

History 30-304 -- American Diplomatic History

Professor Robert Shaffer

Fall Semester 2004

TTh 2:00-3:15 pm, DHC 226

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Office Hours: M 9:00 - 11:00 am, TTh 9:00 - 10:30 am, or by appointment

Course Description and Objectives: This course provides an overview of relations between the people and government of the United States with peoples and governments of other parts of the world, from the colonial era to the present day. Such interaction includes but is not limited to the political, military, economic, religious, ideological, and cultural realms, and at various points includes such issues as race, gender, immigration, expansion, and the environment. Given the current situation of the U.S. at war, there will be special attention given to how and why the U.S. has gone to war, whether the U.S. has been (and should be) "unilateralist" or "multilateralist" in the past and present, and instances in which U.S. foreign relations either spread or inhibited democracy and sovereignty to other peoples and nations. Reflecting on this history of U.S. foreign relations will, it is hoped, provide students with a basis for better understanding the U.S. role in the world today.

Readings, lectures, and discussions will emphasize the variety of ways historians have sought to explain U.S. foreign relations, as well as a consideration of primary source documents which form the basis of historians' analyses. While there will be some lecturing, most class sessions will involve discussion of readings, so regular attendance and keeping up with the reading are essential. The structure of the class assumes that the students have a basic knowledge of U.S. history.

Among the objectives of the class, therefore, are the following:

- To develop students' understanding of the major themes and central issues in U.S. foreign relations, today and in the past;
- To encourage critical reading and examination of key documents, maps, and other primary historical texts;
- To encourage students to use their knowledge of and interest in U.S. foreign relations in order to become active citizens (of the U.S. or the world) on these important issues;
- To promote an appreciation of the interpretative approaches of historians;
- To develop, through oral and written expression, students' ability to communicate their ideas about and interpretations of historical issues.

Class Texts: You should purchase four books from the Bookstore --

- ** Cullather, Nick, Secret History: The CIA's Classified Account of its Operations in Guatemala, 1952-1954 (Stanford: Stanford University Press, 1999).
- ** LaFeber, Walter, The American Age: U.S. Foreign Policy at Home and Abroad, 1750 to the Present, 2nd Edition (N.Y.: W.W. Norton, 1994).
- ** Major Problems in American Foreign Relations, volume I: To 1920, 6th Edition, Dennis Merrill and Thomas Paterson, eds. (Boston: Houghton Mifflin, 2005).
- ** Major Problems in American Foreign Relations, volume II: Since 1914, 6th Edition, Dennis Merrill and Thomas Paterson, eds. (Boston: Houghton Mifflin, 2005).

Copies of these books will also be on 3-hour reserve in Lehman Library for your convenience, but it will be difficult to participate fully in class unless you have your own copies of the books. Additional readings will be placed on electronic reserve (**E-RES**), or distributed in class; it is your responsibility to make sure you receive and save these readings. E-RES materials can be downloaded and printed for free at most University computer centers; they can be downloaded and printed from other computers as long as you have your Ship library id card and number. Note that sometimes it can take up to 15-20 minutes to download and print a long article; do not wait until the last minute to do so. In order to access E-RES materials, you must know the **password** for this course, which is **SHAF304**.

One book from which several different readings will be on E-RES is the following:

** Dana Lindaman and Kyle Ward, History Lessons: How Textbooks from Around the World Portray U.S. History (New York: The New Press, 2004).

When you search for the selections from History Lessons, be sure you locate the correct chapter for that day's reading.

Accommodations for Students with Disabilities:

Please see me as soon as possible if you need to have any specific accommodations.

Note on Plagiarism: I will often encourage students to work together in class, and you are encouraged to study together for exams, and to talk with your classmates about upcoming papers/ However, plagiarism and other forms of academic dishonesty will not be tolerated. The Shippensburg University 2003-2005 undergraduate catalog (p. 49) defines plagiarism as "your unacknowledged use of another writer's own words or specific facts or propositions or materials in your own writing." Penalties may range from a lower grade on a paper or exam to failure for the course. You should be familiar with the catalog discussion of academic dishonesty, on pp. 48-50.

Course Requirements and Grading Policy:

Grading Summary:

Attendance and Class Participation:

150 points, or 15% of course grade

Reaction Papers (3):

40 pts each, or 120 pts, or 12% of course grade

In-Class Quizzes and Writing Assignments

100 pts, or 10% of course grade

(probably 5 quizzes or assignments, at 25 pts. each)

Class Presentation or Debate, and related Paper:

100 points, or 10% of course grade

Midterm Exam: 150 points, or 15% of course grade

Paper analyzing one chapter of Major Problems, volume II:

100 points, or 10% of course grade

"Scrapbook" on current events and the history of foreign relations:

80 points, or 8% of course grade

Final Exam: 200 points, or 20% of course grade

Detailed Explanation of the Components of the Course Grade:

*** Regular **class attendance and class participation** is expected. Students should be prepared to answer questions, ask intelligent questions, and participate thoughtfully in group activities based on the readings. Excessive unexcused absences will result in lower grades, or failure. Any unexcused absence above two will result in the lowering of the final class participation grade by 25 points. "Excused" absences will only be those for which you present a doctor's note or a dean's excuse, or for participation in a recognized student activity or religious observance with advance notice to the professor. (150 points)

*** **Reaction Papers** -- Each student will submit three (3) written reaction papers in the first half of the course about the assigned readings, on the dates indicated on the syllabus. These reaction papers should be 1-1/2 to 3 pages in length, typed, double-spaced, 12-point type, one-inch margins (or the equivalent neatly handwritten). The assignment for the first reaction paper is very specific. The second and third reaction papers may consist of your observations of particularly important material, comparisons and contrasts of documents and/or essays, critical evaluations of documents and essays, questions about them, and/or what more you would want to know about authors or context of documents and essays. You should address in some form one or more of the focus questions on the syllabus for that day, or one or more of the questions in the introduction to the relevant chapter in Major Problems. The best reaction papers will draw connections between the documents and essays under consideration for that day, on the one hand, and the overview perspectives of U.S. foreign relations discussed in the opening class sessions. You will not have to cover all of the documents or essays of that assignment in each reaction paper, but generally you should cover at least three different sources. All four of these reaction papers will be handed in before the midterm. Late papers will not be accepted. However, at the sole discretion of the professor, an alternative reaction paper on a different day's reading may be assigned. (40 pts each, 120 pts total)

*** **Class Presentation or Debate, and related Paper** -- Each student will make a five-to-seven minute oral presentation to the class about an article to be assigned, either from Major Problems or from another source, or will participate in a debate of two students vs. two other students on a significant evaluative issue. Those giving oral presentations should also prepare two or three questions for the class that would be the basis of an additional few minutes of class discussion. The presentation should present the main idea, or thesis, of the reading, and compare this thesis to the other secondary source reading(s) on that topic. To receive the equivalent of a "B" or above on the assignment, you must also discuss how your article relates to the overviews on U.S. foreign relations discussed in the first few class sessions. The presentation and paper should also note connections, where applicable, to the primary source documents discussed at that time. The presentation should include a brief critical examination of the essay: how important is it, and why? how convincing is it? Thus, the oral presentation should be a critical evaluation of the essay, not a blow-by-blow summary of it. Those participating in debates should use the textbook, secondary sources, and primary documents to argue the case for your position, in a 4-5 minute opening presentation on each side (dividing up the time so both group members get to speak). Group members will then engage in rebuttal, of 2 minutes maximum

per group member. (I will be happy to speak with you during my office hours about your understanding of the article, and your preparations for the oral report.) After the presentation or debate, the students involved will write a 1-1/2 to 3 page summary of the main points you made, along with evidence from documents or other sources that back up your thesis. Members of the debate teams may, as they choose, focus on further rebutting the other side, or explaining their "real" viewpoints, which may be different from their assigned perspectives. The paper will be due within two class periods of your presentation or debate. (100 points)

***** In-Class Midterm Exam, Thursday, October 14 (150 points)**

***** "Scrapbook"** on current events and the history of foreign relations -- Each student will locate six (6) significant articles in current (July 2004 on) newspapers or magazines which relate to the topic of U.S. foreign relations today or historically, and make a "scrapbook" with the following information for each article: 1) full and properly-formatted bibliographic information (including URL's if you find it on the web); 2) a one-paragraph summary of the article; 3) a one-paragraph discussion of why it is important today; 4) a 1-3 paragraph discussion of how the article and its subject relates to themes raised in class. As appropriate, a critical commentary on the article will be to your advantage. Include the clipping, a photocopy, or a printout of each article, along with your typed commentary. (While I use the word "scrapbook" here, the articles and your commentary should be placed in a folder, not a binder, and there should be no plastic sleeves. You may staple your commentary to the article, or otherwise ensure that I will be able to easily tell which commentary goes with which article.)

You may discuss similarities or differences to documents, events, essays, and perspectives on U.S. foreign relations discussed in class or evident in the readings. These articles should come from reputable sources (New York Times, Washington Post, USA Today, Harrisburg Patriot-News, Time, Newsweek, Atlantic Monthly, The Nation, Harper's, etc.). If they are from web-based sources, they must have been also published in print form. The best scrapbooks will either address in depth a particular issue from a variety of points of view, or show a wide range of issues relevant to U.S. foreign relations. This year, I especially encourage you to consider articles relating to the Presidential election. Scrapbooks that have substantial overlap in articles will be scrutinized closely for the content of your reactions. Due at the beginning of class on Thursday, November 11. Late projects will have five points deducted for each school day that they are late. In general, the quality of the articles chosen will be worth about 20 points total, and each commentary will be worth 10 points. (80 points)

***** Paper on a chapter of Major Problems, Volume II** -- Each student will write one 5-7 page (typed, double-spaced) paper addressing the substantive issues raised in one of the chapters of Major Problems, Volume II. (If you are a participant in the class debate on Wilson's policies or on the Nixon-Kissinger perspectives, you will not be able to choose that topic for your essay.) The paper must discuss and analyze the primary sources in that chapter to evaluate the divergent views of the authors of the secondary sources in that chapter. Your paper must develop a thesis, or argument, which answers one or more of the major questions which the editors pose at the beginning of each chapter, or which are posed on the relevant date of this syllabus, and which critically considers the theses of the historians' essays in that chapter. Specific citations and

paraphrases of the primary source documents and the secondary essays are essential to a good paper. While in some cases you will be "choosing" one perspective as superior to another, be sure that in your paper you present both (or the three) historians' perspectives fairly, even as you later argue for one over another. It is legitimate in some cases to say that both (or the three) views have some merit, but be aware that there are situations in which both historians cannot be simultaneously correct. The most successful essays will also relate the specific issues of that chapter to the overall perspectives on U.S. foreign relations raised in the introductory chapters of Major Problems and discussed in the early class sessions. Proper spelling, grammar, paragraph development, and proper citation of sources in endnote or footnote format will be important for a B- or better. A more detailed explanation of the assignment will be distributed at a later time. Due in my office on Friday, December 3, at 4:00 pm. Late papers will have 10 points deducted for each school day, or part of a school day, that they are late. (100 points)

*** **Final Exam** (date, time, and place to be announced) Note that one of the essay questions on the final exam will concern Cullather's book, Secret History. (200 points)

Syllabus (subject to change)

All readings must be completed before the class session for which they are assigned. Come to class prepared to answer questions about and discuss these readings. Bring the relevant textbooks and copies of readings to class each day. For all reading assignments from Major Problems, read the introductory material for each chapter, and introductions to documents and essays, along with the assigned documents and essays. There is a lot of reading here. In some cases, especially with the textbook and some of the secondary source essays, you will be able to skim parts of the reading, once you get the main thesis, and a good understanding of the kind of evidence the author uses to construct his or her thesis. Where there are conflicting ideas in the secondary sources, be sure you have an understanding of the differences, why these differences are important, and some ways to evaluate these differences based on the primary source readings.

There will be additional readings assigned and distributed from time to time.

Tue Aug 31 -- Introduction to U.S. foreign relations, and explanation of course requirements

Thu Sep 2 -- Perspectives on U.S. foreign relations

How do various historians interpret U.S. foreign relations, in broad terms?

To what extent are these interpretations compatible or incompatible with each other?

How do interpretations of history relate to current political and intellectual views?

Read: Amer. Age, Preface to 1st ed., and Preface to 2nd ed.

Major Problems, volume I, preface and chap. 1, essays by Perkins, Williams, Rotter
Samuel Flagg Bemis, "American Foreign Policy and the Blessings of Liberty," American Historical Review 67 (January 1962): 291-305 (E-RES)

Michael Hunt, "Racism in American Ideology" (handout)

Michael Ignatieff, "Mirage in the Desert," New York Times Magazine (27 June 2004),

13-16 (handout)

Tue Sep 7 -- The Colonial Era, Revolutionary War, and Adoption of the Constitution

What is the significance of the American invasion of Canada at the outset of the Revolution?

How important was the alliance with France to American success in the Revolution?

How did American policy toward France change in the course of the Revolution?

How did "foreign relations" help lead to the adoption of the U.S. Constitution?

Read: Amer. Age, chap. 1

MP I, chap. 2, documents 1-9, and essay by Onuf-Sadosky

Write: A 3-5 paragraph reaction paper showing how three or more of the documents in MP I, chap. 2, illustrate specific ideas that LaFeber discusses in his chapter 1 and/or in his prefaces.

Quote from the documents and from LaFeber's text as necessary to demonstrate the connections.

The most successful reaction papers here will also show how these issues relate to the overall perspectives or themes of U.S. foreign relations developed by Perkins, Williams, Bemis, Hunt, or LaFeber himself.

Thu Sep 9 -- The Partisanship of the 1790s, and Washington's Farewell Address

Why did Hamilton and Jefferson (and thus Federalists and Democratic-Republicans) develop differing views in the 1790s?

To what extent did attitudes toward England and France reflect "realist" and "idealist" views?

What is the significance of American attitudes toward the French and Haitian Revolutions?

Read: Amer. Age, chap. 2, pp. 40-52

MP I, chap. 1, essay by Graebner

MP I, chap. 3, docs 1-7, and essay by Ellis

Thomas Bender, "Founding Fathers Dreamed of Uprisings, Except in Haiti," New York Times (1 July 2001), IV-6 (handout)

Timothy Matthewson, "George Washington's Policy Toward the Haitian Revolution,"

Diplomatic History 3 (Summer 1979): 321-336 (E-RES)

Student presentation on Matthewson essay

Tue Sep 14 -- The Louisiana Purchase

Did the Louisiana Purchase demonstrate Jefferson's genius, or just plain luck?

Did the Louisiana Purchase show that the American "empire" was similar to or different from other empires?

Read: Amer. Age, chap. 2, pp. 52-58

MP I, chap. 4, docs 1-5, essays by Tucker-Hendrickson and Appleby

Student debate on the focus questions on the Louisiana Purchase

Thu Sep 16 -- The War of 1812

Was the U.S. decision to go to war in 1812 a response to national humiliation, or an imperialist land grab?

Did the U.S. go to war because it "had to," or because it "wanted to"?

How do the foreign perspectives on the war (in History Lessons) compare to American perspectives?

Read: Amer. Age, chap. 2, pp. 58-67

MP I, chap. 5, docs 1-8, essays by Wills and Watts

History Lessons, chap. 8, "War of 1812" (E-RES)

Additional documents to be distributed (possibly)

Write: Reaction paper addressing the focus questions through specific references to the primary source documents, and, as appropriate, also through reference to essays by Wills and/or Watts.

Tue Sep 21 -- John Quincy Adams and the Monroe Doctrine

Was the Monroe Doctrine an idealistic statement of principles, or a pragmatic response to other world powers?

How did domestic political considerations affect this statement of international principles?

Was it successful or not?

Why did some Latin Americans have questions about the U.S. role here?

Read: Amer. Age, chap. 3

MP I, chap. 6, docs 1-7, essays by Lewis, Weeks, and May

Student presentations on Lewis and Weeks essays

Thu Sep 23 -- Manifest Destiny, Texas, and the Mexican War

Did "Manifest Destiny" exemplify American democracy and equality, or white American racism?

Why were there debates and divisions in the U.S. over Manifest Destiny and the Mexican War?

Did the Mexican War result from Mexican aggression, "faulty intelligence" about the "facts" in Texas, or an American plan for expansion?

Read: Amer. Age, chap. 4

MP I, chap. 7, docs 1, 3, 4

MP I, chap. 8, docs 1-8, essay by Hietala or Pletcher (half the class will be responsible for the Hietala essay, and half for the Pletcher essay, as assigned)

History Lessons, chap. 11, "Texas and the Mexican-American Wars"

Some additional documents may be handed out

Tue Sep 28 -- Slavery, Abolitionism and Foreign Relations During the Civil War

How did abolitionists try to further their cause by invoking foreign relations issues?

How did the Union and the Confederacy try to enlist European powers on their side in the Civil War?

Did the Union's blockade of the Confederacy conform to "traditional" U.S. foreign policy principles?

Read: Amer. Age, chap. 5

MP I, chap. 9, docs 1, 2, 3, 5

MP I, chap. 10, docs 1-8, and essay by McPherson (Jones essay optional)

MP I, chap. 11, docs 1, 2

Edward Crapol, "The Foreign Policy of Antislavery, 1833-1846," in Redefining the Past: Essays in Diplomatic History in Honor of William Appleman Williams, Lloyd Gardner, ed. (Corvallis: Oregon State University Press, 1986), 85-103 (E-RES)

Student presentation on Crapol's essay

Thu Sep 30 -- Becoming a World Power: Causes of the Spanish-American-Cuban-Filipino War
Was U.S. participation in the Spanish-American-Cuban-Filipino War an act of altruism, of self-defense, or of imperialism?

Why do historians arrive at such divergent views about U.S. participation in this war, and what is at stake in deciding that one or another historian is "right"?

Read: Amer. Age, chap. 6, pp. 167-177 (skim); chap. 7, pp. 193-212

MP I, chap. 11, docs 4, 5, 6 (Hoganson essay optional)

MP I, chap. 12, docs 1-8, essays by Offner and Perez

Write: Reaction paper.

Tue Oct 5 -- Legacies of the Spanish-American-Cuban-Filipino War

How does the U.S. participation in the Spanish-American-Cuban-Filipino War, and its results, help illustrate the general perspectives on U.S. foreign relations of Williams, Perkins, Bemis, Hunt, and other historians?

Does the contrast between the stated goals and the outcome of the U.S. war hold lessons for U.S. involvement in the world today?

Read: Amer. Age, chap. 7, pp. 212-227

Review MP I, chap. 12, docs 6-8

Walter Williams, "United States Indian Policy and the Debate Over Philippine Annexation," Journal of American History 66 (March 1980): 810-831 (E-RES)

Stanley Karnow, "The Policy of Attraction: Promoting Political, Economic, and Cultural Dependency" (E-RES)

History Lessons, chaps. 16 ("The Spanish-American War") and 17 ("Philippine-American War")

Possibly a few additional documents to be distributed

Student presentation on Karnow's essay

Thu Oct 7 -- Americans in China, Europeans in Pennsylvania: Culture, Economics, Migration, and Violence against "Foreigners"

Was American involvement in China in defense of Chinese independence, or merely a variation on European imperialism?

What special issues, challenges, and rewards did American women missionaries face in their activities in China?

What responsibilities, if any, should a government have if foreigners are injured or killed on its soil, or if citizens/subjects of a government are injured or killed on foreign soil?

Was the situation of U.S. businessmen and missionaries in China similar to or different from the situation of central European coal miners in Pennsylvania?

Read: Amer. Age, chap. 7, pp. 217-227 (review), chap. 8, pp. 250-256

MP I, ch. 13, docs 1, 4-7, essay by Hunter (docs 2-3 and essay by Jiang optional)

Documents and an article on the Lattimer Massacre (handout or E-RES)

Student presentation on Hunter's essay

Tue Oct 12 -- TR, Taft, and the Caribbean in the early 1900s

Did TR's attitudes toward and actions in the Caribbean redound to the credit of U.S. ideals and

interests?

Did TR's actions represent a continuity or a change from previous U.S. concern with this region?

Was TR's focus on "manliness" a manifestation of imperialist thinking?

How did TR's thinking and actions demonstrate his concern about Europe?

Read: Amer. Age, chap 8

MP I, chap. 14, docs 1-6, essays by Gilderhus, Rosenberg, Collin

History Lessons, chap. 19, "U.S. Interventions in Latin America and the Caribbean,"

(selected pages) (E-RES)

Student debate on TR's role in U.S. foreign policy

Thu Oct 14 -- **Midterm Exam**

Tue Oct 19 -- Fall Break -- no class

Thu Oct 21 -- World War I and Entangling Alliances

Was Wilson's initial (1914-1916) policy of "neutrality" correct? Was it really "neutral"?

Was Wilson right to lead the U.S. into war in 1917?

How did Wilson try to reconcile his policy with George Washington's warning against "entangling alliances," and was he able to do so?

Were Wilson's goals for and analysis of World War I based on practical and accurate thinking?

Read: Amer. Age, chap. 9

MP I, chap. 15, docs 1-4, and essays by Smith and Schulte-Nordholt

Tue Oct 26 -- The Versailles Treaty and the League of Nations

Should Wilson be considered a great American statesman?

Did the Versailles Treaty represent a victory for Wilson's vision, or a betrayal of that vision?

Who was correct in the League of Nations fight -- Wilson, or his critics in the Senate?

How significant are Wilson's racial attitudes for an evaluation of him as a foreign policy leader?

Read: Amer. Age, chap. 10

MP I, chap. 15, docs 5-8, essay by Schulte-Nordholt

MP II, chap. 1, essays by Clifford and Horne

Paul Gordon Lauren, Power and Prejudice: The Politics and Diplomacy of Racial Discrimination (Boulder: Westview Press, 1988), 76-101 (E-RES) (Note: a variation on this chapter may be substituted)

James Weldon Johnson, "Self-Determining Haiti," The Nation 111 (28 Aug. and 4 Sept. 1920), 236-237, 266-267 (E-RES)

Student debate on Wilson's role in U.S. foreign policy

Thu Oct 28 -- The 1930s: The Depression, "Neutrality," and the Road to Pearl Harbor

Why do many historians argue that the U.S. was not really "isolationist" in the 1920s?

Why did so many Americans want to remain "neutral" in foreign affairs in the 1930s?

Did U.S. neutrality encourage Japanese aggression, or did the gradual erosion of that neutrality do so?

Could (or should) FDR have avoided war with the Axis powers?

Was the African-American perspective on U.S. foreign relations (presented by Aldridge) significant?

Read: Amer. Age, chap. 12 (also skim sections of chap. 11: pp. 334-337, 341-344, 357-363)

MP II, chap. 1, essay by Rosenberg

MP II, chap. 3, docs 2, 3, 5, 6, 7

MP II, chap. 4, docs 1-8, essay by Russett (Weinberg essay optional)

Sen. William Borah, call to recognize the USSR (handout or **E-RES**)

Daniel Aldridge III, "A War for the Colored Races: Anti-Interventionism and the African-American Intelligentsia, 1939-1941," Diplomatic History 28 (June 2004): 321-352 (**E-RES**)

Student presentation on Aldridge essay

Don't forget to vote on Tuesday, November 2!

Tue Nov 2 -- World War II: "The Grand Alliance"?

Why was "The Grand Alliance" necessary during World War II?

How did geography create problems and complexities for "The Grand Alliance"?

Did Stalin have legitimate complaints about the actions of his allies, Churchill and Roosevelt?

Should FDR and the U.S. have tried harder to make World War II an anticolonial war?

How did the Allied victory in World War II also lead to future problems?

Read: Amer. Age, chap. 13

MP II, chap. 5, docs 1-8, essays by Kimball and Harper

"FDR on the Colonial Issue" (**E-RES**)

Pearl S. Buck, "Tinder for Tomorrow," in American Unity and Asia (New York: John Day Co., 1942), 22-33 (**E-RES**)

Thu Nov 4 -- The Reconstruction of Western Europe, and the Early Cold War in Europe

Who was responsible for the outbreak of the Cold War in Europe: the USSR, the US, and/or Great Britain?

Was the Cold War historically inevitable?

Was the U.S. right to abandon its traditional policies and form permanent alliances in Europe after World War II?

Read: Amer. Age, chap. 14

MP II, chap. 6, docs 1-9, essays by Bernstein, Offner, and Gaddis

Student presentation on Bernstein essay

Tue Nov 9 -- The Reconstruction of Japan, and Tensions in Asia about Decolonization and about Communism

How should the U.S. have approached issues of decolonization and communism in Asia after World War II?

Is Christensen's argument convincing and historically significant?

How does Raymond Kennedy's contemporary essay on the U.S. and Indonesia demonstrate at the same time long-term themes in U.S. foreign relations?

What are the similarities and differences between the U.S. occupation of Japan after World War II and the U.S. occupation of Iraq today?

Read: Amer. Age, chap. 15, pp. 502-527

MP II, chap. 7, doc 1, essay by Christensen

John Dower, "Lessons from Japan About War's Aftermath," New York Times (27 October 2002), IV-13 (handout)

"The Brave New World Reaches Java," Christian Century 62 (21 November 1945): 1276 (handout)

Raymond Kennedy, "The Test in Indonesia," Asia and the Americas 46 (August 1946): 341-345 (handout)

Additional brief documents on U.S. and the Chinese Communist Party, June 1949, by Zhou Enlai, U.S. State Department, and Harry Truman (handout)

Student presentation on Kennedy essay

Thu Nov 11 -- The Era of the Korean War: "The Big Turn"?

Why do historians such as LaFeber consider the Korean War to be a "turning point" in U.S. foreign relations?

Was the Korean War a civil war or a manifestation of Moscow's drive for world conquest -- and why does the answer to that question matter?

Read: Amer. Age, chap. 15, pp. 527-535 (review the rest of chap. 15 as necessary)

MP II, chap. 7, docs 2-8 (essays by Cumings and by Zubok-Pleshakov optional)

Due in class today: "Scrapbook" of articles, and your analyses, on U.S. foreign relations

Tue Nov 16 -- Eisenhower, the CIA, and "Covert Operations" -- Focus on Guatemala

Were the CIA actions in Guatemala a legitimate response to a real threat, or a dangerous subversion of both Guatemalan interests and American democracy?

Read: Amer. Age, chap. 16 (read esp. 536-548, 571-573)

Cullather, Secret History (the whole book)

Thu Nov 18 -- The Eisenhower and Kennedy Eras: Economics, Civil Rights, and Foreign Relations

How did economic self-interest, U.S. idealism, and old and new patterns of race relations interact in the foreign policy of the Eisenhower and Kennedy eras?

What old patterns and new paths are apparent in U.S. foreign relations at this time?

Read: Amer. Age, chap. 16 (review), and chap. 17, pp. 580-589

MP II, chap. 8, docs 1, 3, 4, 6, 7

MP II, chap. 9, docs 1-8, essays by Heiss and Cobbs Hoffman (essay by Merrill optional)

James Risen, "How a Plot Convulsed Iran in '53 (and in '79)," New York Times (16 April 2000), A1ff (available from Lexis-Nexis electronic database)

Thomas Borstelmann, "'Hedging Our Bets and Buying Time': John Kennedy and Racial Revolutions in the American South and Southern Africa," Diplomatic History 24 (Summer 2000): 435-463 (E-RES)

Student presentations on Borstelmann and Cobbs Hoffman essays

Tue Nov 23 -- JFK, The Bay of Pigs Invasion and the Cuban Missile Crisis

What was the connection between the Bay of Pigs invasion and the Cuban Missile Crisis?

Did his actions in the Cuban Missile Crisis show JFK at "his finest hour," or did they show his (and the U.S.'s) continuing fixation on limiting Cuban sovereignty?

Read: Amer. Age, chap. 17, pp. 589-604

MP II, chap. 10, docs 1-8, essays by Dallek and Paterson

Thu Nov 25 -- Thanksgiving -- No class

Tue Nov 30 -- The Vietnam War and "The Imperial Presidency"

Why did the U.S. get into a major land war in Vietnam?

Was U.S. intervention motivated by noble ideals (as LBJ and later Ronald Reagan asserted), or was the U.S. on "the wrong side of the world revolution" here (as Martin Luther King put it)?

Why do some historians say the war was unwinnable? Do you agree?

Read: Amer. Age, chap. 17, pp. 604-632, and chap. 18, pp. 633-644

MP II, chap. 11, docs 1-9, essays by Buzzanco, Logevall, Brigham

"Dien Must Go" (excerpts from Pentagon Papers) (E-RES)

Martin Luther King, "Declaration of Independence from the War in Vietnam," Ramparts (May 1967) (E-RES), also available on the web at:

<<http://www.commondreams.org/views04/0115-13htm>>

Thu Dec 2 -- Nixon, Kissinger, and Balance-of-Power Politics

Should Nixon and Kissinger be applauded for their "realism" in international relations, or criticized for ignoring moral issues and the needs of all but the big powers?

What new directions in U.S. foreign relations occurred under Nixon and Kissinger? What stayed the same?

Read: Amer. Age, chap. 18

MP II, chap. 12, docs 1-6, essays by Hoff and Isaacson

Anthony Lewis, "The Fruits of Realism," New York Times (7 September 1999), A19 (handout)

Peter Kornbluh, "Kissinger and Pinochet," The Nation (29 March 1999) (handout)

Term paper analyzing one chapter of Major Problems, volume II, is due in my office on Friday, December 3, by 4:00 pm

Tue Dec 7 -- Reagan, Gorbachev, the Disarmament Movement, and the End of the Cold War

Read: Amer. Age, chap. 19

Did the Cold War end due to American military strength and firmness under Reagan, or due to increased contacts and compromises on both sides?

How do Reagan's actions in Central America, Africa, and the Middle East affect an evaluation of his role in foreign policy?

MP II, chap. 13, docs 1-6, and essays by Paterson and Gaddis

John Tirman, "How We Ended the Cold War," The Nation (1 November 1999) (E-RES)

Possibly additional articles on Reagan and foreign affairs

Thu Dec 9 -- The U.S., the Middle East, Secular Nationalism, and Militant Islam, reconsidered in the long view of U.S. foreign relations (plus one more article on the U.S. and Haiti)

Read: Amer. Age, chap. 20, esp. 760-779

MP II, chap. 14, docs 1, 3, 5, 6, 8, 9, 10, essays by Wright and Makdisi

Zachary Karabell, "Backfire: U.S. Policy Toward Iraq, 1988 - 2 August 1990," Middle East Journal 49 (Winter 1995): 28-47 (E-RES)

Ahmed Rashid, "Osama Bin Laden: How the U.S. Helped Midwife a Terrorist," in Terrorism and 9/11: A Reader (Boston: Houghton Mifflin, 2002), 50-60 (E-RES or handout)

John Prados, "Notes on the CIA's Secret War in Afghanistan," Journal of American History 89 (September 2002): 466-471 (E-RES)

Michael Hunt, "In the Wake of September 11: The Clash of What?" Journal of American History 89 (September 2002): 416-425 (E-RES) (optional)

Tom Driver, "To the Editor -- A Little Story of Censorship," in Let Haiti Live: Unjust U.S. Policies Towards Its Oldest Neighbor, Melinda Miles and Eugenia Charles, eds. (Coconut Creek, FL.: Educa Vision, 2004), 62-73 (E-RES)

Final Exam -- Time and Place to be Announced