This course has three purposes. First, it aims to help students gain mastery of the basic narrative of the history of American foreign relations since the early nineteenth century, a prerequisite for further study of the U.S. interaction with the outside world in any period. Our course will proceed chronologically, and, though we will not delve into every important period or event, it will dwell on key eras and turning points.

Second, the course is designed to familiarize graduate students with major trends in the historiography of U.S. foreign relations. We will discuss the development of this field – sometimes labeled “diplomatic history,” “international history,” or “transnational history” – over the past 50 years or so. But we will spend most of the semester considering outstanding works of scholarship that provide points of entry into some of the broad intellectual innovations that have revitalized the field in the past two decades or so. Such works exploit new sources, examine the cultural context of diplomacy, weave foreign policy into social and political history, and take account of non-state actors in international relations, among other innovations.

Third, the course aims to help students develop their own interests in the field of U.S. foreign relations, broadly defined. The end-of-term assignment requires that each student write an essay reviewing three (or so) books dealing with a common topic or theme. Students may use one of the required books for this paper, but must choose the others in connection with their own interests. In this way, the paper can help to lay the historiographical groundwork for future research.

Requirements:

1) attendance and active participation in seminar (30 percent)
2) weekly response papers due Sunday afternoon by 5 p.m. (20 percent)
3) book review (800-1,000 words) and brief (10-minute) oral presentation on “report” book TBD in consultation with the instructors (20 percent)
4) Final website project, including review (2,500-3,000 words) of three books related to a particular theme, period, event, etc., due May 12 (30 percent)

Required readings:

Weekly readings and response papers:
This course includes a heavy load of weekly reading – generally a full book per week. Students are expected to read all of the assigned materials carefully and critically before each seminar meeting. Focus on each author’s key arguments and how they relate to larger historical concerns and debates – how is the author trying to change the way we think about strategy and policy? Interrogate narrative strategies – how does the author assemble his or her argument for the purpose of convincing the reader? Pay close attention to sources – how does the author “prove” his or her point? Most important, as the semester progresses think about how the assigned readings relate to one another – how is each author responding to other scholars?

Each week by 5:PM on the Sunday before class, all students should post a short response essay on the course website (available through UT’s Canvas Course Management Website): [http://canvas.utexas.edu/](http://canvas.utexas.edu/).
This response essay should include 3 basic paragraphs. The first paragraph should summarize the key arguments in the readings and their significance. The second paragraph should analyze how the week’s readings relate to other course and outside texts. The third paragraph should offer the student’s critical assessment of the week’s readings: What was most persuasive? What was least persuasive? Which are the issues and questions that need more attention? What kind of new research do the readings inspire?

Students are expected to read each other’s weekly essays before class. They are also expected to comment substantively on each other’s essays. The weekly essays and comments will provide a starting point for each week’s class discussion.

Final Website Project:

Reading and writing remain the bread-and-butter of historical scholarship, but digital media are changing the ways that scholars formulate, organize, present, and disseminate their work. Inspired by these opportunities (especially for young scholars), the final project for this course will explore creative use of Internet web content and presentation for research and writing in international history. Each student will be expected to do the following:

1. Use web space provided to each student by the university to create a unique website focused on a particular aspect of the history of U.S. foreign relations.
2. Design a website that provides intelligent non-expert (non-historian) readers with:
   a. An understanding of what constitutes the history of U.S. foreign relations;
   b. An overview and critical review of some of the most important literature in the field. This section should consist of a substantial (2,500-3,000-word) review of three books related to your topic;
   c. Links and guidance for primary document sources available online;
   d. Links to syllabi for courses taught to graduate and undergraduate students in foreign relations and related fields;
   e. Historical pictures and maps that will be most relevant for non-experts;
   f. Additional creative items that will distinguish your website.
3. Add a blog to your website:
   a. Write an initial blog post that links some of the material on your website to a contemporary topic of interest to non-expert readers;
   b. Solicit comments on your initial blog post from at least 3 people not in our course;
   c. Write responses to these comments;
   d. Write a second blog post on your website.

Your websites will be judged by 5 criteria:

1. Scholarly quality.
2. Accuracy.
3. Relevance.
4. Effectiveness.
5. Creativity.
Please send the link for your completed website to Professors Lawrence and Suri by 5 p.m. on May 12. Please email your link to both of their emails: malawrence@austin.utexas.edu, and suri@austin.utexas.edu.

The professors will share links to the student websites with everyone in the course after May 12. If you do not wish to share your website with other students, please let us know.

Other important notes:

• Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 512-471-6259 or 512-471-6441.
• Academic integrity is central to the mission of the university. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the Internet, or created by another student. For more information about the university’s expectations for academic integrity, see: http://deanofstudents.utexas.edu/sjs/acint_student.php.
• All of the required books are available for purchase at the University Coop. Photocopied materials are available for free on the course Canvas site.
• Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://catalog.utexas.edu/general-information/appendices/appendix-h/

SCHEDULE OF TOPICS AND ASSIGNMENTS

January 23  Introduction


The Long Nineteenth Century

January 30


**Imperialism and Progressivism**

February 13


February 20


**World War**

February 27


March 6


**Cold War**

March 20 (Special guest: Professor Madeline Hsu)


March 27

Transatlanticism

April 3


April 10


Détente and the End of the Cold War

April 17


April 24


The War on Terror

May 1