# I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VI Historical and Cultural Studies, IX American and European Perspectives</th>
</tr>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>HIST</td>
</tr>
<tr>
<td>Course #</td>
<td>330</td>
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| Course Title | None |
| Prerequisite | Credits |

## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Linda Frey</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>4010</td>
<td></td>
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<tr>
<td>Program Chair</td>
<td>Richard Drake</td>
<td></td>
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<tr>
<td>Dean</td>
<td>Dean Fetz</td>
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## III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course sketches the beginnings and evolution of the international state system that came to dominate the West. It begins in ancient Mesopotamia and extends to the creation of the German state in 1871. It introduces students to the evolution not only to the state system but also to the development of international law and its practice. It uses primary material to illustrate the evolution of the dynastic and later the national state and the ramifications in international law. It is necessarily Western in perspective and outlook as the West created the international system as it functions today.

## IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

- **Understand the causes, development and consequences of historical events.**
  - The course traces the evolution of an international system through time and the impact of war on international law.

- **Evaluate texts**
  - This course uses primary texts to evaluate both the theory and the practice of international law.

- **Evaluate within a historical context.**
  - War, theory, and law are placed within a historical perspective. It sets events within the larger historiographical debate on a given subject, for example on the invasion of the Palatinate in a time of peace. The students read not only the orders to the French generals, but the German response and the modern debate.

## V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

- **Synthesize ideas**
  - The students set the development of law and war within a historical context.
Evaluate texts

They also evaluate the primary texts by situating them not only in time but within the historiographical debate.

Analyze behavior within a historical context

The practices of the states, the laws of peace and war, and the theoreticians are grounded in a historical context.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

European International Relations: Origins of the State System to 1870

Spring 2008          L. Frey

Texts

Pressfield, Gates of Fire
Mattingly, Renaissance Diplomacy
Mattingly, The Armada
Bonney, European Dynastic States
Callières, On the Manner of Negotiating with Princes
Blanning, The French Revolutionary Wars

The other readings are on e-reserve (as noted in syllabus *), password hist 330.

There will be one midterm (30%) tentatively scheduled (March 11; a paper (20%), title page, bibliography and first page (March 4) and final version (April 8); and a final (40%), scheduled for May 7, 10:10-12:10.

Discussion and class attendance will count (10%).

This class is only offered for a traditional trade.
Failure to complete a requirement can mean failure in the course.

Plagiarism (see the Student Conduct Code) means not just failure of the specific assignment but failure in the class.

Papers

Papers are due at the beginning of the class hour. No electronic submissions will be accepted.
LATE PAPERS WILL NOT BE ACCEPTED.

When you write your papers, please use the Chicago Manual of Style (Turabian) and footnotes. Do not embed the notes in the text. Please double-space the text (5-7 pages) and single space the footnotes. All papers should be submitted with the usual scholarly apparatus, that is title page, footnotes, and bibliography. Topics must be approved before you begin.

Topics and Assignments

Introduction

Origins of Diplomacy

The Greek Contribution
Pressfield, Gates of Fire
*Thucydides, The Peloponnesian War – excerpt
*Aeschines, The Speech on the Embassy
*Demosthenes, On the Crown,
  On the False Embassy

The Roman World
*Livy, History, excerpt
*Caesar, The Gallic Wars, book I

Terms and Definitions, by any other name

Diplomatic Practice during the Middle Ages--Diplomats—Angels of Peace?
*Liudprandus, Embassy

The Italian System --Foxes at Play
  Mattingly, Renaissance Diplomacy

Struggle for European Hegemony
  Mattingly, The Armada
  Bonney, 79-130

A World Divided --The Enemy Within
  Bonney, 131-187

The Thirty Years’ War
  Bonney, 188-241; 524-531

The Emergence of the New State System
Callières, *On the Manner of Negotiating with Princes*
*Busebecq*

International Law and Diplomacy in the 17th and 18th Centuries
*Lynn, “A Brutal Necessity?”*
*Blanning, *The Pursuit of Power*, chapter 11*

The Question of Frontiers

Emergence of the Great Powers
*Blanning, *The Pursuit of Power*, chapter 12
*Letters*

The Impact of the Revolutionary Wars
Blanning, *The French Revolutionary Wars*
*Letters*

The Settlement of 1815
*Menning, pp. 1-27*
*Rich, “Peacemaking, pp.1-43*

The German Question

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*