

Spring 2019
TR 10:30-12:00

Professor Amy C. Offner
College Hall 313
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.

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-paragraph response to the week's readings by Tuesday at 10:00 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. Posts should be substantive and detailed, citing evidence from the text and discussing specific historical events, people, and ideas. 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 6. (15%)
3. An in-class midterm on February 20. (20%)
4. A six-page final paper due on April 3. (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.

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 entitles you to accommodation, please have SDS notify me 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.

My Very Strong Advice To You: Every student should bring drafts of both papers to the Writing Center. Please ask the specialists there to work with you on two issues: (1) Style, clarity, and

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organization (2) Checking that citations are complete and properly formatted according to the *Chicago Manual of Style*. The *Chicago Manual of Style* is available as an ebook in at library.upenn.edu.

Recommended Academic Resources

The Marks Family Writing Center: <http://writing.upenn.edu/critical/wc/>

Bring a draft or paper outline. Appointments and walk-in hours.

Weingarten Learning Resources Center: <http://www.vpul.upenn.edu/lrc/>

Come for help with academic reading, writing, study strategies, and time management.

Individual appointments, walk-in hours, and workshops.

Student Disabilities Services: <http://www.vpul.upenn.edu/lrc/sds/>

If you have a disability or temporary injury, SDS will help you acquire documentation and secure accommodations.

Penn College Achievement Program: <http://www.vpul.upenn.edu/eap/penncap/>

PENNCAP works with a diverse group of academically talented students, many from low-income and/or first-generation backgrounds, to support their academic success. Staff provide coaching, counseling, academic assistance, and cultural enrichment. Students must apply to participate.

Other Recommended Resources

Counseling and Psychological Services: <http://www.vpul.upenn.edu/caps/>

Free, confidential services from mental health professionals.

RAP Line (Reach A Peer): 215.573.2RAP

9 p.m.-1 a.m. Peer support, information, and referrals.

If you experience violence, stalking, sexual harassment, or sexual violence:

Special Services, Division of Public Safety: 4040 Chestnut St, 215.898.6600

- Advocates can discuss reporting options, provide hospital and court accompaniment, and assist with implementing any necessary safety measures.

Penn Women's Center: 3643 Locust Walk, 215.898.8611

- Education, advocacy, crisis counseling, support group for survivors. Serving all students regardless of gender identity.

Student Health Service: 3535 Market St., Suite 100, 215.746.3535

- Medical examinations, testing and treatment of STIs, emergency contraception, and referrals. Office visits are covered in full by the Clinical Fee and the Penn Student Insurance Plan (PSIP). Charges for lab tests related to sexual assault are waived.

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Class Schedule

- Jan 17 Introduction
- Jan 22 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 24 Looking Overseas in the 1890s
Major Problems in AFR vol. 1, 305-306
- Jan 29 Experiments in Colonization: The Philippine War
Major Problems in AFR vol. 1, pp. 373-374
Schulzinger, chapter 2
- Jan 31 Experiments in Colonization: Governing Filipinos
Major Problems in AFR vol. 1, pp. 375-376
Paul Kramer, *The Blood of Government*, chapter 2
- Feb 5 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 7 Making Sense of Economic Relations: Foreign Direct Investment
In-class discussion of Rosenberg and LeGrand
- Feb 12 World War I and the Crisis of Imperial Legitimacy
First paper due in hard copy at the beginning of class.
Schulzinger, chapter 4
Woodrow Wilson, Fourteen Points
Ho Chi Minh, “First Appeal to the United States,” “The Path Which Led Me to Leninism”
- Feb 14 Anti-Imperialism in the Early Twentieth Century
Canvas post due Thursday at 10 a.m. – this week only
Erez Manela, *The Wilsonian Moment*, Introduction, Chapters 3 and 7
- Feb 19 Migration and the Boundaries of the Nation
- Feb 21 New Visions of Race, Nation, and Empire in World War II
Schulzinger, chapter 7
Dower, pp. 3-94
Justice Robert A. Jackson dissent in *Korematsu v. United States*
- Feb 26 **Midterm**
- Feb 28 The Cold War as a Way of Seeing
Major Problems in AFR vol. 2, 157-160
Schulzinger, chapter 8

Spring Break

Mar 12	<u>Strategies of Containment, 1948-1960</u> NSC-68
Mar 14	<u>Decolonization and the Making of the Third World</u> Primary sources by Sukarno and Nkrumah Schulzinger, chapter 10
Mar 19	<u>Visions of Development</u> Primary sources by Millikan and Rostow
Mar 21	<u>What's New in Development? <i>Discussion of Simpson</i></u> Simpson, Introduction and chapters 1, 3-5
Mar 26	<u>Development and Counterinsurgency in the 1960s</u> Simpson, chapters 6-8
Mar 28	<u>The Vietnam War</u>
Apr 2	<u>Poverty in Two Worlds</u>
Apr 4	<u>The Third World at Home? African Americans Confront Decolonization</u> Stokely Carmichael and Charles V. Hamilton, <i>Black Power</i> , preface, chapters 1, 2, 4, and "Afterword: TCB"
Apr 9	<u>The Third World at Home? Native Americans Confront Development</u> Final paper due in hard copy at the beginning of class. No Canvas post this week. But we <u>will</u> discuss the reading: come prepared!
Apr 11	<u>Détente and Human Rights in the Southern Cone</u> Schulzinger, chapters 11-12 Primary sources from Argentina: "The Madwomen at the Plaza de Mayo," "Never Again"
Apr 16	<u>Central America and the End of Revolution?</u> Danner, <i>The Massacre at El Mozote</i> Schulzinger, chapter 13
Apr 18	<u>The End of the Cold War and the End of History?</u>
Apr 23	<u>The Iraq Crisis in Historical Perspective</u>
Apr 25	<u>Looking Back: A Century of Guantánamo</u> A. Naomi Paik, <i>Rightlessness</i> , excerpt Schulzinger, Chapter 15
Apr 30	<u>Conclusion</u>