

HIS 392
Readings in United States Foreign Relations
Spring 2017
Unique #39760
Monday, 2-5 p.m., SRH 3.360
Professors Mark Lawrence and Jeremi Suri

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Office Hours: Monday, 11 a.m. to 1 p.m.,
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Office Hours: Tuesday, 10am-12pm Garrison 2.122
Tuesday, 1:15pm-2:30pm SRH 3.378

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:

- Andrew Bacevich, *America's War for the Greater Middle East: A Military History* (New York: Random House, 2016).
- Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen* (New York: Oxford University Press, 2010).
- Frank Costigliola, *Roosevelt's Lost Alliances: How Personal Politics Helped Start the Cold War* (Princeton: Princeton University Press, 2013).
- John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War* (New York: Oxford University Press, 2005).
- Steven Hahn, *A Nation Without Borders: The United States and its World in an Age of Civil War, 1830-1910* (New York: Viking, 2016).
- Madeline Hsu, *The Good Immigrants: How the Yellow Peril Became the Model Minority* (Princeton: Princeton University Press, 2015).
- Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy* (Cambridge, Mass.: Harvard University Press, 2016).
- Mark Atwood Lawrence, *Assuming the Burden: Europe and the American Commitment to War in Vietnam* (Berkeley: University of California Press, 2005).
- Jana Lipman, *Guantanamo: A Working-Class History Between Empire and Revolution* (Berkeley: University of California Press, 2009).
- Christopher McKnight Nichols, *Promise and Peril: America at the Dawn of a Global Age* (Cambridge, Mass.: Harvard University Press, 2011).
- Jeremi Suri, *Henry Kissinger and the American Century* (Cambridge, Mass.: Harvard University Press, 2007).
- Salim Yaqub, *Imperfect Strangers: Americans, Arabs, and U.S.-Middle East Relations in the 1970s* (Ithaca: Cornell University Press, 2016).
- James Graham Wilson, *The Triumph of Improvisation: Gorbachev's Adaptability, Reagan's Engagement, and the End of the Cold War* (Ithaca: Cornell University Press, 2014).

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/>.

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

Please read in advance: Thomas W. Zeiler, "The Diplomatic History Bandwagon: The State of the Field," *Journal of American History* 95, no. 4 (2009): 1053-1073.

The Long Nineteenth Century

January 30

Steven Hahn, *A Nation Without Borders: The United States and its World in an Age of Civil War, 1830-1910* (New York: Viking, 2016).

February 6

Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy* (Cambridge, Mass.: Harvard University Press, 2016).

Imperialism and Progressivism

February 13

Christopher McKnight Nichols, *Promise and Peril: America at the Dawn of a Global Age* (Cambridge, Mass.: Harvard University Press, 2011).

February 20

Jana Lipman, *Guantanamo: A Working-Class History Between Empire and Revolution* (Berkeley: University of California Press, 2009).

World War

February 27

Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen* (New York: Oxford University Press, 2010).

March 6

Frank Costigliola, *Roosevelt's Lost Alliances: How Personal Politics Helped Start the Cold War* (Princeton: Princeton University Press, 2013).

Cold War

March 20 (Special guest: Professor Madeline Hsu)

Madeline Hsu, *The Good Immigrants: How the Yellow Peril Became the Model Minority* (Princeton: Princeton University Press, 2015).

March 27

John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War* (New York: Oxford University Press, 2005).

Transatlanticism

April 3

Mark Atwood Lawrence, *Assuming the Burden: Europe and the American Commitment to War in Vietnam* (Berkeley: University of California Press, 2005).

April 10

Jeremi Suri, *Henry Kissinger and the American Century* (Cambridge, Mass.: Harvard University Press, 2007).

Détente and the End of the Cold War

April 17

Salim Yaqub, *Imperfect Strangers: Americans, Arabs, and U.S.-Middle East Relations in the 1970s* (Ithaca: Cornell University Press, 2016).

April 24

James Graham Wilson, *The Triumph of Improvisation: Gorbachev's Adaptability, Reagan's Engagement, and the End of the Cold War* (Ithaca: Cornell University Press, 2014).

The War on Terror

May 1

Andrew Bacevich, *America's War for the Greater Middle East: A Military History* (New York: Random House, 2016).