

# HIST 3469: UNITED STATES FOREIGN RELATIONS



**Fall 2019**  
**Monday and Wednesday 2:30-3:45pm in CGC 235**

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**Office Hours: Monday and Wednesday 1pm-2pm, Thursday 10am-11am, and by appointment**

## **COURSE DESCRIPTION**

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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**

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This course will run as an upper-level seminar-style class with a mix of lecture and discussion of 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 you 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.

## **LEARNING OBJECTIVES**

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Upon successful completion of this course, students will have demonstrated the ability to:

- write a sustained academic work with appropriate use of evidence and developed reasoning to support an argument
- improve their writing in response to feedback
- craft prose that conforms to the conventions of the historical discipline

## **COURSE REQUIREMENTS**

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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.

### **Assignments**

*Reading Responses:* You will be asked to write THREE responses to the assigned readings over the course of the semester. 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. I will provide you with guidelines and a sample in class.

You have the following options for when to submit these responses:

Response #1: EITHER 9/4 OR 9/11

Response #2: EITHER 9/25 OR 10/9

Response #3: EITHER 11/4 OR 11/11

*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.

*Policy Brief:* Due Monday, October 14. 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 the packet, you will write a 4-6-page policy brief for the president that summarizes the issue (background, key players, U.S. interests) in one to two pages 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 have analyzed. I will provide further details on this assignment in class and on the course website.

*Class Presentation:* Everyone will present their policy brief in class on October 14, 16, or 21. Your presentation should be no more than 8 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 question and answer period afterward, as your classmates and I (acting as president and president's cabinet) discuss the issue you have 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 Monday, December 9. The course will culminate with a primary source-based research paper of 15-18 pages on a topic of your choice, developed in consultation with me. The project will be due during exam period, but we will begin working on it at the beginning 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 2 to help you identify helpful research resources.

## **Policies for Written Work**

*Formatting.* All written work must:

- be double-spaced in Times New Roman 12-point font with one-inch margins on each side
- include page numbers
- be submitted in .pdf or .doc format on TLEARN

If an assignment does not meet these formatting guidelines, I will return it to you and ask you to reformat it and resubmit it. The resubmitted assignment will be subject to a late penalty.

*Citations.* All sources **MUST** be cited according to Chicago Notes-Bibliography style 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.

Reading responses: The reading responses are intended to facilitate our discussion in class and reflect how you are grappling with the material prior to our discussion. As such, I do not accept late reading responses.

Major assignments (policy brief, research paper, etc.): I am very flexible about extensions. If you think you might need an extension on a major assignment due to your workload, let me know as soon possible; provided you have asked me in advance (at least 24 hours before the due date, unless there are extenuating circumstances), I will be happy to work with you. Papers turned in after the deadline and without an extension will be considered late. Late papers will be penalized 2 grades per day (e.g. A- to B, B to C+).

**GRADING**

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The final course grade will be determined as follows:

Reading Responses:	15%	Participation:	25%
Policy Brief:	20%	Presentation:	10%
Research Project:	30%		

**ACADEMIC HONOR CODE**

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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](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**

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Students With Disabilities

If you have a documented disability and will need accommodations in this class, please bring your accommodation letter to me early in the semester so we can discuss how I can best meet your needs. All discussions will remain confidential. If you have not already registered with Student Accessibility Services, contact the office at 999-7411 or [SAS@trinity.edu](mailto:SAS@trinity.edu). You must be registered with SAS before I can provide accommodation.

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**

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

Required Books

Herring, George C. *From Colony to Superpower: U.S. Foreign Relations Since 1776*. NY: Oxford University press, 2011

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.

Suri, Jeremi. *American Foreign Relations Since 1898: A Documentary Reader*. Malden, MA: Wiley-Blackwell, 2010.

**SCHEDULE OF WEEKLY MEETINGS**

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<b>Week One: Introduction</b>	
W 8/21	<b>Course Introduction and Major Themes in U.S. Foreign Policy</b>
<b>Week Two: The New Empire</b>	
M 8/26	<p><b>Prelude to American Imperialism</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Eric T. L. Love, “Santo Domingo” <i>Race Over Empire*</i></li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Future Secretary of State William H. Seward Dreams of Hemispheric Empire (1860)*</li> <li>• President Ulysses S. Grant Urges Annexation of the Dominican Republic (1870)*</li> <li>• Queen Lili’oukalani Protests U.S. Intervention in Hawai’i (1893, 1897)*</li> </ul>

W 8/28	<p><b>The Spanish-American-Cuban-Philippine War</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 8</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 1, Documents #3, #4</li> <li>• William McKinley, Message to Congress Requesting a Declaration of War With Spain (11 April 1898)*</li> </ul>
<b>Week Three: Hegemony in the Caribbean and an Empire in Asia</b>	
M 9/2	<b>NO CLASS: LABOR DAY</b>
W 9/4	<p><b>The Open Door and the Big Stick</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 9</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 1, Documents #1, #2, #5</li> </ul> <p><i>Due Date Option #1 for Reading Response #1</i></p>
<b>Week Four: The War to End All Wars</b>	
M 9/9	<p><b>The U.S. Entry into World War I</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 10</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 2, Documents #1, #2, #3</li> </ul>
W 9/11	<p><b>The League Fight and Interwar Internationalism</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 11</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 2, Documents #4, #6</li> </ul> <p><i>Due Date Option #2 for Reading Response #1</i></p>
<b>Week Five: World War II</b>	
M 9/16	<p><b>The U.S. Entry into World War II</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 12</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 3, Documents #3, #5</li> <li>• Japan's Diplomatic Proposals to the United States and the U.S. response, 1941*</li> <li>• Franklin D. Roosevelt's War Message to Congress, 1941*</li> </ul>

W 9/18	<p><b>The U.S. at War and Planning the Peace</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 13</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 4, Documents #1, #2, #3, #4</li> </ul>
<b>Week Six: The Cold War Begins</b>	
M 9/23	<p><b>Origins of the Cold War</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Leffler, <i>For the Soul of Mankind</i>, Introduction and Ch. 1</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 5, Documents #1, #2</li> </ul>
W 9/25	<p><b>Containment at Home and Abroad/Cold War Culture</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Leffler, <i>For the Soul of Mankind</i>, Ch. 2</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• “How You Can Fight Communism,” and “To Quarantine Communism,” in Ellen Shrecker, <i>The Age of McCarthyism*</i></li> </ul> <p><b><u>***TOPIC/HISTORICAL QUESTIONS FOR RESEARCH PROJECT DUE***</u></b></p> <p><i>Due Date Option #1 for Reading Response #2</i></p>
<b>Week Seven: Cold War Flashpoints in Asia</b>	
M 9/30	<p><b>The Korean War</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Part IV of Chapter 14 (pp. 635-650)</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 5, Documents #3, #5, #6</li> </ul>
W 10/2	<p><b>***LIBRARY SESSION – MEET IN COATES LIBRARY (Room TBA)***</b></p> <p>Reading (start reading for next week):</p> <ul style="list-style-type: none"> <li>• Kinzer, <i>All the Shah’s Men: An American Coup and the Roots of Middle East Terror</i></li> </ul>
<b>Week Eight: Cold War Flashpoints in the Middle East and Latin America</b>	
M 10/7	<p><b>The Suez Canal and U.S. Middle East Policy</b></p> <ul style="list-style-type: none"> <li>• Kinzer, <i>All the Shah’s Men: An American Coup and the Roots of Middle East Terror</i></li> </ul>



W 10/9	<p><b>Cold War Culture and the “Third World”</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Part IV of Chapter 15 (pp. 683-701)</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 6, Documents #1, #2</li> </ul> <p><i>Due Date Option #2 for Reading Response #2</i></p>
<b>Week Nine: Policy Briefs</b>	
M 10/14	<p><b><u>***Policy Briefs Due in Class***</u></b></p> <p><b><u>Group 1 Policy Brief Presentations</u></b></p>
W 10/16	<p><b><u>Group 2 Policy Brief Presentations</u></b></p>
<b>Week Ten: Escalating Crises</b>	
M 10/21	<p><b><u>Group 3 Policy Brief Presentations</u></b></p> <p><b>The Cuban Missile Crisis</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Parts I, II, III of Chapter 16 (pp. 702-729)</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 6, Document #6</li> </ul>
W 10/23	<p><b>JFK, Johnson, and the War in Vietnam</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Parts IV, V, VI, VII of Chapter 16 (pp. 729-759)</li> <li>• Watch the film <i>The Fog of War</i></li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 6, Documents #7, #9, #10</li> </ul> <p><b><u>***PRELIMINARY ANNOTATED BIBLIOGRAPHY DUE***</u></b></p>
<b>Week Eleven: Détente and Confrontation</b>	
M 10/28	<p><b>The Nixon Doctrine</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Parts I, II, III of Chapter 17 (pp. 760-779)</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Nixon Doctrine*</li> </ul>



W 10/30	<p><b>Nixon, Kissinger, and Détente</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Leffler, <i>For the Soul of Mankind</i>, Ch. 4</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 7, Documents #1, #2</li> </ul>
<b>Week Twelve: The Ford and Carter Years</b>	
M 11/4	<p><b>Helsinki and the International Human Rights Movement</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 18, Parts I, II, III, IV (pp. 810-847)</li> <li>• Barbara Keys, “Congress, Kissinger, and the Origins of Human Rights Diplomacy,” <i>Diplomatic History</i>*</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 7, Documents #3, #4, #5</li> </ul> <p><i>Due Date Option #1 for Reading Response #3</i></p>
W 11/6	<p><b>Crises in the Middle East</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Melanie McAlister, “Iran, Islam, and the Terrorist Threat, 1979-1989,” in <i>Epic Encounters</i>*</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Video clips on Ayatollah Khomeini’s first speech after returning from exile, the hostage crisis rescue mission, and the Camp David Settlement*</li> <li>• Carter’s Remarks on Iran and Afghanistan (28 December 1979)*</li> </ul>
<b>Week Thirteen: The Late Cold War</b>	
M 11/11	<p><b>From Godless Communism to <i>Glasnost</i></b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Leffler, <i>For the Soul of Mankind</i>, Ch. 5 pp. 338-403</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Ronald Reagan, “Evil Empire” speech to the National Association of Evangelicals, Orlando, FL, (March 8, 1983)*</li> </ul> <p><i>Due Date Option #2 for Reading Response #3</i></p>
W 11/13	<p><b>The End of the Cold War</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Leffler, <i>For the Soul of Mankind</i>, Ch. 5 pp. 403-467</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 8, Documents #1, #2, #3, #4</li> </ul> <p><b><u>***FIRST DRAFT OF RESEARCH PAPER DUE***</u></b></p>

<b>Week Fourteen: The Dawning of a New World Order</b>	
M 11/18	<p><b>The Gulf War</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 19, Part V (pp. 899-916)</li> <li>• Mann, <i>Rise of the Vulcans</i>, 179-97*</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Suri, Chapter 9, Document #1</li> </ul>
W 11/20	<p><b>The Clinton Years: The Challenges of Globalization</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 20, Parts I, II (pp. 917-938)</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• President William J. Clinton Applauds America’s Globalism and Warns Against a New Isolationism (1995)*</li> </ul>
<b>Week Fifteen: Looming Threats</b>	
M 11/25	<p><b>Confronting Genocide in the Balkans, Somalia, and Rwanda</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Hajdarpašić and Kerenji, “Kosovo’s Year Zero: Between a Balkan Past and a European Future,” <i>Origins</i>*</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Bolton, “Wrong Turn in Somalia,” <i>Foreign Affairs</i>*</li> <li>• Suri, Chapter 9, Documents #2, #3</li> </ul>
W 11/27	<b>NO CLASS – THANKSGIVING BREAK</b>
<b>Week Sixteen: A Global War on Terror</b>	
M 12/2	<p><b>9/11 and the “War on Terror”</b></p> <p>Secondary Reading:</p> <ul style="list-style-type: none"> <li>• Herring, Chapter 20, Parts III, IV (938-964)</li> <li>• Brigham, “Lessons and Legacies of the War in Iraq”*</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Sullivan, “This Is A Religious War,” <i>The New York Times Magazine</i>, October 7, 2001, pp. 44-52*</li> <li>• Suri, Chapter 10, Documents #3, #5</li> </ul>
W 12/4	<b>NO CLASS: Reading Day</b>
<b>Finals Week: Final Draft of Research Paper Due</b>	
M 12/9	<b><u>***Research Paper Due By 5pm***</u></b>