

History 4780
History of U.S. International Relations
Fall 2020
Professor Chris Endy
Thursdays 6:00 to 8:45 pm i

Contact Your Professor

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Office Hours: Tuesdays and Thursdays, 3:00 to 4:00 pm via Zoom.

My Zoom link for office hours is posted on Canvas. You do not need an appointment to visit office hours; just arrive unannounced to ask questions or simply talk. If you can't make my posted office hours, please let me know and we can arrange another time or way to connect.

Personal faculty webpage with advice on surviving college and links to some of my favorite things:

<http://www.calstatela.edu/faculty/christopher-endy>

Course Description:

This course is designed for 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 and labor leaders, activists, filmmakers, and others. It also requires reading sources from people outside the United States and appreciating how their histories have intersected with U.S. history.

We will focus on **three core questions** with each reading and class session:

- 1. CAUSALITY:** What factors have shaped U.S. foreign policy? How important were strategic factors (e.g. international security issues and balance of power thinking), economic motives (e.g. material self-interest or abstract notions of how economies should operate), and cultural motives (e.g. race and gender ideologies, religion, human rights, and democratic idealism)?
- 2. MORALITY:** To what extent have U.S. foreign policies, and the forms of globalization pursued by Americans, made the world a better—or worse—place?
- 3. RESISTANCE:** For those on the “outside” of U.S. power systems, what methods have been most effective in changing U.S. policy and power?

The second broad goal of the course is to help you develop skills of critical reading, writing, and discussion. These skills are vital to what historians do, and you can carry them with you for a lifetime, no matter what you do after this class. In this course, we will develop 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.

Assignments and Grading:

Class Participation	10%	based on Zoom and Canvas participation
Class Preparations (Preps)	24%	8 informal responses, 3% each
Essay One	5%	2-3 pages
Essay Two	10%	4-5 pages
<i>Crises</i> Research Projects	23%	4 research/analysis activities, about 6% each
Individual Contributions to Teams	4%	informed by peer evaluation
Final Take-Home Essays	24%	two essays, 4-5 pages each

Pages refer to typed, double-spaced pages (about 300 words per page).

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 me—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.

Crises Research Project:

Our class will work in teams on a research project to create a reader-friendly online supplement to our primary source collection, Hunt's *Crises in U.S. Foreign Policy*. The research will unfold in four stages. Due dates for each stage appear in the syllabus calendar, and I will provide more instructions for each stage later this semester. You can read a little more about the project on this webpage I created:

https://www.calstatela.edu/research/cendy/crises_project/crises-project

If teams produce good work, we can publish their work on our website by the end of the semester!

Why Don't We Have a Textbook?

Textbooks in a history class can provide useful context, but they take a lot of time to read, and they tend to be pretty boring. History is interesting and relevant when it revolves around arguments and analysis. If we were to read a textbook together, we would not have time to dig deeper into more interesting and relevant styles of historical thinking.

On the other hand, if you find yourself wishing that you had more background information on U.S. history, here are two options:

1. Ask me questions. I am happy to provide more context.
2. Consult a free U.S. history textbook online. Here are two versions that I recommend:

The American Yawp: <http://www.americanyawp.com>

Open Stax: <https://openstax.org/details/books/us-history>

Required Readings and Printings:

- Michael H. Hunt, *Crises in U.S. Foreign Policy* (New Haven: Yale University Press, 1996).
- We will also have numerous readings to download from Canvas or the internet, but you will not have to pay for any of them. We will also have numerous videos, but they too will be free. You will need to use Cal State LA databases for some of these readings and videos.

Cameras on Zoom

Please turn on your camera when we meet on Zoom. Doing so will promote community and intellectual exchange. If you are not in a position to turn your camera on, please get in touch with me privately to explain the situation and discuss alternative ways to promote community. I will be happy to work with you if you get in touch with me.

Campus Email: I will sometimes send announcements using your campus email address. If you rely on a non-campus email address, ask a classmate or campus ITS for advice on how to link your campus email to your regular non-campus email. It's easy.

How I Will Grade Your Essays?:

Essay grades reflect three related criteria. I give equal weight to each of these three areas when determining your grade:

1. **ARGUMENT:** development of an argument that answers your essay's question with clarity, substance, and creativity.
2. **EVIDENCE:** numerous details and short quotations from the relevant material.
3. **WRITING:** expression of ideas in a clear, concise, engaging prose.

Grading rubric for essays:

A: excellent. Outstanding in all three areas.

B: good. Strong in all three areas, or significant strengths in one offset by weakness in another.

C: average. Adequate in one or more areas, offset by weakness in others

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

F: unacceptable. Serious flaws in all three areas, or lack of engagement.

What If I'm Not a Good Writer? Nonsense! Everyone can become a good writer. Some people might have an unusual talent for great writing, but everyone can learn how to become a clear, confident writer. All it takes is a good writing method and time. We will work together in class on the *method* part. If you then invest the *time*, you can write a strong essay. Even better, you can then use this skill for the rest of your life. To get started, read my "[Advice for Writing Essays in College](#)" on my faculty website.

Class Preparation (Preps):

The class schedule includes 10 class preparation assignments ("preps") due at various points in the semester. You are required to complete 8 of these 10 class preps. These short assignments are designed to prepare you for discussion and assignments. Some preps will be based on the daily reading or viewing material. Some will ask you to write essay-style paragraphs. Some preps will also require you to participate in a follow-up Canvas discussion thread after the initial due date to respond to classmates's ideas on that prep material.

Late Policy: Yes, you can turn in some assignments late.

Assignments due Weeks 1-15: Out of fairness to other students, these assignments will lose 3% of their value for each day that they are late, through the first three days. If turned in "very late" (4 to 21 days after the due date), they will lose 10% of their value. If turned in "very very late" (22+ days after

the due date), they will lose 20% of their value. All work must be done by Sunday, December 13 to receive any credit.

Final Essays: Late submissions of the Final Essays will be penalized 5% of their value for each day late. Final Essays cannot be submitted more than three days after the due date.

The Free Late: Twice during the semester, you may submit an eligible assignment one week late with no penalty. You may NOT use it for the Research Projects or for Final Essays. Simply type “Free Late” at the top the assignment when you submit it. Canvas will still label your assignment as “late” but I will know not to give it a late penalty if you type “Free Late” at the top. You may only use this option twice; use it wisely.

What Should I Do If I Start to Fall Behind?:

Sometimes work, health, or family can make it hard to attend class or meet deadlines. If you see a problem approaching, please stop by office hours or send me an email to keep me posted. When an unexpected problem arises, please let me know as soon as you can. If a real hardship arises and you let me know what’s going on at an early stage, I will do my best to work with you and help you pass the class.

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). If you commit plagiarism, you can receive a zero on the assignment and I may report you to University authorities.

How Can I Avoid Plagiarism?:

As a professor, I’ve noticed that students often resort to plagiarism when they run out of time or don’t understand how to do an assignment. If you find yourself drifting toward plagiarism, visit my office hours or send me an email. I can help you get through the assignment or calculate the (modest) late penalty. You will be much better off taking a small late penalty than committing plagiarism.

The best way to avoid plagiarism is to learn the rules of how and when to cite and quote. Here are two good websites:

<http://writingcenter.unc.edu/tips-and-tools/plagiarism/>

<http://calstatela.libguides.com/content.php?pid=669390&sid=5542610>

Disabilities: As your professor, I want all students to succeed in this class. If you have a disability or any other issue that affects your learning, please let me know at any time. Also take note of the resources at the Office for Students with Disabilities (Student Affairs Building Room 115, 323-343-3140). If you have a verified accommodations form, please show it to me by Week Two.

Change: I reserve the right to make reasonable changes to the syllabus when needed.

CLASS SCHEDULE:

*Unless otherwise noted, all assignments are due by 6pm on Thursdays.
Readings not in the Hunt Crises book will be posted on Canvas.*

R) = a reading

V) = a video or movie to watch

P) = class preparation assignment

A) = a larger assignment

Week 1 • 27 August

Class Introduction

Week 2 • 3 September

V) Lecture on causal models

V) Lecture on ideology

R) Primary Sources on Early U.S. International Relations

R) Primary Sources on U.S. Imperialism in the Philippines and East Asia

P) Prep 1 Due

Week 3 • 10 September

V) Lecture on definitions of empire

R) Kimberly Alidio, "When I Get Home I Want to Forget": Memory and Amnesia in the Occupied Philippines," *Social Text* 59 (Summer 1999): 105-22.

R) 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), (excerpts amounting to about 25 pages).

P) Prep 2 Due

Week 4 • 17 September

V) Lecture on anti-communism

R) Hunt, Chapter 1 on World War I

R) C.K. Leith, "Exploitation and World Progress," *Foreign Affairs* (October 1927).

V) *The Extraordinary Adventures of Mr. West in The Land of The Bolsheviks* (1924, excerpts on YouTube, about 15 minutes)

P) Prep 3 Due

Week 5 • 24 September

V) Lecture on diplomacy between the world wars

V) *The Fog of War* (2003, excerpts on various free websites, about 25 minutes)

R) Hunt, Chapter 2 on the Road to Pearl Harbor

P) Prep 4 Due

Week 6 • 1 October

V) Lecture on Cold War culture

V) *Jour de Fête* (1947, excerpts on Kanopy, about 15 minutes)

R) Hunt, Chapter 3 on the Origins of the Cold War

P) Prep 5 Due

A) Essay One Due

Week 7 • 8 October

V) Lecture on China in the Cold War

R) Hunt, Chapter 4 on the Korean War

P) Prep 6 Due

Week 8 • 15 October

V) *Duck and Cover* (1951, 9 minutes, on the Internet Archive)

V) *Survival Under Atomic Attack* (1951, 9 minutes, on the Internet Archive)

V) *The Fog of War* (2003, different excerpts on various free websites, about 25 minutes)

A) Essay Two Due

Week 9 • 22 October

V) Lecture on nuclear weapons

R) Hunt, Chapter 5 on the Cuban Missile Crisis

P) Prep 7 Due

V) *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (excerpts on YouTube, about 15 minutes)

Week 10 • 29 October

V) Lecture on U.S. defeat in Vietnam

R) Hunt, Chapter 6 on the U.S. War in Vietnam

R) Lorena Oropeza, "Antiwar Aztlán: The Chicano Movement Opposes U.S. Intervention in Vietnam," in Brenda Gayle Plummer, ed., *Window on Freedom, Race, Civil Rights, and Foreign Affairs, 1945-1988* (Chapel Hill: University of North Carolina Press, 2003), 201-20.

P) Prep 8 Due

A) Research Project, Stage 1: Building Context and Determining Needs

-Note: The Iranian Revolution team will submit this assignment one week later.

Week 11 • 5 November

V) Lecture on U.S. modernization programs

R) Hunt, Chapter 7 on the Iranian Revolution

P) Prep 9 Due

Week 12 • 12 November

V) Movie to watch, details to be determined

A) Research Project, Stage 2: Collecting and Analyzing Primary Sources

Week 13 • 19 November

V) Movie to watch, details to be determined

A) Research Project, Stage 3: Commenting and Prioritizing

THANKSGIVING BREAK

Week 14 • 3 December

V) Lecture on Israel and Palestine

R) Ussama Makdisi, "Anti-Americanism' in the Arab World: An Interpretation of a Brief History,"
Journal of American History 89 (September 2002): 538-57.

R) Alan Cullison, "Inside Al-Qaeda's Hard Drive: Budget Squabbles, Baby Pictures, Office Rivalries—And the Path to 9/11," *Atlantic Monthly* (September 2004).

P) Prep 10 Due

Week 15 • 10 December

R or V) TBD on recent U.S. foreign policy

A) Research Project, Stage 4: Editing and Framing (a team grade)

Finals Week • 17 December

A) Anonymous Assessment of Teammates' Contributions to the Research Project due by 11:59pm

Note: This assessment activity is not worth any points, but failure to complete it will result in a deduction of 3% points from your overall course grade.

A) Final Essays due by 11:59pm