

HIST 593.81 – American Foreign Relations since 1914

Fall 2009
Thursdays, 4:00-6:45
Classroom: Capers Hall 423

Instructor: Dr. Joe Renouard
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Office Hours: Before our class
(Thursdays, 2:30-3:45), or by
appointment

In this course we will explore America's major international relationships since 1914. In addition to the traditional emphasis on diplomacy, we will consider a broad array of foreign relationships, including those that are cultural, economic, and military in character. Put simply, the history of American foreign relations includes virtually anything that moves across borders: people, goods, ideas, money, films, guns, germs, and drugs. (Yes, the good, the bad, and the ugly!) It is my hope that this course will give you some perspective on America's emergence onto the world stage in the 20th century. This course will also highlight the advantages, burdens, and dangers that have accompanied our nation's superpower status.

We will answer a number of questions throughout the semester: Are Americans chiefly interested in their own security and prosperity? To what degree have Americans embraced a national mission to spread liberal, democratic values abroad? What is the significance of war to American national identity and notions of citizenship? To what extent have cultural undercurrents influenced American foreign relations? Is the United States an empire? Major topics include World War II, American cultural influence, the Cold War, the struggle for oil and other resources, U.S.-Latin America relations, and American relations in the Middle East.

REQUIRED BOOKS

You must obtain the following books. These are available at the Citadel bookstore, as well as via online vendors.

- **Thomas G. Paterson, et al, *American Foreign Relations: A History, Brief Edition, Volume 2, Since 1895* (Houghton Mifflin, 2006) (*referred to below as AFR)**
- **Margaret Macmillan, *Paris 1919* (Random House Paperbacks, 2003)**
- **David Reynolds, *From Munich to Pearl Harbor: Roosevelt's America and the Origins of the Second World War* (Ivan Dee, 2001)**
- **Samantha Power, *A Problem from Hell: America and the Age of Genocide* (Harper Perennial, 2007) (*other editions are also acceptable)**
- **George C. Herring, *America's Longest War: The United States and Vietnam, 1950-75*, 4th ed. (McGraw-Hill, 2001)**
- **Peter Chapman, *Bananas!: How the United Fruit Company Shaped the World* (Canongate Books, 2007)**
- **Jeremy Suri, *Power and Protest: Global Revolution and the Rise of Détente* (Harvard University Press, 2005)**

- **Mary Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (Princeton University Press, 2002)**
- **Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East since 1945*, 2nd ed. (University of California Press, 2005)**
- **Andrew J. Bacevich, *The Limits of Power: The End of American Exceptionalism* (Holt, 2009)**

In addition to these books, I will be posting/sending some journal articles and book chapters for weekly reading. See the schedule below for authors and titles.

COURSE REQUIREMENTS

- ***Preparation, Attendance, and Participation:*** Since we are only meeting once per week, your preparation, attendance, and full participation are crucial to the success of this course. For each class session, bring the week's readings and a notebook, and be prepared to discuss the readings in detail. **More than one unexcused absence will result in failure of the course.**
- ***Weekly Reading and Questions:*** Weekly readings should be completed before each class. ***Each week you are required to bring five discussion questions based on the week's readings.*** You can write these wherever you want: in a notebook, in the book's margins, on a piece of scrap paper, etc. Be prepared to read your questions to the group.
- ***Student-Led Discussions:*** Most class sessions will begin with the professor's brief introductory lecture, which will then be followed by a student-led discussion of the week's readings. ***Everyone is required to lead the class discussion once during the semester. On your discussion day, you must e-mail me a detailed outline/plan by noon.*** I will look it over and give you feedback as to which questions are most appropriate. This outline should be 1-2 pages in length and must include a list of key discussion questions. On the first day of class I will distribute a set of guidelines for leading discussion.
- ***Book Review:*** On the day that you lead the discussion, ***you must also turn in a 600-800 word book review.*** Write this in the format of an academic journal book review. (For examples, search the journals in the library's electronic databases. I can give you tips on how to find sample reviews.) Your review must be a concise examination of the book's strengths and weaknesses.
- ***Short Paper and Long (Final) Paper:*** The short (5-7 pages) paper will be a compare/contrast – also known as a “review essay” – between one of our books and a similar book of your choosing (chosen in consultation with me). You may NOT choose the book for which you are leading discussion. The long (15-20 pages) paper is intended to be a critical examination of a topic of your own choice. It will combine primary and secondary research. You must turn in a final paper proposal by October 15. I will distribute further details for both papers early in the semester.

****An important point: Don't worry if you “don't know much about this subject.” (A common lament, to say the least.) Everyone will be reading the same thing from week to week, so as long as you can keep up with the reading, you'll be okay.**

CLASS RULES

- If you do not turn in a paper or review on time, I will deduct ten points immediately, and I will deduct ten additional points for each late day thereafter. I will not accept e-mailed papers or papers that are more than one week late.
- Please arrive on time.
- You may bring drinks to class, but please do not eat anything except during breaks.
- The professor reserves the right to make changes to this syllabus. Any changes will be announced in advance.

Final grades will be determined in the following manner:

Weekly Participation	30%
Book Review	10%
Short Paper	20%
Long Paper	30%
Discussion Leading	10%

90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F

COURSE SCHEDULE

Aug. 27 – Introduction: Major Themes, Texts, Geography, Personal & Impersonal Factors

IN CLASS: terms sheet, sign up for discussions, preview books, check out maps

Sept. 3 – World War I, Wilson, and the Postwar Peace

LECTURE: Wilson biography, World War I origins

READ:

- *AFR*, Ch. 3
- MacMillan, *Paris 1919*, pp. xxv-203, 459-494
- *Optional*: MacMillan, part 5, 6, or 7

Sept. 10 – Non-Government Factors in American Foreign Relations: Lessons of the Interwar Years

LECTURE: Was America “isolationist?” The role of culture, business, religion, and ethnicity.

READ:

- *AFR*, pp. 78-89

I will distribute the following:

- Trumbour, *Selling Hollywood to the World*, Introduction, Ch. 1
- DeConde, “Hyphenate Hysteria”
- O’Brien, “The Revolutionary Mission”
- Chin, “Beneficent Imperialists”

Sept. 17 – From Isolation to World War: FDR and the Road to Pearl Harbor

LECTURE: The Big Three and “America First”

READ:

- Reynolds, *From Munich to Pearl Harbor*
- *Optional: AFR*, pp. 89-106

Sept. 24 – Ending the War and Building the Peace: Yalta, Potsdam, and Hiroshima

LECTURE: Wartime conferences and the atomic bomb

READ:

- *AFR*, pp. 139-157
- Excerpt from Hasegawa, *Racing the Enemy* (I will distribute this)

IN CLASS:

- Hiroshima debate
- Watch interview with Dutch Van Kirk

Oct. 1 – Dictators, Clients, and the United Fruit Co.: The U.S. in Latin America

LECTURE: Internationalism, the Cold War, and covert operations

READ:

- *AFR*, pp. 106-116, 200-209
- Chapman, *Bananas!*

IN CLASS:

- Excerpts, *A Coup Made in America*, United Fruit video

Oct. 8 – The Cold War, Civil Rights, and the Third World

READ:

- *AFR*, pp. 222-228
- Dudziak, *Cold War Civil Rights*

Oct. 15 – Into the Quagmire: The Vietnam War, Part I, 1950-1965

****TURN IN FINAL PAPER TOPIC**

LECTURE: America in Vietnam (with handouts)

READ:

- Herring, *America’s Longest War*, ix-169
- *Optional: AFR*, pp. 234-244

Oct. 22 – The Vietnam War, Part II, 1966-1975

READ:

- Herring, *America’s Longest War*, pp. 171-368
- *Optional: AFR*, 267-275

Oct. 29 – Genocide and American Foreign Relations

READ:

- Power, *A Problem from Hell*, xi-154, 475-516, and read one or two of the intervening chapters

Nov. 5 – Détente and the Global Revolt, 1968 and Beyond

****TURN IN SHORT PAPER**

LECTURE: Détente and human rights policies in the 1970s

READ:

- AFR, pp. 248-257
- Suri, *Power and Protest*, 1-130, 164-265

Nov. 12 – The Middle East, the Oil Crisis, and the Iran-Hostage Crisis

LECTURE: The Oil Crises and the Events of 1979-80

READ:

- McAlister, *Epic Encounters*, pp. xi-307 (you can skim chapters 2 & 4)
- *Optional:* AFR, pp. 257-260, 279-282, 287-289, 304-308

IN CLASS:

- Excerpts, *The Prize*

Nov. 19 – The End of the Cold War

LECTURE: Why did the Cold War End?: The Events of 1989

READ:

- AFR, Ch. 12
- *Recommended:* Gaddis, *The Cold War: A New History*, Ch. 6-7 (I will distribute this)

IN CLASS:

- Excerpts, *CNN Cold War* series #23 & #24

Nov. 26 – THANKSGIVING – No class!

Dec. 3 – Iraq, Afghanistan, and the Post-9/11 World

****TURN IN FINAL PAPERS**

READ:

- Bacevich, *The Limits of Power*

IN CLASS:

- Final discussion: Where do we go from here?