

Spring 2016  
TR 10:30-12:00  
McNeil Building 167-8

Professor Amy C. Offner  
College Hall 313  
Office Hours: Mon, Tues 1:30-3:00  
offner@sas.upenn.edu / 215.746.4893

## History 451

### The United States and the World Since 1898

This class examines the emergence of the U.S. as a world power since 1898, and considers both the international and domestic consequences of U.S. foreign relations. In one respect, the twentieth century was a strange time to become a global empire: it was the period when colonial systems centered in Europe, Russia, Japan, and Turkey collapsed, and new nations emerged throughout Africa and Asia. This class explores the changing strategies of military, economic, and political intervention that the US pursued as colonization lost legitimacy. Within that framework, the class invites students to think about four questions: How did the idea and practice of empire change over the twentieth century? How did the United States relate to new visions of independence emerging in Africa, Asia, and Latin America? How did global interactions both inform and reflect racial ideology in the United States? Finally, how did anti-imperialist arguments and movements change over the twentieth century?

We will read roughly 100 pages per week. There are no prerequisites, but background in twentieth-century history is helpful.

Required Readings: All readings on the syllabus are required. The following books are on reserve in Van Pelt Library (Rosengarten Reserve) and available for purchase at the Penn Book Center, 130 S. 34<sup>th</sup> St. All other readings are on Canvas or, where noted in the syllabus, available as ebooks in the Penn library system. To find an ebook, search in Franklin, Penn's library catalog.

John Dower, *War Without Mercy* (1987)  
Emily Rosenberg, *Spreading the American Dream* (1982)  
Robert D. Schulzinger, *U.S. Diplomacy Since 1900* (2007)  
Bradley R. Simpson, *Economists with Guns* (2008)  
Anthony F. C. Wallace, *The Long, Bitter Trail* (1993)  
Kwame Ture and Charles V. Hamilton, *Black Power* (1992)  
Mark Danner, *The Massacre at El Mozote* (1994)

All readings for each week must be completed before class on Tuesday.

### Required Work

1. Weekly Canvas posts and informed, responsive class participation. (15%)  
Each student must post a one-page response to the week's readings by Tuesday at 9:00 a.m. Posts are not graded, but are required to pass the class. Each

week, I'll post a few questions, and you'll choose one to answer. At the end of your post, indicate one question that the reading raised for you.

Discussing the material in class is essential to your learning. Everyone must complete the entire week's readings before class on Tuesday and participate in discussion throughout the semester in an informed, responsive way. By "informed," I mean informed by a close reading of our texts, and by "responsive," I mean responsive to each other, listening and responding to each others' observations, analyses, and questions. If speaking in class makes you nervous, consider the Canvas post an opportunity to prepare an idea that you can share with the group.

2. A three-page primary source analysis due on February 10. (15%)
3. An in-class midterm. (20%)
4. An eight-page synthetic paper due on April 7. (25%)
5. A final exam, tentatively scheduled for May 4, 12:00-2:00 p.m. (25%)

Attendance and Participation: Attendance is required, and students must complete the week's assigned reading before Tuesday's lecture. We will discuss the readings in class, so please bring the texts.

Required Film Screening: We will schedule time outside class to watch and discuss Joshua Oppenheimer's film *The Act of Killing* (2012). Attendance is required.

Communication: The great pleasure of teaching is getting to know students. Come by my office hours or make an appointment to discuss any of the course material. For brief, procedural questions about the class, email is fine.

Disability policy: If you have a disability that requires special test-taking arrangements, please have SDS let me know at the beginning of the semester.

Academic integrity: Plagiarism and other violations of academic honesty can result in suspension and expulsion from Penn. Please review the university's guide on academic integrity ([www.upenn.edu/academicintegrity](http://www.upenn.edu/academicintegrity)), and do not hesitate to talk with me if you have any questions about the definition of plagiarism and academic honesty.

### Class Schedule

Jan 14      Introduction

Jan 19      Territorial Expansion and the Empire of Liberty

Wallace, *The Long, Bitter Trail*, 1-120. Carefully read chapters 2, 3, and 5; skim chapters 1 and 4.

*Major Problems in AFR* vol. 1, 176-178, 180-182

- Jan 21      Looking Overseas in the 1890s  
                  *Major Problems in AFR* vol. 1, 305-306
- Jan 26      Experiments in Colonization: The Philippine War  
                  *Major Problems in AFR* vol. 1, pp. 373-374  
                  Paul Kramer, *The Blood of Government*, chapter 2  
                  Schulzinger, chapter 2
- Jan 28      Experiments in Colonization: Governing Puerto Ricans and Indians  
                  *Major Problems in AFR* vol. 1, pp. 375-376
- Feb 2        Making Sense of Economic Relations: Dollar Diplomacy  
                  Schulzinger, chapter 3  
                  Rosenberg, chapters 1-3  
                  Catherine LeGrand, "Living in Macondo," in Gilbert Joseph et al., *Close Encounters of Empire*
- Feb 4        Making Sense of Economic Relations: Foreign Direct Investment
- Feb 9        World War I and the Crisis of Imperial Legitimacy  
                  **First paper due in hard copy at the beginning of class**  
                  Woodrow Wilson, Fourteen Points  
                  Ho Chi Minh, "First Appeal to the United States," "The Path Which Led Me to Leninism"
- Feb 11      Anti-Imperialism in the Early Twentieth Century  
                  Schulzinger, chapter 4  
                  Erez Manela, *The Wilsonian Moment*, Introduction, Chapters 3 and 7, and Conclusion
- Feb 16      Migration and the Boundaries of the Nation
- Feb 18      New Visions of Race and Empire in World War II  
                  Schulzinger, chapters 6-7  
                  Dower, pp. 3-117
- Feb 23      Japanese Imperialism and Anti-Imperialism  
                  Dower, pp. 203-292
- Feb 25      **Midterm**
- Mar 1        The Cold War as a Way of Seeing  
                  *Major Problems in AFR* vol. 2, 157- 160  
                  NSC-68  
                  Schulzinger, chapters 8-9
- Mar 3        Strategies of Containment, 1948-1960

**Spring Break**

Mar 15      Decolonization and the Making of the Third World  
Primary sources by Sukarno and Nkrumah  
Schulzinger, chapter 10

Mar 17      Visions of Development  
Simpson, Introduction and chapters 1, 3-5  
Primary sources by Millikan and Rostow

Mar 22      Development and Counterinsurgency in the 1960s  
Simpson, chapters 6-8

Mar 24      The Vietnam War

*Required film screening to be scheduled: "The Act of Killing" (2012)*

Mar 29      Poverty in Two Worlds

Mar 31      The Third World At Home?  
Stokely Carmichael and Charles V. Hamilton, *Black Power*, preface,  
chapters 1, 2, 4, 6-8, and "Afterword: TCB"

Apr 5        Détente Seen from the Southern Cone

**Final paper due in hard copy at the beginning of class**

Apr 7        The Rise of Human Rights

Schulzinger, chapters 11-12

Primary sources from Argentina: "The Madwomen at the Plaza de Mayo," "Never Again"

Universal Declaration of Human Rights

Apr 12      Central America and the End of Revolution?

Danner, *The Massacre at El Mozote*

Schulzinger, chapter 13

Apr 14      The End of the Cold War and the End of History?

Apr 19      The Iraq Crisis in Historical Perspective

Apr 21      Looking Back: A Century of Guantánamo

Alfred W. McCoy, *Torture and Impunity*, chapters 3, 6-7

Schulzinger, Chapter 15

Apr 26      Conclusion