HISTORY OF U.S. FOREIGN RELATIONS

History 319  
MWF 10:00–10:50am  
Advanced undergraduate lecture  
Winter 2019, Harris 107  
Daniel Immerwahr  
daniel.immerwahr@northwestern.edu  
Office hours: Wed. 3–4:50  
Office: 225 Harris Hall

Discussion sections  
60, W11, Harris L05, Letsos  
61, W2, Harris L05, Letsos  
62, W5, Harris L40, Immerwahr  
63, Th10, Harris L28, Falcone  
64, Th2, Allison 1021, Falcone  
65, Th3, Kresge 2-435, Falcone  
66, F9, University Hall 218, Letsos

Section teachers and their office hours  
Michael Falcone, michaelfalcone2017@u.northwestern.edu, W11–1, 219 or 221 Harris  
Daniel Immerwahr, daniel.immerwahr@northwestern.edu, W3–4:50, 225 Harris  
Niko Letsos, nikoletsos2020@u.northwestern.edu, M12–2, 219 Harris

COURSE DESCRIPTION

The United States has been, since at least 1945, the most powerful country on the planet. Its foreign relations are thus a matter of interest, not only as part of U.S. history, but also as part of global history. This upper-level lecture course considers the rise of the United States and asks how it came to be the sort of world power it is today. The course is not, however, merely a history of wars and diplomacy. It is also a history of ideas, social movements, technologies, and globalization. Special attention will be given to the themes of race, empire, and democracy as we follow the story of U.S. foreign relations from founding to the present.

READING

Reading assignments will average around 120 pages a week. There are two types of readings for this course. First, there are discussion readings, which you’ll talk about in your section meetings. Second, there are background readings that will help you follow the lectures. Both are required, both will show up on quizzes and exams.

As you read, I strongly advise taking notes. You can do this by underlining key passages or writing in the margins (note: not in library books!) or, preferably, by taking separate notes. Whatever system you use, you’ll need some sort of record. It will be hard to keep up if you aren’t writing things down.
DISCUSSION SECTION

The center of this course will be your discussion section, which will be your opportunity to talk about the readings. Attendance and participation are mandatory.

QUIZZES

Every week in the first minutes of discussion section, you’ll receive a reading quiz. Usually, the questions will be multiple choice but you might be expected to summarize the readings. Most of the questions, totaling twelve possible points, will pertain to the discussion readings. But most weeks you will also have a two-point extra-credit question drawn from the background readings.

If you miss a quiz, you’ll get a zero unless your absence was pre-arranged (meaning you discussed it at least a day in advance with your section teacher and he excused you) or you can produce an exculpatory note from some appropriate authority (doctor, dean, parole officer). At the end of the term, we’ll drop your lowest quiz grade.

MIDTERM AND FINAL

The exams will cover material from lectures and from the assigned readings (including background readings). The question format on both will be varied and include multiple-choice questions, short-answer questions, image identifications, chronologies (where you will be asked to place events in order), and essays.

There is no option for an early final. But either the final or the midterm may be replaced by an essay (7 pages for the midterm, 12 pages for the final) plus an oral exam. The essays are due twenty-four hours before the oral exams. The subject of the midterm essay is: “How have understandings of race tempered U.S. foreign relations up to the Second World War?” For the final essay: “Propose a dominant theme for U.S. foreign relations and explain how that theme captures the main thrust of the history of the United States and its relations with the world.” Until you have successfully scheduled a time to take your oral exam, you will be expected to take the in-class exam.

TERM PAPER

Your assignment this term is to write a 9–11 page research paper about some aspect or episode in the history of U.S. foreign relations, the bulk of which must focus on events before 1995. The paper should use both primary and secondary sources as its evidentiary base, including at least two works of historical scholarship that are not on the syllabus. But the subject of this paper is for you to work out in conversation with your section teacher. Feel free to think broadly here; there is no requirement that the paper be about war or diplomacy. Samples of acceptable/awesome topics (intended as examples, but available if one happens to inspire you):

- Manifest Destiny as a Justification for the Mexican-American War
- Amnesty International’s Campaign for Latin American Human Rights
- African-American Soldiers in Occupied Japan
- Around-the-World Travel in Early Twentieth-Century Fiction
- The International Relations Theory of Hans Morgenthau
- Maps of the Western Territories
- African Fashion in the Black Power Movement
- The Chinese Diaspora in Nineteenth-Century San Francisco
- Images of Asia in Walt Whitman’s Poetry
- Reagan, the CIA, and the Mujahedin Resistance in Afghanistan
- The Young Women’s Christian Association’s Global Mission
- Consumer Objects from Europe in the Gilded Age
- The Fight Over Colonial Representation at the First United Nations Conference
- Exporting Baseball to the U.S. Overseas Territories

Your paper should feature an interesting, non-obvious thesis; clear, correct, and persuasive prose; and properly formatted citations in some recognizable citational system. It should be 9–11 pages, not counting bibliography, double spaced, in 12-pt Times New Roman font, and with 1-inch page margins. Upload it to Canvas by 9:40am on March 11, hand in a paper copy (stapled!) to your section teacher in lecture that day, and retain a digital copy for yourself.

Over the course of the quarter, we’ll ask you to hand in assignments that build toward your paper: a one-paragraph description of your intended topic, and, later, an annotated bibliography of sources and three potential theses. For the annotated bibliography, a typical annotation might look like this:

- Peter Mandler, Return from the Natives: How Margaret Mead Won the Second World War and Lost the Cold War (2013). This biography of Mead discusses her place in foreign policy, and covers the role that other anthropologists played as well. While I won’t need to read the Cold War chapters for my paper, the chapters on the Second World War will guide me to relevant primary sources and help me think about how other social scientists made their way through the war.

For the “three potential theses” assignment, we are asking you to come up with one-sentence summaries of three possible arguments you might make. Steer away from mere summary (“In 1915, the United States invaded and occupied Haiti”) or judgment (“The occupation of Haiti was wrong”). We’re looking for non-obvious but nevertheless convincing arguments that show you have thought through your topic. A real-life example from a successful student in this course: “The Haitian occupation, exposing the United States to Caribbean women who had a great deal of economic power within their societies, sparked a debate about feminism within the United States.”

The course reader contains an exemplary paper written by a student for this course. The history writing center offers help with students with any aspect of paper-writing. Contact them at historywriting@northwestern.edu.
GRADING

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* = If you fail the final, you fail the course

APPELLING GRADES

If, after receiving a graded work back, you are confused by the grade or feel that it is not an accurate representation of your work, you have two options:

1. Go to your section teacher’s office hours and ask for a clarification. You can then sit down and talk about your work, grading standards, possibilities for improvement, and so on.
2. Submit to your section teacher, in writing, an account of why you felt that the grade you received was inaccurate (not disappointing—inaccurate). If appropriate, he will be happy to regrade your work. This will not result in a lower grade.

It's fine if you'd like to meet with your section teacher and then request a regrade, but regrade requests must be made in writing and not during office hours.

PLAGIARISM

An easy way for an undergraduate to destroy her college career is by plagiarizing. The college’s rules concerning academic integrity can be found at www.northwestern.edu/provost/policies/academic-integrity. Please read them, as you will be held accountable to them. The main principles:

1. If you use somebody else’s ideas or information, cite that person.
2. If you use someone else’s words, enclose those words in quotation marks and cite that person. Taking someone else’s prose, modifying it slightly, and passing it off as your own is never appropriate, even if you include a footnote.
3. You may not turn in work that is identical to or derivative of work you have turned in for another class without both prior permission and a clear accounting of what is old and what is new.

I will report all potential cases of plagiarism immediately to the dean.
ELECTRONICS

Laptops and tablets are great for note-taking but carry an enormous potential to distract both their users and, more importantly, anyone sitting behind their users. So I’ll request that, if you plan to use a laptop or other electronic device, you sit in the designated section of the classroom. I’ll also request that you monitor your own behavior and ask yourself whether your computer is helping you learn or distracting you. Internet surfing, phones, headphones, and noise-creating devices are prohibited and will be punished by public shaming.

COURSE BOOKS

These books are all available at the university bookstore (except for the course reader). You will need to purchase the reader; the other books can be got on reserve from the library.

1. Black Hawk, An Autobiography, ed. Donald Jackson
2. William Lederer and Eugene Burdick, The Ugly American
4. Course reader, available at Quartet Digital Printing, 825 Clark Street

SCHEDULE OF MEETINGS, READINGS, AND ASSIGNMENTS

B = Background reading

Week of January 7
Mon.  Empire for liberty
Wed.  The promise of liberty
Fri.  The unbearable wrongness of Jefferson

Reading (62 pp.)
- Jeremi Suri, Liberty’s Surest Guardian (2011), chap. 1 in reader and on Canvas (35 pp.)
- Andrew Bacevich, The Limits of Power (2008), chap. 1 in reader and on Canvas (27 pp.)
- B: Syllabus (i.e., the document you are currently reading)

Week of January 14
Mon.  Indian country
Wed.  Midcentury wars
Fri.  Atlantic crossings

Reading (156 pp.)
- Black Hawk, An Autobiography (1833), including editor’s introduction (156 pp.)
Week of January 21
Mon. NO CLASS—MLK DAY
Wed. Teddy Roosevelt’s very good day
Fri. Philippine war

Reading (101 pp.)
- Frederick Jackson Turner, “The Significance of the Frontier in American History” (1893) in reader (15 pp.)
- Woodrow Wilson, “The Ideals of America” (1903) in reader (15 pp.)
- Sample term paper by a past student in this class, in reader (13 pp.)
- B: Daniel Immerwahr, How to Hide an Empire (2019), chaps. 4–6 (49 pp.)

Week of January 28
Mon. Wilsonian peace—1-PARAGRAPH DESCRIPTION OF PAPER TOPIC DUE IN CLASS
Wed. Black internationalism
Fri. The folk and the world

Readings (86 pp.)
- W. E. B. Du Bois, The Souls of Black Folk (1903), chap. 1 in reader (10 pp.)
- W. E. B. Du Bois, “My Impressions of Woodrow Wilson” (1939) in reader (7 pp.)
- W. E. B. Du Bois, Dark Princess (1928), part I in reader (25 pp.)
- B: Ruth Benedict, Patterns of Culture (1934), chaps. 1–2 in reader (44 pp.)

Week of February 4
Mon. MIDTERM
Wed. The war of things
Fri. The other World War II

Reading (116 pp.)
- Wendell Willkie, One World (1943), introduction, pp. 1–2, chaps. 4 and 10–15 in reader (92 pp.)
- B: Samuel Zipp, “Dilemmas of World-Wide Thinking” (2018) in reader (24 pp.)

Week of February 11
Mon. One world—DUE IN CLASS: ANNOTATED BIBLIOGRAPHY
Wed. Decolonization
Fri. The cold war

Reading (116 pp.)
- George Kennan, “The Long Telegram” (1946) in reader (17 pp.)
- George Kennan, “The Sources of Soviet Conduct” (1947) in reader (19 pp.)
- B: Craig and Logevall, America’s Cold War (2009), chaps. 2–3 in reader (80 pp.)
Week of February 18
Mon. Korea—DUE IN CLASS: THREE THESSES
Wed. Getting to know you
Fri. The cost of a good banana

Reading (205 pp.)
- William Lederer and Eugene Burdick, The Ugly American (1958), chaps. 1-3, 6, 8-10, 13, 15, 17-19, 21-22 (173 pp.)
- B: Christina Klein, Cold War Orientalism (2003), chap. 5 in reader (32 pp.)

Week of February 25
Mon. Satchmo and the Black Panthers
Wed. Vietnam
Fri. The arrogance of power

Reading (89 pp.)
- Stokely Carmichael and Charles V. Hamilton, Black Power (1967), chap. 1 in reader (30 pp.)
- B: Christian G. Appy, American Reckoning (2015), chaps. 1, 3, and 6 (89 pp.). Discussion this week will be about Carmichael/Hamilton, but you’ll be quizzed on Appy as if it were a discussion reading, not a background reading.

Week of March 4
Mon. Whole earth politics
Wed. Globalization
Fri. The Middle East

Reading (94 pp.)
- Benjamin Barber, Jihad vs. McWorld (1995), introduction in reader (18 pp.)
- B: Minae Mizumura, The Fall of Language in the Age of English (2008), chap. 2 in reader (25 pp.)
- B: Terry H. Anderson, Bush’s Wars (2013), introduction in reader (36 pp.)

Week of March 11
Mon. The global war on terror—PAPER DUE

Your paper should be uploaded to Canvas by 9:40am. Papers uploaded after 9:40am will be considered late and marked down. They will be considered “more late” (thus meriting a further reduced score) if they come in after 9:40am on March 7. But between 10:00am on March 11 and 9:40am on March 12 it does not matter when you turn your paper in, so come to class even if your paper isn’t done.

You must also hand in hard copies of your papers. But whether your paper is late depends on when you upload it, not when you hand in the hard copy.

FINAL: March 21, 3–5pm, 107 Harris Hall (i.e., the regular room)