

History 4780: History of U.S. International Relations
Spring 2019 **Professor Chris Endy**
Tuesdays and Thursdays 12:15 to 1:30 pm in King Hall C3100

Contact Your Professor

Visit my office! [King Hall C4076A \(fourth floor\)](#).

Office hours are Tuesdays and Thursdays, 3:00 to 4:25 pm. You do not need an appointment for office hours; just arrive unannounced to ask questions or simply talk. If you cannot make office hours, please let me know and we can arrange another time.

Office Phone: 323-343-2046 (good during office hours, but email is better on other days.)

Email: cendy@calstatela.edu

Website: I have a personal faculty webpage with advice on surviving college and links to some of my favorite things: <http://www.calstatela.edu/faculty/christopher-endy> (or just Google my name)

Course Description:

This course is designed for undergraduates or graduate students who want to explore the role of the United States in the world, with an emphasis on history since 1898. The course has two broad goals. The first is to help you understand major themes and debates relating to the history of U.S. international relations. This task entails studying a wide range of Americans, including politicians, business and labor leaders, activists, filmmakers, and others. It also requires reading sources from people outside the United States and appreciating how their histories have intersected with U.S. history.

We will focus on **three core questions** with each reading and class session:

- 1. CAUSALITY:** What factors have shaped U.S. foreign policy? How important were strategic factors (e.g. international security issues and balance of power thinking), economic motives (e.g. material self-interest or abstract notions of how economies should operate), and cultural motives (e.g. race and gender ideologies, religion, human rights, and democratic idealism)?
- 2. MORALITY:** To what extent have U.S. foreign policies, and the forms of globalization pursued by Americans, made the world a better—or worse—place?
- 3. RESISTANCE:** For those on the “outside,” what methods have been most effective in changing U.S. policy and power?

The second broad goal of the course is to help you develop skills of critical reading, writing, and discussion. These skills are vital to what historians do, and you can carry them with you for a lifetime, no matter what you do after this class. In this course, we will develop smart ways to:

- analyze primary sources (documents created during the time period under study);
- evaluate the strengths and weaknesses of secondary sources (interpretations of the past created by historians or other later authors);
- build ideas collaboratively in a group setting;
- communicate ideas in concise, clear, and persuasive writing.

Assignments and Grading:

Class Participation	15%	
Class Preparations (Preps)	22%	10 short assignments
Primary Source Activity #1	3%	2 pages
Primary Source Activity #2	5%	2 pages
Team Research Project		
Individual Reading Analysis	4%	
Individual Contributions to Team	3%	informed by peer evaluation
Team Draft	3%	
Team Final Project (lesson plan)	5%	
Essay One	12%	3-4 pages
Final Take-Home Essays	28%	two essays, 3-4 pages each

Pages refer to typed, double-spaced pages (about 300 words per page). We will use a “+/-” system: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59). If you don’t understand the basis of the grade you received or if you disagree with the assessment, speak to me—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation. Please act within two weeks of the return of the assignment.

Why Don’t We Have a Textbook?

Textbooks in a history class can provide useful context, but they take a lot of time to read, and they tend to be pretty boring (even for me, a professional historian). History is interesting and relevant when it revolves around arguments and analysis. If we were to read a textbook together, we would not have time to dig deeper into more interesting and relevant styles of historical thinking. On the other hand, if you find yourself wishing that you had more background information on U.S. history, you have three options:

1. Visit my office hours or raise your hand in class. I am happy to provide more context.
2. Consult the free textbook at this website: <https://openstax.org/details/books/us-history>
3. Use the library to find a survey of U.S. diplomatic history. I can help you find a good one.

Required Readings and Printings:

There is no book to obtain, but we will have numerous readings available on the web or through Canvas. When we will engage in a close reading of primary sources, you are required to bring a paper copy of the reading to class. I know that printing costs money and kills trees, but these close readings are an integral part of the course. The benefits justify the cost. The following are NOT valid excuses for failure to have paper copies of readings: forgetting to load enough funds in your campus printing account and running out of ink at home. Please plan ahead.

Attendance:

I have designed this class to revolve around learning that we do together in the classroom. If you miss class, you will miss the heart of this course. Please make attending *each* class session your top priority. Please arrive on time and stay until the end. Arriving 15 minutes late or leaving 15 minutes early generally counts as a whole class absence. If an unexpected emergency arises, send me an email as soon as possible and contact members of your team. Missing one or two classes during the semester will not hurt your grade, but further absences will. These absences will also result in a lower class participation score. **Students will automatically fail the course if they miss seven or more class sessions.**

Notes on Technology (Phones, Laptops, and the Internet):

This class will adopt a "love-hate" relationship with digital devices. Some in-class activities will work best if at least some of you have an adequately-charged phone, tablet, or laptop available. I will let you know when these activities arise. However, much of our in-class work emphasizes face-to-face conversation. To promote classroom cohesiveness and interaction, you need to turn off all devices and store them out of sight during those activities. Students with documented needs may request an exception. If you have a family emergency that requires you to monitor your phone for important messages, please let me know before class. Otherwise, keep those phones out of sight!

How I Will Grade Your Essays?:

Essay grades reflect three related criteria. I give equal weight to each of these three areas when determining your grade:

1. ARGUMENT: development of an argument that answers your essay's question with clarity, substance, and creativity.
2. EVIDENCE: numerous details and short quotations from the relevant material.
3. WRITING: expression of ideas in a clear, concise, engaging prose.

Grading rubric for essays:

- A: excellent. Outstanding in all three areas.
B: good. Strong in all three areas, or significant strengths in one offset by weakness in another.
C: average. Adequate in one or more areas, offset by weakness in others
D: poor. Problems in all three areas, or lack of engagement with the assignment.
F: unacceptable. Serious flaws in all three areas, or lack of engagement.

What If I'm Not a Good Writer?

Nonsense! Everyone can become a good writer. Some people might have an unusual talent for great writing, but everyone can learn how to become a clear, confident writer. All it takes is a good writing method and time. We will work together in class on the *method* part. If you then invest the *time*, you can write strong essays, and you can use this skill for the rest of your life. To get started, look on Canvas for my handout, "How to Write Argumentative Essays." I am more than happy to work with you individually to improve your writing skills. Please visit office hours to talk more.

Class Preparation (Preps):

The class schedule includes thirteen class preparation assignments ("preps") due at various points in the semester. You are required to complete ten of these fourteen class preps. These short assignments are designed to prepare you for discussion and assignments. Some preps will be based on the daily reading or viewing material. Some will ask you to write typed, essay-style paragraphs. Note also that some preps are mandatory. Skipping a mandatory prep will result in zero score for one of your ten prep grades.

Late Policy:

Essays and Primary Source Activities: Out of fairness to other students, essays will be penalized 2% of their value for each day late, stopping at 10% per week late. If running late with an essay, email your essay as soon as it's done to reduce the late penalty, and then bring a paper copy to our next class. Late final essays will be penalized 4% of their value for each day late. Final essays cannot be submitted more than four days after the deadline.

Class Preps: These assignments will be penalized 20% of their value if submitted after the start of class when due. Class preparation work must be submitted within two weeks of the original due date to receive any credit.

The Free Late: Once during the semester, you may submit an eligible assignment one week late with no penalty. You may not use it for the Final Essays, the Individual Reading Analysis, or anything related to team research project. Simply write "Free Late" at the top the assignment. You may only use this option once; use it wisely.

What Should I Do If I Start to Fall Behind?:

Sometimes work, health, or family can make it hard to attend class or meet deadlines. If you see a problem approaching, please stop by office hours or send me an email to keep me posted. When an unexpected problem arises, please let me know as soon as you can. If a real hardship arises and you let me know what's going on at an early stage, I will do my best to work with you and help you pass the class.

Plagiarism:

Plagiarism refers to the use of another author's words or ideas without acknowledgement of this use. This includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else's writing and presenting it as your own writing (that is, without quotation marks or footnotes). If you commit plagiarism, you can receive a zero on the assignment and I may report you to University authorities.

How Can I Avoid Plagiarism?:

As a professor, I've noticed that students often resort to plagiarism when they run out of time or don't understand how to do an assignment. If you find yourself drifting toward plagiarism, visit my office hours or send me an email. I can help you get through the assignment or calculate the (modest) late penalty. You will be much better off taking a small late penalty than committing plagiarism.

The best way to avoid plagiarism is to learn the rules of how and when to cite and quote. Here are two good websites:

- <http://writingcenter.unc.edu/tips-and-tools/plagiarism/>
- <http://calstatela.libguides.com/content.php?pid=669390&sid=5542610>

Disabilities: As your professor, I want all students to succeed in this class. If you have a disability or any other issue that affects your learning, please let me know at any time. Also take note of the resources at the Office for Students with Disabilities (Student Affairs Building Room 115, 323-343-3140). If you have a verified accommodations form, please show it to me by Week Two.

Change: I reserve the right to make reasonable changes to the syllabus when needed.

CLASS SCHEDULE:

Unless otherwise noted, you need to bring a paper copy of the readings. Do not wait until the last minute to download and print readings.

R) = a reading

V) = a viewing

A) a larger assignment or in-class event

CP = class preparation assignment

WEEK ONE

22 Jan: What will we explore in this course?

24 Jan: Why was a new anti-colonial nation also an empire? How should we read primary sources?

R) Primary Sources on Early U.S. International Relations

WEEK TWO

29 Jan: Why and how did the United States become a Pacific Ocean empire?

R) Primary Sources on U.S. Imperialism in the Philippines and East Asia

31 Jan: Who makes empire work? How do ordinary people relate to empire?

R) Kimberly Alidio, "When I Get Home I Want to Forget: Memory and Amnesia in the Occupied Philippines," *Social Text* 59 (Summer 1999): 105-22. [Printing Alidio is optional.]

CP) Class Prep #1 Due [This is a mandatory prep assignment.]

WEEK THREE

5 Feb: What are major themes in the history of U.S. relations with Central America?

R) Juan Gonzalez, *Harvest of Empire: A History of Latinos in America* (New York: Penguin, 2011), 58-78 and 129-148 (chapters 3 and 8) [Printing Gonzalez is optional.]

CP) Class Prep #2 Due [This is a mandatory prep assignment.]

7 Feb: What is the team research project about?

No new readings or assignments but an important class session.

WEEK FOUR

12 Feb: What do bananas reveal about the place of the United States in the world?

R) Richard Tucker, "Banana Republics: Yankee Fruit Companies and the Tropical American Lowlands," in Tucker, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World* (Berkeley: University of California Press, 2000), 120-78 (excerpts amounting to about 25 pages). [Printing Tucker is optional.]

CP) Class Prep #3 Due

14 Feb: What ideas do we have for the team research projects?

R) <https://sheg.stanford.edu/history-lessons/marcus-garvey> [Printing SHEG is optional.]

R) <https://sheg.stanford.edu/history-lessons/cold-war-guatemala> [Printing SHEG is optional.]

WEEK FIVE

19 Feb: Why did the United States join World War I? What is Wilsonianism?

R) Primary sources on World War I

R) C.K. Leith, "Exploitation and World Progress," *Foreign Affairs* (October 1927).

R) <https://sheg.stanford.edu/history-lessons/section-world-war-i> [Printing SHEG is optional.]

CP) Class Prep #4 Due

21 Feb: What did "America First" mean the first time around?

A) Primary Source Activity #1 Due. Choose one of the three primary sources packets we've read so far (early period, Philippines/East Asia, or WWI).

WEEK SIX

26 Feb: Why did Japan and the United States go to war?

R) Primary sources on U.S.-Japanese relations before Pearl Harbor

CP) Class Prep #5 Due

28 Feb: How good was the "Good War"?

No new readings or assignments but an important class session.

WEEK SEVEN

5 March: Why did the United States and the Soviet Union (and others) wage Cold War?

R) Primary sources on the Early Cold War

R) "Imagination. Bipartisanship. Bureaucratic Competence. Yes, My Children, We Once Lived in Such a Place." Interview with historian Benn Steil by David L. O'Connor, 14 October 2018, *History News Network*, <https://historynewsnetwork.org/article/170106CP> [Printing Steil interview is optional.]

CP) Class Prep #6 Due

7 March: Cold War, continued

A) Essay One Due

WEEK EIGHT

12 March: How did the Cold War look from anti-colonial perspectives?

R) Primary sources on the "Nationalist Challenge," from Jeffrey A. Engel, Mark Atwood Lawrence, and Andrew Preston, eds., *America in the World: A History in Documents from the War with Spain to the War on Terror* (Princeton: Princeton University Press, 2014).

R) <https://sheg.stanford.edu/history-lessons/castro-and-united-states>

R) <https://sheg.stanford.edu/history-lessons/assassination-patrice-lumumba>

[Printing is optional for all three of today's readings.]

CP) Class Prep #7 Due

14 March: Anti-colonial Cold War, continued

No new readings or assignments but an important class session.

WEEK NINE

19 March: What do scholars argue about my team research project?

R) Secondary source readings on your group research project (details TBD; expect to read/skim a 80-100 pages; printing is optional)

A) Individual Reading Analysis Due

21 March: How can my team translate scholarship into an accessible lesson plan?

No new readings or assignments but an important class session.

WEEK TEN

26 March: How did nuclear weapons change diplomacy and the world?

R) Primary sources on the Cuban Missile Crisis; from Michael H. Hunt, *Crises in U.S. Foreign Policy* (New Haven: Yale University Press, 1996). [You only need to print some pages; details TBA]

V) *Duck and Cover* (1951, 9 minutes)

V) *Survival Under Atomic Attack* (1951, 9 minutes)

CP) Class Prep #8 Due

28 March: How did women lead the fight against nuclear weapons?

Note: Special class session partnered with Cal State LA's Women's History Month program

A) Primary Source Activity #2 Due. Select one of these primary sources sets: U.S.-Japanese relations, early Cold War, the "nationalist challenge," or the Cuban Missile Crisis

SPRING BREAK

WEEK ELEVEN

9 April: Why did the United States fight in Vietnam? Why did the United States lose?

R) "The Lords of War, 1965-1973," in Michael H. Hunt, ed., *A Vietnam War Reader: A Documentary History from American and Vietnamese Perspectives* (Chapel Hill: University of North Carolina Press, 2010), 85-121. [You only need to print some pages; details TBA]

CP) Class Prep #9 Due

11 April: How did war in Vietnam change life inside the United States?

R) Lorena Oropeza, "Antiwar Aztlán: The Chicano Movement Opposes U.S. Intervention in Vietnam," in Brenda Gayle Plummer, ed., *Window on Freedom, Race, Civil Rights, and Foreign Affairs, 1945-1988* (Chapel Hill: University of North Carolina Press, 2003), 201-20. [Printing Oropeza is optional.]

CP) Class Prep #10 Due

WEEK TWELVE

16 April: What will your team research project offer?

A vital day for working together as a team on your project.

18 April: Team research project, continued

A) Team research project draft due [first of two team assignments in HIST 4780]

WEEK THIRTEEN

23 April: What are the roots of Arab "anti-Americanism"? Is anti-Americanism even a valid concept?

R) Ussama Makdisi, "'Anti-Americanism' in the Arab World: An Interpretation of a Brief History," *Journal of American History* 89 (September 2002): 538-57. [Printing Makdisi is optional.]

R) Alan Cullison, "Inside Al-Qaeda's Hard Drive: Budget Squabbles, Baby Pictures, Office Rivalries—And the Path to 9/11," *Atlantic Monthly* (September 2004).

CP) Class Prep #11 Due

25 April: What does the "War on Terror" mean?

No new readings or assignments but an important class session.

WEEK FOURTEEN

30 April: How can you fine-tune your team research project?

A vital day for working together as a team on your project.

2 May: Team research project, continued

A) Team research final project due [second of two team assignments in HIST 4780]

WEEK FIFTEEN

7 May: How can historians help explain and improve the world today?

R) Readings TBD (about 40 pages)

CP) Class Prep #12 Due

9 May: Preparing for the final essay

No new readings

CP) Class Prep #13 Due [This is a mandatory prep assignment.]

FINALS WEEK

14 May (Tuesday):

Final Essays due via Canvas by 2pm on Tuesday the 14th.