

HIST 3369: UNITED STATES DIPLOMATIC HISTORY



**Fall 2015
Monday and Wednesday 2:30-3:45 in CGC 240**

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Office Hours: Mondays 12:30pm-2pm, Tuesday 10am-12:30pm, and by appointment

COURSE DESCRIPTION

In this detailed survey of American foreign relations since the late nineteenth century, we will trace the rise of the United States as an international power as we explore the myriad cultural, political, economic, environmental, and military interactions that guided U.S. engagement with the wider world. This course will challenge students to consider American foreign relations history through a number of different interpretive approaches, including gender, race, emotion, and religion as well as national security, corporatism, and power politics, among others. Students will come away from the course with a deeper understanding of how the United States shaped and was shaped by the rest of the world during the twentieth century. Major questions that will animate the course include: How and why did the United States become a major global power? To what extent has ideology driven the objectives of American foreign relations? How have non-governmental organizations and other non-state actors influenced U.S. decision making and relations abroad?

COURSE FORMAT

This course will run as an upper-level discussion-driven seminar-style class centered on discussion focusing on the day's readings. The field of U.S. foreign relations is a lively one, with many great debates and exciting new intellectual developments. Our secondary readings will introduce you to innovative works, both recent and classic, which will inform our understanding of key course themes. We will also examine a variety of primary documents and multimedia resources, including declassified diplomatic cables, speeches, films, songs, artifacts, and firsthand accounts, to immerse ourselves in the debates and developments that shaped U.S. relations abroad. Along with my lectures, these secondary and primary readings will expose students to conflicting and at times controversial interpretations of the historical events under consideration; students are expected to think critically about these divergent interpretations in their written assignments as well in our in-class debates and discussions.

COURSE REQUIREMENTS

This course requires active participation in discussion and careful engagement with the readings. I expect you to have completed the assigned reading prior to class so that you can come to each meeting ready to explore the day's topic in depth. This class will focus on the exchange of ideas, and it is crucial that students come prepared for active, engaged discussion. While reading, students should develop at least one substantive question of their own to introduce in class discussion. The questions should be posted on the course website discussion board at least one hour prior to class and also brought in to class. I will factor these questions in to your final participation grade.

Assignments

Reading Responses: You will be asked to write THREE responses to the assigned readings, on any three days you choose. The responses are opportunities for you to think critically about our texts, and you should focus on whatever aspects of the reading you find most engaging.

A few guidelines:

- I will collect your responses in class, in hard copy only.
- The responses are due on the day we discuss the readings in class.
- Each response should be approximately 350 words long and **MUST** include a word count.
- No outside research is allowed for the reading responses. You don't need a bibliography. **DO** cite quotations.
- One response must focus on a primary source **AND** one must focus on a secondary source. (#3 is up to you.)

Each response paper should have two components:

1. **An open-ended, complex historical question.** What big historical question (or questions) does this source raise? Your analytical question (or questions) should serve as a jumping-off point for your response.

2. **A 300-word analysis of the text.** What answers to your historical question can you propose? What additional questions or ideas do you have about the text? How does the source relate to other items we've read? Why is this material important or significant for a historian investigating the history of U.S. foreign relations?
- If you're writing about a primary source, consider what historical insight it can provide. What can this document tell us about how foreign policy is made?
 - If you're writing about a secondary article, consider how the author constructs his or her argument and whether you agree with the conclusions. Based on what you know about the subject matter, is the argument convincing?
 - Whatever you do, don't simply summarize the text! When in doubt, ask questions about the text—and then do your best to answer them.

These reading responses will give you the opportunity to practice reading and thinking like a historian, which will prepare you for our in class discussions as well as your research paper.

Policy Brief: This midterm assignment will give you the opportunity to take on the role of State Department analyst. You will be provided with a packet of documents and (now declassified) top secret reports that pertain to a foreign policy issue that we have not covered in great detail in class. After carefully reading through the packet, you will write a 3-5 page policy brief for the president that summarizes the issue (background, key players, U.S. interests) in one page and then offers an analysis of the policy options that the United States can pursue. This analysis should take into account the ideological and cultural dynamics of the historical period about which you are writing. You should conclude with a policy recommendation that is grounded in the evidence you've analyzed. I will provide an example of a policy brief in class and will post a grading rubric and further details on this assignment on the course website.

Class Presentation: Everyone will present their policy brief in class. Your presentation should be no more than 10 minutes long and should outline the foreign policy issue that you examined, present the available policy options, and then make an argument for which policy option you believe the United States should pursue. Be prepared for a brief question and answer period afterward, as your classmates and I (acting as president and president's cabinet) discuss the issue you've presented. Your presentation should include a visual aid, such as a PowerPoint, handout, poster, maps, etc. to help us understand the nature of the issue.

Research Project: Due Friday, December 11. The course will culminate with a research paper of 12-15 pages on a topic of your choice. The project will be due during exam period, but we will begin working on it at the end of September. Start thinking about topics as early as possible and come talk to me about your ideas—especially if you are interested in researching something we have not covered in class yet. As part of the research and writing process, you will turn in to me a topic/question, preliminary annotated bibliography, and rough draft. We will also have a session scheduled at the library on October 19 to help you identify helpful research resources.

In-class assignments: I will periodically assign in-class writing exercises. These short, reflective or analytical essays will ask you to consider a document or a film clip, for example, within the context of our readings. These assignments will be factored into your participation grade.

Policies for Written Work

Formatting. All written work must:

- be double-spaced in Times New Roman 12-point font
- have one-inch margins on each side
- include page numbers
- include a word count
- be stapled

If an assignment does not meet these formatting guidelines, it will not be collected, read, or graded.

Citations. All sources **MUST** be cited according to Chicago Author-Date guidelines. Citation guidelines are available at <http://lib.trinity.edu/lib2/cite.php>. You can also consult the 16th edition of the Chicago Manual of Style, available at Coates Library in the reference section and online through the library catalog.

Late Work. Late work will not be read or evaluated unless you have made arrangements with me in advance. If you think you will not be able to turn in an assignment on time, talk to me as soon as possible!

GRADING

The final course grade will be determined as follows:

Reading Responses:	15%	Participation:	25%
Policy Brief:	15%	Presentation:	15%
Research Project:	30%		

ACADEMIC HONOR CODE

All students are covered by a policy that prohibits dishonesty in academic work. Students who are under the Honor Code are required to pledge all written work that is submitted for a grade: “On my honor, I have neither given nor received any unauthorized assistance on this work” and their signature. The pledge may be abbreviated ‘pledged; with a signature. The specifics of the Honor Code, its underlying philosophy, and the norms for sanctioning can all be found at: http://www.trinity.edu/departments/academic_affairs/honor_code/index.htm.

If you have any doubt about whether an action violates the Honor Code, please email me before submitting your essays or research project.

If you are struggling, overwhelmed, or confused please contact me! I am here to help you in the course and guide you through the material. I understand that personal circumstances or unforeseen events can sometimes interfere with your academic work; I will keep any concerns confidential and work with you to ensure your best possible performance in the course.

OTHER COURSE POLICIES

Students With Disabilities

If you have a documented disability and will need accommodations in this class, please speak with me privately early in the semester. All discussions will remain confidential. In order to receive accommodations, you must be registered with Disability Services for Students. If you are not already registered with DSS, please contact their office at 999-7411 or dss@trinity.edu.

Class Conduct

Respect your fellow students and instructor. Do not be disruptive. Turn off phones and do not text in class. If you text during class, I will ask you to leave and your participation grade for the semester will go down. If you text during another student's presentation, your final grade for the course will go down a full letter grade. You may use laptops for taking notes, but if you use them for activities not related to class, you will not be able to use them at all in class. If you are late, please come in quietly. Consistent lateness will result in a lowered course grade, as will violations of any of the above mentioned aspects of class conduct.

ASSIGNED READINGS

All assigned books will be available in the bookstore as well as on reserve at the library. Articles and excerpted chapters marked with an asterisk (*) in the schedule of weekly meetings below can be accessed electronically through the TLEARN course website.

Required Books

Cullather, Nick. *Secret History: The CIA's Classified Account of Its Operations in Guatemala, 1952-1954*. Palo Alto, CA: Stanford University press, 2006.

Herring, George. *America's Longest War: The United States and Vietnam, 1950-1975*. 4th ed. New York: McGraw-Hill, 2002.

Kinzer, Stephen. *All the Shah's Men: An American Coup and the Roots of Middle East Terror*. Hoboken, NJ: John Wiley & Sons, Inc., 2003

Leffler, Melvyn. *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War*. New York: Hill and Wang, 2007.

Merrill, Dennis and Thomas G. Paterson. *Major Problems in American Foreign Relations: Volume II: Since 1914*. New York: Houghton Mifflin Company, 2005.

Recommended Supplementary Textbook

Paterson, Thomas G., et. al. *American Foreign Relations, vol. II: A History Since 1895*, 6th ed. New York: Houghton Mifflin Company, 2005.

SCHEDULE OF WEEKLY MEETINGS

Week One: Introduction	
W 8/26	Course Introduction and Major Themes in U.S. Foreign Policy
Week Two: The New Empire	
M 8/31	<p>Prelude to American Imperialism</p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> Eric T. L. Love, “Santo Domingo” <i>Race Over Empire</i>* <p>Primary Sources:</p> <ul style="list-style-type: none"> Future Secretary of State William H. Seward Dreams of Hemispheric Empire (1860)*; President Ulysses S. Grant Urges Annexation of the Dominican Republic (1870)*; Queen Lili’oukalani Protests U.S. Intervention in Hawai’i (1893, 1897)* <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 1</p>
W 9/2	<p>The Spanish-American-Cuban-Philippine War</p> <p>Reading:</p> <ul style="list-style-type: none"> Excerpted chapter “The Spanish-American-Cuban-Philippine War,” includes primary documents and essays* <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 1</p>
Week Three: Empire in Asia and Hegemony in the Caribbean	
M 9/7	NO CLASS: LABOR DAY
W 9/9	<p>The Open Door and the Big Stick</p> <p>Reading:</p> <ul style="list-style-type: none"> Excerpted chapters “Empire and Ambition in Asia: China and the Philippines,” and “Theodore Roosevelt, the Big Stick, and U.S. Hegemony in the Caribbean,” includes primary documents and essays* <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 2</p>
Week Four: The War to End All Wars	
M 9/14	<p>The U.S. Entry into World War I</p> <p>Reading:</p> <ul style="list-style-type: none"> Merrill and Paterson, <i>Major Problems</i>, Ch. 2 <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 3</p>
W 9/16	<p>The League Fight and Interwar Internationalism</p> <p>Reading:</p> <ul style="list-style-type: none"> Merrill and Paterson, <i>Major Problems</i>, Ch. 3 <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 4-5</p>

Week Five: World War II	
M 9/21	<p>The U.S. Entry into World War II</p> <p>Reading:</p> <ul style="list-style-type: none"> • Merrill and Paterson, <i>Major Problems</i>, Ch. 4 • Marc Trachtenberg, “The 1941 Case,” in <i>The Craft of International History*</i> • The Atlantic Charter* <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 6</p>
W 9/23	<p>The U.S. at War and Planning the Peace</p> <p>Reading:</p> <ul style="list-style-type: none"> • Merrill and Paterson, <i>Major Problems</i>, Ch. 5 • Excerpt from J. Samuel Walker, <i>Prompt and Utter Destruction: Truman and the Use of Atomic Bombs against Japan*</i> <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 6</p>
Week Six: The Cold War Begins	
M 9/28	<p>Origins of the Cold War</p> <p>Reading:</p> <ul style="list-style-type: none"> • Merrill and Paterson, <i>Major Problems</i>, Ch. 6 • Leffler, <i>For the Soul of Mankind</i>, Introduction and Ch. 1 <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 7</p>
W 9/30	<p>Containment at Home and Abroad/Cold War Culture</p> <p>Reading:</p> <ul style="list-style-type: none"> • Leffler, <i>For the Soul of Mankind</i>, Ch. 2 • Kennan/X, “The Sources of Soviet Conduct,” <i>Foreign Affairs</i>, July 1947* • “How You Can Fight Communism,” and “To Quarantine Communism,” in Ellen Shrecker, <i>The Age of McCarthyism*</i> <p>***TOPIC/HISTORICAL QUESTIONS FOR RESEARCH PROJECT DUE***</p>
Week Seven: Cold War Flashpoints in Asia and Latin America	
M 10/5	<p>The Korean War</p> <p>Reading:</p> <ul style="list-style-type: none"> • Merrill and Paterson, <i>Major Problems</i>, Ch. 7 <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 8</p>
W 10/7	<p>Cold War Culture and the “Third World”</p> <p>Reading:</p> <ul style="list-style-type: none"> • Start reading Cullather, <i>Secret History: The CIA’s Classified Account of Its Operations in Guatemala</i> • Merrill and Paterson, <i>Major Problems</i>, Ch. 9 <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 8</p>

Week Eight: Policy Briefs	
M 10/12	<p>Interventions in Latin America</p> <p>Reading:</p> <ul style="list-style-type: none"> • Finish Cullather, <i>Secret History: The CIA's Classified Account of Its Operations in Guatemala</i>
W 10/14	<u>***Policy Briefs and presentations due in class***</u>
Week Nine: Cold War Flashpoints in the Middle East	
M 10/19	<p>***LIBRARY SESSION – MEET IN COATES LIBRARY (Room TBA)***</p> <p>Reading (get started on it for Wednesday):</p> <ul style="list-style-type: none"> • Kinzer, <i>All the Shah's Men: An American Coup and the Roots of Middle East Terror</i> • Merrill and Paterson, <i>Major Problems</i>, documents pp.325-331
W 10/21	<p>The Suez Canal and U.S. Middle East Policy</p> <p>Reading:</p> <ul style="list-style-type: none"> • Kinzer, <i>All the Shah's Men: An American Coup and the Roots of Middle East Terror</i> • Merrill and Paterson, <i>Major Problems</i>, documents pp.325-331
Week Ten: Escalating Crises	
M 10/26	<p>The Cuban Missile Crisis</p> <p>Reading:</p> <ul style="list-style-type: none"> • Merrill and Paterson, <i>Major Problems</i>, Ch. 10 <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 9</p>
W 10/28	<p>JFK, Johnson, and the War in Vietnam</p> <p>Reading:</p> <ul style="list-style-type: none"> • Herring, <i>America's Longest War</i>, Ch. 1-4 • Merrill and Paterson, <i>Major Problems</i>, documents pp. 417-425 <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 9</p> <p><u>***PRELIMINARY ANNOTATED BIBLIOGRAPHY DUE***</u></p>

Week Eleven: Détente and Confrontation	
M 11/2	<p>The Nixon Doctrine</p> <p>Reading:</p> <ul style="list-style-type: none"> Herring, <i>America's Longest War</i>, Ch. 5-8
W 11/4	<p>Nixon, Kissinger, and Détente</p> <p>Reading:</p> <ul style="list-style-type: none"> Leffler, <i>For the Soul of Mankind</i>, Ch. 4 Merrill and Paterson, <i>Major Problems</i>, Ch. 12 <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 10</p>
Week Twelve: The Ford and Carter Years	
M 11/9	<p>Helsinki and the International Human Rights Movement</p> <p>Reading:</p> <ul style="list-style-type: none"> Kenneth Cmiel, "The Emergence of Human Rights Politics in the United States," <i>The Journal of American History</i>* Barbara Keys, "Congress, Kissinger, and the Origins of Human Rights Diplomacy," <i>Diplomatic History</i>*
W 11/11	<p>Crises in the Middle East</p> <p>Reading:</p> <ul style="list-style-type: none"> Melanie McAlister, "Iran, Islam, and the Terrorist Threat, 1979-1989," in <i>Epic Encounters</i>* Video clips on Ayatollah Khomeini's first speech after returning from exile, the hostage crisis rescue mission, and the Camp David Settlement* Carter's Remarks on Iran and Afghanistan (28 December 1979)* <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 11</p>
Week Thirteen: The Late Cold War	
M 11/16	<p>From Godless Communism to <i>Glasnost</i></p> <p>Reading:</p> <ul style="list-style-type: none"> Leffler, <i>For the Soul of Mankind</i>, Ch. 5 pp. 338-403 Merrill and Paterson, <i>Major Problems</i>, Ch. 13 pp. 496-503, 520-28 Ronald Reagan, "Evil Empire" speech to the National Association of Evangelicals, Orlando, FL, (March 8, 1983)* <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 12</p>
W 11/18	<p>The End of the Cold War</p> <p>Reading:</p> <ul style="list-style-type: none"> Leffler, <i>For the Soul of Mankind</i>, Ch. 5 pp. 403-467 Merrill and Paterson, <i>Major Problems</i>, Ch. 13 pp. 503-510 <p>***FIRST DRAFT OF RESEARCH PAPER DUE***</p>

Week Fourteen: The Dawning of a New World Order	
M 11/23	<p>The Gulf War</p> <p>Reading:</p> <ul style="list-style-type: none"> • Mann, <i>Rise of the Vulcans</i>, 179-97* • Merrill and Paterson, <i>Major Problems</i>, Ch. 13 pp. 508-510 <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 12</p>
W 11/25	NO CLASS: Thanksgiving Recess
Week Fifteen: Looming Threats	
M 11/30	<p>The Clinton Years: The Challenges of Globalization</p> <p>Reading:</p> <ul style="list-style-type: none"> • Excerpt from Jeffrey Frieden, <i>Global Capitalism: Its Fall and Rise in the Twentieth Century</i>* • Merrill and Paterson, <i>Major Problems</i>, Ch. 13 pp. 510-13
W 12/2	<p>Confronting Genocide in the Balkans, Somalia, and Rwanda</p> <p>Reading:</p> <ul style="list-style-type: none"> • Bolton, "Wrong Turn in Somalia," <i>Foreign Affairs</i>* • Hajdarpašić and Kerenji, "Kosovo's Year Zero: Between a Balkan Past and a European Future," <i>Origins</i>* • Samantha Power, "Bystanders to Genocide," <i>The Atlantic</i>*
Week Sixteen: A Global War on Terror	
M 12/7	<p>9/11 and the "War on Terror"</p> <p>Reading:</p> <ul style="list-style-type: none"> • Merrill and Paterson, <i>Major Problems</i>, Ch. 13 pp. 528-33, Ch. 14. 536-40, 550-88 • Sullivan, "This Is A Religious War," <i>The New York Times Magazine</i>, October 7, 2001, pp. 44-52* <p>Supplemental textbook reading: Paterson, <i>American Foreign Relations</i>, Ch. 12</p>
W 12/9	NO CLASS: Reading Day
F 12/11	<u>***Research Paper Due By 5pm***</u>