

**THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY**

HIS 3320 E

***Global America:
The United States in World Affairs, 1700 to the Present***

**Friday 10:30 – 12:30
Room: Stevenson Hall 3101**

Professor Frank Schumacher



President Theodore Roosevelt, February 24, 1903
Photograph by Rockwood Photo, American Memory Collection, Library of Congress

1. Contact Details

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2. Course Description

Throughout its history the United States has imagined itself as a global project. To better understand America's role in the world as well as the impact of international developments on the United States, this seminar explores the political, economic, military, and cultural dimensions of U.S. interaction with the world since the 18th century. The seminar consists of two parts: during the fall semester we will examine the international history of the United States in chronological order from around 1700 to the present; during the winter we will analyze specific themes and topics such as globalization, race, gender, ideology, culture, technology, consumption, business, empire, human rights, anti-Americanism, and war.

3. Course Outcomes

Upon completion of the seminar, students will be able to:

- Identify and describe key events, figures, and trends in U.S. interaction with the world since the 18th century
- Identify and engage the main interpretations in the historiography of U.S. foreign relations
- Analyze and evaluate primary sources and place them in their historical context
- Connect present day issues to historical events and provide historical contextualization for current debates on America's role in the world
- Strengthen skills of oral and written communication

4. Course Readings

The following two textbooks are required for the course and are available for purchase at the UWO Bookstore:

HERRING, George C., *From Colony to Superpower. U.S. Foreign Relations since 1776. The Oxford History of the United States* (New York: Oxford University Press, 2008).

HOGAN, Michael J., Thomas G. Paterson (eds.), *Explaining the History of American Foreign Relations. Second Edition* (Cambridge: Cambridge University Press, 2004).

Each week you will complete the general readings and the presenters will read additional material which is on the reserve at Weldon Library.

5. Evaluation

The final grade for this course is based on the accumulated results of two written assignments, two presentations, and the participation grade.

Seminar Journal:	25%
Research Paper:	35%
Presentations:	20%
Participation:	20%

1. Seminar Journal

It is important to keep track of what you read and what we talk about in class, otherwise you'll quickly lose track of the substantial amount of information you will be gathering in this seminar. Keep a journal, not simply bullet points, and critically evaluate your readings and our discussions each week. What are the questions, what do you find convincing, what not, and why? Also record the main issues of our weekly discussions in your journal. Keep track of your questions. Record any insights you have gained outside the classroom on our topic through conversations, movies, trips, books, articles etc. Finally, discuss how your views on U.S. foreign relations evolve over the course of the seminar. The journal should be a mixture of well-kept scrap-book and journal/research diary.

The final copy is due in class April 4/2014.

2. Research Paper

You are expected to write a research paper of approx. 15 pages for this course on a topic mutually agreed upon. Papers will be double-spaced and printed in standard size font (i.e. Times New Roman 12pts) with standard margins. Please do not forget to spell-check your paper and number your pages.

We will discuss your research paper in individual consultations during the month of November. You should bring a 2 pp. outline to office hours. The outline should address the following questions: what is the research question, what are the historiographical explanations, how do you intend to explore the subject, why do we need to know this (i.e. what is the contemporary relevance). The essay is due April 4/2014 in class.

3. Presentations

Throughout the year you will serve as co-moderator for two sessions. You will contribute to a team presentation. Your assignment encompasses the following tasks:

Read the general and specialized presentation readings.

- Prepare a **30 minute** group presentation of the assigned topic. In the presentation you are not supposed to provide a book review. Instead you should develop a coherent analysis of the assigned topic and provide the rest of the seminar with a clear understanding of the week's theme/emphasis. The specialized readings are designed to provide you with background information. Your presentation can utilize PowerPoint. You should develop it in an interesting and analytical fashion.

- Include visuals.
- Provide a handout with your names, the date of the presentation, a timeline, important events, and core arguments.
- Develop questions to connect the general readings to your case study.

4. Participation

The success of the seminar depends on your completion of the assigned readings, your prepared attendance, and your active participation. Take notes on your readings and bring them to class. This will facilitate your participation and also help you with your weekly seminar journal assignment.

6. Course Organization

September 13 ***Course Introduction***

September 20 ***Foundations: From Colony to Early Republic, 1700-1815***

General Reading

Herring, *From Colony to Superpower*, introduction, chapters 1-3

Presentation: "Early Global Outlooks"

Robert J. Allison, *The Crescent Obscured: The United States and the Muslim World, 1776-1815* (New York, 1995).

Peter S. Onuf, *Jefferson's Empire: The Language of American Nationhood* (Charlottesville, VA, 2000).

September 27 ***'Manifest Destiny' and Expansion, 1815-1865***

General Reading

Herring, *From Colony to Superpower*, chapters 4-6

Presentation: "Manifest Destiny and Expansion"

Amy Greenberg, *Manifest Manhood and the Antebellum American Empire* (Cambridge, 2005).

John W. Dower, "Black Ships and Samurai. Commodore Perry and the Opening of Japan (1853-1854)", (Boston: MIT Visualizing Cultures, 2008) at:

http://ocw.mit.edu/ans7870/21f/21f.027/black_ships_and_samurai/bssessay01.html

October 4 *The Creation of Empire, 1865-1914*

General Reading

Herring, *From Colony to Superpower*, chapters 7-9

Christopher Endy, "Travel and World Power: Americans in Europe, 1890-1917", in: *Diplomatic History* 22:4 (1998), 565-594, Weldon online.

Presentation: "Global Outlooks in the Age of Empire"

Frank Ninkovich, *Global Dawn. The Cultural Foundation of American Internationalism, 1865-1890* (Cambridge, MA, 2009).

Alexander Missal. *Seaway to the Future. American Social Visions and the Construction of the Panama Canal* (Madison, WI, 2008).

October 11 *Foundations of the American Century, 1914-1941*

General Reading

Herring, *From Colony to Superpower*, chapters 10-12

Presentation: "Dollars, Movies, and Marines"

Emily S. Rosenberg, *Spreading the American Dream. American Economic and Cultural Expansion, 1890-1945* (New York, 1982).

Mary A. Renda, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940* (Chapel Hill, NC, 2001).

October 18 *The United States in a World at War, 1941-1945*

General Reading

Herring, *From Colony to Superpower*, chapter 13

Presentation: "The Creation of a Superpower"

John W. Dower, *War without Mercy: Race and Power in the Pacific War* (New York, 1986).

Andrew J. Rotter, *Hiroshima. The World's Bomb* (New York, 2008).

October 25

From Hiroshima to Havana: Cold War I, 1945-1961

General Reading

Herring, *From Colony to Superpower*, chapters 14-16

Presentation: "Cold War Ideology and Propaganda"

John Fousek, *To Lead the Free World. American Nationalism & the Cultural Roots of the Cold War* (Chapel Hill, NC, 2000).

Walter L. Hixson, *Parting the Curtain: Propaganda, Culture, and the Cold War, 1945-1961* (New York, 1997).

November 8

From the 'Brink' to the 'End of History': Cold War II, 1961-1991

General Reading

Herring, *From Colony to Superpower*, chapters 17-19

Presentation: "War of the Worlds"

Jeremi Suri, *Power and Protest: Global Revolution and the Rise of Détente* (Cambridge, MA, 2003).

Odd Arne Westad, *The Global Cold War. Third World Interventions and the Making of Our Times* (Cambridge, 2005).

November 15

The Post-Cold War World, 1991-2012

General Reading

Herring, *From Colony to Superpower*, chapter 20

Presentation: "Complicated Times"

Warren I. Cohen, *America's Failing Empire. U.S. Foreign Relations since the Cold War* (Malden, MA, 2005).

Ivo H. Daalder, James M. Lindsay, *America Unbound. The Bush Revolution in Foreign Policy* (Hoboken, NJ, 2005).

November 22 *Grand Narratives I: "The Myth of American Diplomacy"*

Presentation Readings

Walter L. Hixson, *The Myth of American Diplomacy. National Identity and U.S. Foreign Policy* (New Haven, CT: Yale University Press, 2008)

November 29 *Grand Narratives II: "Dominion from Sea to Sea"*

Presentation Readings

Bruce Cumings, *Dominion from Sea to Sea. Pacific Ascendancy and American Power* (New Haven, CT: Yale University Press, 2009)

December 6 *What have we learned so far?*

Enjoy Your Winter Break!

January 10 *The United States and Globalization*

General Reading

Eric Foner, "Presidential Address: American Freedom in a Global Age", in: *American Historical Review* 106:1 (February 2001), 1-16, online.

Thomas W. Zeiler, "Bernarth Lecture: Just Do It. Globalization for Diplomatic Historians", in: *Diplomatic History* 25:4 (Fall 2001), 529-551, online.

Presentation: "Globalization"

Alfred E. Eckes, Jr, Thomas W. Zeiler, *Globalization and the American Century* (Cambridge, 2003).

January 17

Race & Gender in U.S. Foreign Relations

General Reading

Kristin Hoganson, "What's Gender Got to Do with It? Gender History as Foreign Relations History", in: Michael J. Hogan, Thomas G. Paterson (eds.), *Explaining the History of American Foreign Relations. Second Edition* (Cambridge, 2004), 304-322.

Gerald Horne, "Race to Insight: The United States and the World, White Supremacy and Foreign Affairs", in: Michael J. Hogan, Thomas G. Paterson (eds.), *Explaining the History of American Foreign Relations. Second Edition* (Cambridge, 2004), 323-335.

Presentation: "Race & Gender"

Michael L. Krenn, *The Color of Empire. Race and American Foreign Relations* (Dulles, VA, 2006).

Kristin L. Hoganson, *Fighting for American Manhood. How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (New Haven, CT, 1998).

January 24

Ideology and U.S. Foreign Relations

General Reading

Michael H. Hunt, "Ideology", in: Michael J. Hogan, Thomas G. Paterson (eds.), *Explaining the History of American Foreign Relations. Second Edition* (Cambridge, 2004), 221-240.

Presentation: "Ideology"

Michael H. Hunt, *Ideology and U.S. Foreign Policy. Second Edition* (New Haven, CT, 2009).

John Ehrman, *The Rise of Neoconservatism: Intellectuals and Foreign Affairs, 1945-1994* (New Haven, CT, 1995).

January 31

Culture and U.S. Foreign Relations

General Reading

Akira Iriye, "Culture and International History", in: Michael J. Hogan, Thomas G. Paterson (eds.), *Explaining the History of American Foreign Relations. Second Edition* (Cambridge, 2004), 241-256.

Brian M. Foster, "Rethinking Culture and the State in International History", in: *49th Parallel* 24 (Spring 2010), online.

Robert Buzzanco, "Where's the Beef? Culture without Power in the Study of U.S. Foreign Relations", in: *Diplomatic History* 24 (Fall 2000): 623-632, Weldon online.

Presentation: "Culture"

Ron Robin, *Enclaves of America: The Rhetoric of American Political Culture Abroad, 1900-1965* (Princeton, 1992).

Tamar Y. Rothenberg, *Presenting America's World. Strategies of Innocence in National Geographic Magazine, 1888-1945* (Aldershot, 2007).

February 7	Technology and Modernization
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General Reading

Nick Cullather, "Modernization Theory", in: Michael J. Hogan, Thomas G. Paterson (eds.), *Explaining the History of American Foreign Relations. Second Edition* (Cambridge, 2004), 212-220.

Walter LaFeber, "Technology and U.S. Foreign Relations", in: *Diplomatic History* 24:1 (Winter 2000), 1-19, Weldon online.

Presentation: "Technology and Modernization"

Michael E. Latham, *Modernization as Ideology: American Social Science and 'Nation Building' in the Kennedy Era* (Chapel Hill, NC, 2000).

Michael Adas, *Dominance by Design. Technological Imperatives and America's Civilizing Mission* (Cambridge, MA, 2006).

February 14	Consumption and Foreign Relations
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General Reading

Kristin Hoganson, "Bernath Lecture: Stuff It: Domestic Consumption and the Americanization of the World Paradigm", in: *Diplomatic History* 30:4 (September 2006), 571-594, Weldon online.

Presentation: "The Power of Consumption"

Dennis Merrill, *Negotiating Paradise. U.S. Tourism and Empire in Twentieth-Century Latin America* (Chapel Hill, NC, 2009).

Victoria de Grazia, *Irresistible Empire. America's Advance through 20th-Century Europe* (Cambridge, MA, 2005).

February 28

The Militarization of Foreign Relations

Film Presentation: Eugene Jarecki, *Why We Fight* (Sony Pictures, 2005), for preliminary information: <http://www.sonyclassics.com/whywefight/>

March 7

The Militarization of Foreign Relations- II

Presentation: "War and Diplomacy"

Andrew J. Bacevich, *The New American Militarism: How Americans are Seduced by War* (New York, 2006).

Gabriel Kolko, *The Age of War. The United States Confronts the World* (Boulder, CO, 2006).

March 14

A Problem from Hell: Genocide and the Quest for Human Rights

General Reading

Samantha Power, "Bystanders to Genocide", in: *The Atlantic Monthly* 288 (September 2001), 84-108, online.

Presentation: "Genocide/Human Rights"

Samantha Power, *'A Problem from Hell'. America and the Age of Genocide* (New York, 2003).

Elisabeth Borgwardt, *A New Deal for the World. America's Vision for Human Rights* (Cambridge, MA, 2005).

March 21

The American Way of Empire

General Reading

Frank Schumacher, "The United States: Empire as a Way of Life?" in: Robert Aldrich (ed.), *The Age of Empires* (London, 2007), 278-303.

Presentation: "Empire"

Charles Maier, *Among Empires. American Ascendancy and Its Predecessors* (Cambridge, MA, 2006).

Richard H. Immerman, *Empire for Liberty. A History of American Imperialism from Benjamin Franklin to Paul Wolfowitz* (Princeton, NJ, 2010).

March 28 *Critical Responses at Home and Abroad*

General Reading

Max Paul Friedman, "Bernath Lecture: Anti-Americanism and U.S. Foreign Relations", in: *Diplomatic History* 32:4 (September 2008), 497-514, Weldon online.

Presentation: "Criticism"

David Mayers, *Dissenting Voices in America's Rise to Power* (Cambridge, 2007).

Andrew Ross, Kristin Ross (eds.), *Anti-Americanism* (New York, 2004).

April 4 *The United States in World Affairs: Themes and Patterns*

Enjoy Your Summer !

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca