

HIST 387/389: US in the World

Tuesdays and Thursdays, 10:30 am – 11:45 am, Horizon Hall 1010

Dr. Jane Hooper
jhooper3@gmu.edu

Questions?

- * Send Dr. Hooper an **email** at jhooper3@gmu.edu - I will respond during normal working hours (weekdays, 9 am – 5 pm) but not during weekends.
- * Send an email and request a private **zoom meeting**.
- * Come to **walk-in office hours**, every Tuesday and Thursday from 12-1 pm in Horizon Hall 3111. No appointment necessary!

Resources:

- * For help with learning, check out GMU Learning Services at this [link](#).
- * If you're struggling with mental health issues, reach out to [CAPS](#) – they offer a range of free help for students (including after-hours crisis services). For more resources focused on emotional and mental well-being, click on this [link](#).
- * Issues with technology? Check out the resources provided at this [link](#). If you can't find the answers there, you should reach out to the ITS Support Center for help (their contact information is [here](#)).
- * Need assistance with writing assignments for this class? Make an appointment to work with a tutor online through the Writing Center (instructions for how to schedule a session are found [here](#)).
- * If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS (their website is [here](#)) and communicated to the professor in a timely manner.

Note about Communications: Students must use their Mason email account to receive important University information. I encourage you to inform me of how you wish to be addressed by name and by pronouns before the start of class so I may properly address you in class and via email. I use she/her/hers as my pronouns. You may address me as Dr. Hooper.

Course Description:

This course surveys America's foreign relations from independence to the present in order to understand the complex and controversial history of America's international role. The aim of the course is to see America's global role as a political and moral problem – ever present but constantly evolving – and to understand the creative and destructive ways in which Americans have made sense of their relations with the rest of the world. We will also endeavor to understand America and Americans as subject to global forces – what we would now call globalization – that were not always under their control. Through close readings of primary and secondary sources, we will explore such topics as imperial expansion, the World Wars, the Cold War, the War on Terror, decolonization, international law, cultural globalization, and transnational commerce.

Course Objectives: As a Global Understanding core course, this class also meets the outcomes listed here: <https://masoncore.gmu.edu/mason-core-course-categories/global-understanding/>

1. Students will identify and explain how patterns of global connections between the United States and other parts of the world worked to create interdependence and inequality from the late eighteenth century to the present-day.
2. Students will analyze historical sources to examine the influence of external forces and individuals, including coerced laborers and other migrants, on the historical development of the United States.
3. Students will use their understanding of their own place in the US to make sense of global issues, including those produced by the role played by the US as an imperial and neo-colonial power.

Commitment to an inclusive, antiracist learning environment:

Public higher education in the United States – and George Mason University, specifically – ideally exists to foster a more free, just, and democratic society. Racism – systemic and otherwise – is among the most pernicious barriers to the realization of that mission. George Mason and this instructor are all committed to confronting the realities of race and racism head on; we are committed to establishing learning environments that are welcoming, inclusive, and equitable; and we are committed to breaking down the barriers to freedom, justice, and democracy posed by racism. This is challenging work, and I acknowledge that at times, we – and I – will fall short. If you feel that our learning environment does not meet these standards, please do not hesitate to tell me. I am committed to listening, to hearing you, and to working together to create an inclusive, antiracist learning environment.

Engaging with Hard History:

At times, this course will take many of us (including the instructor) into areas of inquiry, historical and current, that will be challenging and unsettling. We may be anxious and uncertain as to how to engage when faced with some of these topics, but these responses should be taken as evidence of the importance of our confrontation with them. In all of our interactions, you must commit to participating in our conversations with respect, tolerance, curiosity, and forthrightness. You must be willing to contribute to the conversation, to give others space to offer their views, and to listen generously and carefully. While you will certainly disagree with me and with one another at times, we expect and, in fact, demand that you interact as colleagues and treat each other with mutual respect and tolerance.

Conduct that does not comply will not be acceptable. If, at any point, you feel that our learning environment falls short of these standards of mutual respect and tolerance – or I have fallen short of this standard – please do not hesitate to tell me.

Land Acknowledgement¹

A land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings:

- to these Potomac River life sources,
- to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands
- apart with the brutal system of African American enslavement,
- to the recognized Virginia tribes who have lovingly stewarded these lands for millennia
- including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern
- Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present,
- and future, and
- to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Acknowledging the History of Enslavement on GMU Lands²

We acknowledge the enslaved persons who were forced to labor for more than 200 years on the lands that are now home to George Mason University. Most of these men, women, and children will never be known to us due to the racist policies that tried to strip away their humanity. We honor Linah Thornton, Surah, Siriah, Lego, Anna, Lewis, Louisa, and Cato and the many unknown, but not forgotten, enslaved laborers who left their imprints on this land and place.

¹ Dr. Gabrielle Tayac, Department of History and Art History. See also <https://legacies.gmu.edu/about/landacknowledgement-statement>.

² Dr. Sheri Ann Huerta, Department of History and Art History, Honors College. Research provided by Dr. Benedict Carton, Center for Mason Legacies, <https://silverbox.gmu.edu/legacy/s/blnd/page/pasts-next-door>.

Grading and expectations:

Participation: **This class is NOT an asynchronous online course – your attendance is a necessary component of your learning in this class.** This class is participatory and, in order to get the most from class, you need to attend every class prepared and have thought about the assigned reading(s). Please note that being present does not simply mean that one makes it to our face-to-face class meetings; it means engaging with the course – the texts, the assignments, and with the other members of our classroom community – in ways that raises questions about the content, adds to the content, interprets the content in multiple viewpoints, and makes connections to the content.

The standard participation grade for students who occasionally participate thoughtfully will be 80%. Students who are more active participants will receive a higher grade and those who rarely speak will be given a lower grade. If you have poor class participation due to absences – i.e., your non-presence during classes either physically or mentally (due to the use of technology) – your final participation grade will be a zero. If you are absent for more than four classes (and do not provide an adequate excuse in a timely manner – i.e., notify the instructor after your second missed class), you will lose points from your class participation grade. Students who are chronically tardy (arriving later than five minutes after the start of class) will be marked absent (after the second instance of tardiness). If you have a reason that you find participation in class challenging, please speak with the instructor to discuss alternatives.

Classroom Etiquette: **You may not use cell phones, laptops, or any other electronic devices in the classroom unless instructed to do so for an in-class assignment.** Please remove all ear buds or earphones when class begins. Please arrive on time and pack up your things only when the lecture or discussion is completed. **Any violation of these rules will significantly lower your participation grade.**

Quizzes: There will be five short quizzes given throughout the semester. You may miss one or have the lowest quiz grade dropped at the end of the semester. These quizzes are open-note (you may not use computers, tablets, or phones) and are meant to cover the assigned readings as well as our in-class discussions. It is highly recommended that you take notes on readings and our discussions to aid you in responding. The quizzes will each be comprised of one question, to be

answered as a very short essay. You will have twenty minutes of class time to write your answer. Re-takes of quizzes will not be given without evidence of significant circumstances beyond your control (see below for more details about exam rules and deadlines).

Discussion Questions and Leading: During the semester, you will be introducing one of our discussions with one (or more, depending on class size) other students. You will be responsible for spending between fifteen and twenty minutes at the beginning of class introducing major themes and issues for discussion for the class through whatever media you find appropriate (the material must be related to the class, please see the instructor if you have questions about the quality of what you have found). Follow this up with a discussion of your question posted on blackboard, as well as any follow-up questions. One strong question must be posted to our site **by midnight on the Tuesday prior to class**. In other words, if you are leading discussion on a Thursday, your question (**focused on the assigned readings for Thursday**) must be posted by midnight on Tuesday. You will be individually graded on the quality of your presentation and discussion leading. Your non-attendance on your discussion-leading day will result in a zero for this assignment.

Discussion Posts: You will respond to the discussion question posed by your classmates each week. Your response should demonstrate a close reading of the assigned text(s) and engagement with the topic raised by your classmates. There will be 10 weeks with discussion postings throughout the semester; you will be graded on 8 of these posts (your discussion question does NOT count as one of these posts; you must also post a response that week, if you wish to receive credit). You will be graded (pass/fail) for your posts. Posts must be made by **midnight on Wednesday** prior to our discussion in order to receive credit. Late posts will not be accepted.

Short research project: At the end of the semester, you will write a 7-10 page paper focused on a topic involving the US in the world that you wish to explore further. A few weeks prior, you will submit a proposal, in which you describe your research question and provide at least one peer-reviewed source (article or book) not from our class that you would like to use to help answer your question. The proposal will be graded on the quality of your topic and chosen source. The

final paper will engage with at least two readings from our class, as well as your proposed source, to answer the research question.

Mid-term and Final: These in-class exams will be comprehensive and deal with our readings, assignments, and discussions in class. The exams will test your ability to analyze historical data and not just focus on the memorization of dates and events, although you will be tested on this information as well. The exams will both be open note, but you may not use computers, phones, photocopied notes, or books on this exam. Bring a blue book with you for taking the exam. You can only use your own notes, whether handwritten or typewritten (printed). Violation of this policy will result in a zero for the exam and referral to the Office for Academic Integrity. **Note the dates for the mid-term and final in your calendar now** to ensure you will be present on those days.

Exam Rules and Deadlines: In accordance with university regulations, professors in the Department of History and Art History re-schedule exams after receiving documentation of a medical emergency or family emergency; often this documentation must be verified by the Dean of Student Life. **Work-related or personal/family obligations are not adequate excuses for re-scheduling an exam or obtaining any kind of extension.**

Note: January 30 is the last day to drop classes with no tuition penalty; March 25 is the final day for selective withdrawal (100% tuition liability). If you have questions about registering for this class, please speak with your academic advisor.

Final Grade:

Participation – 15% (based on the quantity and quality of your contributions)
Discussion leading (grade includes questions posted to blackboard AND in-class discussion leading) – 5%
Discussion posts (8 in total) – 15%
Quizzes (out of 4; 5 given during semester, 1 dropped) – 15%
Research paper proposal – 5%
Research paper – 15%
Mid-term – 10%
Final – 20%

Note Not all grades are posted on blackboard and it is not used in calculating final grades, but rather for providing feedback on individual graded assignments – instead, you should track your grades with the percentages given here (allowing for the dropped grades as noted)

Final grades will be determined using the following ranges:

91.8-100 A
90-91.7 A-
88.3-89.9 B+
81.8-88.2 B
80-81.7 B-
78.3-79.9 C+
71.8-78.2 C
70-71.7 C-
60-69.9 D
59.9 and below F

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Note about Communications: Students must use their Mason email account to receive important University information. Blackboard will be used to post important messages, links for readings, and grades for papers.

Other Important Campus Resources:

The Writing Center: Robinson A114, <http://writingcenter.gmu.edu>

University Libraries: <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services: 703-993-2380, <http://caps.gmu.edu>

Academic Honesty:

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient. **Plagiarism cannot be tolerated in an academic setting.**

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited; this is incorrect. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers

or which the writers did not discover themselves. Exceptions to this rule include factual information which can be obtained from a variety of sources—what has been called common knowledge—or the writers' own insights or findings from their own field research. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly."

In other words, **writers provide a citation for any piece of information that they think their readers might be unfamiliar with and want to investigate or debate further.** Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism.

Cheating means to get help on an assignment without permission. This includes **asking** another classmate to “see” their paper before writing your own paper OR **hiring** someone to “edit” your paper. Allowing another student to see your work without permission from the instructor is also considered cheating. You must get permission from your instructor before asking anyone outside of your professors, writing center tutors, or teaching assistants for help on assignments. If you don’t understand an assignment, you need to ask the professor for clarification rather than your classmates.

In this course, you will be expected to adhere to the Honor Code at George Mason. It is your responsibility to read and understand the policy (available at <http://oai.gmu.edu/the-mason-honor-code-2/>). We will discuss the use of citations and quotations throughout the semester. If you have any questions on how to cite a source, please see the professor.

Course Schedule

*This schedule is subject to change. Please consult the course blackboard site for updated course information.

* All readings are available through the library catalog (<https://library.gmu.edu>), through links on the syllabus, or on our course e-reserves (posted on blackboard).

WEEK 1: AMERICA IN THE WORLD

January 16: Introductions to the course.

Discussion board post due January 17 by midnight

January 18 reading:

- Thomas Bender, "The American Way of Empire," *World Policy Journal* 23, no. 1 (2006): 45-61 (available in the library catalog).

WEEK 2: AMERICA'S UNCERTAIN RELATIONSHIP WITH EMPIRE

January 23 reading:

- Brandon Mills, *The World Colonization Made: The Racial Geography of Early American Empire* (Philadelphia: University of Pennsylvania Press, 2020), chapter 1 (available in the library catalog)

Discussion board post due January 24 by midnight

January 25 reading:

- *The Haitian Revolution: a Documentary History*, edited by David Geggus (Indianapolis: Hackett Publishing Co, 2014), pp. 193-205 (posted on e-reserves on blackboard)

WEEK 3: COMMERCE IN INDIA AND CHINA

January 30 reading:

- James Fichter, "The British Empire and the American Atlantic on Tristan da Cunha, 1811-16," *Journal of Imperial and Commonwealth History* 36, no. 4 (2008): 567-589 (available in the library catalog).

- Quiz #1 given in class on January 30

Discussion board post due January 31 by midnight

February 1 reading:

- John White, *Voyage to the China Sea*, 1823, chapter 1 (posted on blackboard)

WEEK 4: IN THE PACIFIC

February 6 reading:

- Brian Rouleau, *With Sails Whitening Every Sea: Mariners and the Making of An American Maritime Empire* (Ithaca, NY: Cornell University Press, 2014), chapter 5: “An Intimate History of Early America’s Maritime Empire” (available in the library catalog).

Discussion board post due February 7 by midnight

February 8 reading:

- Richard Henry Dana, *Two Years Before the Mast*, excerpts TBA (available in the library catalog)

WEEK 5: US EXPANSIONISM OVER LAND

February 13 reading:

- Janne Lahti, *The American West and the World: Transnational and Comparative Perspectives* (New York: Routledge, 2018), chapter 2: “Settler Revolutions” (available in the library catalog).

Discussion board post due February 14 by midnight

February 15 readings:

- Monroe Doctrine, https://avalon.law.yale.edu/19th_century/monroe.asp
- Cherokee Nation v. the State of Georgia, 1831, <https://web.archive.org/web/20080211111322/http://www.mtholyoke.edu/acad/intrel/cherokee.htm>
- Black Hawk's Surrender Speech, 1832, <https://web.archive.org/web/20070415061902/http://www.mtholyoke.edu/acad/intrel/black.htm>
- Texas Declaration of Independence, 1836, https://avalon.law.yale.edu/19th_century/texdec.asp
- John L. O’Sullivan, Manifest Destiny, <https://web.archive.org/web/20220523211339/https://www.mtholyoke.edu/acad/intrel/osulliva.htm>

WEEK 6: VIRGINIA AND AFRICA

February 20 reading:

- Wendy Wilson-Fall, *Memories of Madagascar and Slavery in the Black Atlantic* (Athens, OH: Ohio University Press, 2015), chapter 5: “Undocumented Immigrants” (available in the library catalog).

- Quiz #2 given in class on February 20

Discussion board post due February 21 by midnight

February 22 reading:

- Marie Tyler-MGraw, *An African Republic: Black & White Virginias in the Making of Liberia* (Chapel Hill: University of North Carolina Press, 2007), chapter 7: "Virginians in Liberia" (available in the library catalog).

WEEK 7: US AND THE SPANISH AMERICAN WAR THROUGH PRIMARY SOURCES**February 27 readings:**

- Brad K. Berner and Kalman Goldstein, *The Spanish-American War: A Documentary History with Commentaries* (Cranbury: Fairleigh Dickinson University Press, 2014) (available in the library catalog):
 - Aguinaldo's Manifesto to the Philippine People (starts pg 13)
 - McKinley's Ultimatum to Spain (starts p. 39)
 - The Battle of Manila Begins (starts p. 147)
 - Treaty of Paris (starts p. 168)
 - Going Home (starts p. 199)
 - Beveridge Extols American Expansion (starts p. 200)

No discussion board post

February 29: midterm exam in class

WEEK 8: NO CLASS MARCH 5 AND MARCH 7**WEEK 9: HAWAII – RACE AND RELIGION****March 12 reading:**

- Eric T. Love, *Race over Empire: Racism & U.S. Imperialism* (Chapel Hill: University of North Carolina Press, 2004), chapter 4: "Hawaii Annexed" (available in the library catalog).

Discussion board post due March 13 by midnight

March 14 readings:

- Samuel Smith, "Against the Annexation: A Kansan's comments on the present Hawaiian Situation," *The Washington Post*, Feb. 26, 1893 (posted on blackboard)
- "The Hawaiian Situation: President Cleveland's Action Just, Patriotic and Right", *New York Times*, Dec. 25, 1893 (posted on blackboard)
- "Hawaiian Situation: Admiral Walker Reports his Observations to Secretary Herbert," *The Sun*, Dec. 20, 1894 (posted on blackboard)

WEEK 10: US IN THE FIRST HALF OF THE 20TH CENTURY

March 19 reading:

- Matthew Frye Jacobson, "Annexing the Other: The World's Peoples as Auxiliary Consumers and Imported Workers, 1876-1917" (available on blackboard under e-reserves).

- Quiz #3 given in class on March 19

Discussion board post due March 20 by midnight

March 21 reading:

- Catherine Cocks, *Tropical Whites: The Rise of the Tourist South in the Americas* (Philadelphia: University of Pennsylvania Press, 2013), chapter 5: "Lands of Romance" (available in the library catalog)

WEEK 11 WORLD WAR I

March 26 reading:

- Michael Cude, *Woodrow Wilson: the First World War and Modern Internationalism* (London: Routledge, 2023), chapter 4: "Wilsonian Reform and World War I" (available in the library catalog)

Discussion board post due March 27 by midnight

March 28 readings:

- Cude, *Woodrow Wilson*, documents (available in the library catalog):
 - "This is a People's War," p. 123
 - "The Fourteen Points Speech," starts p. 123
 - "Wilson Defends the Treaty," p. 139
 - "Ray Stannard Baker," starts p. 139
 - "Robert Lansing on Wilson," starts p. 140
 - "Walter Lippmann on Wilson," p. 141
 - "John Maynard Keynes on Wilson," p. 142

Paper proposal due March 29 by midnight

WEEK 12: WORLD WAR II

April 2 reading:

- Ken Coates and W. R. Morrison, "The American Rampant: Reflections on the Impact of United States Troops in Allied Countries during World War II," *Journal of World History*, Vol. 2, No. 2 (Fall, 1991), pp. 201-221 (available in library catalog)

- Quiz #4 given in class on April 2

Discussion board post due April 3 by midnight

April 4 readings:

- Declarations of a State of War with Japan, Germany, and Italy - https://avalon.law.yale.edu/subject_menus/decmenu.asp
- Roosevelt, "America, the Arsenal of Democracy," <https://sourcebooks.fordham.edu/mod/roosevelt-arsenal.asp>
- Atlantic Charter, <https://avalon.law.yale.edu/wwii/atlantic.asp>

WEEK 13: FOREIGN INTERVENTIONS AND AMERICAN DEFENSE, PART 1**April 9 readings:**

- Michela Wrong, "When America Helped Assassinate an African Leader," *The Atlantic*, October 23, 2023 (posted on blackboard).
- Stuart A. Reid, "How the US Issued its First Ever Order to Assassinate a Foreign Leader," *Politico*, October 17, 2023, <https://www.politico.com/news/magazine/2023/10/17/patrice-lumumba-congo-washington-00121755>

Discussion board post due April 10 by midnight

April 11 readings:

- CIA documents on Congo:
 - Background Data on Belgian Congo, 7 January 1959, <https://www.cia.gov/readingroom/docs/CIA-RDP79R00890A001100010004-0.pdf>
 - NSC Briefing, 17 August 1960, <https://www.cia.gov/readingroom/docs/CIA-RDP79R00890A001200080025-9.pdf>
 - NSC Briefing, 24 August 1960, <https://www.cia.gov/readingroom/docs/CIA-RDP79R00890A001200080031-2.pdf>

WEEK 14: FOREIGN INTERVENTIONS AND AMERICAN DEFENSE, PART 2**April 16 reading:**

- Samantha Power, "Bystanders to Genocide" *The Atlantic* (2001), <https://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/304571/>
- Quiz #5 given in class on April 16

Discussion board post due April 17 by midnight

April 18 readings:

- David Vine, "War and Forced Migration in the Indian Ocean: the US Military Base at Diego Garcia," *International Migration* 42, no. 3 (2004): 111-143 (available in the library catalog)
- Frank Quimby, "Fortress Guåhån: Chamorro Nationalism, Regional Economic Integration and US Defence Interests Shape Guam's Recent History," *The Journal of Pacific history* 46.3 (2011): 357–380 (available in the library catalog).

WEEK 15: NO CLASS ON APRIL 23 AND 25

Final research paper due April 26 by midnight

Final exam – May 7, 10:30 am – 1:15 pm