

**History 478**  
**History of U.S. International Relations**

Fall 2011  
Professor Chris Endy

Tuesdays and Thursdays 4:20 to 6:00 p.m.  
Classroom: King Hall B4017  
Instructor's Office: King Hall C4076A  
Email: cendy@calstatela.edu  
Office Phone: 323-343-2046  
Office Hours: Tues/Thurs 12:30 to 1:30, 3:15 to 4:15 and by appointment.  
Personal Faculty Web Page: <http://www.calstatela.edu/faculty/cendy>  
(contains syllabus, handouts, tips on writing papers, and more.)

This course is designed for advanced undergraduates or graduate students who want to explore the role of the United States in the world, with an emphasis on history since 1898. The course has two broad goals. The first is to help you understand major themes and debates relating to the history of U.S. international relations. This task entails studying a wide range of Americans, including politicians, business leaders, filmmakers, activists, missionaries, and others. It also requires reading sources from people outside the United States and appreciating how their histories have intersected with U.S. history. To help make all these concerns manageable, we will focus on three core questions with each reading and class session:

1. CAUSALITY: What factors have shaped U.S. foreign policy? Factors to consider include international security issues, economic interests, domestic politics, race and gender ideologies, religion, liberal democratic idealism, and so on.
2. MORALITY: Have U.S. foreign policies, and the forms of globalization pursued by Americans, made the world a better place?
3. LESSONS: What insights can Americans and others around the world today learn from this history?

The second broad goal of the course is to help you develop your skills of critical reading, writing, and discussion. These activities are vital to what historians do, and they are skills that you can carry with you for a lifetime, no matter what you choose to do after this class. In this course, we will work on developing smart ways to:

- analyze primary sources (documents created during the time period under study)

- evaluate the strengths and weaknesses of secondary sources (interpretations of the past created by historians or other later authors)
- build ideas collaboratively in a group setting
- communicate ideas in concise, clear, and persuasive writing.

**Class Participation:** We will spend substantial class time engaged in some activity other than lecture. Often this will mean breaking into small groups to discuss course material, or to engage in mock debates or role-playing exercises. Class participation is a part of your final grade and will be based on both your attendance and participation in activities. If you encounter obstacles to your participation in class (for whatever reason), please meet with me early in the quarter so we can work out a solution.

An honest examination of the history of U.S. international relations requires us to explore the role of race and prejudice. Discussing the role of racism in the past can sometimes be disturbing or upsetting, but this discomfort is often an essential part of the learning process.

Hopefully, you will find yourself provoked, intrigued, at times amused, but above all enlightened during this class. You can help in this effort by coming to class having completed the readings and having thought about the study questions, and by respecting the views of your classmates.

One final rule: to promote classroom cohesiveness, no laptops or other electronic devices are allowed in the classroom.

**Required Readings:**

- Michael H. Hunt, *Crises in U.S. Foreign Policy* (New Haven: Yale University Press, 1996).
- Articles on E-Reserve via JFK Library and on my personal faculty website.

**Assignments and Grading:**

Class Participation:	15%	
Reading Responses (x7):	17%	(about 2.5% each)
Primary Source Activity:	7%	(2 pages)
Movie Activity :	7%	(2-3 pages)
Essay One:	6%	(1 page)
Essay Two:	15%	(4-5 pages)
Final Take-Home Essays :	33%	(4-5 pages, x2)

• We will use a “+/-” system: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59). If you don’t understand the basis of the grade you received or if you disagree with the assessment, speak to the instructor—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation. Please act within two

weeks of the return of the assignment. Please also note that students will most likely receive a failing grade for the course if they miss five or more class sessions or fail to submit an assignment.

Your grades on the papers will be based on three major, closely related areas:

1. development of an argument or point of view that is pertinent to the issue at hand and that has breadth, coherence, and insight (interpretation);
2. use of the relevant class material (evidence); and
3. expression of ideas in a clear, concise, engaging prose (style).

#### Grading Rubric for Essays and Primary Source Activities

A: excellent. Outstanding in all three of the areas listed above.

B: good. Strong in all three areas or notable strengths in one balanced by weakness in another.

C: average. Adequate in one or more areas, weak in others.

D: poor. Problems in all three areas, or a lack of engagement in assignment.

F: unacceptable. Serious flaws, or a lack of engagement in the assignment.

**Responses:** For most class sessions, you will receive study questions designed to promote class discussion of reading assignments. You are required to turn in responses for seven of those fourteen opportunities. Responses may be typed or hand-written and are due at the start of class. Late responses will not be accepted. If you think that you might miss a class when an assignment is due, you can turn it in beforehand.

#### **Late Policy:**

Essays and Activities: Out of fairness to other students, these assignments will be penalized 5% of their value for each class session late.

Assignments turned in after the start of class on the day they are due will be considered “slightly late” and penalized 2% of their value.

The Free Late: For one of the essays or activities (but not the final exam), you can turn in your assignment one week after the due date with no penalty. Simply mark “Free Late” on the top when you submit it.

You may only take advantage of this option once; use it wisely.

Responses: No late submissions allowed.

Final Exam Essays: Late finals are strongly discouraged and may result in a failing grade for the class.

**\*\*In case of a family emergency, special allowances may be made. Please contact me as soon as possible. If you think that you might have a problem meeting a deadline, consult with me before the due date.**

**Disabilities:** Students with disabilities should be aware of the resources at the Office for Students with Disabilities (Student Affairs Bldg 115, 343-3140).

**How to Submit Essays on Turnitin.com:** You will submit some essays for this class online, using the online portal [www.turnitin.com](http://www.turnitin.com). You will need to establish a user profile with the website early in the quarter. If you have any problems establishing an account, please let me know well in advance of the first due date. If you have your paper ready to submit but for some reason cannot access [turnitin.com](http://turnitin.com), you should paste the text into an email message and send it to me before the deadline so that I know you had it completed on time. Then submit the paper to [turnitin.com](http://turnitin.com) at the next available chance. Every internet connection can go down unexpectedly, so you should never wait until the last minute to submit your papers. Late submissions caused by faulty internet connections will still be treated as late papers. Make sure you give yourself enough time to find an alternative connection before the submission deadline. Please review carefully your submission on the website to make sure it is correct. Make sure to get an email “receipt” to confirm your submission.

**Plagiarism:** Plagiarism refers to the use of another author’s words or ideas without acknowledgement of this use. This includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else’s writing and presenting it as your own writing (that is, without quotation marks or footnotes). Violators will receive at minimum a zero on the assignment and will be reported to University authorities. Please also read the following statement about [www.turnitin.com](http://www.turnitin.com), which comes from the CSU General Counsel and will apply to this class:

*Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.*

**CLASS SCHEDULE:**

*Note: You should come to class prepared to discuss the readings listed for that day's session. You should also have a paper copy of the readings on hand. Unless otherwise noted, all assignments are due in paper by the start of class.*

22 September: Course Introduction

27 September: Liberty and Empire: Roots of U.S. Foreign Relations

Early Documents [on my personal faculty webpage]

**Response One Due**

29 September: Colonization and the Civilizing Mission in the Philippines

Kimberly Alidio, "'When I Get Home I Want to Forget': Memory and Amnesia in the Occupied Philippines," *Social Text* 59 (Summer 1999), 105-22. [E-Reserve & J-Stor Language & Literature]

**Response Two Due**

4 October: Wilsonianism

Reading on Wilson [on my personal faculty webpage]

**Essay One Due**

6 October: Business Expansion and Informal Empire

Richard Tucker, "Banana Republics: Yankee Fruit Companies and the Tropical American Lowlands," in Tucker, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World* (Berkeley: University of California Press, 2000), 120-78 (excerpts amounting to about 25 pages). [E-Reserve]

**Response Three Due**

11 October: Japan's Challenge to the Open Door in Asia

Hunt, Chapter 2

**Response Four Due**

13 October: World War II and Visions of the Postwar Internationalism

Reading on Hiroshima and Nagasaki [on my personal faculty webpage]

18 October: The Soviet Union and the Origins of the Cold War

Hunt, Chapter 3

**Response Five Due**

20 October: Cold War Containment in Korea

Hunt, Chapter 4

**Response Six Due**

25 October: The Perils of Modernization

Nick Cullather, "Damming Afghanistan: Modernization in a Buffer State," *Journal of American History* 89 (September 2002): 512-37. [E-Reserve]

**Response Seven Due**

27 October: Cold War Culture

No readings

**Essay Two due via turnitin.com before the start of class.**

1 November: The Cuban Missile Crisis

Hunt, Chapter 5

**Response Eight Due**

3 November: Choosing War in Vietnam

Hunt, Chapter 6

**Response Nine Due**

8 November: Explaining the U.S. Defeat in Vietnam

"The Lords of War, 1965-1973," in Michael H. Hunt, ed., *A Vietnam War Reader: A Documentary History from American and Vietnamese Perspectives* (Chapel Hill: University of North Carolina Press, 2010), 85-121. [E-Reserve]

**Response Ten Due**

10 November: Détente and the Rise of Human Rights

Reading on the "Long 1970s" [on my personal faculty webpage]

**Primary Source Activity Due.** See my personal website for instructions on this assignment. Eligible chapters: Hunt 2-6 and "Lords of War".

15 November: The Iranian Revolution and Islamic Fundamentalism

Hunt, Chapter 7

**Response Eleven Due**

17 November: Did Reagan Win the Cold War?

Reading on Reagan and the End of the Cold War [personal faculty webpage]

22 November: Winners and Losers in Post-1945 Globalization

“American Business in the World, 1945-2005,” in Regina Lee Blaszczyk and Philip B. Scranton, eds., *Major Problems in American Business History: Documents and Essays* (Boston: Houghton Mifflin, 2006), 484-521. [E-Reserve]

**Response Twelve Due**

24 November: THANKSGIVING—NO CLASS

29: November: Understanding “Anti-Americanism”

Ussama Makdisi, “‘Anti-Americanism’ in the Arab World: An Interpretation of a Brief History,” *Journal of American History* 89 (September 2002): 538-57. [E-Reserve]

Reading on Bush [personal faculty webpage]

**Response Thirteen Due**

**Movie Activity Due**

1 December: After 9/11: What Lessons Can History Offer Us?

Alan Cullison, “Inside Al-Qaeda’s Hard Drive: Budget Squabbles, Baby Pictures, Office Rivalries—And the Path to 9/11,” *Atlantic Monthly* (September 2004). [E-Reserve]

Reading on Obama and recent events [personal faculty webpage]

**Response Fourteen Due**

8 December (Thursday): Finals Week

**Take-home final essays due.** Submit by 10:00 pm via turnitin.com.

**HOW TO INTERPRET PRIMARY SOURCES**

A primary source rarely offers a simple and objective depiction of its topic. Authors might not have revealed all of their motives or thoughts when creating the document. Conversely, authors might have unconsciously revealed more about their worldview than they originally intended. This is what makes reading primary sources both fun and challenging. To get the most from your time spent reading primary sources, use these questions below. Doing so will improve your note-taking and prepare you for class discussions and papers.

**1. Context:** What kind of person was the author of this source? Who was the original intended audience for this source? How did the source reach its audience (e.g. via newspaper, public speech, secret government telegram, etc.)?

**2. Motives in Context:** How might the author’s identity, the source’s medium, and its intended audience have affected what the author chose to include or omit from the document? What were the author’s likely motives in creating this source? Think of both short-term and long-term motives. What details in the source provide clues to the author’s possible motives?

**3. Argument or Point:** What was the main idea that the author was trying to convey? Imagine that the source has a thesis statement just like a college essay would. Write down your version of that thesis statement in your notes.

**4. Assumptions and Worldview:** What kinds of assumptions did the author make? Did the author make assumptions about groups of people or about how one group relates to another group? How would you describe the author’s overall outlook on the world (optimistic, pessimistic, nationalistic, racist, anti-racist, militaristic, religious, etc.)? What specific passages or word choices provide evidence of these assumptions and views?

**5. Primary Source Connections:** How does this source relate to other primary sources that you have read? Is it similar or different, and how? Does this primary source seem more or less reliable when you compare it to other primary sources?

**6. Secondary Source Connections:** Does this primary source balance or contradict any general ideas or specific claims made by scholars in secondary sources? Does it seem more or less reliable when you compare it to secondary-source scholarship? Did the primary-source author leave any conspicuous silences and omissions in the source? If so, how do those silences help reveal the author’s overall worldview or agenda?