

American Foreign Relations since 1898

LOGISTICS

Meetings: Wednesdays, 1:20-3:15 pm, Mosse 2625

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Office Hours: Wed., 3:45 to 4:45 pm; Thurs., 12:15 to 1:15pm

DESCRIPTION

This course, an examination of American foreign relations since 1898, encourages students to have a critical and nuanced understanding of American power today by examining the ways in which the United States constructed its image and projected power in the wider world. However, we will use a broad definition of "foreign relations," examining not just government-to-government relationships, but exploring the interaction between Americans and other nations and cultures. In doing so, we will study how America's foreign relations influenced culture, politics, and ideas both inside and outside the nation's borders.

This course will explore the history of American foreign relations through a number of themes: empire and expansion, the spread of American cultural and economic influence, race and gender, religion, national power and national security, and class conflict. However, we will pay special attention to the roles of culture, ideology, and ideas in shaping American foreign policy, American attitudes towards themselves and towards others.

In this course, students will not only learn about the history of American foreign relations, but also how historians approach topics differently. We will examine scholarship from a number of differing perspectives and interpretations, from the "realist" school of Cold War history to cultural and gender studies.

OBJECTIVES

This course will encourage students to:

- Think critically about the history of American foreign relations
- Broaden their perceptions about what constitutes foreign relations
- Critically evaluate evidence from primary and secondary sources

COURSE TEXTS (required)

Robert Schulzinger. *U.S. Diplomacy since 1900*. Sixth Edition (paperback), Oxford University Press, 2008.

Emily Rosenberg. *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945*, Hill and Wang, (paperback), 1982.

Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (paperback). Cambridge University Press, 2007.

*Additional readings available via course pack.

REQUIREMENTS

Satisfactory completion of this course is contingent upon the fulfillment of all the following requirements: two exams, a book review essay, four pop quizzes, and participation. Details on the assignments will be provided later in the semester in separate documents.

- **Participation**—20% of total grade—Consistent attendance is essential, especially because we only meet once a week! Moreover, satisfactory participation means more than showing up; it means getting involved in discussion and activities. It also means having done the readings prior to our meeting. Absolutely no internet cruising or cell phone use is permitted (repeat offenders will be asked to leave the class session and their grade will be affected)
- **Pop quizzes**—10% of grade—There will be four announced, multiple-choice quizzes during our meetings. There are no make-ups. These will be based on the reading or film assignments and, if you've done them, these will be an easy reward for doing the work.
- **Midterm Exam**—25% of total grade—Students will be given a list of four essay questions, two dealing with lecture material and two drawn from the readings. Students will select one from each section and write two total essays, 4-5 pages, double-spaced. Students may consult their books and notes, and may even discuss their answers with one another, but each essay should reflect the original writing of each student. The essays must be carefully proofread, well-organized, and thoughtfully written. Grammatical mistakes, poor organization, passive voice, and sloppy writing will incur grade deductions. The mid-term essays are due, in hard copy form, at the beginning of class on [date]. Students may not submit late exams.
- **Book Review**—20% of total grade-- Students will select one book and write a 4-5 page review. Specific information on the book review assignment will be provided in a separate document later in the course.
 - Kristin Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*, (paperback) Yale University Press, 2000.
 - David Ekbladh, *The Great American Mission: Modernization and the Construction of an American World Order*, (paperback) Princeton University Press, 2011.
 - Thomas Borstelmann, *The Cold War and the Color Line: American Race Relations in the Global Arena*, (paperback) Harvard University Press, 2003.
 - John Lewis Gaddis. *The Long Peace: Inquiries into the History of the Cold War*, (paperback) Oxford University Press, 1989.

- **Final Exam**—25% of total grade-- Students will be given an in-class, finals week blue book exam. It will be cumulative, and it will be comprised of short-answer, identification terms and a longer-form essay. Two-to-three weeks before the exam, I will distribute a study guide with key terms and themes, and four possible essay questions (of which two will appear on the exam). You will be able to select one.
- **Breakdown:**

Book Review	20%
Mid-term Exam	25%
Final Exam	25%
Pop Quizzes	10%
Participation	20%

MISCELLANEOUS/FURTHER INFO

A couple of notes:

This course, as you will see below, has a healthy amount of reading. However, this is a fair tradeoff given the fact that you are receiving three credit hours and we are only meeting *two* hours per week. There are no discussion sections, so we must find time in our once-weekly meetings to discuss readings. I will limit readings to 100 or fewer pages per week. I will also help you learn how to do more strategic reading and give you advice on which readings to look more closely at and which to skim. But you still need to be willing to put in the legwork to read. You have to be willing to put in decent work outside our meetings to make this course work. If that is a problem, please consider dropping the course, as we have a long line on the wait list. If that is not a problem, I think this course will be really enjoyable and interesting.

The course pack readings will also be available on Learn@UW. I have placed the book review book options on reserve at the libraries, and if those copies aren't enough, I will wrangle up some more for you all.

Finally, you'll notice on the course calendar that we have multiple types of activities going on each week: mini-lectures, discussion, activities, films, etc. Discussions in class will be based around your outside reading assignments. Since we are meeting for two solid hours, but only once a week, I will try to vary our format and cover multiple topics each week. This course calendar is our general plan, but it is also subject to change.

READ THIS!

Arrangements for make-up exams or alternate exam times will be made only in the following cases:

- Your UW athletic team is scheduled to compete on exam day
- You have a documented medical or family emergency which prevents you from attending class on exam day
- For the final, if you have three final exams scheduled on the same day as our exam

- Alternate exams will not be arranged to accommodate job interviews or travel itineraries

POLICIES

Plagiarism will result in failure of the course and referral to the Dean of Students. If you are unsure about what constitutes plagiarism or have questions about a particular issue, you can always come to me for clarification. A good rule of thumb is to err on the side of caution when it comes to source citation and attribution. The following websites have additional information on identifying and how to avoid plagiarism:

- <http://www.plagiarism.org>
- http://writing.wisc.edu/Handbook/QPA_plagiarism.html

I encourage you to study together for the final exam. However, you must write your own answers for the midterm exam and book review.

Late work will result in automatic penalizations. For any assignment, each day of tardiness will result in full letter-grade deduction. Anything submitted after the deadline is “one day” late. Anything more than 24 hours after the stated deadline is “two days” late.

I am committed to making the classroom a safe space for different identities and perspectives. It can't happen, however, without your active support and self-reflection. Creating a safe space for learning involves respect for other students' rights to express their arguments free from interruption, ridicule, or other adverse consequences. Students should express arguments in a civil fashion and without aggressive repetition. Everyone's goal should be to participate in—but not dominate—discussion. In this regard, it is crucial to be sensitive to gender, race, sexuality, age, class, and ability. If any questions or concerns arise regarding issues of equality, diversity, and/or discrimination, do not hesitate to see me or the Dean of Students in the Division of Student Life. Information on official university policy concerning these issues is available through the UW-Madison Office of Equity and Diversity.

For concerns related to accommodations for students with disabilities, please see me and/or visit the UW McBurney Disability Resource Center Site (<http://www.mcburney.wisc.edu>)

COURSE CALENDAR

WEEK 1 September 2

- Lecture: Course Introduction, America's Emergence as a Global Power
- Discussion: Approaches to the Study of American Foreign Relations

- **Read Before Class:**
 - o Hogan, Michael J. and Thomas G. Paterson, *Examining the History of American Foreign Relations*
 - Pp. 10-23; 123-133; 212-222; 304-316; 323-325; 329-335
 - o Schulzinger, pp. 1-15

WEEK 2 September 9

- Lecture: Empire and Its Discontents—Spanish-American War and the Imperial Debate
- In Class Activity and Reading
 - o Interpreting Documents—Spanish-American War; Soldiers in the Philippines
 - o Albert Beveridge, “Why We Must Keep the Philippines” (1900); and Carl Schurz, “We Must Perfect Imperialism” (1899)

- Discussion: The Diplomacy of the Dollar, 1909-1920
- **Read Before Class:**
 - o Rosenberg, *Spreading the American Dream*, (pp. 3-62)
 - o Schulzinger, pp. 16-20, 39-59

WEEK 3 September 16

- Lecture: The Age of Nationalism and WWI at Home and Abroad
- In Class Activity
 - o Interpreting Documents—US Entry into WWI; sedition in WWI

- **Read Before Class**
 - o Schulzinger, pp. 60-75
 - o Rosenberg, pp. 63-86

WEEK 4 September 23

- Lecture: The ‘Wilsonian Moment’: the Conclusion of the War and the Paris Peace Conference
- In Class Activity—the League of Nations docs and analysis
- Discussion: The Myth of American Isolationism--“Spreading the American Dream,” Dollar Diplomacy and the Cooperative State
- **Read Before Class**
 - o Rosenberg, *Spreading the American Dream*, chapters 6-8 (pp. 108-137)
 - o Kristin Hoganson, “Cosmopolitan Domesticity: Importing the American Dream, 1865-1920”
 - o (Not required but recommended this week)—Schulzinger, pp. 75-88

WEEK 5

September 30

- Lecture: Black Internationalism—African Americans against Fascism, the Abraham Lincoln Brigade and the Invasion of Ethiopia
- Discussion: The Road to Pearl Harbor and the Origins of the Second World War
 - o Ambassador to Japan (Grew) to Secretary of State, 1 Dec. 1939
- **Read Before Class**:
 - o Akira Irye, “The Emergence of Geopolitics” and “The Road to Pearl Harbor” in *The Globalizing of America*, 1913-1945, pp. 149-190
 - o Schulzinger, pp. 107-142

WEEK 6

October 7

- Lecture: The “Good War” or “Race War”?
- Discussion: The Atomic Revolution and the Origins of the Cold War
- **Reading Before Class**
 - o J. Samuel Walker, “History, Collective Memory, and the Decision to Use the Bomb,” *Diplomatic History*, 1995, 319-328.
 - o Barton Bernstein, “Understanding the Atomic Bomb and the Japanese Surrender: Missed Opportunities, Little-Known Near Disasters, and Modern Memory”
 - o Paul Fussell, “Thank God for the Atom Bomb,” in *Thank god for the Atom Bomb and Other Essays*, 1988, 13-37.
 - o Michael Sherry, “Flaming Dew,” in *The Rise of American Air Power: The Creation of Armageddon*, 1987, 273-282
 - o (This week, not required but recommended)—Schulzinger, pp. 142-161
- **Homework for next time**: Watch “Comrades”—CNN Cold War Series

WEEK 7

October 14

- Lecture: The Politics of the Cold War
- Discussion: The Iron Curtain, the Marshall Plan, and the Rise of the National Security State
 - o X [George F. Kennan], “The Sources of Soviet Conduct,” *Foreign Affairs* 25, 1947, 566-582
 - o George Kennan, “The Long Telegram” (1946)
 - o Ike’s Farewell Address (video)
- **Read Before Class**
 - o Leffler, *The Specter of Communism*, pp. 3-63
 - o Schulzinger, pp. 162-191
 - o Have watched “Comrades”
- [Distributed at end of class—Take Home Midterm Exam]

WEEK 8

October 21

- Lecture: ‘Satchmo Blows up the World’: U.S. Cultural Diplomacy, Race, and International Civil Rights
- Discussion: Race and the Cold War—student groups help discuss
- **Read Before Class—one of the following (will be assigned one)**:
 - o Carol Anderson, “Bleached Souls and Red Negroes: the NAACP and Black Communists in the Early Cold War, 1948-1952” (14 pages)
 - o Michael Krenn, “The Unwelcome Mat: African American Diplomats in Washington, D.C. during the Kennedy Years” (14 pages)
 - o Thomas Noer, “Segregationists and the World: The Foreign Policy of the White Resistance” (17 pages) in *Window on Freedom: Race, Civil Rights and Foreign Affairs, 1945-1988*, Brenda Gayle Plummer, ed. University of North Carolina Press, 2003
 - o Kevin Gaines, “The Civil Rights Movement in World Perspective,” in *America on the World Stage*, pp. 189-207 (18 pages)
- [MIDTERMS DUE]

WEEK 9

October 28

- Lecture: Two Years of Crises—the Bay of Pigs, the Berlin Blockade, and the Cuban Missile Crisis
- Activity: Document activity or video on Cuban Missile Crisis
- **Read Before Class:**
 - o Albert Wohlstetter, “The Delicate Balance of Power,” *Foreign Affairs*, 37 (2), January 1959, 211-234
 - o Suri, *Power and Protest*, chapter 1, pp. 7-43
 - o Schulzinger, pp. 192-232

WEEK 10

November 4

- Lecture: Modernization as Ideology: the Kennedy Administration and Developing against Communism
- Activity: Documents on the creation of the Peace Corps
- Discussion: International Anti-Colonialism and the “Third World”
 - o W. W. Rostow, “Some Lessons of History for Africa” (1960)
 - o “Objectives and Nature of the Point IV Program,” in *FRUS*, v. 1 (1949), 776-783
 - o Kennedy’s Inaugural (watch)
- **Read Before Class**
 - o Westad, pp. 73-110, 110-157
- **Homework for next time**: Watch CNN Cold War Series, “Vietnam”

WEEK 11

November 11

- Topic: War and Antiwar
- Activity and Film
 - o Gulf of Tonkin Resolution
 - o “The War at Home”—documentary on Vietnam as UW
- **Read/Watch Before Class:**
 - o Schulzinger, pp. 232-264
 - o Have watched--CNN Cold War Series, “Vietnam”

WEEK 12

November 18

- Lecture: Oil, Politics, Culture, and America in the Middle East

- Discussion: same topic
- **Read Before Class**:
 - o Michelle Mart, "Tough Guys and American Cold War Policy: Images of Israel, 1948-1960," in *Diplomatic History*, Summer 1996 (23 pages)
 - o Douglas Little, *American Orientalism*, pp. 1-42
 - o Schulzinger, pp. 266-270; 283-285; 289-293

WEEK 13

November 25

- Activity—Watch CNN Cold War Series, "Soldiers of God"
- "The Iran Hostage Crisis"—diary of a soldier by Peter Hahn

- Lecture: Rambo and Reagan—Re-remembering Vietnam and Re-Launching the Cold War

- Discussion: The End of the Cold War and the Ascendance of the Neoconservatives
- **Read Before Class**
 - o Westad, pp. 288-330
 - o Justin Vaïsse, *Neoconservatism: The Biography of a Movement*, pp. 1-21, 180-219
 - o Schulzinger, pp. 293-312

WEEK 14

December 2

- "Humanitarian" Interventions—Guest Lecture by Brad Baranowski
- Activity: Humanitarian Intervention

- **Read Before Class**:
 - o Gareth Evans and Mohamed Sahnoun, "The Responsibility to Protect," *Foreign Affairs* 81 (6), Nov.-Dec. 2002, 99-110.
 - o Benjamin Valentino, "The True Costs of Intervention: The Hard Truth About a Noble Notion," *Foreign Affairs*, Nov.-Dec. 2011
 - o Jon Western and Joshua Goldstein, "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya," *Foreign Affairs*, Nov.-Dec. 2011

WEEK 15

December 9

- Lecture: 9/11 and the War against Terror
- Activity—Debating National Security, Secrecy, and Open Diplomacy
 - o Bill Keller, "Dealing with Assange and the Wikileaks Secrets," *The New York Times*, January 26, 2011

- Discussion: Issues of the Present and Future
- **Read Before Class**:
 - Westad, pp. 396-408
 - Samuel Huntington, “The Clash of Civilizations?” (1993)
 - Nikhil Singh, “Cold War Redux: On the New Totalitarianism,” *Radical History Review* 85 (2003): 171-81
 - Benjamin Barber, *Jihad vs. McWorld* (1995)
 - G. John Ikenberry, “The Restructuring of the International System after the Cold War,” in *The Cambridge History of the Cold War*, v. 3, 2010, 535-556

Take-home final exam questions given