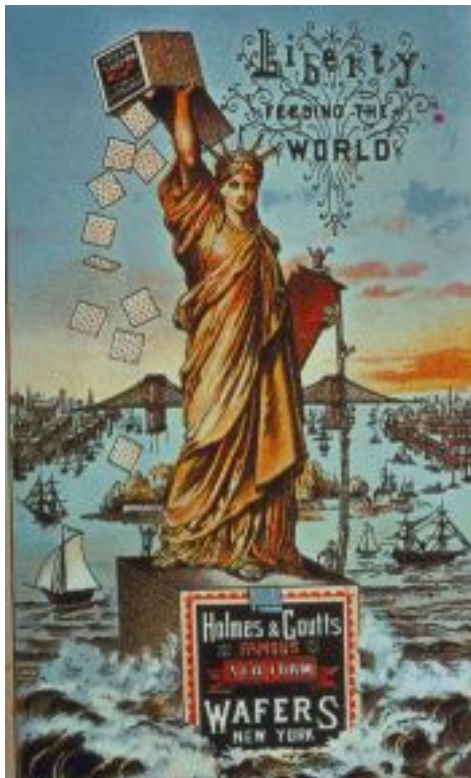


His 524: Topics in Twentieth Century History  
Cultures of Imperialism  
**MW 2:00-3:15**  
Professor Eve M. Duffy  
Office: 243 Mclver  
Phone: 334-5645  
Email: [emduffy@uncg.edu](mailto:emduffy@uncg.edu)  
Office hours: TR 2-5, and by appointment



**Course description:**

In the aftermath of the terrorist attacks of September 11, 2001, and the Bush administration's response to them, the study of the US's role in the world has acquired a new urgency. Many critics have argued that American foreign policy in Afghanistan, Iraq, and elsewhere constitute a new form of imperial rule. This course places American imperialism in a broader context, tracing its origins back to the 18<sup>th</sup> century, from the original settlement of the continent to ideas of manifest destiny and westward expansion, to the formal acquisition of overseas territories starting in 1898, and developing economic, cultural, and political expansion during and after the Cold War, to the hyperpower of our globalized world. We will draw on more recent literature on European colonialism and imperialism to understand what is distinctive about American influence and power. The class will be divided up into three sections. We will start our study with an exploration of the theory and history of modern imperialism, through a broad range of primary and secondary readings. We will consider how European imperialism set the stage for American settlement and expansion. The second part of the class will consider the basic chronology of

American expansion, including ideational foundations (exceptionalism, manifest destiny, universalism); domestic preconditions and context; elements of US power; the role of race, culture, and gender in US interactions with different regions. The third part of the class will focus on the twentieth century and what is sometimes referred to as the “American Century” in international affairs, to conclude with a consideration of how historical perspectives can help us locate and understand current policies and dilemmas.

**Course Goals:**

1. To consider the ideology and general course of European imperialism.
2. To relate American domestic and foreign policy to European imperialism.
3. To become acquainted with the historical chronology of the “American Empire”
4. To become aware of some of the scholarly debates and approaches surrounding the nature and interpretation of imperialism in general and American imperialism and/or “globalization.”
4. To analyze primary and secondary sources.
5. To develop analytical and synthetic thinking and writing skills.

**Class format:**

This course is a upper division history course, which means that it is aimed at advanced students. It is also work-intensive, with a regular reading load, a need for active participation in **every** class meeting, and the production of written analyses. You should want to get everything you can out of this course – why else register for it? You’re here to learn. Work for the course should NOT be restricted to class time – you should plan to spend at least six hours per week preparing for class, reflecting on issues related to the course, and working on your papers. Last minute, frantic preparations to meet deadlines will not allow you to succeed in the course or to learn during the semester.

Because the seminar will rely on active student participation, the format of the class will depend in large part on the number of students enrolled. An updated version of the syllabus and class schedule will be available on Blackboard. Attendance and participation are essential for both your own learning and for the success of the class as a whole. This is a seminar, and not a lecture course, so that means that classes will be discussions, with students taking the lead in analyzing the readings, presenting their own analysis and research, and listening to and learning from others. See below under requirements for more details.

**Course Readings:**

You should purchase the following books at the university bookstore; you may find them cheaper from online vendors as used copies, but you should be sure to purchase them ahead of time so that you can read them before class. Additional readings will be on reserve, on Blackboard, or linked from the syllabus (the syllabus will be posted on BB, so you can just click on hyperlinks from there). Books assigned are also on reserve and I will have copies of all the assignments in hard copy form in my office.

**Required texts:**

Stephen Howe, *Empire: A Very Short Introduction* (NY: Oxford University Press, 2002). ISBN: 0192802232

Anders Stephanson, *Manifest Destiny: American Expansion and the Empire of Right* (NY: Hill and Wang, 1995). ISBN 0809015846

Thomas G. Paterson, J. Garry Clifford, and Kenneth J. Hagan, *American Foreign Relations: A History Since 1895*, vol. 2 (NY: Houghton Mifflin, 2002 5<sup>th</sup> ed.). ISBN 0395938872

Michael Hunt, *Ideology and US Foreign Policy* (Hartford: Yale University Press, 1988). ISBN: 0300043694.

Joseph Conrad, *The Heart of Darkness* (Dover Thrift Edition, 1990) ISBN: 0486264645.

Graham Greene, *The Quiet American* (Penguin Classics, 1991) ISBN: 0140185003.

## Requirements

**Attendance:** Attendance is essential and mandatory. It is imperative that you come to class, and that you come to class prepared. You are not allowed any absences that are not excused – and you must email me in advance if you will miss class. I can excuse absences only on the grounds of personal or family illness or serious emergency. More than four unexcused absences will result in grade reduction or a request to withdraw from the course.

**Participation: 30%** You should come to class prepared to discuss the materials. A good discussion means exchange opinions, interpretations, and ideas about the readings and class materials. A good discussion is one where the participants feel that they have learned something new, something they would not have learned by reading the materials on their own. Your participation grade will consist therefore of what you have to say and also how you listen and react to others. There will be no ad hominem attacks and we will always be respectful of differing opinions.

Your grade for participation will consist of regular speaking as well as three following assignments:

1) introduction to the day's readings: every student will, in turn, start of discussion by making a brief presentation to introduce the readings (maximum of 10 minutes). You should consider the following issues:

What do the readings consist of? What kind of documents are we looking at?

When were they written? Why?

Who is the author? What are his/her qualifications for writing about the subject?

What kinds of sources does the author use in compiling his/her account?

What is this reading about? What are its main points, arguments or themes?

How does the reading contribute to our understanding of the subject?

Discussion leaders will prepare a list of 4 or 5 questions (total) that are designed to provoke discussion on the readings. The questions must be posted on the class Blackboard site at least 24 hours before class. After you finish your introductory presentation, you may initiate the discussion with a question from your list.

2) Book review presentation. One assignment (see below) will be an analytical book review of a monograph addressing a subject you are interested in, that will serve as the basis of your longer paper. Every student will, over the course of the semester (one per class, depending on enrollment) make a short (maximum 15 minute) presentation on your book of choice. Guidelines for the review will be provided separately

3) general preparedness and participation

**Book review: 10%** You will submit a book review on one scholarly monograph, preferably related to your research topic. I will provide guidelines on how to write the review, as well as a list of possible monographs to choose from. You will also give an oral presentation of your book review. These will be spaced throughout the semester.

**Two short reaction papers (10 % each) for 20%:** You will be asked to complete two short papers that address in-class readings and central issues. These papers should be 3-5 pp. long. Topics will be posted at least one week before papers are due. Expectations and grading criteria will be posted on BB. Papers must be turned in as hard copies (no electronic submissions please!) no later than the beginning of class on the due date.

**Journal assignment (10%):** Talk about American empire is omnipresent these days; for that reason one assignment for this course is a journal, kept on a regular basis throughout the course of the semester. You will write at least one per week, for a total of at least 14 entries. Each entry should be about 450 words in length. This is about  $\frac{3}{4}$  page, single-spaced, in 12 point font. The journal assignment is meant to make you think about what we discuss in class and relate these issues to events, readings, lectures, films, TV shows, newspaper articles, other websites, discussions outside of class, etc. (The idea is to approach critically public discussions about empire.) You will be graded on how insightful your discussion or how convincing your argument is. I'll collect the journals on two separate dates during the class. You should *not* write vague opinions or make unsubstantiated claims. Rather, you should *explain* your opinion, giving clear *reasons* and pertinent *evidence*. Be creative – cut and paste items; use visual materials, text scraps, or other materials to make your journal interesting. Due dates are listed below – but I suggest you turn these in to me on a weekly basis, so that this becomes more of a dialogue, rather than a rote exercise.

**Case study presentation and paper: 30%** At the beginning of the semester you (and, depending on enrollments, one or two other students who will work in teams) will pick a case study, issue, region, question, etc. about American empire (we will discuss topics more thoroughly the second week of class). You will make yourself familiar with the major historiographical issues related to your topic, and contribute to discussions in class based on insights gained about your particular case study. At the end of the semester you will give a presentation on your case study. In a run up to your presentation, you will present the following: a thesis statement, an annotated bibliography, and an outline. These in-class presentations should be 10-15 minutes in length, followed by 15 minutes of discussion. Your presentation should consist of the following: an introduction, a statement of your major points, a presentation of your supporting evidence, and a conclusion. It should be clear and concise. You should lay out your major points before going into details. You should provide evidence (visual aides, information) that support your major points. Your conclusion should draw from the evidence you have presented. Final presentations will also be critiqued on the grounds of peer review, and you will also be graded on your reviews, and your ability to offer a substantive and constructive critique of your fellow students. At the end of the semester you will submit a 7-10 page paper summarizing your work and your argument.

## **Class Schedule**

### **1. Monday, August 15**

Introduction, overview of the syllabus and assignments

### **2. Wednesday, August 17**

Defining the Terms

Stephen Howe, *Empire, A Very Short Introduction*, pp. 1-50.

Student presenter on readings:

### **3. Monday, August 22**

Defining the Terms II

A. Howe, *Empire*, pp. 51-129;

B. Julian Go, "Introduction: Global Perspectives on the US Colonial State in the Philippines," in Julian Go and Anne L. Foster, eds., *The American Colonial State in the Philippines* (Durham: Duke University Press, 2003), pp. 1-42 (skim after p. 27). (COPY on ereserve)

Student presenter on readings:

#### **4. Wednesday, August 24**

Ideologies of European expansion: The Civilizing Mission, Christianity, and Commerce

A. Read excerpts of Conklin, Adas, Hastings, and McClintock from Alice Conklin and Ian Fletcher, eds. *European Imperialism, 1830-1930*, pp. 60-81 (COPY on ereserve).

B. Read

**Lugard, The Rise of our East African**

<http://www.fordham.edu/halsall/mod/1893lugard.html>

**Cromer, Why Britain Acquired Egypt**

<http://www.fordham.edu/halsall/mod/1908cromer.html>

**Ferry, On French Colonial Expansion**

<http://www.fordham.edu/halsall/mod/1884ferry.html>

Student presenter on readings:

#### **5. Monday, August 29**

Empire for Liberty, Empire of Right

Read, Stephanson, *Manifest Destiny*, Chapters 1 and 2 (pp. 1-66).

Student presenter on readings:

**First reaction paper due.**

#### **6. Wednesday, August 31**

Racism, Social Darwinism, and Imperial Thought

A. Read

**Darwin, The Descent of Man**

<http://www.fordham.edu/halsall/mod/1871darwin.html>

**Spencer, Social Darwinism**

<http://www.fordham.edu/halsall/mod/spencer-darwin.html>

B. Read Hunt, *The Hierarchy of Race*, from *Ideology and US Foreign Policy*, pp. 46-91. COPY on ereserve

Student presenter on readings:

#### **Monday, September 5: Labor Day Holiday: NO class**

#### **7. Wednesday, September 7<sup>th</sup>**

Empire and Corruption

Joseph Conrad, *Heart of Darkness*

Student presenter on readings:

**8. Monday, September 12**

Manifest Destiny and Expansionism

A. Anders Stephanson, *Manifest Destiny*, Chaps 3 and 4

B. Read Hunt, *Visions of National Greatness*, from *Ideology and US Foreign Policy*, pp. 19-45  
COPY on reserve

Student presenter on readings:

**9. Wednesday, September 14**

The Imperialist Leap

Paterson, Clifford, Hagen, Chapter 1, pp. 1-31

Student presenter on readings:

**10. Monday, September 19**

Film and discussion

**11. Wednesday, September 21**

Making and Maintaining Empire

Paterson, Clifford, Hagen, Chapter 2, pp. 32-64

Student presenter on readings:

**12. Monday, September 26**

Spanish American War and the Acquisition of the Philippines

A. Julian Go, "Imperial Power and its Limits: America's Colonial Empire in the early 20<sup>th</sup> century,"  
Fred Cooper, Craig Calhoun, and Kevin Moore, eds., *Lessons of Empire* (NY: New Press, 2005)  
on *Blackboard*.

Student presenter on readings:

**Thesis/topic due****13. Wednesday, September 28**

The Culture of Empire

Kaplan, "Birth on an Empire" pp. 146-170 COPY on reserve

Student presenter on readings:

**14. Monday, October 3**

Wilson and War

Paterson, Clifford, Hagen, Chapter 3, pp. 67-107

Student presenter on readings:

**15. Wednesday, October 5**

Making the World Safe for Democracy

A. Tony Smith, "Making the World Safe for Democracy in the American Century," *Diplomatic History* Spring 1999 Vol. 23, issue 2, pp. 173-89. On BB or online at Jackson library.

B. Wilson's Fourteen Points

<http://www.fordham.edu/halsall/mod/1918wilson.html>

Student presenter on readings:

**Monday, October 10: Fall Break: NO class**

**16. Wednesday, October 12**

America's Expanding Role  
Paterson, Clifford, Hagen, Chapters 4 and 5, 108-170

Student presenter on readings:

**Journals due.**

**17. Monday, October 17**

WWI and the Origins of the Cold War  
Michael Hunt, Crises in US Foreign Policy chap 3, pp. 112-169  
SKIM Paterson, Clifford, Hagen, Chap. 6 and 7

Student presenter on readings:

**18. Wednesday, October 19**

The Cold War and Containment  
Paterson, Clifford, Hagen, Chap. 6 and 7

Student presenter on readings:

**19. Monday, October 24**

Korean War  
Paterson, Clifford, Hagen, Chap. 8

Student presenter on readings:

**Second reaction paper due.**

**20. Wednesday, October 26**

Vietnam War  
Paterson, Clifford, Hagen, Chap. 9, 340-57 only.

Student presenter on readings:

**21. Monday, October 31**

Graham Greene, *The Quiet American*.

**Annotated bibliographies due.**

**22. Wednesday, November 2**

Film

**23. Monday, November 7**

Carter, Reagan, and the End of the Cold War  
Paterson, Clifford, Hagen, Chap. 11

Student presenter on readings:

**Written book review due****24. Wednesday, November 9**

America and the World Since 1945  
Paterson, Clifford, Hagen, Chap. 12

Student presenter on readings:

**25. Monday, November 14**

The Post 9-11 World  
Hunt, Michael H., In the Wake of September 11: The Clash of What?. *The Journal of American History* 89.2 (2002): 25 pars. 10 Jul. 2005 <<http://www.historycooperative.org/cgi-bin/justtop.cgi?act=justtop&url=http://www.historycooperative.org/journals/jah/89.2/hunt.html>>.

Student presenter on readings:

**26. Wednesday, November 16**

A New Empire?  
Nial Ferguson and Robert Kagan, debate: "The United States is, and should be, an Empire. A New Atlantic Initiative Debate," American Enterprise Institute, July 17, 2003, <http://www.aei.org/events/filter..eventID.428/transcript.asp>

Student presenter on readings:

**Outlines due****27. Monday, November 21**

Wrap up:  
Anders Stephanson, "A Most Interesting Empire," in Lloyd C. Gardner and Marilyn B. Young, eds. *The New American Empire* (NY: New Press, 2004), 253-276. COPY on ereserve

Emmanuelle Saada, "The History of Lessons: Power and Rule in Imperial Formations," in *Items and Issues*, Social Science Research Council & Lessons of Empire Vol. 4, No 4 (Fall/Winter 2003): [http://www.ssrc.org/programs/publications\\_editors/publications/items/online4-4/saada-lessons.pdf](http://www.ssrc.org/programs/publications_editors/publications/items/online4-4/saada-lessons.pdf)

Student presenter on readings:

**Wednesday, November 23: NO class****28. Monday, November 28**

Presentations

**Journals due****29. Wednesday, November 30**

Presentations

**30. Monday, December 5**

Presentations

**Final papers due Wednesday, December 7<sup>th</sup>**