HISTORY OF U.S. FOREIGN RELATIONS

History 319:0  
Mon., Wed., Fri., 10am–10:50am  
Advanced undergraduate lecture  
Winter 2017, Harris 107  
Daniel Immerwahr  
daniel.immerwahr@northwestern.edu  
Office hours: Mon. 2:30-4:30  
Office: 225 Harris Hall

Discussion sections
Felipe Cole: W11 (60), Th10 (64), F9 (66), fcole2016@nlaw.northwestern.edu, Office hours: Tues., 1–3, Harris 221
Sam Kling: W2 (67), W4 (68) SamuelKling2016@u.northwestern.edu, Office hours: Tues., 2–4, Library Café
Jonathan Ng: W4 (61), Th9 (63), Th2 (65), JonathanNg2014@u.northwestern.edu, Office hours: Thurs., 10–12, Library Collaboration Center (1 South)
Daniel Immerwahr: W5 (62)

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 1789 to the present.

READING

Reading assignments will average fewer than 125 pages per week. There are two types of readings for this course. First, there are discussion readings, which you’ll talk about in your discussion sections. Second, there are background readings that will help you follow the lectures. Both are required and 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 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 every quiz will also have a two-point 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 will likely include multiple-choice questions, short-answer questions, image identifications, chronologies (where you will be asked to place events in order), questions asking you to link two distant events by a chain of historical causes and effects, and essays. Your exams will be graded anonymously.

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 at the beginning of the in-class exams they are replacing and the oral exams must be completed before the in-class exams they are replacing. 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 1990. 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. 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
- Black 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
- 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
- Arab Nationalism and the U.S. Role in the Conflict over Egypt’s Aswan Dam
- U.S. China Policy from World War II to Mao

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 9:40 am on March 6, 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 theses that are merely 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.”

We won’t give grades on these smaller assignments. That said, failing to turn them in or half-assing them will not only be bad for you as a paper-writer but will also be grounds for a lowered participation grade.

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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<tr>
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<tr>
<td>Participation</td>
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<td>Quizzes</td>
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<td>Paper</td>
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<td>Midterm</td>
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<td>Final</td>
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* = If you fail the final, you fail the course

APPEALING GRADES

If, after receiving a graded paper or exam 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—and not without some small amount of glee on my part—by public shaming.

**COURSE BOOKS**

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

4. Course reader, available at Quartet Digital Printing, 825 Clark Street

**SCHEDULE OF MEETINGS, READINGS, AND ASSIGNMENTS**

B = Background reading

**Week of January 2**

Tues. Empire for liberty
Wed. The promise of liberty
Fri. The settler boom

Reading (82 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 (47 pp.)
- B: Syllabus (i.e., the document you are currently reading)

**Week of January 9**

Mon. Indian country
Wed. Midcentury wars
Fri. Atlantic crossings

Reading (118 pp.)
Week of January 16
Mon. NO CLASS—MLK DAY
Wed. 1898 and all that
Fri. Philippine war

Reading (101 pp.)
- Frederick Jackson Turner, “The Significance of the Frontier in American History” (1896) in reader (15 pp.)
- Woodrow Wilson, “The Ideals of America” (1903) in reader (15 pp.)

Week of January 23
Mon. Wilsonian peace—1-PARAGRAPH DESCRIPTION OF PAPER TOPIC DUE IN CLASS
Wed. Black internationalism
Fri. Fortress America

Readings (71 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.)

Week of January 30
Mon. MIDTERM
Wed. The war of things
Fri. The other World War II

Reading (112 pp.)
- Wendell Willkie, One World (1943), introduction, pp. 1–2, chaps. 4 and 10–15 in reader (92 pp.)
- B: Henry Luce, “The American Century” (1941) in reader (20 pp.)

Week of February 6
Mon. One world—DUE IN CLASS: ANNOTATED BIBLIOGRAPHY AND THREE POTENTIAL THESES FOR YOUR PAPER
Wed. The cold war
Fri. The decolonization of the United States

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 (80 pp.)
Week of February 13
Mon.   Korea
Wed.   The strange career of Edward Lansdale
Fri.   The price of a good banana

Reading (216 pp.)
- B: David F. Schmitz, *Thank God They’re On Our Side* (1999), 178–221 in reader (43 pp.)

Week of February 20
Mon.   Cold war civil rights
Wed.   Vietnam
Fri.   The 1970s

Reading (154 pp.)
- B: Craig and Logevall, *America’s Cold War*, chap. 6 (36 pp.)
- B: Michael Adas, *Dominance by Design* (2006), chap. 6 in reader (58 pp.)

Week of February 27
Mon.   The market
Wed.   Globalization
Fri.   The Middle East

Reading (98 pp.)
- B: Craig and Logevall, *America’s Cold War*, chap. 9 (29 pp.)

Week of March 6
Mon.   The global war on terror—PAPER DUE, NO READING

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 6 and 9:40am on March 7 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: Thurs., March 16, 3–5pm, 107 Harris Hall (i.e., the regular room)