

HISTORY OF U.S. FOREIGN RELATIONS

History 319
MWF 2:00–2:50pm
Advanced undergraduate lecture
Winter 2022, Lutkin Hall

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Office hours: W. 3–4:50pm
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Discussion sections

60, W3, Kresge 2-335, Lugli

64, F10, University Hall 412, Lugli

61, W3, Locy 314, Dawtry

65, F11, Kresge 2-331, Lugli

62, W4, Locy 314, Dawtry

66, F1, University Hall 218, Dawtry

63, W5, Harris L40, Immerwahr

Section teachers

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Madelyn Lugli, MadelynLugli2024@u.northwestern.edu

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. The course is not, however, merely a history of wars and diplomacy. It is also a history of ideas, social movements, technologies, and globalization. We'll pay special attention 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 under 110 pages a week. There are two types of readings for this course: discussion readings, which you'll talk about in your section meetings, and background readings, which will help you follow the lectures. Both are required, and 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 AND QUIZZES

The center of this course will be your discussion section. Attendance and participation are mandatory.

In the first minutes of each section, you'll receive a multiple-choice reading quiz, graded out of fourteen points. You get seven points just for taking the quiz, six of the points will pertain to discussion readings, and the final point will be about the background readings (if there are none, that point will also pertain to the discussion readings).

The quiz will start when your section starts and end when the last person who was there on time finishes (within reason). If you are slightly late, you might be able to complete the quiz before it ends, but you must hand in your quiz even if it's not done. If you're absent or arrive after the quiz ends, you'll get a zero. There are no make-up quizzes.

If you have COVID-19 symptoms, test positive for COVID-19, or need to quarantine based on the university's policies, tell us, tell the university (covidcasemanagement@northwestern.edu), and don't come to class—you'll be excused and we can provide recordings of the lectures. Similarly, stay home if you have any other communicable disease and we'll excuse you. If you face larger problems affecting your attendance and performance (e.g., a concussion, long illness, death in the family), talk to your advisor, who can if appropriate arrange accommodations with your teachers. Beyond all that, at the end of the term we'll drop your lowest quiz grade, which means that you can miss or show up late to one section without penalty for any reason.

ONLINE MIDTERM AND FINAL

The exams will be online. They'll cover material from lectures and assigned readings (including background readings). The question format on both will be varied and will include short-answer questions, image-based questions, and essays. These exams are open book, but collaborating during the exam is prohibited, as is using any U.S. foreign relations study guide that you didn't entirely write yourself. We recommend but don't require that you take the exams in Lutkin Hall, where we'll be available to help should you have questions.

Either the final or the midterm may be replaced by a take-home exam (7 pages for the midterm, 12 pages for the final) *plus* an oral exam. The take-home 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 online exam.

TERM PAPER

Your assignment this term is to write a 9–15 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 2000. 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. The topic is whatever you work out 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 spark joy):

- 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
- 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

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 9–15 pages, not counting bibliography, double spaced, in 12-pt Times New Roman font, and with 1-inch page margins. Upload it to Canvas by 1:40pm on March 7, 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. An example from a 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

Participation	10%	Bibliography	2%
Quizzes	15%	Thesis	2%
Paper	25%	Midterm	20%
Topic assignment	1%	Final	25%

APPEALING GRADES

If, after receiving a paper or exam back, you are confused by the grade or feel that it doesn't accurately represent your work, you have two nonexclusive options. Take a day, and then after that day do one of two things, or both:

1. Ask for a clarification from your section teacher. This would be a conversation about your work, grading standards, ways to improve, and so on.
2. Within two weeks of getting your grade and before the end of exam week, give your section teacher, in writing, an account of why you felt your grade was inaccurate (not disappointing—inaccurate). If appropriate, they will happily regrade your work. This won't result in a lower grade.

It's fine for you to meet with your section teacher and then, after that meeting, request a regrade, but regrade requests must be made in writing.

PLAGIARISM

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

1. If you rely on someone else's ideas or information, cite your source.
2. If you use someone else's words, enclose them in quotation marks and cite your source. Taking someone's prose, modifying it slightly, and presenting it as your own is never appropriate, even with 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 suspected cases of plagiarism immediately to the dean.

ELECTRONICS

Laptops and tablets are great for note-taking but carry enormous potential to distract their users and, more importantly, anyone sitting behind their users. So, if

you plan to use one, I'll request that you sit in the designated section of the classroom. I'll also request that you monitor your behavior and ask yourself whether your computer is helping you learn or distracting you.

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*
3. Christian G. Appy, *American Reckoning: The Vietnam War and Our National Identity*
4. Course reader, available at Quartet Digital Printing, 825 Clark Street

SCHEDULE OF MEETINGS, READINGS, AND ASSIGNMENTS

B = Background reading

Week of January 3

Mon. Empire for liberty (Zoom)

Wed. The promise of liberty (recorded lecture on Canvas)

Fri. The unbearable wrongness of Jefferson (Zoom)

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 10

Mon. Indian country

Wed. Midcentury wars

Fri. Atlantic crossings

Reading (156 pp.)

- Black Hawk, *An Autobiography* (1833) (156 pp.)

Week of January 17

Mon. NO CLASS (MLK DAY)—BY 1:40PM, EMAIL YOUR SECTION TEACHER ABOUT YOUR PAPER TOPIC

Wed. Teddy Roosevelt's very good day

Fri. Philippine war

Reading (93 pp.)

- Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893) in reader (15 pp.)
- Woodrow Wilson, "The Ideals of America" (1902) in reader (15 pp.)
- Sample term paper by Evan Augeri in this class, in reader (14 pp.)
- B: Daniel Immerwahr, *How to Hide an Empire* (2019), chaps. 4–6 (49 pp.)

Week of January 24

Mon. Wilsonian moment—1-PARAGRAPH DESCRIPTION OF PAPER TOPIC PLUS 3 SECONDARY SOURCES DUE 1:40PM ON CANVAS

Wed. Black internationalism

Fri. The folk and the world

Readings (76 pp.)

- W. E. B. Du Bois, *Dark Princess* (1928), part I in reader (25 pp.)
- Ruth Benedict, *Patterns of Culture* (1934), chaps. 1–2 in reader (44 pp.)
- B: W. E. B. Du Bois, "My Impressions of Woodrow Wilson" (1939) in reader (7 pp.)

Week of January 31

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 7

Mon. One world—DUE 1:40PM: ANNOTATED BIBLIOGRAPHY TO CANVAS

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 14

- Mon. Korea—DUE 1:40PM: THREE THESES UPLOADED TO CANVAS
- 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 21

- 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 February 28

- Mon. Whole earth politics
- Wed. Globalization
- Fri. The Middle East

Reading (76 pp.)

- Francis Fukuyama, "The End of History?" (1989) in reader (15 pp.)
- 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 7

- Mon. The global war on terrorism—PAPER DUE

Your paper should be uploaded to Canvas by 1:40pm. Papers uploaded after 1:40 will be considered late and marked down. They will be considered "more late" (thus meriting a further reduced score) if they come in after 1:40pm on March 7. But between 2:00pm on March 7 and 1:40pm on March 8 it doesn't 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.

FINAL: Friday, March 18, 3-5pm, online, seats available in Lutkin Hall