

## HISTORY 728: American Foreign Relations Fall 2017

Dr. Stephen M. Streeter  
Seminar: Wed., 11:30 a.m. – 2:30 p.m., CNH 614  
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### Course Description

This graduate seminar explores the history of American foreign relations since the late nineteenth century. The emphasis will be on discussing monographs that illustrate the latest trends in scholarship. Some of the more prominent themes covered include empire, race, gender, culture, modernization, and American exceptionalism.

### Method of Assessment

	<u>MA</u>	<u>PhD</u>	<u>Due Date</u>
class participation	30%	30%	ongoing
class facilitation	15%	15%	sign-up
book review (4-5 pages)	15%	15%	sign-up
major essay (15 pages for MA, 20 pages for PhD)	40%	30%	15 December
final exam (doctoral students only)		10%	to be arranged

### Class Participation

Over the course of the term every student must help facilitate at least class discussion. A sign-up sheet will be circulated in the first class. Leading discussion does not mean giving a monologue and then standing back. Be prepared to direct the class by raising questions, comparing responses, and offering summaries. Depending on class enrollment, you may be asked to facilitate more than one discussion.

### Written Assignments

All assignments will be graded for form as well as content, so pay attention to writing style and grammar. Use footnotes (not the author-date system) and follow the *Chicago Manual of Style* (available online through the Mills Library website) for all your writing in this course. Also consult “writing tips” on the course website, a short list of stylistic conventions most frequently found in this subfield of American history. All written assignments in this course must be submitted using the Avenue Assignments Submission Folder feature. Please submit your papers in Microsoft Word format so that I can use the tracking feature to make comments. *Only* if Avenue should be

unavailable when your assignment is due, should you send the instructor your paper as an email attachment.

**Book Review:**

Over the course of the term, each student must write one book review (4-5 pages) on one of the assigned monographs. The book review is not just a report or summary but includes an analytical evaluation of the author's theoretical/methodological approaches as well as the use of archival sources. See the guide on Avenue on how to organize the review. *These assignments should be submitted to the Avenue Assignment folder by the beginning of class on the day the book will be discussed.* To ensure an even distribution of reviews a sign-up sheet will be circulated on the first day of class. Please do not sign up for a book review on the same day you are facilitating discussion.

**Major Essay:**

The major essay (15 pages for MA, 20 pages for PhD) can be either a research or a historiographical essay on some topic within the history of American foreign relations since the late nineteenth century. Before consulting with the instructor on a topic you should review the possibilities in *The SHAFR Guide: An Annotated Bibliography of U.S. Foreign Relations since 1600*, edited by Alan McPherson (Boston: Brill, 2017). Document your sources using footnotes and provide a bibliography listing all the sources cited in the notes.

**Policy on Missed Work, Extensions, and Late Penalties**

Regular attendance in this seminar is mandatory. Excuses for absences must be provided to the instructor in writing with the appropriate documentation. That you have a heavy course load this term, or have scheduled travel, work, athletic, or artistic performances that conflict with this class will not be accepted as legitimate excuses. Computer malfunctions will not be accepted as a legitimate excuse for late assignments.

Every unexcused absence will lower your grade for class participation by 10 points. Students with 3 or more unexcused absences will receive 0 credit for class participation.

The final grade for the final essay will be lowered by 5 points per day for every day that it is late.

Students who are absent on a day they are scheduled to facilitate and fail to notify the instructor in advance or fail to provide a legitimate excuse in writing will receive a 0 for the facilitation portion of the final mark. If you have a legitimate excuse for missing class on a day when you are scheduled to facilitate you should consult with the instructor to see if one of the remaining topics is available. If not, you may be asked to write a second book review.

Failure to turn in a book review on time without a legitimate excuse will result in a grade of 0 for that assignment.

It is your responsibility to keep copies of all the written work you do for this course. Students suspected of committing plagiarism may be asked to produce their notes.

### **Academic Accommodation for Religious, Indigenous and Spiritual Observances**

Students requiring academic accommodation based on religion and spiritual observances should follow the procedures set out in the Course Calendar or by their respective Faculty. In most cases, the student should contact his or her professor or academic advisor as soon as possible to arrange accommodations for classes, assignments, tests and examinations that might be affected by a religious holiday or spiritual observance.

### **Please Note the Following Policies and Statements:**

#### **Academic Dishonesty**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: 'Grade of F assigned for academic dishonesty'), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

#### **Email correspondence policy**

It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from each student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

## Modification of course outlines

McMaster University reserves the right to change or revise information contained in course outlines in extreme circumstances. If a modification becomes necessary, reasonable notice and communication with the students will be given with an explanation and the opportunity to comment on changes. It is the responsibility of students to check regularly their primary email account via their @mcmaster.ca alias and course websites.

## Class Schedule

Doctoral students should consult with the instructor to arrange for additional readings.

### 1. Introduction September 13

Michael J. Hogan and Thomas G. Paterson, eds., *Explaining the History of American Foreign Relations*, ed. (New York: Cambridge University Press, 2004), pp. 10-34; Frank Costigliola and Michael J. Hogan, eds., *Explaining the History of American Foreign Relations*, 3d ed. (New York: Cambridge University Press, 2016), pp. 1-8

### 2. Race and Empire September 20

Paul A. Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines* (Chapel Hill: University of North Carolina Press, 2006)

### 3. Wilsonianism September 27

Erza Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (New York: Oxford University Press, 2007)

### 4. Gender and Imperialism October 4

Mary Renda, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism* (Chapel Hill: University of North Carolina Press, 2001) [Part 1]

## MIDTERM RECESS

### 5. World War II Diplomacy: The Role of Personality October 18

Frank Costigliola, *Roosevelt's Lost Alliances: How Personal Politics Helped Start the Cold War* (Princeton, NJ: Princeton University Press, 2012)

### 6. Meet individually with instructor to discuss final paper topic October 25

**7. Cold War and Culture**

November 1

Reinhold Wagnleitner, *Coca-Colonization and the Cold War: The Cultural Mission of the United States in Austria after the Second World War* (Chapel Hill: University of North Carolina Press, 1994)

**8. Third World and Liberation Movements**

November 8

Piero Gleijeses, *Conflicting Missions: Havana, Washington, and Africa, 1959-1976* (Chapel Hill: University of North Carolina Press, 2001)

**9. Korean War and Memory**

November 15

Bruce Cumings, *The Korean War: A History* (New York: Modern Library, 2010)

**10. Modernization and Counterinsurgency**

November 22

Bradley Simpson, *Modernization with Guns* (Stanford, CA: Stanford University Press, 2008)

**11. Vietnam War and International History**

November 29

Lien-Hang T. Nguyen, *Hanoi's War: An International History of the War for Peace in Vietnam* (Chapel Hill: University of North Carolina Press, 2012)

**12. Middle East and Orientalism**

December 6

Doug Little, *American Orientalism: The United States and the Middle East since 1945* (Chapel Hill: University of North Carolina Press, 2002)