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

Methods of Evaluation
The final grade for this course is based on the accumulated results of one class moderation, a theory presentation, a research essay, 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.

Moderation: 15%
Presentation Theory: 20%
Research Paper: 50%
Participation: 15%

1. Moderation – 15%
During the first semester you will serve as moderator for one seminar session; we will determine time slots during the first week of class; you will study a specific aspect/theme of the required class readings in greater detail, provide a 20 minute presentation develop a set of discussion questions, and supply a handout to the class.

2. Presentation Theory – 20%
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; you will provide a 20 minutes presentation, develop a set of discussion questions, and supply a handout to the class. We will determine time slots towards the end of the fall semester.
3. 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. HIS 3320E is an essay course and students must pass the required written work in order to achieve a passing grade in the course.

The final essay is due in class April 3, 2024 - A non-illness related late submission incurs a daily mark deduction of 10%.

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 in our weekly discussions.

5. Course Specific Conditions

HIS 3320E is an essay course and students must pass the required written work in order to achieve a passing grade in the course.

Students must attend at least 75% (18 out of 24) of the seminar meetings in order to pass the course, regardless of grades received for other assignments. Students must submit all course assignments in order to pass the course.

Course Materials

This is a reading-intensive seminar and the timely completion of the assigned texts is a pre-condition for good discussions. All of the texts in this syllabus are available in digital format. For those with a more in-depth interest in U.S. foreign relations I recommend two books for purchase:


Herring, George C., From Colony to Superpower: U.S. Foreign Relations since 1776 (New York: Oxford University Press, 2011). [This is an excellent one-volume overview at a very good price].

Course Schedule and Readings

September 13 States of Fracture

Topic:
In our first meeting we will discuss seminar procedures and our work plan for the year; our interpretative question for this seminar session explores the state of international relations and the role of the United States.
**Readings**


**September 20**

**A Marginal State with Imperial Ambitions**

**Topic:**
Looking back it seems as if the rise of the U.S. to world power was somehow a ‘natural’ process; in reality, during its early history, the United States was a small and fragile polity with great ambitions on the margins of the international system and surrounded by powerful indigenous and European empires.

**Readings**


**September 27**

**Globalizing and Empire-Building**

**Topic:**
This week we will discuss various dimensions of U.S. settler colonialism, indigenous-newcomer relations as foreign relations, and the early global engagement and outreach of the United States.

**Readings**


**October 4**  
**Industrial Capitalism, Trade, and Empire: Part I**

**Topic:**
The half-century between the forcible (re)unification of the United States in the 1860s and World War One were characterized by nation-state consolidation, empire-building, the rise of industrial capitalism, and globalization.

**Readings**


**October 11**  
**Industrial Capitalism, Trade, and Empire: Part II**

**Topic:**
We will continue our discussion of U.S. outreach with a focus on the time between the late 19th Century and World War One; key questions include: was the creation of colonial empire after 1898 a break with American political traditions? Did this empire differ from its European and Japanese pendants? How did nationalism, imperialism, and globalization shape U.S. foreign relations?

**Readings**


The United States in a World of Wars: Part I

Topic:
The decades between World War One and Two impressively demonstrated the rise of the United States to global pre-eminence; The U.S. began to replace Great Britain as the driver of globalization and drew on impressive political, economic, and cultural resources to fortify its dominant position in the Atlantic world, the Western hemisphere, and parts of the Pacific. This immense influence was underwritten by many small and large military engagements and the creation of an increasingly militarized political economy.

Readings


The United States in a World of Wars: Part II

Topic:
This seminar continues our discussion about the political, military, economic, and cultural foundations of what publisher Henry Luce once described as “The American Century”. Our discussions will explore the consequences of World War One for the international system in general and the United States in particular, the rise of totalitarian power contenders in the 1930s, and the global war for international leadership.

Readings


November 8       Global Cold Wars: Part I

**Topic:**
Including today we will spend the next five weeks working our way through half a century of global militarization and war; the literature on the cold war easily fills libraries and key questions about history (when did the cold war start, in 1917?) origins (who was responsible: Soviets or Americans?), geographies (where was the center of conflict: Europe, Asia, or Africa?), intentions (what did the two opposing sides want – global leadership?), which methods were used most effectively (covert or overt?), was the cold war a ‘long peace’ (Gaddis) or half of century of destruction?, why is it called a cold war despite all the wars which were fought? And of course questions about the outcome (who won?). To avoid having to spend another half century of study I have chosen what I consider the most sophisticated global history of the cold war, a big book, as the basis for our discussions.

**Readings**

November 15       Global Cold Wars: Part II

**Readings**

November 22       Global Cold Wars: Part III

**Readings**

November 29       Global Cold Wars: Part IV

**Readings**
[Chapters 16-20]

December 6  
**Global Cold Wars: Part V**

**Readings**
[Chapters 21-The World The Cold War Made].

**Enjoy The Winter Break!**

January 10  
‘National Security’ and Political Economy

**Topic:**
Starting this week we will take a closer look at eleven analytical lenses for the study of U.S. foreign
relations; these lenses provide a theoretical framework to help make sense of empirical evidence.

**Class Readings**
Black, Megan, “Mineral Frontiers in the Twentieth Century”, in: Christopher R.W. Dietrich (ed.), *A
925-941.

in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the

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

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


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

**Presenter Readings Options for ‘National Security’**

**Presenter Readings Options for Political Economy**


**January 17 Technology/Development and Ideology**

**Class Readings**

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

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


**Presenter Readings Options for Technology/Development**


**Presenter Readings Options for Ideology**


**January 24 Race and Gender**

**Class Readings**


**Presenter Readings Options for Race**


**Presenter Readings Options for Gender**


**January 31** **Law and Borders**

**Class Readings**


**Presenter Readings Options for Law**


**Presenter Readings for Borders**


**February 7** **Imperial Spaces and Borderlands**

**Class Readings**


Presenter Readings Options for Imperial Spaces and Borderlands


**February 14 Memory**

Class Readings

Presenter Readings for Memory

**February 28 From the Inside Out or the Outside in?**

Class Readings

H-Diplo Roundtable on XXI-42 on Besner/Logevall, May 25, 2020, online.


**March 6 Research Project Discussions**

This week we will take a brief break from discussing the writing of others to discussions of your writing; at this point in the academic you should be closing in on the final rounds of corrections and revisions; we will discuss your projects in class for final feedback. Be prepared to speak about the following aspects:

-the essay topic rationale (why do I want to write on this topic)
-the topic significance (why do we need to know this)
-the key research and interpretative questions
-the historiographical context (what have others said and how does your view relate to these works)
- the structure of the essay, describe individual steps
- the theoretical/analytical lens – explain how your research confirms or questions paradigms
- your findings (provide a summary)
- open questions (what are you unclear about)

March 13       Research Essay Discussions II

March 20       The States of Global Order

Topic:
This seminar is devoted to a discussion of how the COVID-19 pandemic has affected the Trump Administration’s foreign policy, global affairs, and the state of the liberal order.

Class Readings
Friedman, Uri, “Why American Resists Learning from other Countries”, in: The Atlantic, May 14, 2020, online.
“How the World Will Look after the Coronavirus Pandemic”, in: Foreign Policy, March 20, 2020, online.
Nye, Joseph S., Jr., “No, the Coronavirus will Not Change the Global Order”, in: Foreign Policy April 16, 2020, online.

March 27       Future Past: Where in the World is America?

Topic:
This seminar extrapolates from the historical insights we have gained and looks forward in trying to understand which role the United States might play in a future international system. How do scholars frame the current challenges? What are the pros and cons of using past conflicts to understand the current state of world affairs?

Class Readings


**April 3 Final Discussion**

**Topic:**
This seminar extrapolates from the historical insights we have gained and looks forward in trying to understand which role the United States might play in a future international system. How could this course be improved? And, of course, it’s time to hand in that paper…… Enjoy the Summer!

**Additional Statements**

All work submitted in this course must be your own. You may not make use of generative AI tools like ChatGPT for any assignments in this course.

Please review the Department of History’s shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.