

# Development of the International System

August 18, 2025



# Contents

<b>I</b>	<b>Lecture Note.</b>	<b>5</b>
<b>1</b>	<b>Week 1, Day 1.</b>	<b>7</b>
	04 August 2025; Kasira, Teewin, Pongphisoot. .	7
1.1	Introduction to the Course. . . . .	7
1.1.1	Why Study the Development of the International Sys- tem? . . . . .	7
1.2	Empirical Theory of Knowledge. . . . .	7
1.2.1	Empirical Theory of Knowledge: Positivist Approach. Positivist: . . . . .	7
1.2.2	Subjectivity in History. . . . .	8
1.2.3	Perception, and Analysis of History: Linear/Progressive Thinking. . . . .	8
1.2.3.1	Perception, and Analysis of History: Ripples of Effects. . . . .	9
1.2.3.2	Perspectives, and Arguments. . . . .	9
1.3	Eurocentrism. . . . .	9
1.4	Transition, and Transformation 250-900CE. . . . .	9
1.4.1	Introduction. . . . .	9
1.4.1.1	Social Science Tradition. . . . .	9
1.4.1.2	Eurocentric Perspectives. . . . .	9
1.4.1.3	Types of Eurocentrism. . . . .	10
1.5	Ancient To Modern. . . . .	10
1.5.1	The Axial Age. . . . .	10
1.5.2	Expansionism, and Pastoralism. . . . .	10
1.5.3	Rome. . . . .	10
1.5.4	China. . . . .	10
1.5.4.1	Sino-Sphere System. . . . .	10
1.5.4.2	The Han Dynasty, and its Characteristics. . Centralized Government. . . . .	10

	Civil Service System. . . . .	10
	Stability, and Well-being. . . . .	10
	Well-Field System. . . . .	10
1.5.4.3	The Rise of Imperial China. . . . .	10
1.5.4.4	Core Chinese State Characteristics. . . . .	11
1.5.4.5	Civil Service System. . . . .	11
	Merit-Based System. . . . .	11
1.5.5	Indian. . . . .	11
1.5.5.1	Pastoralism. . . . .	11
1.6	Book: A History of Europe from 400 to 1000. . . . .	11
1.7	Book: Empires in World History: Power, and the Politics of Differences. . . . .	11
1.7.1	The Rise of Early Empires, and Their Foundations. . . . .	11
1.7.2	Empire-Building Through Military Conquest and Diplo- macy. . . . .	12
1.8	Book: Eight Eurocentric Historian. . . . .	12
1.9	Book: Civilisation Recast. . . . .	12
<b>2</b>	<b>Week 2, Day 1.</b>	<b>13</b>
<b>3</b>	<b>Week 3, Day 1.</b>	<b>15</b>
3.1	Renaissance. . . . .	15
<b>II</b>	<b>Course Summary.</b>	<b>17</b>
<b>4</b>	<b>Topic</b>	<b>19</b>

**Part I**

**Lecture Note.**



# Chapter 1

## Week 1, Day 1.

04 August 2025; Kasira, Teewin, Pongphisoot.

### 1.1 Introduction to the Course.

#### 1.1.1 Why Study the Development of the International System?

- Rationale.
- What is an international system?  
Organisation of political authority in a large scale.
- Key questions on "The Order".  
Designed by whom? For whom? What can we do in given order?  
What about ethical consideration?  
History is your friend.

### 1.2 Empirical Theory of Knowledge.

#### 1.2.1 Empirical Theory of Knowledge: Positivist Approach.

Outside stimuli are separated from one's capacity to process them.

**Positivist:** Those who argue that facts point to an absolute conclusion.

- History could be studied as **hard science**.

- E.H Carr argues that this is **bias**.
  - Positivists presuppose that history is like hard science:
    - \* **Dependent** Variable = Conclusion.
    - \* **Independent** Variable = Facts.
    - \* **Controlled** Variable = Objectivity.

### 1.2.2 Subjectivity in History.

- Exploitation of Subjectivity.
  - Can be taken advantage of by anyone, whether good or bad.
  - Can be intentional or unintentional.
- Nation States, and Origin Myths.
  - Create origin myths to foster a shared identity.
  - Unite disparate groups of people.
- Demagogues and Historical Reshaping.
  - Reshape history to serve their aims.
- Revisionists, and political objectives.
  - Make changes to prevailing history narratives.
  - Serve political objectives.

### 1.2.3 Perception, and Analysis of History: Linear/Progressive Thinking.

- Dependence on Societal Changes, and Time.
 

Our understanding of history is influenced by how we view societal changes.

Time plays a crucial role in shaping our perception of historical events.
- Linear/Progressive Thinking.
 

Society is seen as moving forward or declining in a linear fashion.

Many social evolution theories fall under this category.

Example: Marxist Framework.



**1.2.3.1 Perception, and Analysis of History: Ripples of Effects.**

- Non-directional, and Non-linear Changes.

Changes can recur, and induced by different factors.

- Absence of a Starting Point.

Phenomena doesn't always have a clear origin,

- Simultaneous Occurrence.

Many phenomena can happen together.

**1.2.3.2 Perspectives, and Arguments.**

- Importance of Perspectives.

No correct or ultimate answers.

Argument should be weighted with evidence.

Balance heritage, and intellectual history.

Economic Measurement.

**1.3 Eurocentrism.**

**1.4 Transition, and Transformation 250-900CE.**

**1.4.1 Introduction.**

**1.4.1.1 Social Science Tradition.**

- Social Science Tradition Stemming from History.
- Ferdinand Braudel's World System Theory.
- Marxist, and Neo-Marxist Theory
- Social Evolution.

**1.4.1.2 Eurocentric Perspectives.**

Highlight European (and North Atlantic) superiority in arguments surrounding convergence, and divergence of society.

#### 1.4.1.3 Types of Eurocentrism.

### 1.5 Ancient To Modern.

#### 1.5.1 The Axial Age.

#### 1.5.2 Expansionism, and Pastoralism.

#### 1.5.3 Rome.

#### 1.5.4 China.

##### 1.5.4.1 Sino-Sphere System.

##### 1.5.4.2 The Han Dynasty, and its Characteristics.

**Centralized Government.** The Han Dynasty had a centralised government headed by an emperor who held absolute power. This allowed for effective decision-making, and implementation of policies.

**Civil Service System.** The Han Dynasty had a sophisticated civil service system based on meritocracy. Candidates were selected through rigorous examinations, and trained to become officials, ensuring a highly competent bureaucracy.

**Stability, and Well-being.** The institutions of the Han Dynasty, including its centralised government, and civil service system, allowed for stability, and promoted the well-being of their people.

**Well-Field System.** Equal field system was invented in 384CE:

- China operates, and equal land field system.

##### 1.5.4.3 The Rise of Imperial China.

Establishment of a cultural community, de facto independent states in competition of each other.

- Zhou kings (771BCE-256BCE) kept losing power to overlords.
- Spring, and Autumn Period would be the beginning to an end of de-centralised Chinese governance.

**1.5.4.4 Core Chinese State Characteristics.**

**1.5.4.5 Civil Service System.**

**Merit-Based System.**

**1.5.5 Indian.**

**1.5.5.1 Pastoralism.**

**1.6 Book: A History of Europe from 400 to 1000.**

Book.

**1.7 Book: Empires in World History: Power, and the Politics of Differences.**

**1.7.1 The Rise of Early Empires, and Their Foundations.**

Empires have been a significant, and influential force throughout world history, shaping the political, economic, and social landscapes of entire regions.

The concept of an empire generally refers to: a large political unit, often comprising multiple territories and diverse populations, governed by a central authority.

**Empires differ from other forms of political organization in their expansive nature and the integration of distinct cultures under a singular rule.**

The characteristics defining empires include:

- Vast territorial expanse.
- Centralized administrative control.
- The incorporation of various ethnic and cultural groups.

Empires exhibit a dual approach to governance—combining coercion through military might and persuasion via administrative strategies and cultural assimilation. These attributes allow empires to exert control over extensive regions, often maintaining dominance over distant territories for prolonged periods.

- 1.7.2 Empire-Building Through Military Conquest and Diplomacy.
- 1.8 Book: Eight Eurocentric Historian.
- 1.9 Book: Civilisation Recast.

## Chapter 2

### Week 2, Day 1.



## Chapter 3

### Week 3, Day 1.

#### 3.1 Renaissance.





**Part II**

**Course Summary.**



## Chapter 4

## Topic