Current debates about U.S. empire—or lack thereof—often center around military ventures in Iraq and Afghanistan; but in this class we will historicize those debates with consideration of the United States’ (post)colonial relationships with states and populations in Latin America and beyond. These relationships, as we will see, went beyond the military to encompass economic, political, and cultural and social (sexual, gender, racial) agendas and entanglements. Is the United States postcolonial? Who were the original “filibusters”? How do Teddy Roosevelt’s Rough Riders and Mark Twain’s anti-imperialism intersect with the history of American power throughout the 19th and 20th centuries? How, in other words, has the long-term story of America’s and Americans’ projection of power, influence, and image taken shape? How have previous encounters with people considered “other” (inside and outside the territorial United States) shaped identities; the way that certain U.S. Americans have come to see their own role in the world; and the way that people outside of the United States see that role? What has the size, shape, and modus operandi of U.S. empire been, historically speaking—and how has that affected notions of local culture, gender, race, and hierarchy within and outside of the U.S.? We will focus principally on Latin America, but also seek broader context in episodes from the Philippines to Western Europe, New York, and Los Angeles.

REQUIRED TEXTS (ALL AVAILABLE AT GMU LIBRARY)
William Appleman Williams, Empire as a Way of Life
Amy Kaplan and Donald Pease, Cultures of United States Imperialism
Michael Rogin, Ronald Reagan, the Movie (online copy available)
Amy Greenberg, Manifest Manhood and the Antebellum American Empire
Kristin Hoganson, Fighting for American Manhood
Mary Renda, Taking Haiti (online copy available)
Gil Joseph, Catherine LeGrande, Close Encounters of Empire
Christine Skwiot, The Purposes of Paradise (online copy available)
Laura Briggs, Reproducing Empire (online copy available)
Emily Rosenberg, Financial Missionaries to the World
Stephen Rabe, The Killing Zone: The United States Wages Cold War in Latin America
Robert D. Dean, Imperial Brotherhood
Martha Huggins, Political Policing: The United States and Latin America
Stephen Schlesinger, Stephen Kinzer, John Coatsworth, Bitter Fruit
Andrew Friedman, Covert Capital
Greg Grandin, Empire’s Workshop
Arundhati Roy, An Ordinary Person’s Guide to Empire
Susana Peña, Oye Loca: From the Mariel Boatlift to Gay Cuban Miami

OPTIONAL TEXTS:
Ian Tyrrell, Reforming the World
Gail Bederman, Manliness and Civilization
Paul Kramer, Blood of Government
Aims McGuiness, Path of Empire
Lara Putnam, The Company They Kept
Elena Gutiérrez, *Fertile Matters*
Jesse Hofnung-Garskof, *A Tale of Two Cities: Santo Domingo and New York after 1950*
Julio Moreno, *Yankee Don’t Go Home: Mexican Nationalism, American Business Culture, and the Shaping of Modern Mexico, 1920-1950*
Joel Isaac, *Uncertain Empire: American History and the Idea of the Cold War*
Martha Huggins, Mika Haritos-Fatouros, Philip Zimbardo, *Violence Workers*
Nick Cullather, *Secret History: The CIA’s Classified Account of its Operations in Guatemala*
Christina Duffy Burnett, Burke Marshall, *Foreign in a Domestic Sense*
Ann Laura Stoler, *Haunted by Empire*
Mimi Thi Nguyen, *The Gift of Freedom: War, Debt, and Other Refugee Passages*

**Course Requirements and Grading Factors:**

- **Discussion Participation (40%)**
- **Book Reviews (20%)**
- **Presentation (15%)**
- **Historiographical Essay (25%)**

**Discussion.** Students must attend all class meetings and must complete all required readings before the beginning of class on the date indicated by the syllabus. Completing the readings means not only physically reading them, but coming to class prepared to speak about them and relate them to the material discussed in class by the instructor and by other students. Students will be called upon to do so at every class meeting, and should expect their overall grades to reflect, first and foremost, the quality of their active participation in discussion.

**Book Reviews.** Over the course of the semester, each student must write at least two book reviews, on books of her/his choice. Reviews should be approximately 4-5 double-spaced pages each, and should answer the following questions: What does this book set out to do? What is the scholarly conversation (the set of scholarly works or questions) in which it is engaging or with which it is in dialogue? What is the book’s principal argument? What evidence does the author draw upon to support that argument—and is the book convincing on this score? Why or why not? (Caveat: reviews should refrain from summary judgments or opinions—such as whether or not you liked the book.) Reviews must be submitted by email before class begins, and should conform to the formatting guidelines outlined below for the historiographical essay.

**Presentation.** Each student will select a date to do an additional reading and present that reading to the class. The presentation should be approximately 30 minutes, and should summarize the reading, gauge its importance, and relate it to class discussion of other materials for that week as well as to more general themes. Use of audiovisual presentation tools is encouraged.

**Historiographical Essay.** Each student must submit a ten- to fifteen-page historiographical essay on the relevant topic of the student’s choice. (Should you wish to instead submit a research paper, please see me.) Students should begin thinking about topics immediately, and should meet with me in the first or second week of classes in order to start preliminary research. The successful paper will thoroughly investigate the state of scholarship in a relevant field, making an argument about that scholarship and suggesting questions and methodologies for future research. Papers will not be
accepted should they fail to conform to the following standards: word-processed; double-spaced; in 12-point, Times New Roman or Cambria font with standard (1-inch and 1.25-inch) margins; and proofread until free of spelling and grammar errors. Citations should be made in the Chicago style, using footnotes.

Except in the case of an extreme emergency or with an extension granted by me in advance, late papers will be penalized one full letter grade (A to B) for each day they are late. If you fear that mitigating circumstances (including physical or learning disability) will make your work late, please contact me within the first two weeks of the semester.

Plagiarism will not be tolerated under any circumstances. Any material, idea (transcribed or paraphrased), or turn of phrase that has come from someone else’s work must be properly documented. Ignorance of the exact definitions of plagiarism will not be considered an excuse. Should you have questions about what constitutes plagiarism, please see the attached statement on academic integrity, and do not fail to consult the University’s guidelines, available at http://mason.gmu.edu/~montecin/plagiarism.htm.

SCHEDULE OF READINGS AND ASSIGNMENTS

- **AUG 26—THINKING EMPIRE**
  - William Appleman Williams, *Empire as a Way of Life* (Preface [begins page 3]; Appleman’s introduction [begins page 11]; Chapters 2, 3, and 9; pages 108-109 and 138-139)

- **SEP 2—THINKING EMPIRE II**
  - Michael Paul Rogin, *Ronald Reagan, The Movie*, Chapters 1, 2, and 9 (Optional: Chapters 3-8)
  - NSC-68
  - For Presentation: Ian Tyrell, *Reforming the World*

- **SEP 9—MANIFEST DESTINY**
  - Amy Greenberg, *Manifest Manhood and the Antebellum American Empire*
  - For Presentation: Gail Bederman, *Manliness and Civilization*

- **SEP 16—1898**
  - Kristin Hoganson, *Fighting for American Manhood*
  - For Presentation: Paul Kramer, *Blood of Government*

- **SEP 23—THE CARIBBEAN**
  - Mary Renda, *Taking Haiti*
• For Presentation: Aims McGuinness, *Path of Empire*

• SEP 30—CULTURAL HISTORIES OF EMPIRE IN LATIN AMERICA
  • Gil Joseph, Catherine LeGrand, *Close Encounters of Empire*. (Read essays by Joseph, LeGrand, Fein, Derby; then one more of your own choosing.)
  • Christine Skwiot, *The Purposes of Paradise*
  • Harry Foster, *A Gringo in Mainanaland* (Available online)
  • Optional: Gabriel Garcia Marquez, “The Solitude of Latin America” (Speech, Stockholm, Sweden, 8 December 1982).
  • For Presentation: Lara Putnam, *The Company They Kept*

• OCT 7—REPRODUCING EMPIRE
  • Laura Briggs, *Reproducing Empire*
  • For Presentation: Elena Gutiérrez, *Fertile Matters*

• OCT 14—NO CLASS (COLUMBUS DAY RECESS)

• OCT 21—DOLLAR DIPLOMACY
  • Emily Rosenberg, *Financial Missionaries to the World*
  • For Presentation: Jesse Hofsing-Garskof, *A Tale of Two Cities: Santo Domingo and New York after 1950*

• OCT 28—TURNING TO THE COLD WAR
  • Stephen Rabe, *The Killing Zone*
  • For Presentation: Joel Isaac, *Uncertain Empire*

• NOV 4—COLD WARRIORS
  • Robert Dean, *Imperial Brotherhood*
  • George F. Kennan Diaries, *The Kennan Diaries* (pages 240-246 and 298-299)
  • Martha Huggins, *Political Policing* (pages 1-15, Chapters 6 and 7)
  • For Presentation: Huggins, Haritos-Fatouros, and Zimbardo, *Violence Workers*

• NOV 11—GUATEMALA
- Stephen Schlesinger, Stephen Kinzer, John Coatsworth, *Bitter Fruit*
- For Presentation: Nick Cullather, *Secret History: The CIA’s Classified Account of its Operations in Guatemala*

- **NOV 18—EMPIRE AT HOME**
  - Andrew Friedman, *Covert Capital*
  - Amy Kaplan and Donald Pease, *Cultures of United States Imperialism*, (pages 433-456 and 474-499)
  - For Presentation: Christina Duffy Burnett, Burke Marshall, *Foreign in a Domestic Sense*
  - For Presentation: Julio Moreno, *Yankee Don’t Go Home: Mexican Nationalism, American Business Culture, and the Shaping of Modern Mexico, 1920-1950*

- **NOV 25—EMPIRE TODAY.**
  - Greg Grandin, *Empire’s Workshop*
  - For Presentation: Mae Ngai, *Impossible Subjects*

- **DEC 2—EMPIRE TODAY.**
  - Susana Peña, *Oye Loca*
  - Optional: Kelly Lytle-Hernández, *Migra!*
  - For Presentation: Mimi Nguyen, *The Gift of Freedom*

- **DEC 5—HISTORIOGRAPHICAL ESSAYS DUE VIA EMAIL BY 12PM.** Please submit your essays in word and pdf format.