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**History 333M**  
**U.S. Foreign Relations, 1914-Present**  
**Unique # 39285**  
**Welch Hall 2.312**  
**MWF 12-1**

**Course Description**

This course explores the history of U.S. foreign relations from the First World War to the present. At the beginning of this period, the United States joined the ranks of the great powers and proclaimed the principles of a new liberal world order. But enduring suspicion of European entanglements and disillusion with the peace settlement prevented the United States from assuming a leading role in world politics until the Second World, from which the country emerged a global hegemon of unprecedented power. The Cold War dominated U.S. foreign policy during the second half of the century, threatening nuclear apocalypse and justifying interventions in countries most Americans had never heard of. The end of the Cold War left the United States giddy with triumph and unsure of its purpose in a unipolar world order. Although 9/11 renewed the nation's commitment to a global mission, the country's military response threatened to accelerate the erosion of the economic and moral foundations of its power.

The class introduces students to the key controversies and questions that animate the debates of diplomatic historians. Did Woodrow Wilson's failure in the peace negotiations following WWI reflect his naïve vision of international politics or his poor management of domestic politics? Does democracy provide valid principles for international politics? Can a democratic country even execute a coherent foreign policy? Should FDR have moved more quickly to prepare the nation for a second European war? Could he have avoided war with Japan? How much autonomy does the President really have to shape American foreign policy? Did nuclear weapons fundamentally transform international politics? Was the Cold War inevitable? Could it have ended earlier? Did Cold War preoccupations fundamentally distort policy makers' perceptions of the U.S. national interest in the Third World? Did American internationalism cloak American imperialism? What role did race play in shaping foreign policy? What lessons should the United States have drawn from Vietnam? Did Reagan's early hardline stance or his later willingness to negotiate deserve credit for winning the Cold War—or was American foreign policy actually peripheral to the fall of the Soviet Union? What role, if any, should morality play in foreign policy?

There are no prerequisites for the course, but students are expected to have a basic grasp of U.S. history from 1865 to the present. Ideally, students will have taken History 315 "The United States Since 1865." Students should also be aware that this course does not require a textbook laying out the basic narrative of U.S. foreign relations history. Anyone lacking familiarity with the basic history is encouraged to read such a textbook alongside the required reading. A good choice is Walter LaFeber's *The American Age* (any edition).

## Assignments and Grades

**Attendance:** Attendance at lectures is required. Students must sign-in to record their attendance. Three absences are allowed, but each additional absence will result in a loss of 3% of your final grade. Exceptions due to serious illness or other emergencies must be cleared with Dr. Selcer.

**Weekly Writing Responses, 30% of grade:** A one-page maximum response to a particular issue in the week's readings. A total of six WWRs are due during the semester. 3 must be completed before the midterm and three after the midterm. Dr. Selcer will post a prompt each Friday, but students may choose to write their own prompts or respond to another student's prompt (see below). No WWR will be accepted the week of or the week after the midterm exam. See assessment sheet for grading guidelines. No late WWRs will be accepted.

**Participation, 10% of grade:** Class participation will be conducted over blackboard. There are two ways to participate:

1. Each Wednesday one student's WWR will be posted on the course website. Students are invited to discuss the ideas presented in these WWRs via blackboard discussion groups. Each student should participate in *at least* four of these discussions over the course of the semester—two before the midterm and two after the midterm. Since you will be discussing a peer's writing, it is imperative that discussion be conducted in a respectful tone. Failure to maintain a respectful tone could result in loss of up to the entire participation grade.
2. Each Friday students are invited to post prompts for the WWRs on the course website. Each student must post at least one prompt before the midterm and one prompt after the midterm.

**Midterm, 25% of grade:** The midterm is designed to evaluate students' comprehension of the readings and lectures from the first half of the class. It will be a combination of identifications and short answer questions.

**Final Exam, 35% of grade:** The final exam is designed to evaluate students' comprehension of the readings and lectures from the second half of class and to give students the opportunity to reflect on the major themes that ran throughout the course. It will be a combination of identifications and short answers on material since the midterm, as well as a longer essay reflecting on the course as a whole.

### Required Texts (Available about University Co-op)

Nick Cullather, *Secret History: The CIA's Classified Account of Its Operations in Guatemala, 1952-1954*, 2<sup>nd</sup> ed. (2006)

Mark Atwood Lawrence, *The Vietnam War: A Concise International History* (2008)

James Mann, *Rise of the Vulcans: The History of Bush's War Cabinet* (2004)

All other readings will be posted as PDFs on blackboard.

## **Policies**

- Plus/minus grades (e.g. A-, B+, etc.) will be assigned
- The University of Texas provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259.
- Students must be fully aware of university rules regarding academic dishonesty. The instructor assumes full compliance throughout the semester and will rigorously enforce all university procedures in cases of violations.
- Students who attend class are required to arrive on time, stay for the entire session, and to obey basic rules of civility and decorum. Using cell phones and laptops and sending or receiving text messages are strictly forbidden.
- Neither the instructor nor the teaching assistant will provide lecture notes under any circumstances.

## **Week 1**

Aug. 24: Questions, Themes, and Class Business

Aug. 26: The American Century

H. W. Brands, "The Idea of the National Interest," in *The Ambiguous Legacy: U.S. Foreign Relations in the "American Century"* (1999), 120-151.

## **Week 2**

Aug. 29: American Interventions

The Monroe Doctrine; The Truman Doctrine; Woodrow Wilson's Message to Congress, 1913; and Woodrow Wilson's Declaration on Cooperation with Latin America.

Aug. 31: The Great War

Woodrow Wilson, Peace without Victory

Robert W. Tucker, "Introduction," in *Woodrow Wilson and the Great War: Reconsidering America's Neutrality, 1914-1917* (2007), 1-15.

Sep. 2: Losing the Peace

Max Nicholson, "Delay" & "Failure," in *Peacemaking 1919* (1933), 30-44, 185-211.

Arthur S. Link, "The Higher Realism of Woodrow Wilson," in *The Higher Realism of Woodrow Wilson and Other Essays* (1971), 127-139.

George F. Kennan, "World War I" in *American Diplomacy, 1900-1950* (1951), 50-64.

John W. Coogan, "Wilsonian Diplomacy in War and Peace," in *American Foreign Relations Reconsidered, 1890-1993* (1994), 71-89.

## **Week 3**

Sep. 5: Labor Day

Sep. 7: The Cooperative State

Reading: Emily Rosenberg, *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945* (1982), excerpt from Intro and chapters 6-8, pp. 7-13, 108-160.

Sep. 9: The Triumph of Isolationism

Robert Dallek, "Prologue: An American Internationalist" and "Farewell to Internationalism" in *Franklin D. Roosevelt and American Foreign Policy, 1932-1945* (1979), 3-20, 79-96.

Charles Beard, "Problems Posed by Charges of War Guilt," in *American Foreign Policy in the Making, 1932-1942: A Study in Responsibilities* (1946), 40-46.

#### **Week 4**

Sep. 12: The Road to Pearl Harbor

Akira Irye, "The Emergence of Geopolitics" and "The Road to Pearl Harbor" in *The Globalizing of America, 1913-1945*, 149-190.

Ambassador to Japan (Grew) to Secretary of State, 1 Dec. 1939.

Sep. 14: Managing the Alliance

Gary Hess, "Roosevelt's Practical Idealism and the Successful Management of the Alliance," *Major Problems in American Foreign Relations*, 202-215

Frederick W. Marks III, "The Pupil Roosevelt Concedes Too Much to His Teacher Stalin," *Major Problems in American Foreign Relations*, 215-233

The Atlantic Charter

Sep. 16: War II as a Race War

John Dower, "Patterns of a Race War" and "Know Your Enemy," in *War Without Mercy* (1993 [1986]), 3-32.

#### **Week: 5**

Sep. 19: The Bomb

Reading: J. Samuel Walker, "History, Collective Memory, and the Decision to Use the Bomb," *Diplomatic History* 1995), 319-328

Edward T. Linenthal, "Struggling with History and Memory," *The Journal of American History* 82: 3 (Dec. 1995), 1094-1101.

Paul Fussell, "Thank God for the Atom Bomb," in *Thank god for the Atom Bomb and Other Essays* (1988), 13-37.

Michael Sherry, "Flaming Dew," in *The Rise of American Air Power: The Creation of Armageddon* (1987), 273-282.

Sep. 21: The First Peace Settlement: Institutionalizing a Liberal World Order

Henry Luce, "The American Century," in *The Ambiguous Legacy: U.S. Foreign Relations in the "American Century"* (1999), 11-29.

Geir Lundestad, "Empire by Invitation? The United States and Western Europe, 1945-1952," *Journal of Peace Studies* (1986), 263-277.

Sep. 23: The Postwar Internationalist Moment

"Education for a Better Nation and a Better World," in *Higher Education for American Democracy: A Report of the President's Commission on Higher Education* (1947), 5-23.

#### **Week 6**

Sep. 26: The Second Peace Settlement: Containment

Reading: X [George F. Kennan], "The Sources of Soviet Conduct," *Foreign Affairs* 25 (1947), 566-582;

NSC-68: United States Objectives and Programs for National Security (Apr. 1914, 1950)

"Analysis I-IV, IX [Intro. And d. Rapid Build-Up]," 23-33, 61-65, 71-76.

Reading: Melvyn P. Leffler, "The Emergence of an American Grand Strategy," in *Cambridge History of the Cold War*, v. 1 (2010) 67-89.

Sep. 28: Ideology and a Bold New Program

Arthur Schlesinger Jr., "Politics in an Age of Anxiety," in *The Vital Center*, 1-11.

"Objectives and Nature of the Point IV Program," in *FRUS*, v.1 (1949), 776-783.

Sep. 30: The "Loss" of China

Julian E. Zelizer, "Making China Right," in *The Arsenal of Democracy: The Politics of National Security—from World War II to the War on Terrorism* (2010), 81-96

Senator McCarthy's speech charging communists in the State Department, in Ellen Schrecker, ed., *The Age of McCarthyism: A Brief History with Documents* 71-79, 237-241.

## **Week 7**

Oct. 3: The Korean War

Bruce Cumings, "Introduction," "The Course of the War," opening of "38 Degrees of Separation: A Forgotten Occupation," and "A 'Forgotten War' That Remade the United States" in *The Korean War: A History* (2010), xv-xix, 1-36, 101-113, 205-222.

Oct. 5: The New Look

NSC 162/2

Oct. 7: Midterm Review

## **Week 8**

Oct. 10: Midterm Exam

Oct. 12: Race Relations

Reading: Mary Dudziak, "Brown as a Cold War Case," *The Journal of American History*, 91: 1 (Jun, 2004), 32-42.

Begin Calluther, Intro-Ch. 1

Oct. 14: The Third World

Bandung Statement

Continue Calluther. Ch. 2-3

## **Week 9**

Oct. 17: Covert Operations and Interventions

Finish Calluther, Ch. 4-Afterword

Oct. 19: Missile Gaps and the Military-Industrial-Complex

Reading: Albert Wohlstetter, "The Delicate Balance of Terror," *Foreign Affairs* 37: 2 (Jan. 1959), 211-234.

Oct. 21: The Cuban Missile Crises

Documents from *Foreign Relations of the United States, 1961-1963, v. XI: Cuban Missile Crisis and Aftermath*, available online at: <http://history.state.gov/historicaldocuments>. Read especially documents 43, 44, 48, 52, 84, 91, 96.

Begin Lawrence, Intro-Ch. 1

### **Week 10**

Oct. 24: Waging Peace: The Development Decade  
Lawrence 2-3

Oct. 26: Slipping into the Quagmire

Reading: Lawrence, 4-5

Oct. 28: War and Antiwar

Lawrence 6-7

### **Week 11**

Oct. 31: Legacies of Vietnam

Lawrence, 8

Nov. 2: Détente

Mann, Intro.-2

Nixon Bohemian Club Speech from *FRUS*

Nov. 4: Middle East Crisis and American Malaise

Mann, 3-4

### **Week 12**

Nov. 7: The Erosion of Détente

Mann, 5-6

Nov. 9: The "Second" Cold War

Mann, 7-10

Nov. 11: Central America and the Iran-Contra Scandal

Mann, 11-14

### **Week 13**

Nov. 14: The End of the Cold War

Reading: Mann, ch. 14-16

George Kennan, Op-Ed, *NYT* (14 March 1994)

Nov. 16: Neoliberal World Order and the End of History  
Reading: Mann, ch. 17-18

Nov. 18: Humanitarian Interventions  
Mann, ch. 19-20

Gareth Evans and Mohamed Sahnoun, "The Responsibility to Protect," *Foreign Affairs* 81: 6  
(Nov.-Dec. 2002), 99-110.

#### **Week 14**

Nov. 21: History Starts Now: 9/11 and the War Against Terror

Reading: Mann, ch. 21-conclusion

"Chapters I-3," *The National Security Strategy of the United States of American* (2002)

Nov. 23: No Class

Nov. 25: Thanksgiving Break

#### **Week 15**

Nov. 28: The End of Hegemony?

G. John Ikenberry, "The Restructuring of the International System after the Cold War," in *The Cambridge History of the Cold War*, v. 3 (2010), 535-556.

Nov. 30: National Security, Secrecy, and Open Diplomacy

Bill Keller, "Dealing with Assange and the Wikileaks Secrets," *NYT* Jan. 26 2011.

Dec. 2: Reflecting on the American Century

Marilyn Young, "The Age of Global Power," in Bender, *Rethinking American History in a Global Frame* (2002)

Tony Smith, "Making the World Safe for Democracy in the American Century," in *Ambiguous Legacy* (1999), 30-51.

**Final:** Mon., Dec. 12, 2-5 pm.