

History W3377/G6999
Fall 2015

International and Global History Since World War II

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Historical research on world politics is on the precipice of dramatic change. We now have access to unprecedentedly large and rich bodies of declassified documents generated from the digitization of older materials and the explosion of “born digital” electronic records. With machine learning and natural language processing researchers can relaunch scholarly debates with new rigor. They can also tackle novel kinds of projects that would once have been deemed impracticable, such as exploring the scope and nature of official secrecy.

This course will cover the same ground as a standard survey of the world since 1945, including the Cold War, decolonization, and struggles over globalization. But it will also give students the opportunity to explore these subjects through the largest database of declassified documents ever assembled outside government. It will offer hands-on experience in developing and testing new research tools and techniques, including named-entity extraction, topic modeling, and data visualization. At the same time, students will learn how to frame research questions and interpret the results by reading and discussing classic works of history. Discussion sections will also serve as lab sections, where we will collaborate in conducting experiments and designing ambitious projects that will extend beyond the life of the course. The goal of the course is to prepare students to become more engaged and informed citizens – both of America and of the world.

Course requirements

Requirements start with participation in class, which will include quizzes and surveys administered through an online application you can download and access through your laptop, tablet, or smartphone. You will not be graded on all of this feedback, but you need to be fully present, both literally and figuratively. There will also be a series of short assignments, not all of which can be planned in advance. Instead, these assignments will include experiments that build on the results of earlier experiments.

At the end of the semester you will also be responsible for the completion of a history paper or an alternative project. If you choose to write a paper, it should include some analysis based on one or more computational tools. The alternative project can be tackled individually or as a group, and will take various forms. Some students might help to “scrape” and parse data, others might develop and prototype a new research or visualization tool, still others will launch a web-based exhibit. In some cases, it will be enough to develop a detailed plan for a more ambitious project that would extend beyond the life of the course. Depending on what the project entails, and what part of it you take responsibility for, you may need to seek out additional training, and we will help you to do so.

Prerequisites

The course is open to students with no background in history, statistics, or computer programming. But all participants should be open to learning not only about history, but also what is required for doing historical research when the “archives” are electronic and growing exponentially in size. This includes what is entailed when you scrape a website, obtain data through an API, query a database, and use data visualization tools.

Discussion/Laboratory Sections

Some discussion sections will focus on critical analysis of the readings. Others will serve to introduce new tools and new methods for doing historical research. This might include individual and small group work, especially when assignments are due. In the course of the semester, students can also use these sections and office hours to develop an individual or group project.

Final grades will be determined as follows:

- Participation in class, including in-class feedback and assessment: 20%
- Participation in discussion/laboratory sections: 20%
- Five short assignments: 20% (lowest grade drops)
- Final project proposal: 10%
- Final project delivery: 30%

Required texts

William R. Keylor, *A World of Nations*, 2nd ed. (Oxford UP, 2009) is available for purchase through several online retailers.

Required readings from other secondary works and original documents are available via e-reserves.

Sept. 8 Approaches to the Past

— What is International and Global History? What do we mean by 2.0?

10 — Imagining the post-war international system

Ernest May, “World War II: Preparing for the Last Peace,” 3-18

Vladimir O. Pechatnov, “The Big Three After World War II: New Documents on Soviet Thinking about Post-War Relations with the United States and Great Britain,” 1-23

David Allen and Matthew Connelly, “Diplomatic History After the Big Bang Using Computational Methods to Explore the Infinite Archive”

Cameron Blevins, “The Perpetual Sunrise of Methodology”

15 Origins of the Cold War International System

— The Cold War in Europe

Keylor, 3-59

David Reynolds, “The European Dimension of the Cold War”

Selected documents on the origins of the Cold War

17 — The shaping of the international political economy

Elizabeth Borgwardt, *A New Deal for the World*, chapters 3-4

Joe Stiglitz, “The Promise of Global Institutions”

David M. Blei, “Topic Modelling and Digital Humanities,” *Journal of Digital Humanities* 2 (Winter 2012)

David Allen et al., “Topic Modeling Official Secrecy”

First Short Assignment Distributed: Topic-modeling analysis indicates that documents that relate to international aid and trade are the least likely to have redactions. Your assignment is to analyze our topic-modeling methods and data and determine whether and how one can validate and interpret such findings.

- Sep. 22 National Security and Insecurity
 — Communist China and the Korean War
 Keylor, 232-257
 Michael H. Hunt and Steven I. Levine, “Revolutionary Movements in Asia and the Cold War”
 Kathryn Weathersby, “Stalin and the Korean war”
 Chen Jian, “Mao and Sino-American Relations”
 Selected documents on China, Korea, and NSC-68
- 24 Guest Lecture with Daniel Krasner: Exploring the Foreign Relations of the United States through Natural Language Processing
 McAllister, Botts, Cozzens, and Marrs, *Toward “Thorough, Accurate, and Reliable”*: A History of the *Foreign Relations of the United States Series*, Part 2
 Kate Theimer, “Archives in Context and as Context,” *Journal of Digital Humanities* 1
First Short Assignment Due
- 29 The “Revolt Against the West”
 — “Neutralism” and alliance politics in Asia and the Middle East
 Keylor, 78-81, 320-335, 355-371, 413-420,
 Odd Arne Westad, *The Global Cold War*, chapter 3
 Carlos P. Romulo statement to the Bandung conference
 Richard Wright, *The Color Curtain*
 Selected documents on the Suez Crisis
- October 1 — The United Nations, Decolonization, and “Quasi-States”
 Robert Jackson, *Quasi-States: Sovereignty, International Relations and the Third World*, 1-49, 82-108
 Franco Moretti and Dominique Pestre, “Bankspeak: The Language of World Bank Reports,” *New Left Review* 92 (Mar-Apr 2015)
 Franco Moretti, “Operationalizing: Or, the Function of Measurement in Literary Theory,” *New Left Review* 84 (November-December 2013)
Second Short Assignment: Counting the number of mentions of this or that country in declassified documents appears to show that U.S. officials devoted far more time and energy to some countries compared to others. Your

assignment is to analyze our named-entity extraction methods and data and determine whether and how one can validate and interpret such findings.

6 The Consolidation of the Cold War Order in Europe

— Alliance politics and nuclear strategy

Keylor, 59-78, 81-96

Marc Trachtenberg, “The Berlin Crisis,” 169-234

Selected documents on the Berlin Crisis

8 — The erosion of sovereignty

John H. Herz, “Rise and Demise of the Territorial State,” 473-493

Charles Maier, “Consigning the Twentieth Century to History:

Alternative Narratives for the Modern Era,” 807-825

Second Short Assignment Due

13 Covert Action and the Cuban Missile Crisis

— The Cold War comes to the Caribbean and Latin America

Keylor, 183-203

John Coatsworth, *The Clients and the Colossus*, 1-23, 65-89

Michael Hunt, *Crises in U.S. Foreign Policy*, 251-295

15 — The question of “Neo-Colonialism”

“Sweating for Nike,” Community Aid Abroad briefing paper

Debra L. Spar, “The Spotlight and the Bottom Line,” 7-12

Paul Krugman, “In Praise of Cheap Labor: Bad Jobs at Bad Wages Are Better than No Jobs at All,” 2-7

Matthew Connelly et al., “The Battle of the Urgent Against the Important, Measuring the Policy Agenda by Data Mining *The Foreign Relations of the United States*”

Third Short Assignment: We now have access to millions of State Department cables from the years 1973-1978, including “TAGS” that indicate what U.S. diplomats were working on. Can we use this kind of data to determine the relative attention they paid to promoting U.S. corporations versus other U.S. interests, such as human rights or refugees?

Oct. 20 The International Politics of Social Protest

— The Vietnam War and the Global 1968

Keylor, 267-272, 290-315

Jeremi Suri, “The Global Disruption of 1968”

Selected documents on Vietnam

22 — How the media reflects and affects foreign policy

Susan L. Carruthers, “Media and Limited War”

Adel Iskandar and Mohammed El-Nawawy, “Al-Jazeera and War Coverage in Iraq”

The Editors, *The New York Times*, “The Times and Iraq”

Third Short Assignment Due

27 Détente and its Discontents

— Arms control and triangular diplomacy

Keylor, 97-130, 272-276

Raymond Garthoff, *Détente and Confrontation*, 27-57

Selected documents on détente

29 — Are human rights universal or culture-bound conceits?

“The Universal Declaration of Human Rights”

Gaddis Smith, *Morality, Reason, and Power: American Diplomacy in the Carter Years*, 3-33, 49-55

Samuel Moyn, *The Last Utopia: Human Rights in History*, preface, chapter 4

2009 Amnesty International Reports for Israel, Egypt, U.S. (available at

<http://www.amnesty.org/en/human-rights/human-rights-by-country>)

Fourth Short Assignment: We can now analyze and compare declassified data from Secretary of State Henry Kissinger and Secretary of State Hillary Rodham Clinton. Using either quantitative or qualitative data from the History Lab document explorer, compare and contrast how they worked, whether in terms of style or substance. You can focus on a particular area, such as human rights, relations with congress or the media, or attitudes toward official secrecy.

Final project proposal due

Nov. 5 War and Peace in the Middle East and the North-South Issue

— From the Six-Day War to the Camp David agreement

Keylor, 371-387, 414-438

William Quandt, "American Strategy in the Camp David Negotiations, 139-172

Walter Laqueur and Barry Rubin, eds., selections from the *Israel-Arab Reader* 414-438

Peter Lyon, "The Emergence of the Third World," 229-237

Fourth Short Assignment Due

10 Regional Crises and Renewed Confrontation:

— Iran, Afghanistan, Central America, and the arms race

Keylor, 204-219, 335-345, 387-401

Odd Arne Westad, *The Global Cold War*, chapter 8

Selected documents on Afghanistan, Central America, and the Arms Race

12 — The Challenge of Religious Nationalism

Mark Juergensmeyer, *The New Cold War?* 1-8, 45-77

Scott Weingart, "Part 1 of n: An Introduction,"

Franco Moretti, "Network Theory, Plot Analysis," *New Left Review* 68 (Mar-Apr 2011)

Fifth Short Assignment: We can extract the names from declassified documents and reconstruct the network of interpersonal relationships embedded in these documents. You will be asked to explore this data and determine whether and how it can help us analyze one of the crises U.S. policymakers had to respond to.

17 The Collapse of Communism

— The rise of East Asia and the fall of the Soviet Union

Keylor, 131-155

John Lewis Gaddis, *The United States and the End of the Cold War: Implications, Reconsiderations, Provocations*, 119-132, 155-167

Stephen Kotkin, *Armageddon Averted: The Soviet Collapse, 1970-2000*, chs. 1-2, 5

Mary Elise Sarotte, "Enlarging NATO, Expanding Confusion"

Selected documents on the End of the Cold War

19 — The information revolution's impact on international relations

Gladys D. Ganley, *Unglued Empire: The Soviet Experience with Communications Technologies*, 1-13, 17-32, 40-47, 213-219

Joseph S. Nye, Jr., *The Paradox of American Power*, 41-77

Thomas Friedman, "It's a Flat World After All"

Fifth Short Assignment Due

Nov. 24 Class Presentations from Group Projects

26 No class (Thanksgiving)

Dec. 1 "Failed States," Future Threats

— Humanitarian interventionism: the politics of moral imperatives

Keylor, 166-179, 438-442

Warren Zimmerman, "The Last Ambassador," 142-160

Mohammed Ayoob, "Third World Perspectives on Humanitarian Intervention and International Administration,"

Selected documents on Rwanda

3 — The resource/population question

Margaret Keck and Kathryn Sikkink, "Environmental Activism"

Joel E. Cohen, "How Many People Can the Earth Support?" 1-13

Daniel Sarewitz and Roger A. Pielke jr., "Rising Tide"

8 A Global War on Terror?

— September 11 and after

The 9/11 Commission Report, executive summary

Thomas Ricks, *Fiasco*, 12-111

10 — What is terrorism, and where does it come from?

Bruce Hoffman, *Inside Terrorism*, selections
David Kilcullen, "Countering Global Insurgency," *Journal of Strategic Studies* 28.4 (August 2005): 597-617

* Final Project Due Dec. 16*