



**The University of Western Ontario
HISTORY HIS 3320E
Global America: The United States in
World Affairs, 1700 to the Present
Fall/Winter 2019/2020**

September 2019-April 2020, Friday 9:30-11:30, Stevenson Hall 3101

Professor Frank Schumacher

Office Hours: Friday, 2:00-3:00

Department of History, Office: Lawson Hall 2235

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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.

During the first semester the course explores broad analytical questions about U.S. foreign relations; we will briefly survey the main historical phases of U.S. interaction with the world, learn about war and 20th century foreign policy, examine the current challenges to the liberal international order, historically contextualize the Trump Administration's approach to international relations, and discuss the contours of what constitutes the "United States".

The second semester is devoted to the in-depth exploration of a wide range of analytical lenses and themes such as national security, political economy, technology, non-state actors, immigration/borders, race, gender, ideology, law, and territoriality. Each theme will be highlighted through historical case studies ranging from the 18th century to the present. We will take a close look at the Monroe Doctrine, the U.S. Civil War, the evolution of global outlooks in the second half of the 19th century, U.S. business interests in the Caribbean, Wilsonianism, U.S. economic and cultural expansion in the interwar period, military interventions in Latin America, World War II, the Cold War, Vietnam, and the Post-Cold War World.

Prerequisite(s):

1.0 History course at the 2300, 3300 or 4300 level or enrolment in the Honors specialization in International Relations

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Syllabus:

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

Course Materials:

The following five books are required for the two-semester course:

Costigliola, Frank, Michael J. Hogan (eds.), *Explaining the History of American Foreign Relations*. **Third Edition** (New York: Cambridge University Press, 2017).

Hoganson, Kristin L., *The Heartland: An American History* (New York: Penguin Press 2019).

Jervis, Robert et. al. (eds), *Chaos in the Liberal Order: The Trump Presidency and International Politics in the Twenty-First Century* (New York: Columbia University Press, 2018).

Preston, Andrew, *American Foreign Relations: A Very Short Introduction* (New York: Oxford University Press, 2019).

This textbook is **recommended** for background information and context:

Herring, George C., *From Colony to Superpower. U.S. Foreign Relations since 1776* (New York: Oxford University Press, 2011).

Methods of Evaluation:

The final grade for this course is based on the accumulated results of a written assignment, a tutorial, one presentation, and your participation. Please note that 3rd and 4th year history seminars have been exempted from the Senate requirement to provide at least 15% of the final grade prior to the withdrawal deadline.

Research Paper: 40%

Tutorial: 15%

Presentation: 20%

Participation: 25%

1. Research Paper

In this seminar you will write a research paper on a mutually agreed topic based on primary sources and a thorough reading of the secondary literature of 20 pages + bibliography; papers should follow the *Chicago Manual Style* conventions, be double-space, and printed in standard size font (i.e. Times New Roman 12pts) with standard margins. Spell-check and staple your paper.

The final essay is due in class April 3, 2020.

2. Tutorial

Learning about research resources is an important component of this seminar; you will lead a tutorial and introduce the class to one resource/group of resources such as primary source collection, handbooks, maps, photo databases, journals, digital resources such as electronic archives etc.; details will be provided at the beginning of the semester. The tutorials are scheduled for November 15, 22, and 29.

3. Presentation

During the second semester you will present one theoretical approach to studying U.S. foreign relations to the seminar from Costigliola/Hoganson, *Explaining the History* through an empirical case study from a list of available texts.

The time limit on the presentation is **20 minutes**; you are expected to:

- provide a hand-out which summarizes the two parts of your presentation (theoretical/analytical lens and empirical case study)
- develop interpretative questions for a subsequent discussion

4. Participation

Much of the learning in this seminar is based on discussion and debate; the success of the exercise depends on your completion of the assigned readings, reflection on the material, your prepared attendance, and your active participation. Take notes on your readings and bring them to class. This will facilitate your participation.

Course Schedule and Readings:

September 6 **Course Introduction**

Topic:

We will discuss the work plan for the year and begin to explore the current state of U.S. foreign relations.

September 13 **The Contours of U.S. Foreign Relations**

Topic:

This week we will try to get a better sense of what constitutes foreign relations; to this end we will discuss some of the driving forces and actors and explore overarching themes in America's engagement with the world. We will also discuss how to write about the history the United States in world affairs.

Reading

Preston, *American Foreign Relations: A Very Short Introduction*, all.

September 20 **The World According to Donald Trump**

Topic:

In this class we will discuss IR theory and current U.S. foreign relations.

Reading

Jervis et.al. (eds.), *Chaos in the Liberal Order*, Introduction and Part I

September 27 **Washington and the World**

Topic:

In this class we will take a panoramic view at the current contours of U.S. global affairs.

Reading

Jervis et.al. (eds.), *Chaos in the Liberal Order*, Part IV

October 4 **Crisis of the Old Order? Liberalism and the *Pax Americana***

Topic:

One of the key challenges for contemporaries is interpretation: how do we move beyond the details to see broader pattern at work and how do we arrive at conclusions about what we are currently witnessing?

Reading

Jervis et.al. (eds.), *Chaos in the Liberal Order*, Parts II and III

October 11 **The *Longue Durée* of Foreign Relations**

Topic:

A good understanding of history helps to contextualize what we experience and witness during our lifetime; we will discuss if the current U.S. approach to world affairs constitutes a radical break with the past or merely continuity disguised as populist ‘radicalism’.

Reading

Jervis et.al. (eds.), *Chaos in the Liberal Order*, Parts V to VII

October 18 **Where in the World is America?**

Topic:

Learning about U.S. foreign relations requires reflection on the contours of the United States; where is America? Is it Washington D.C., the Atlantic seaboard, the South, the West, or the Heartland?

Reading

Hoganson, *The Heartland*, Introduction to 3

October 25 **The Heartland and the World**

Topic:

This week we will continue our exploration of what constitutes America through a historical analysis of the ‘heartland’ idea.

Reading

Hoganson, *The Heartland*, 4 to Conclusions

November 1 **Research Resource Tutorial I**

November 15 **Research Resource Tutorial II**

November 22 **Research Resource Tutorial III**

November 29 **Discussion of Paper Proposals
Enjoy The Winter Break!**

January 10 **National Security and War**

Class Reading

Melvyn P. Leffler, “National Security”, in: Costigliola/Hogan, *Explaining the History*

Presenter Reading Options

John W. Dower, *The Violent American Century: War and Terror Since World War II* (2017)

William O. Walker III, *National Security and Core Values in American History* (2009)

January 17 **Political Economy**

Class Reading

Michael J. Hogan, “Corporatism”, in: Costigliola/Hogan, *Explaining the History*

Brad Simpson, “Explaining political economy”, in: Costigliola/Hogan, *Explaining the History*

Presenter Reading Options

Jason M. Colby, *The Business of Empire: United Fruit, Race, and U.S. Expansionism in Central America* (2011)

Mona Domosh, *American Commodities in an Age of Empire* (2006)

January 24 **Technology/Development**

Class Reading

Nick Cullather, “Development and Technopolitics”, in: Costigliola/Hogan, *Explaining the History*

Presenter Reading Options

Michael Adas, *Dominance by Design* (2006)

David Ekblath, *The Great American Mission: Modernization and the Construction of an American World Order* (2010)

January 31 **Gender**

Class Reading

Judy Tzu-Chun Wu, “Gendering American Foreign Relations”, in: Costigliola/Hogan, *Explaining the History*

Presenter Reading Options

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

Allison L. Sneider, *Suffragists in an Imperial Age: U.S. Expansion and the Woman Question, 1870-1929* (2008)

February 7 **Race**

Class Reading

Paul Kramer, “Shades of Sovereignty: Racialized Power, the United States and the World”, in: Costigliola/Hogan, *Explaining the History*

Presenter Reading Options

Thomas Borstelmann, *The Cold War and the Color Line: American Race Relations in the Global Arena* (2001)

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

February 14 **Ideology**

Class Reading

Michael H. Hunt, “Nationalism as an Umbrella Ideology”, in: Costigliola/Hogan, *Explaining the History*

Presenter Reading Options

Michael H. Hunt, *Ideology and U.S. Foreign Policy, 2nd Edition* (2009).

Walter L. Hixson, *The Myth of American Diplomacy: National Identity and U.S. Foreign Policy* (2008)

February 28 **Law**

Class Reading

Mary L. Dudziak, Legal History as Foreign Relations History, in: Costigliola/Hogan, *Explaining the History*

Presenter Reading Options

Elisabeth Borgwardt, *A New Deal for the World: America’s Vision for Human Rights* (2005)

Benjamin Coates, *Legalist Empire. International Law and American Foreign Relations in the Early Twentieth Century* (2016)

March 6 **Borders and Borderlands**

Class Reading

Nathan J. Citino, “The Global Frontier: Comparative History and the Frontier-Borderlands Approach”, in: Costigliola/Hogan, *Explaining the History*

Emily S. Rosenberg, “Considering Borders”, in: Costigliola/Hogan, *Explaining the History*

Presenter Reading Options

Brian DeLay, *War of a Thousand Deserts: Indian Raids and the U.S. Mexican War* (2008)

Greg Grandin, *The End of the Myth: From the Frontier to the Border Wall in the Mind of America* (2019)

March 13 **Memory**

Class Reading

Penny Von Eschen, "Memory and the Study of U.S. Foreign Relations", in: Costigliola/Hogan, *Explaining the History*

Presenter Reading Options

Emily S. Rosenberg, *A Date Which Will Live: Pearl Harbor in American Memory* (Durham, NC: Duke University Press, 2003).

Kirk Savage, *Monument Wars: Washington DC, the National Mall, and the Transformation of the Memorial Landscape* (2009)

March 20 **Essay Presentations and Discussion I**

March 27 **Essay Presentations and Discussion II**

April 3 **Taking Stock: Reflections and Conclusions**

In this last class meeting we will look back at seven months of studying U.S. foreign relations. What have we have learnt? How has the thorough reading of opinions and analyses of U.S. foreign relations shaped our perception of America's role in world affairs? How could this course be improved? And, of course, it's time to hand in that paper.... **Enjoy The Summer !**

Additional Statements

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Medical Issues

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please note: Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ 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.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.