

THE UNITED STATES AND THE WORLD SINCE 1898
History 3386

Spring 2015
Tuesday, 12:00 – 1:50 (280 Engineering)
Thursday, 1:00 – 1:50 (51 Education Endazhi-
gikinoo'amaading)

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Office Hours: Tuesday and Thursday, 8:00 –
9:30, and by appointment

Course Description

From the conquest of the Philippines and the development of an overseas empire to the “Vietnam syndrome” and the wars in Iraq and Afghanistan, this course will examine the history of American foreign relations, broadly conceived, since the late nineteenth century.

Is the United States an imperial power? Is it a champion of freedom? Why has Washington repeatedly intervened in the affairs of other nations? How has it justified its policies? These are just some of the questions that this course seeks to answer. Through close readings of several scholarly monographs and an examination of selected primary sources, students will explore the many ways that American power has been exercised abroad, as well as the relationship between domestic American life and U.S. foreign relations. In addition, a couple of films will be shown to illustrate the different ways that popular culture has mediated Americans’ understanding of their nation’s experience as a global actor.

The primary objectives of this course are twofold: to have you critically examine American foreign relations since the late nineteenth century, and to teach you how to view more recent events in their appropriate historical contexts.

Required Books

David Gibbs. *First Do No Harm: Humanitarian Intervention and the Destruction of Yugoslavia*. Nashville, Tennessee: Vanderbilt University Press, 2009.

Thomas G. Paterson, J. Garry Clifford, Shane J. Maddock, Deborah Kisatsky, and Kenneth J. Hagan. *American Foreign Relations: A History*, Volume II (Since 1895), Brief Edition. Boston: Houghton Mifflin Company, 2006.

David J. Silbey. *A War of Frontier and Empire: The Philippine-American War, 1899-1902*. New York: Hill and Wang, 2007.

Robert Vitalis. *America’s Kingdom: Mythmaking on the Saudi Oil Frontier*. Stanford, California: Stanford University Press, 2007.

Course Requirements

1. Class Participation and Attendance. Attendance is mandatory. If you are unable to attend class (legitimate excuses for an absence include a religious holiday, a verifiable illness, a serious family emergency, a subpoena, jury duty, military service, or participation in a group activity sponsored by the University), I must be notified in a timely fashion. I also expect students to have completed all of the weekly readings listed on the syllabus before the first class meeting of the week. I may call on you to answer questions or discuss pertinent points. However, the class meetings will largely complement, not duplicate, the required readings. You are encouraged to speak with me during my office hours if you are confused or concerned about any of the material. If you cannot meet during my regular office hours, you may contact me to schedule an appointment at another time. (10 percent of final grade)

2. Quizzes. There will be three quizzes during the semester. They will cover various topics addressed in the readings, films, and lectures/discussion. The quizzes will be given on February 12, March 12, and April 9. Make-up quizzes will not be allowed. (30 percent of final grade)

3. Final Exam. The final exam will be given on May 15 from 2:00 to 3:55 p.m. It will be a comprehensive exam covering material from throughout the semester. (20 percent of final grade)

4. Research Paper. You will be required to write an eight-page double-spaced paper incorporating research in both primary and secondary sources on a topic related to the history of U.S. foreign relations. You must draw on your sources to develop a coherent and tightly argued thesis that is original and is supported by the evidence you cite. At least three scholarly secondary sources (academic books, journal articles, or conference papers, but NOT encyclopedias or book reviews) must be used. The class readings will not count as secondary sources for purposes of this assignment. Please be aware, too, that not all journal articles that appear in the UMD Library's electronic databases (Academic Search Premier, Academic OneFile, et cetera), and not all books on a given subject, are necessarily scholarly. I thus strongly recommend showing me your sources before you begin your reading – that is, at an early date – to confirm that they meet the course requirements. You will also need to draw on at least three primary sources (archival documents or documents in published collections, interviews or oral histories, et cetera) in your essay. I have provided links to a number of online sources of primary documents on the course website. All sources used – whether consulted, quoted, paraphrased, summarized, et cetera – must be acknowledged through an appropriate citation. The papers must include page numbers and use Chicago-style endnotes; if you are not familiar with this citation method, follow the “Chicago Documentation Style” link on the course website. I have also placed on the website a brief guide to citations. If you are unsure about when to cite outside sources, please come see me. The papers must be formatted using twelve-point Times or Times New Roman font and one-inch margins. They will be graded on the basis of both style and content; it is therefore imperative that the papers be well written and free of grammatical and spelling errors. If you are not a great writer, assistance is available at the Writers' Workshop on the second floor of the Kathryn A. Martin Library (d.umn.edu/writwork; writwork@d.umn.edu; 218-726-8500). In order to ensure that your topic is manageable and meets the requirements of the course, I strongly advise you to discuss the project with me well before the deadline. The paper will require considerable research; you should therefore get started early in the semester, especially as you may need to obtain some of your research materials through interlibrary loan. I am available to assist you with the paper, but you must make the effort to come see me. Please note, too, that I am willing to review rough drafts; however, my deadline for looking at drafts is two weeks before the assignment is due. The papers are due in class on May 5. Late papers will not be accepted. (40 percent of final grade)

Students with Disabilities

It is the policy and practice of the University of Minnesota, Duluth, to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements – such as time-limited exams, inaccessible web content, or the use of non-captioned videos – please notify me as soon as possible. You should also contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-8217 or visit the DR website at <www.d.umn.edu/access> for more information.

Grading Policy

The following criteria will be used to determine students' grades:

- A ... Achievement outstanding relative to the level necessary to meet course requirements.
- B ... Achievement significantly above the level necessary to meet course requirements.
- C ... Achievement meeting the basic course requirements in every respect.
- D ... Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect.
- F ... Performance failing to meet the basic course requirements.

Grades are based on a one hundred-point scale. The research paper, which comprises forty percent of your grade, is worth forty points, for example. I use the following scale in calculating grades:

- A ... 94 to 100
- A- ... 90 to 93.95
- B+ ... 87 to 89.95
- B ... 83 to 86.95
- B- ... 80 to 82.95
- C+ ... 77 to 79.95
- C ... 73 to 76.95
- C- ... 70 to 72.95
- D ... 67 to 69.95
- F ... 0 to 66.95

Students who engage in academic dishonesty will be given an "F" in this course and will be reported to the appropriate university authorities for further disciplinary action. According to the *Student Guide* of the College of Liberal Arts (www.d.umn.edu/~clasa/cla1001/SA/academicdishonesty.htm), academic dishonesty includes plagiarism, fabrication, cheating, and academic misconduct. The college defines plagiarism as follows:

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials – unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

It is your responsibility to thoroughly familiarize yourself with the meaning of the other forms of academic dishonesty – which are defined at the CLA website cited above – and to avoid engaging in these practices at all costs.

Classroom Conduct

Students are expected to follow, and I will enforce, the University's Student Conduct Code (<http://www.d.umn.edu/assl/conduct/code>). Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either my ability to teach or the ability of your peers to learn is prohibited. Such behavior includes, but is not limited to, reading the newspaper or books for other courses, talking to your classmates, and the inappropriate use of unauthorized technologies in the classroom.

Lecture and Reading Schedule

Note: The weekly readings must be completed by the first class session of the week under which they appear. For example, the readings listed for week 2 must be completed by January 27.

Week 1. INTRODUCTION AND OVERVIEW (January 20, 22)

Week 2. "INDIAN COUNTRY": TOWARD AN OVERSEAS EMPIRE (January 27, 29)

- Reading ... Paterson, et al., *American Foreign Relations*, xiii-xvi, 1-21; Silbey, *A War of Frontier and Empire*, xiii-xviii, 3-78

Week 3. IMPERIAL PERMUTATIONS (February 3, 5)

- Reading ... Paterson, et al., *American Foreign Relations*, 22-45; Silbey, *A War of Frontier and Empire*, 78-146

Week 4. AMERICAN FOREIGN RELATIONS AND THE GREAT WAR (February 10, 12)

- Reading ... Paterson, et al., *American Foreign Relations*, 46-73; Silbey, *A War of Frontier and Empire*, 147-218

***** Quiz No. 1 on Thursday *****

Week 5. INTERWAR FOREIGN POLICY (February 17, 19)

- Reading ... Paterson, et al., *American Foreign Relations*, 74-95; Vitalis, *America's Kingdom*, ix-xxvii, 1-29

Week 6. THE UNITED STATES, ASIA, AND LATIN AMERICA PRIOR TO WORLD WAR II (February 24, 27)

- Reading ... Paterson, et al., *American Foreign Relations*, 96-118; Vitalis, *America's Kingdom*, 31-87

Week 7. THE "GOOD WAR" (March 3, 5)

- Reading ... Paterson, et al., *American Foreign Relations*, 119-152; Vitalis, *America's Kingdom*, 88-120

Week 8. A FROSTY BREEZE: THE EARLY COLD WAR (March 10, 12)

- Reading ... Paterson, et al., *American Foreign Relations*, 153-180; Vitalis, *America's Kingdom*, 121-193

***** Quiz No. 2 on Thursday *****

Week 9. SPRING BREAK ... NO CLASS (March 17, 19)

Week 10. THE COLD WAR GETS HOT: KOREA, BERLIN, AND THE THIRD WORLD (March 24, 26)

- Reading ... Paterson, et al., *American Foreign Relations*, 181-212; Vitalis, *America's Kingdom*, 194-275

Week 11. THE UNITED STATES AND SOUTHEAST ASIA, PART I (March 31, April 2)

- Reading ... Paterson, et al., *American Foreign Relations*, 213-247; Gibbs, *First Do No Harm*, ix-xi, 1-44

Week 12. THE UNITED STATES AND SOUTHEAST ASIA, PART II (April 7, 9)

- Reading ... Paterson, et al., *American Foreign Relations*, 248-277; Gibbs, *First Do No Harm*, 45-75

***** Quiz No. 3 on Thursday *****

Week 13. NIXON, DÉTENTE, AND POST-VIETNAM WAR AMERICA (April 14, 16)

- Reading ... Paterson, et al., *American Foreign Relations*, 278-312; Gibbs, *First Do No Harm*, 76-105

Week 14. STOKING THE EMBERS: TOWARD A NEW COLD WAR (April 21, 23)

- Reading ... Paterson, et al., *American Foreign Relations*, 313-349; Gibbs, *First Do No Harm*, 106-140

Week 15. THE UNITED STATES AFTER THE COLD WAR (April 28, 30)

- Reading ... Gibbs, *First Do No Harm*, 141-170

Week 16. A NEW EMPIRE? AMERICA IN THE MIDDLE EAST AND CENTRAL ASIA (May 5, 7)

- Reading ... Gibbs, *First Do No Harm*, 171-222

***** Due in Class on May 5: Research Papers *****

NOTE: I reserve the right to change the syllabus at any time; you will be notified in class if any such changes are made.