THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (History)
Programme QF Level	:	5
Course Title	:	International Cooperation after World War II
Course Code	:	HIS4014
Department	:	Department of Literature and Cultural Studies (LCS)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The study of international cooperation is as important as the study of war. Like political scientists and international relations theorists, contemporary historians have directed their attention to the ways cultures, institutions, and nations work together to produce goods, develop infrastructure, and protect individuals and groups. Such cooperation, though frequently inspiring and even life-saving, can also produce unintended consequences and humanitarian crises. This course surveys a broad field, taking note of the many forms of international cooperation which have emerged since the Second World War. The course proceeds according to a hybrid chronological/topical logic, and will extensively explore the histories of development, rights, aid, and security. As historians approach the present moment, their understandings of the past take on an increasingly engaged character, and cannot be divorced from major controversies about politics and policy in the contemporary globalized world. Consequently, the course provides a dual focus, combining historical research with educated debate.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ Define and interrelate the major events and trends in international cooperation since World War II;

CILO$_2$ Articulate dominant and dissenting points of view on issues of contemporary global governance and development;

CILO$_3$ Narrate the history of an organization with respect to major historical patterns; and

CILO$_4$ Perform in-depth historical research using multiple methods of information-gathering and analysis

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
● The Idea and Significance of International Cooperation	*CILO$_1$*	Readings, lecture, discussion.
● International organizations, treaties, and law	*CILO$_{2,3,4}$*	Class debate and discussion of readings.
● Cooperation beyond international organizations	*CILO$_{2,3,4}$*	Class debate and discussion of readings.
● War, treaties, and conventions	*CILO$_{2,3,4}$*	Class debate and discussion of readings.
● Environment and sustainability	*CILO$_{2,3,4}$*	Class debate and discussion of readings.
● Health and disease	*CILO$_{2,3,4}$* *(etc.)*	Class debate and discussion of readings.

4. Assessment

Assessment Tasks	Weighting	CILOs
● ePortfolio Create an ePortfolio that includes the following assignments: (a) Three position briefs (around 300 words each + primary and secondary sources). In addition, students must participate in class discussion on the basis of informed opinion. *(30%)* (b) Informal, in-class writing. *(10%)* (c) Overall ePortfolio presentation grade, including 500-word reflection on the semester *(10%)*	50%	*CILO$_{1,2,3,4}$*
● Group oral presentation on one international organisation.	10%	*CILO$_{2,3}$*
● Research Paper (around 1,200 words): In-depth historical research; topic by arrangement with instructor.	40%	*CILO$_{1,2,4}$*

5. Required Text(s)

Karns, M., Mingst, K. & Stiles, K. (Eds.). (2015) *International Organizations: The Politics and Processes of Global Governance.* Boulder: Lynne Rienner.

6. Recommended Readings

Amrith, S. S. (2006). *Decolonizing International Health: India and Southeast Asia, 1930-65*. Basingstoke: Palgrave Macmillan.

Barnett, M. (2011). *Empire of Humanity: A History of Humanitarianism*. Ithaca: Cornell University Press.

Duedahl, P. (Ed.). (2016). *A History of UNESCO: Global Actions and Impacts*. London: Palgrave Macmillan.

Frey, M., Kunkel, S. & Unger, C. R. (Eds.). (2014). *International Organizations and Development, 1945-1990*. New York, Palgrave Macmillan.

Hanhimäki, J. M. (2015). *The United Nations: A Very Short Introduction*. Oxford: Oxford University Press.

Hunt, L. (2007). *Inventing Human Rights: A History*. New York: Norton.

Hunt, M.H. (2016). *The World Transformed: 1945 to the Present*. New York: Oxford University Press.

Iriye, A. (2002). *Global Community: The Role of International Organizations in the Making of the Contemporary World*. Berkeley: University of California Press.

Iriye, A. (Ed.). (2014). *Global Interdependence: The World after 1945*. Cambridge: The Belknap Press of Harvard University Press.

Iriye, A., Goedde, P., & Hitchcock, W. I. (Eds.). (2012). *The Human Rights Revolution: An International History.* Oxford: Oxford University Press.

Iriye, A. & Saunier, P.-Y. (Eds.). (2009). *The Palgrave Dictionary of Transnational History*. Basingstoke: Palgrave Macmillan, 2009.

Kennedy, P. M. (2006). *The Parliament of Man: The Past, Present, and Future of the United Nations*. New York: Random House.

Keylor, W. R. (2009). *A World of Nations: The International Order since 1945*. New York: Oxford University Press, 2009.

Macekura, St. J. & Manela, E. (Eds.). (2018). *The Development Century: A Global History*. Cambridge, Cambridge University Press.

MacKenzie, D. (2010). *A World beyond Borders: An Introduction to the History of International Organizations*. Toronto: University of Toronto Press.

Mazower, M. (2012). *Governing the World: The History of an Idea.* New York: Penguin.

Moyn, S. (2010). *The Last Utopia: Human Rights in History.* Cambridge: Belknap.

Moyn, S. (2018). *Not Enough: Human Rights in an Unequal World*. Cambridge: Harvard University Press.

Paulmann, J. (Ed.). (2016). *Dilemmas of Humanitarian Aid in the Twentieth Century*. Oxford: Oxford University Press.

Reinalda, B. (2009). *Routledge History of International Organizations: From 1815 to the Present Day*. London: Routledge, 2009.

Salvatici, S. (2019). *A History of Humanitarianism, 1755-1989: In the Name of Others*. Manchester: Manchester University Press.

Sayward, A. L. (2017). *The United Nations in International History*. London: Bloomsbury.

Sluga, Gl. & Clavin, P. (Eds.). (2017). *Internationalisms: A Twentieth-Century History*. Cambridge: Cambridge University Press.

Unger, C. (2018). *International Development: A Postwar History*. London: Bloomsbury Academic.

Young, J.W. & Kent, J. (2004). *International Relations since 1945: A Global History.* Oxford: Oxford University Press.

7. Related Web Resources

UN Intellectual History Project:
http://www.unhistory.org
Global Policy Forum:
https://www.globalpolicy.org/
Human Rights Watch:
http://www.hrw.org/
United Nations Online:
http://www.unol.org/index.htm
World Watch Institute:
http://www.worldwatch.org/mission

8. Related Journals

Diplomatic History
Humanity
International History Review
Journal of Contemporary History
Journal of Global History
Journal of World History

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89).Students should familiarize themselves with the Policy.

10. Others

Nil

7 Dec 2020