

HISTORY 607: THE AMERICAN IMPACT ABROAD: THE HISTORICAL DIMENSION -
SOFT POWER AND GLOBAL ISSUES IN THE 20TH CENTURY

Plummer
Spring 2016

SYLLABUS

Coverage: The course focuses on several key problems that the United States faced as it confronted the challenges of the twentieth century. This semester we will examine the development of American soft power diplomacy, the changing nature of U.S. participation in war, and the way in which the United States as a member of the global community responded to human rights crises in the late twentieth century. We will explore how foreign relations have intersected with human rights, race relations, and popular culture. In so doing, we will give centrality to several subjects once treated as marginal in the history of U.S. foreign relations. A broad narrative structure will support our inquiry into the topics.

Required texts: Book orders were placed at A Room of One's Own Bookstore, 315 West Gorham St.

Mary L Dudziak, *War Time*

Eric M. Fattor, *American Empire and the Arsenal of Entertainment*

Michael Feher, *Powerless by Design: The Age of the International Community*.

Organization: Class meetings center on lectures, presentations, and discussion. Lectures will address assigned texts and scheduled topics. Scheduled topics provide broad chronological and thematic continuity and background material for students' own independent research.

Evaluation: Grades will be based on a 12-page research paper, a bibliography and outline, an oral presentation, and two exams, as follows:

Midterm. This will consist of an in-class essay exam. 15 percent of the grade.

Research paper: Student research forms the central project of the course: each student will do either 1) a case study that illuminates an aspect of the history of U. S. foreign relations linked to human rights, soft power, or armed conflict or 2) a critical study of the treatment of these themes in historical literature. I will be distributing handouts with more detailed information about writing the paper. Specific details about its length, format, etc. will be provided on the handout. Any graduate students taking the course should see me individually about any specific arrangements regarding the research project. 30 percent of the grade.

Bibliography and outline for paper: You will precede the paper by preparing an outline and an annotated bibliography of sources you are using to do the research. 15 percent of the grade.

Oral presentation. All students will give 10-15 minute, in-class oral reports on their research during the final third of the semester. They are designed to help students organize their thoughts and give them feedback from the class on their projects, which can enhance the quality of the final paper. Specific information on what to include in the presentation and how to deliver it will be included in a separate handout. 20 percent of the grade.

Final examination. Take-home essay exam, 20 percent of the grade.

I do not curve grades.

Assignments turned in late will be docked grade points. Exams cannot be made up.

Attendance. Attendance is required. Attendance will be kept for each class session, starting Week 3. The reason is to protect the interests of students who diligently come to class and help create a community by their presence. It is based on the idea of a classroom as a social entity and education as a commitment. Anyone can have up to 8 unexcused absences (i.e., one month of classes) without penalty. Students who are members of teams, or involved with University-sponsored activities that may occasionally take them away from class, should provide a schedule of their absences to their professors. Students with persistent schedule conflicts should make a decision about whether to take the course. Those otherwise missing more than 8 class sessions cannot earn more than a C in the course. As per university regulations, there is no penalty for religious observances.

Classroom policies. The more controversial a subject, the more we need to respect one another's viewpoints. Class discussions can be lively and intense, but they must be diplomatic. Thoughtfully criticize an idea; don't attack the person expressing it. Please turn off cell phones, pagers, and other noisemakers while in class, and enter and leave the room quietly at the beginning and end of the session. Laptops and tablets can be useful adjuncts to learning, but unfortunately, they are often a distraction in the classroom setting to people sitting near the user as well as the user him or herself. You are therefore asked not to use these devices in class for any purpose other than taking notes.

Students with disabilities. Students with a disability should contact the professor as soon as possible to arrange for alternative testing accommodations or any other special needs.

DUE DATES:

- Midterm - March 10
- Bibliography and outline - April 19
- Presentations - individually scheduled
- Paper - May 5
- Final exam - May 9 at 2:45-4:45

Contact with professor: I have an office in the History Department and another in Afro-American Studies. I will be holding office hours in my Afro-American Studies office, 4109 Helen C. White from 2:30-3:30 p.m. on Tuesdays and Thursdays. My e-mail address is bplummer@wisc.edu

You are automatically subscribed to the class list if you are registered. The list address is: history607-1-s16@lists.wisc.edu. Students should feel free to use the list to communicate with one another and share information about the course.

New History resource:

The History Lab: New this semester, the History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff is here, along with your professors and teaching assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <http://go.wisc.edu/hlab>

For History majors:

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original

research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.

2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.

3. In-depth understanding of a topic of their choice through original or creative re-search.

4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Skills Developed in the Major:

Define Important Historical Questions

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.

COURSE CALENDAR -
(Readings are due on the calendar day they appear below.)

Jan 19 - Introduction to the course

Reading: no assignment

Jan 21 - Exceptionalism

Reading: Fattor, Introduction

Jan 26 - Organizing empire

Reading: Fattor, ch. 1, pp. 11-36

Jan 28 - Dissecting empire

Reading: Fattor, ch. 1, pp. 37-53

Feb 2 - World War I bring cultural changes

Reading: Fattor, ch. 2, pp. 55-78

Feb 4 - Isolationist impulses

Reading: Fattor, ch. 2, pp.78-89; Dudziak, Intro.

Feb 9 - Priorities of World War II

Reading: Dudziak, ch. 1

Feb 11 - The Yanks arrive

Reading: Dudziak, ch. 2

Feb 16 - Problems and opportunities of 1945

Reading: Fattor, ch. 3, pp. 91-114

Feb 18 - The United Nations

Reading: Dudziak, ch. 3, pp. 63-76

Feb 23 - Colonialism and Cold War

Reading: Dudziak, pp. 63-94

Feb 25 - Updating racial ideology

Reading: Fattor, ch. pp. 114-125

Mar 1 - Exporting popular culture

Reading: Fattor, ch. 4, pp. 127-147

Mar 3 - Exporting "high" culture

Reading: Fattor, ch. 4, pp. 147-158

Mar 8 - Midterm review

Reading: no assignment

Mar 10 - **MIDTERM**

Reading: no assignment

Mar 15 - Exporting domesticity

Reading: Fattor, Conclusion

March 17 - Moral values and the Bomb

Reading: no assignment

<<**SPRING BREAK - Mar. 19-27**>>

Mar 29 - Doing cultural diplomacy

Reading: no assignment

March 31 - The emergence of the "Third World"

Reading: Feher, Introduction and ch. 1

Apr 5 - Developmentalism

Reading: Feher, ch. 2

April 7 - The "Ugly American"

Reading: Feher, ch. 3, pp. 51-77

Apr 12 - The Mideast in the American imagination

Reading: Feher, ch. 3, pp. 77-110

Presentations

Apr 14 - Islam and dissidence

Reading: Feher, chs. 5 and 6

Apr 19 - Women and war

Reading: no assignment

Bibliography and outline due

Apr 21 - Proxy wars

Reading: - Dudziak, ch. 4, pp. 95-112

Presentations

Apr 26 - The Cold War ends

Reading: Dudziak, ch. 4, pp.112-132 and Conclusion

Apr 28 - The resurgence of nationalism

Reading:

Presentations

May 3 - Paths to the present

Reading: no assignment

Presentations

May 5 - Summary and conclusion

PAPER DUE

FINAL EXAM - May 9, 2:45-4.45 p.m.