

# History 1809G

International History, 1880s-1990s: Together and Apart  
Winter 2024

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This is a **draft** syllabus. Please see the course site on OWL for a final version.

## Course Description

The rise of nations gave rise to the ‘international’ as a space, community, experience and ideology. People everywhere had ideas and experiences that were international – in the food they ate, the information they consumed, through their work, pastimes and civic engagement. Nation-states also engaged in international relations through the wars they fought, the foreign missions they conducted, and their relationships with other nations and peoples. In this course, we examine how individuals, groups, movements and nations participated in, or were affected by, economic, social, cultural, and political components of international contact, exchange, circulation and relationships from the 1880s to the 1990s. Internationalism took many forms. To some people, internationalism was an ideal, to others it was a threat. International history is not a story of progress and cooperation, but of acceptance and rejection, inclusion and exclusion.

## Learning objectives:

Improve research skills

Improve ability to interpret primary sources

Develop oral and written communication skills

Understand multiple forms of internationalism

Understand and explain tension between nationalism and internationalism

Develop and complicate understanding of the history of the 20<sup>th</sup> century



## Poster for the 1900 World Fair in Paris

### Course Syllabus

There are weekly readings for lectures and tutorials; there is **no** assigned textbook. Readings marked with an \* are available digitally through Weldon library. There will be a copy of all other readings on the course owlsite.

**Jan. 9:** Introduction to the class. What is international history?

No tutorials this week.

## Part 1: 1880s to 1930s

**Jan 16:** People on the move I

### Readings for class:

Marilyn Lake and Henry Reynolds, *Drawing the Global Color Line: White Men's Countries and the International Challenge of Racial Equality* Chapter 1: 'The coming man: Chinese migration to the goldfields', pp. 15-42.\*

Glenda Sluga, *Internationalism in the Age of Nationalism*, Chapter 1: 'The International Turn', pp. 11-44.\*

### Tutorial topic: Tourism

Gertrude Bell, (Safar Nadem ed.) *Persian Pictures: A Book of Travel*, chapter 1, 'An Eastern City', pp. 1-18. (1894)\*

Isabella Bird, *The Yangtze Valley and Beyond: An Account of Journeys in China, Chiefly in the Province of Sze Chuan and Among the Man-tze of the Somo Territory*, Chapter 7, 'Chinese Hankow, pp. 67-82. (1899)\*

**Jan. 23:** International Movements I: Women's Rights, the Peace Movement, Trade Unionism

Readings for class:

Dan Gorman, *International Cooperation in the Early Twentieth Century*, Chapter 5: 'International Social Movements and Non-Governmental Activism', pp. 127-156.\*



Mackenzie King with the five women who campaigned on the Persons Case

**Canadian Women recognized as legal persons 1929**

Tutorial topic: Women's Rights

Henrice Altink, 'We are equal to men in ability to do anything: African Jamaican Women and citizenship in the interwar years' in *Women's Activism: Global Perspectives from the 1890s to the present*, ed. by Francisca de Haan et al.

Mona L. Siegel, *Peace on Our Terms: The Global Battle for Women's Rights After the First World War*, Chapter 1: 'A New Year in Paris: Women's Rights at the Peace Conference of 1919', pp. 12-50.\*

**Jan. 30:** The Global Economy I: Multinational Corporations, Global Trade, and Consumption

No class readings this week.

Tutorial topic: Tea

John H. Weisburger and James Comer, 'Tea' in *The Cambridge World History of Food*, Vol. 1, pp. 712-720.\*

Laura Martin, *A History of Tea*, Chapter 9, 'Tea in England and the United States', pp. 153-168.\*

Erika Rappaport, *A Thirst for Empire: How Tea Shaped the Modern World*, chapter 5, 'Industry and Empire', pp. 147-182.\*

**Feb. 6:** International Relations and Global Politics I: The League of Nations

Readings for class:

Oona A. Hathaway and Scott J. Shapiro, *The Internationalists: How a Radical Plan to Outlaw War Remade the World*, Chapter 5, 'The War to End War', pp. 101-130.

Tutorial topic: International News Assignment

This tutorial is dedicated to your newspaper assignment. You should have chosen your topic by now and found your newspaper articles. This is a time to ask questions, discuss preliminary ideas, and brainstorm.

**Feb. 13:** Dark Internationalism: Nationalism, Communism, Fascism, Imperialism

Madeleine Herren, 'Fascist Internationalism' in Sluga and Clavin, eds, *Internationalisms: A Twentieth Century History*, pp. 191-212.\*

Tutorial topic: 1936 Olympic Games in Berlin

Christiane Eisenberg, 'The Rise of Internationalism in Sports', in Martin Geyer and Johannes Pullman, eds, *The Mechanics of Internationalism: Culture, Society and Politics from the 1840s to the First World War*, pp. 375-404.

John Horne, Gary Whannel, *Understanding the Olympics*, chapter 6, 'Internationalism and nationalism at the Olympics', pp. 121-137.\*



**Jesse Owens winning one of four gold medals at the 1936 Olympics in Berlin.**

**Feb. 17-25:** Reading Week. No office hours this week.

## **Part II: 1940s-1990s**

**Feb. 27:** International Relations and Global Politics II: Recovery and Reconstruction: Inclusion, Exclusion and the UN-system

### Readings for class:

Adom Getachew, *Worldmaking After Empire: The Rise and Fall of Self-Determination*, Chapter 3, 'From Principle to Right: The Anticolonial Reinvention of Self-Determination', pp. 71-106.\*

Marika Sherwood, "There is No Deal for the Black Man in San Francisco": African Attempts to Influence the Founding Conference of the United Nations'. *The International Journal of African Historical Studies*, 1996, Vol. 29, No. 1: 71-94.\*

### Tutorial topic: Human Rights

Bonny Ibhawoh, 'Seeking the Political Kingdom: Universal Human Rights and the Anti-colonial Movement in Africa' in A. Dirk Moses, et al, *Decolonization, Self-Determination and the Rise of Global Human Rights Politics*, pp. 35-53.\*

Francine McKenzie, *Rebuilding Postwar Order: Peace, Security and the UN-System*, chapter 6: 'Peace and justice: Human rights', pp. 187-213.\*

**March 5:** International Relations and Global Politics III: the Cold War, Non-Alignment and Decolonization

### Readings for class:

Sandrine Kott, 'Cold War Internationalism' in Sluga and Clavin, eds, *Internationalisms*, pp. 340-362.\*

### Tutorial topic: Internationalism essay

Discuss the internationalism assignment, including how to select good sources, developing an historical interpretation, and effective writing.

**March 12:** The Global Economy II: Development, Inequality, and Geopolitical Fault lines

### Readings for class:

Corinna Unger, *International Development: A Postwar History*, Chapter 5: 'Development in the Context of Decolonization and the Cold War', pp. 79-102.\*

Tutorial: This tutorial is a work period. Your TA will be available if you want to drop by to discuss your paper.



### **Inaugural G77 meeting, 1964**

**March 19**: International Movements II: Anti-war, Anti-nukes, Student Unrest, Women's Rights, LGBT Rights

#### Readings for class:

Jeremy Suri, 'Counter-cultures: the rebellions against the Cold War Order, 1965-1975' in Mel Leffler and Odd Arne Westad eds, *The Cambridge History of the Cold War, Vol. 2*, pp. 460-481.\*

Laura Belmonte, *The International LGBT Rights Movement*, Chap. 3, 'The Global Homophile Movement, 1945-1965', pp. 71-107.



### **American women protesting nuclear weapons.**

### Tutorial topic: Student activism

Daniel Laqua, 'Student Activists and International Cooperation in a Changing World, 1916-1960' in David Bryden and Jessica Reinisch, eds. *Internationalists in European History, Rethinking the Twentieth Century*.

Ellen Schrecker, *The Lost Promise: American Universities in the 1960s*, chapter 5, 'Not only politically disastrous but intrinsically wrong: early opposition to American intervention in Cuba and Vietnam, pp. 117-135.\*

**March 26:** People on the Move II: Migrants, Refugees, Tourists, and Students

No class readings this week.

### Tutorial topic: Refugees

Laura Madokoro, *Elusive Refuge: Chinese Migrants in the Cold War*, Chapter 1: 'Written Out: the 1951 Convention and Refugees in Asia', pp. 19-33.\*

Florian Hannig, 'The power of the refugees: the 1971 East Pakistan crisis and the origin of the UN's engagement in humanitarian aid' in Simon Jackson and Alanna O'Malley, eds, *The Institution of International Order From the League of Nations to the United Nations*, pp. 111-135.\*

**April 2:** Last class. Review and exam preparation.

No tutorials this week.

### **Methods of Evaluation**

Late penalty for assignments: 5%/day

**Assignment 1:** International News 1880s-1930s (25% of final mark)

You will compare how three different newspapers from three different countries cover an international event or topic. I have identified several topics and I have also found newspaper stories for one topic from each decade – you can find this on the class owlsite under assignments. You can supplement the list in two ways: you can find another topic, along with the newspaper articles (please confirm your choice with your TA) or you can find other articles for a topic on the list. If you do additional research for a new topic or to supplement the list of stories, you will be eligible for a bonus of up to 5%, depending on the quality of your research. Please attach a brief explanation at the end of your paper about how you found the article and why you selected it. Attach a copy of the

articles you found to your paper. If you can read in a language other than the ones included in the list, please feel free to use newspapers stories in that language.

You can find historical newspapers through the World Newspaper Archive at the Center for Research Libraries (available online through Weldon; these newspapers are primarily from Latin America) as well as through Proquest Historical Newspapers.

This is a research assignment in which you will use a comparative methodology. You should do some basic research about the newspapers (When was it established? Who owned and/or wrote the stories? Did it have an ideological approach? Who was the intended audience?) and the country in which it was printed (think about how a country's geographic position and historical experience affected how the 'international' was conceived). There are some additional references on the class owlsite about comparative history and the history of newspapers.

Your paper should be 1250-1500 words. It is due on 16 February 2024 by 5 pm.

**Assignment 2:** Dissecting internationalism (30% of final mark)

Choose an internationalist ideology and explain its core features and evolution. How did this ideology circulate internationally? Who supported it? Was it divisive or unifying?

Democratic  
Fascist  
Pacifist  
Communist  
Feminist  
Black  
Legal

Anti-colonial  
Sports/Olympics  
Student  
Scientific  
Religious

Socialist  
Human rights  
Anti-nuclear  
Technocratic  
Humanitarian



This is a research essay. It should be 1500-1750 words. If you want to work on a different type of internationalism, please confirm your choice with your TA. This paper is due on 15 March 2024 at 5pm.

**Final exam** (30% of final mark)

The final exam will be scheduled during the exam period. It will examine your understanding of all course material.

Make-up tests, midterms, and exams can only be approved by Academic Counselling. Please see

[https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for department procedures and requirements involving make-up tests and exams.

**Participation** (15% of final mark)

Attending the tutorial is a minimum expectation. Please be prepared to participate constructively and thoughtfully to tutorial discussions.

**Additional Statements**

**Use of generative AI tools:** The use of generative AI tools like ChatGPT is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be properly documented and cited. If in doubt, please ask me for clarification.

Please review the Department of History's shared policies and statements for all undergraduate courses at:

[https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.