

Spring 2018
TR 12:00-1:30
Annenberg 111

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Office Hours: Tues 1:30-4:30
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History 451

The United States and the World Since 1898

This class examines the emergence of the U.S. as a world power since 1898, and considers both the international and domestic consequences of U.S. foreign relations. In one respect, the twentieth century was a strange time to become a global empire: it was the period when colonial systems centered in Europe, Russia, Japan, and Turkey collapsed, and new nations emerged throughout Africa and Asia. This class explores the changing strategies of military, economic, and political intervention that the US pursued as colonization lost legitimacy. Within that framework, the class invites students to think about four questions: How did the idea and practice of empire change over the twentieth century? How did the United States relate to new visions of independence emerging in Africa, Asia, and Latin America? How did global interactions both inform and reflect racial ideology in the United States? Finally, how did anti-imperialist arguments and movements change over the twentieth century?

We will read roughly 100 pages per week. There are no prerequisites, but background in twentieth-century history is helpful.

Required Readings: All readings on the syllabus are required, and all readings for each week must be completed before class on Tuesday. The syllabus indicates the days when we will discuss each reading in class.

The following books are available for purchase at the Penn Bookstore, 3601 Walnut Street, and on reserve in Van Pelt Library (Rosengarten Reserve). If you want to borrow books from the library for more than a few hours, try EZBorrow or Borrow Direct, which are library services that deliver books within five days from nearby libraries and let you keep them for several weeks. Links to these services are at library.upenn.edu. Plan ahead and order early in the semester.

John Dower, *War Without Mercy* (1987)
Emily Rosenberg, *Spreading the American Dream* (1982)
Robert D. Schulzinger, *U.S. Diplomacy Since 1900* (2007)
Bradley R. Simpson, *Economists with Guns* (2008)
Anthony F. C. Wallace, *The Long, Bitter Trail* (1993)
Kwame Ture and Charles V. Hamilton, *Black Power* (1992)
Mark Danner, *The Massacre at El Mozote* (1994)

All other readings are on Canvas or, where noted in the syllabus, available as ebooks in the Penn library system. To access an ebook, go to library.upenn.edu and search for the title in Franklin.

Required Work

1. Weekly Canvas posts and informed, responsive class participation. (15%)

Each student must post a one-page response to the week's readings by Tuesday at 9:00 a.m. Posts are not graded, but are required to pass the class. Each week, I'll post a few questions, and you'll choose one to answer. At the end of your post, indicate one question that the reading raised for you.

Discussing the material in class is essential to your learning. Everyone must complete the entire week's readings before class on Tuesday and participate in discussion throughout the semester in an informed, responsive way. By "informed," I mean informed by a close reading of our texts, and by "responsive," I mean responsive to each other, listening and responding to each others' observations, analyses, and questions. If speaking in class makes you nervous, consider the Canvas post an opportunity to prepare an idea that you can share with the group.

2. A three-page primary source analysis due on February 9. (15%)
3. An in-class midterm. (20%)
4. A seven-page final paper due on April 5. (25%)
5. A final exam, tentatively scheduled for Friday, May 4, 9-11 a.m. (25%)

Attendance and Participation: Attendance is required, and students must complete the week's assigned reading before Tuesday's lecture. We will discuss the readings in class, so please bring the texts.

Required Film Screening: We will schedule time outside class to watch and discuss Joshua Oppenheimer's film *The Act of Killing* (2012). Attendance is required.

Communication: The great pleasure of teaching is getting to know students. Come by my office hours or make an appointment to discuss any of the course material. For brief, procedural questions about the class, email is fine.

Laptops: Educational research shows that people learn more when they take notes by hand. Laptop use is not permitted in class for note-taking. You may open a laptop when we are analyzing a reading in electronic format.

Disability policy: If you have a disability that requires accommodation, please have SDS let me know at the beginning of the semester.

Academic integrity: Plagiarism and other violations of academic honesty can result in suspension and expulsion from Penn. Please review the university's guide on academic integrity (www.upenn.edu/academicintegrity), and do not hesitate to talk with me if you have any questions about the definition of plagiarism and academic honesty.

Class Schedule

- Jan 11 Introduction
- Jan 16 Territorial Expansion and the Empire of Liberty
Wallace, *The Long, Bitter Trail*, 1-120. Carefully read chapters 2, 3, and “Aftermath”; skim chapters 1 and 4.
Major Problems in AFR vol. 1, 176-178, 180-182
- Jan 18 Looking Overseas in the 1890s
Major Problems in AFR vol. 1, 305-306
- Jan 23 Experiments in Colonization: The Philippine War
Major Problems in AFR vol. 1, pp. 373-374
Schulzinger, chapter 2
- Jan 25 Experiments in Colonization: Governing Filipinos
Major Problems in AFR vol. 1, pp. 375-376
Paul Kramer, *The Blood of Government*, chapter 2
- Jan 30 Making Sense of Economic Relations: Dollar Diplomacy
Schulzinger, chapter 3
Rosenberg, chapters 1-3
Catherine LeGrand, “Living in Macondo,” in Gilbert Joseph et al., *Close Encounters of Empire*
- Feb 1 Making Sense of Economic Relations: Foreign Direct Investment
In-class discussion of Rosenberg and LeGrand
- Feb 6 World War I and the Crisis of Imperial Legitimacy
First paper due in hard copy at the beginning of class
Woodrow Wilson, Fourteen Points
Ho Chi Minh, “First Appeal to the United States,” “The Path Which Led Me to Leninism”
- Feb 8 Anti-Imperialism in the Early Twentieth Century
Schulzinger, chapter 4
Erez Manela, *The Wilsonian Moment*, Introduction, Chapters 3 and 7, and Conclusion
- Feb 13 Migration and the Boundaries of the Nation
- Feb 15 New Visions of Race, Nation, and Empire in World War II
Schulzinger, chapters 6-7
Dower, pp. 3-117
Justice Robert A. Jackson dissent in *Korematsu v. United States*
- Feb 20 Japanese Imperialism and Anti-Imperialism
Dower, pp. 203-292

- Feb 22 **Midterm**
- Feb 27 The Cold War as a Way of Seeing
 Major Problems in AFR vol. 2, 157- 160
 Schulzinger, chapters 8-9
- Mar 1 Strategies of Containment, 1948-1960
 NSC-68

Spring Break

- Mar 13 Decolonization and the Making of the Third World
 Primary sources by Sukarno and Nkrumah
 Schulzinger, chapter 10
- Mar 15 Visions of Development
 Simpson, Introduction and chapters 1, 3-5
 Primary sources by Millikan and Rostow
- Mar 20 Development and Counterinsurgency in the 1960s
 Simpson, chapters 6-8
- Mar 22 The Vietnam War

Required film screening to be scheduled: "The Act of Killing" (2012)

- Mar 27 Poverty in Two Worlds
 Final paper due in hard copy at the beginning of class
- Mar 29 The Third World at Home? African Americans Confront Decolonization
 Stokely Carmichael and Charles V. Hamilton, *Black Power*, preface, chapters 1,
 2, 4, 7-8, and "Afterword: TCB"
- Apr 3 The Third World at Home? Native Americans Confront Development
- Apr 5 Détente and Human Rights in the Southern Cone
 Schulzinger, chapters 11-12
 Primary sources from Argentina: "The Madwomen at the Plaza de Mayo,"
 "Never Again"
 Universal Declaration of Human Rights
- Apr 10 Central America and the End of Revolution?
 Danner, *The Massacre at El Mozote*
 Schulzinger, chapter 13
- Apr 12 The End of the Cold War and the End of History?
- Apr 17 The Iraq Crisis in Historical Perspective
- Apr 19 Looking Back: A Century of Guantánamo
 Alfred W. McCoy, *Torture and Impunity*, chapters 3, 6-7
 Schulzinger, Chapter 15

Apr 24

Conclusion