
20TH CENT. DIPLOMATIC HISTORY in Fall 2020 (PO3054)

Course Code	PO3054	Professor(s)	Oleg Kobtzeff
Prerequisites	None	Office Number	G-L16
Class Schedule	F: 09:00-10:35 in Q-A101 T: 14:30-16:05 in Q-A101	Office Hours	Tuesdays 13:00-14:00 & Fridays 15:00-16:00
Credits	4	Email	okobtzeff@aup.edu
Semester	Fall 2020	Office Tel. Ext.	688(during off.,hrs)

Course Description

Every class session is illustrated by a Power Point presentation of 50 to 100 slide, all available on Blackboard.

in a PRESENT or future SITUATION of remote learning: Follow the special instructions in red throughout this syllabus

< — (look for this lighthouse icon)

IF YOU ARE UNABLE TO BE IN CLASS DUE TO TRAVEL RESTRICTIONS AND/OR QUARANTINE YOU CAN FOLLOW LIVE or RECORDED VIDEOS OF ALL CLASSES. IF THIS COURSE IS FORCED TO MOVE ENTIRELY ON LINE DUE TO COVID EMERGENCY MEASURES, teaching will be provided through 1) live broadcasts from the instructor's home and the 2) recordings of those live sessions; 3) special documentaries produced for the course

COURSE DESCRIPTION: (or why is it necessary to learn about "old stuff"?)

Why is it relevant to study events of more than a hundred years ago? How can this old information be of any use to you in the world today? How on earth can studying the Hague conference of 1907 help you find a job? Let's think about this: a major pandemic taking millions of lives, widespread conspiracy theories

Gaining a global view on the diversity of cultures : analyzing history

Globalization may no longer seem as new and exciting as it was to students twenty years ago. Yet, it is still a primary challenge to function as an actor in 21st century societies. Globalization still challenges us when we are exposed to historical analysis: too often our perceptions of past historic events is based on high school narrations of our own country's history. A purpose of

HI/PO3035 is to explore new worlds, new civilizations and discover how they interact among themselves and how they are different yet sometimes similar to the culture(s) most familiar to each student. A historic approach to international relations offers a privileged view of all cultures and societies in their great diversity: history reveals their roots.

History: not as boring as you think.

If history is presented as a string of events lined up episode after episode as in a soap opera, then indeed it becomes just a “story” that can be dry, boring and completely useless in a career. It would be no more than a game of trivia. So why is it important to understand “old stuff” like the Sykes-Picot agreement, the 1979 US-Chinese agreement on a “one China policy”? When a recent US president-elect threatens the agreement on a one China policy thus already destabilizing US-Chinese relations before even entering the White House, or when all Parties concerned in Middle Eastern tensions and conflicts blame all their sorrows on the 1916 Sykes-Picot agreements, we need to understand what is being discussed.

Why we all need to be historians: an antidote against ideological manipulation and a discipline in critical thinking for any profession, worldwide.

cale, powerful media outlets and inescapable social networks challenge us with increasing intensity and frequency to ideological interpretations of history. Propaganda, conspiracy theories and ideologically motivated disinformation campaigns aim to rewrite geopolitical reality. The purpose is often to demonize, or on the contrary, glorify countries and communities that are the target or the business Partners of those manipulating us into taking the wrong decisions. As businessmen or business women or simple voters, we must be aware of those manipulations. Very often, those manipulative discourses are based on revisionist versions of 20th century history. To detect those attempts at manipulation, we must know that 20th century history...

Understanding the present world through history.

Many geopolitical situations of our present world, its conflicts, or, on the contrary, the strife for peace of many of its populations, find their origins in the past twelve or thirteen decades. This is the history of international relations in a world order known by our grand-parents and great-grand-parents, destroyed in 1914, reshaped in the 1920S and 1930s, reshaped again in 1945 and that is again, being reshaped since 1991. It analyses all of the major national, regional and global political structures and networks of nation-states, empires, non-state actors, IGOs – how they existed in the early 1900s and how they evolved into the present. It examines the creation of the Bismarckian system, the origins of World War I and World War II, and the creation of a united Europe in the post-war period. It investigates the efforts of the European, American, African and Asian state systems to adapt to the opposing challenges of nationalism and globalization.

Moreover, on a global s

Course Learning Outcomes

Gaining a global view on the diversity of cultures : analyzing history

Finding pleasure and personal intellectual reward in the study of history and ("History: not as boring as you think.")

Improving critical thinking in a world of informational confusion and manipulation (history "as an antidote against ideological manipulation and a discipline in critical thinking for any profession, worldwide").

Understanding the present world through history: understanding how originated today's nation-states, empires, regional organizations, non-state actors, IGOs and situations of peace or of conflict.

Knowing the fundamentals of international law and diplomacy.

For ICP majors: be familiar with the basic historic background of questions studied in other courses in the ICP program

Being capable of recognizing historic figures (including their faces) who are frequently referenced and who will be referenced in texts, photographs and film (Woodrow Wilson, Eleonore Roosevelt, Mao etc.)

General Education

Course Outline

COURSE OUTLINE:

1. CHAPTER ONE. BISMARCK'S WORLD: 1815-1878-1914: A BALANCE OF POWER.
2. CHAPTER TWO. THE CAUSES of WORLD WAR I
3. CHAPTER THREE. THE AFTERMATH OF WORLD WAR ONE
4. CHAPTER FOUR. THE LEAGUE of NATIONS: SUCCESS OR FAILURE?
5. CHAPTER FIVE. CHINA and EAST ASIA: 1900 – THE PRESENT
6. CHAPTER SIX. THE CAUSES of WORLD WAR II

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7. CHAPTER SEVEN. THE COLD WAR
 8. CHAPTER EIGHT. FROM DUMBARTON OAKS (1944) to the SIGNATURE OF THE ICCPR AND ICESCR (1966): the ADVANCE OF AN international culture and institutions for peace.
 1. HISTORIC RETROSPECTIVE
 2. THE UNITED NATIONS: SUCCESS OR FAILURE
 9. CHAPTER NINE. FROM THE INDIAN INDEPENDENCE ACT OF 1947 TO THE BANGKOK DECLARATION OF 1967 AND BEYOND: DECOLONIZATION AND THE RISE OF THE "GLOBAL SOUTH".
 10. CHAPTER TEN: SINCE 1991

Textbooks

Title	Author	Publisher	ISBN	Required
DIPLOMACY	KISSINGER	SIMON & SCHUSTER	9780671510992	Yes

Attendance Policy

Students who are in Paris are obligated to attend in-person on-campus all LIVE classes as scheduled. This rule will remain in place unless authorities shut down the AUP campus (like last spring). This rule is imposed by the instructor of this particular course, and may not apply to other classes and instructors. **HOWEVER, WHILE ON CAMPUS, ALL AUP students and personnel must follow rules of social distancing and other measures of safety (masks, etc.), unless sanitary measures force the course to go on line.**

Students studying remote are expected to either

1. be present online during each live session (online presence will be verified by checking the list of participants on Microsoft-Teams sessions and random questions will be frequently asked).

2. Watch the recordings proposed on Teams and Blackboard and schedule an appointment with the instructor to discuss those recordings.

Students studying at The American University of Paris are STILL EXPECTED TO ATTEND ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners. **Attendance at all exams is mandatory.**

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing Participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Grading Policy

EXPECTED OUTCOMES and GRADING:

6 Exercises will assess how learning goals are being met.

Students will obtain points for each exercise. To obtain "A" as a final grade, students must accumulate a minimum of 37 points (maximum is 40; minimum for A = 37; minimum for A- = 35, for B+ = 33, for B = 30, for B- = 27, for C+ = 23, for C = 20, for C- = 17, for D+ = 13, for D = 10, for D- = 7; below 7 = F)

Exercise 1: "You are the Prof"* = 5% (pass or fail) : maximum number of points obtainable: 2

For this exercise, students must form study groups of 3 or 4 with their classmates. Before the

assigned deadline, each group must submit a list of 30 questions that *they* consider the most important to study when preparing for the forthcoming quiz.

Purpose of the exercise: demonstrate ability to

- rapidly put in place and conduct cooperative activity, teamwork and eventually leadership
- recognize the purpose of the issues raised in class
- prioritize the important information provided in class by eliminating secondary or trivial information

Students who are isolated and studying remotely should make efforts to contact fellow students remotely through TEAMS, SKYPE or another comparable platform. The instructor will help arrange this. (If for a valid reason this proves to be impractical, the student will be allowed to work individually, with the help of the instructor)

Exercise 2: midterm Quiz = 20%: 16 short questions to answer : maximum number of points obtainable: 8 points (0.5 point/question)

Purpose of the exercise: demonstrate

- grasping of course fundamentals, intellectual engagement, and well-executed research.
- appropriation of disciplinary corpus.

Students who are isolated and studying remotely will take this exam orally, individually, by appointment with the instructor on Microsoft TEAMS. They will place their hand on their eyes while answering questions.

Exercise 3: “You are the Prof”* = 5% (pass or fail) : maximum number of points obtainable: 2

(Same as exercise 1)

Exercise 4: Final Quiz = 20%: 16 short questions to answer : maximum number of points obtainable: 8 points (0.5 point/question)

(Same as exercise 2)

Exercise 5: Final essay or essays = 40% = 16 points

this exercise in composition is expected to demonstrate

- a profound grasp of course fundamentals, intellectual engagement, and well-executed research in order to
- select and synthesize packages of data obtained throughout the entire semester through attendance of class session, reading and discussing materials with team members of

chosen study groups

- a capacity to critically assess historic situations informed by a use of political theory, and to advance the student's own arguments cogently and persuasively
- reflect an already mature capacity to critically assess political theory, and to advance own arguments cogently and persuasively
- construct a structured Thesis characterized by fluency and clarity in the exposition of ideas and argument with a consistent 'melody' throughout

The subjects of the essays are provided in advance; two or three of them will be chosen at random at the beginning of the final exam session; each student will choose one subject and spend the entire exam session writing on that chosen subject. Special training will be provided.

Participation: 10% = 4 points.

Other

CONTACT: okobtzeff@aup.edu; cel phone (always better than emails): **+33 – 620930586**, **WhatsApp, Viber or Facebook-Messenger** (don't worry I never post any political rants and I never, ever send memes through Messenger).

Do not hesitate to call any day until 9:00PM: easier and faster to get things done, get advice, an answer etc.

Again: DO NOT HESITATE to call! I am at your service and answering your calls is a pleasure!

If you need more than 2 or 3 minutes, due to social distancing and the cramped quarters in my office, exceptionally during this semester I will limit meetings to online sessions. Set up an appointment through Microsoft Teams. Please call +33-620930586 or request an appointment by email by proposing three different possible schedules (in order of preference). I will answer you through Outlook -calendar and Microsoft Teams.

OFFICE TEL EXT: 688 (accessible only during office hours)

FINAL EXAM : Friday, , 2020 - 08:30

