed by Slavko Nowytski, written by Peter Blow (St. Vladimir's Institute, 1984).

Part VI **Reactions to Imperialism and Western Domination: Nationalism**

March 28 Decolonization and Nationalism: What is Nationalism? How is It Expressed?

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, rev. ed. (London: Verso, 1991), Chs. 1-2, 8-11, pp. 1-36,141-206.

March 30 Origins of Nationalism

Anderson, *Imagined Communities*, Chs. 3-7, pp. 37-140.

April 1 Indian Independence and Indian Nationalism

View for Discussion: *Gandhi*, produced and directed by Richard Attenborough (Columbia Pictures, 1982).

April 4 Nationalism and Ethnic Conflict

Read for Discussion: Khushwant Singh, *Train to Pakistan* (Grove Press, 1956).

View for Discussion: *We are All Neighbours: Bosnia*, produced & directed by Debbie Christie (Granada Television, 1993).

Part VII Race, International Politics, and War

April 6 The Second World War in the Pacific

John W. Dower, *War Without Mercy: Race and Power in the Pacific War* (New York: Pantheon, 1986), Chs. 1-3, pp. 3-73.

April 8 The U.S. View of the Japanese Enemy

Dower, *War Without Mercy*, Chs. 4-7, pp. 77-200.

Using Racist Views to Encourage Soldiers

View for discussion: *Know Your Enemy—Japan*, produced by Frank Capra (Army Pictorial Service/Signal Corps, 1945).

April 11 Japanese Views of the Western Enemy

Dower, *War Without Mercy*, Chs. 8-10, pp. 203-290.

Part VIII The Contemporary Moment: U.S. Power and Its Opponents

April 13 Understanding Globalization and Cultural Change

Wallerstein, *World –Systems Analysis*, Ch. 4, pp. 60-75.

Tyler Cowen, *Creative Destruction: How Globalization is Changing the World's Cultures* (Princeton: Princeton University Press, 2002), Ch. 3, pp. 47-72.

April 15 The Breakdown of Order?

Robert D. Kaplan, "The Coming Anarchy," *The Atlantic Monthly*, February 1994, pp. 44-76.

Amy Chua, "A World on the Edge," *Wilson Quarterly*, 26, 4 (Autumn 2002), pp. 62-77.

View in class: *Ghosts of Rwanda*, a Frontline co-production with the BBC and Silverbridge Productions Limited; written, produced and directed by Greg Barker (WGBH Boston, 2004).

April 18 International Obligations to Address Political Violence

See the *Ghosts of Rwanda* website at http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/video/

Discussion of *Ghosts of Rwanda*

April 20 The Clash of Civilizations?

Read: Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs*, 72, 3 (Summer 1993), pp. 22-49.

Fouad Ajami, "The Summoning," *Foreign Affairs*, 72, 4 (September/October 1993), pp. 2-9.

Edward W. Said, "The Clash of Ignorance," *The Nation*, October 22, 2001, pp. 11-13.

April 22 Religion and Unrest in the Islamic World I: The Roots of 9/11

Bernard Lewis, "The Roots of Muslim Rage," *Policy*, 17, 4 (Summer 2001-2), pp. 17-26

Jessica Stern, "Meeting with the Muj," *Bulletin of the Atomic Scientists* (January/February 2001), pp. 42-50.

Edward W. Said, "Impossible Histories," *Harper's*, July 2002, pp. 69-75.

View: *Looking for Answers*, a Frontline co-production with the *New York Times* and Rain Media, Inc. (WGBH Boston, 2001).

See the *Looking for Answers* website at http://www.pbs.org/wgbh/pages/frontline/shows/terrorism/

April 25	Religion and Unrest in the Islamic World II
	Sheri Berman, "Islamism, Revolution, and Civil Society," *Perspectives on Politics*, 1, 2 (June 2003), pp. 257-272.
April 27	Understanding the Depths of Commitment: Suicide Terrorism
	Robert Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review*, 97, 3 (August 2003), pp. 343-362.
	Paper Due
April 29	Islam in Europe
	View: *Al Qaeda's New Front*, a Frontline production, produced by Neil Docherty (WGBH Boston, 2005).
	Jane Kramer, "Taking the Veil," *The New Yorker*, November 22, 2004, pp. 59-71.
May 2	Expressions of U.S. Power: The Bush Doctrine
	Robert Jervis, "Understanding the Bush Doctrine," *Political Science Quarterly*, 118, 3 (Fall 2003), pp. 365-88.
	President George W. Bush's West Point Address, June 1, 2002.
May 4	The Iraq War and the Future of Peace
	Fouad Ajami, "The Falseness of Anti-Americanism," *Foreign Policy*, September/October 2003, pp. 52-61.
	Larry Diamond, "What Went Wrong in Iraq," *Foreign Affairs*, September/October 2004.
May 6	America and the World in the Twenty-First Century
	Paul Kennedy, "The Greatest Superpower Ever," *New Perspectives Quarterly*, 19, 2 (Summer 2002), pp. 8-19.
May 13	**Final Examination**