

HS 142-51: The United States & the World
Winter/spring 2013

Daniel Kilbride
Department of history, Admin. B-wing #261
dkilbride@jcu.edu

216.397.4773 (o) 216.233.5950 (c)

Office hours TR 1:45-2:30; MW 10-12. Use this link to make appointments:

<https://www.google.com/calendar/selfsched?sstoken=UUo2bzQxaXRWaUtzfGRlZmF1bHR8ZTA4ZTRiM2I1OTVIYTYyNDkxODc1NzBiYjNiZjlhMWY>

This course is about the ways in which the United States (including those areas of North America that became the United States before 1776) interacted with the rest of the world from colonial times through the present day. Foreign policy is an important part of that story, but this class is *not* focused on the diplomatic history of the United States. Rather, it is interested in reviewing the full range of American engagement with the wider world, but particularly the commercial, cultural, and diplomatic/armed forces context of that engagement. Throughout, we will take special care to relate the history of this country's interaction with foreign peoples with contemporary dilemmas, especially pertaining to anti-Americanism in today's world.

This class crosses a number of lines in the JCU curriculum. It's a class in the history department, it fulfills expectations for a div. II (humanities) course in the core curriculum, and it's also a Honors (H) class. What does that mean for the course's goals and expectations?

- I expect you to learn the basic contours – who, what, where, how, and why – of Americans' interactions with the world from colonial times through the present day.
- Equally important, I want to develop your skills in critical thinking, oral and written presentation, and collaborative work. To do so, we will be engaging in a number of activities using a variety of sources and materials.
- As an honors class, this section of HS 142 will be especially focused on collaborative learning. Active participation is not merely expected; the students will take a much more active role than usual in running the class.

Assessment elements:

- Group research on *Two Princes of Calabar/The Transatlantic Slave Trade Database* (www.slavevoyages.org), Feb. 21: 20%
- Critical essay on *The Irony of American History* and *The Quiet American*, April 18: 20%
- Debate on the historical legacy of the U.S. abroad apropos to the future role of the U.S. in the world, May 7 (the final exam period): 20%
- Class leadership (everybody does this *twice*): 20%
- Class participation (when you are in the general population, not leading): 20%

1. Everyone will participate in a group research essay/oral presentation using *The Two Princes of Calabar* and the online database www.slavevoyages.org. Groups of no more than four people may study one of the following topics culled from *Two Princes*: 1. a comparative study of the careers of the captains involved in the 1767 massacre detailed in chapter one; 2. an examination of New Calabar, Old Calabar, and three other major slave trading ports in other parts of Africa; 3. a comparison of the English slaving ports of Liverpool and Bristol with each other and with at least three other major "home ports;"

4. an analysis of the success of English and American efforts to suppress the slave trade after 1808; 5. a comparison between Thomas Jones, a major slave trader in Bristol, with at least one other major English trader and another non-British speaker; 6. a comparison between the slave-receiving regions of Virginia and Dominica with the English colony of Jamaica and one other major non-Anglophone colony. A detailed description of this project will be distributed very soon, but expect 12-20 pp. total.

2. An essay examining the theme of American “innocence” in the Cold War era as presented in *The Irony of American History* and *The Quiet American*. Detailed instructions to be provided later in the semester, but expect 5-6 pp.

3. The semester’s final activity is a Lincoln-Douglas style-debate on the role of the United States in the intensely globalized world of the post-9/11 era (see the materials assigned for 4/23 and after), during the final exam period (Tuesday, May 7).

4. Everybody does my job twice: leading class. This means that you are in charge: you decide how class is run – what activities to engage in, what questions to ask, what priorities to establish, how to engage the materials assigned for the day. There are a few ground rules: no videos/documentaries/films, etc., that exceed 15 minutes in length. No lectures. The priority is to get discussion going and to engage the assigned materials in a critical way – not merely to grasp the facts, but to identify the authors’ arguments and to assess their strengths and weaknesses. How you do that is up to you. Student-led classes will commence on February 5, and I will take volunteers on a first-come, first-served basis (although I need to receive requests by Jan. 24). There are nineteen class periods for class leadership, with the dates of 2/19, 2/21, and 4/18 excluded. If you want anything printed out or anything else that involves resources, I will handle that for you, assuming I get sufficient advance notice.

5. Class participation. There will be no lectures in this class. It will be run as a seminar, which means that the discussion of the materials assigned is essential to the administration of the class. Participation is not optional, but required. Participation is most essential *in class*: offering observations, comments, criticisms, and questions about the materials assigned for the class. Many of the texts in this class are highly opinionated: they do not merely tell a story or present information: they aim to persuade. It is essential that you appreciate what point the author is trying to make and by what techniques – rhetoric, argument, evidence – they aim to persuade you of the merits of that argument. It’s important that you read this material with a skeptical, critical spirit and that you ask questions of this material, not just accept it uncritically. Even the texts that are less argumentative – *America and the World*, for example – lend themselves to questions since the short, to-the-point nature of that text leaves a lot of questions unanswered. There’s a lot of blanks left to be filled in. You may need to ask for additional information, for clarification, or to question or criticize a point of view advanced in the text. Whatever, *make sure you bring the texts to class* – the more specific you are with questions and observations, the better.

Participation ideally occurs in class, but I will also accept questions about the materials submitted via email *before class* – never after for any reason – for consideration. I keep records of participation for every class, for which students receive a plus (excellent), a check (satisfactory), or a minus (unsatisfactory). For the calculation of final grades, participation is assessed thusly – note the emphasis on not merely quantity, but quality:

- A= active participation in class discussion (insightful comments or questions) daily
- B= active participation in class discussion very frequently
- C= regular attendance, active listening, regular contribution to class discussion
- D= hand is never up, little contribution to class discussion
- F= zombie-like stupor on regular basis

Materials:

Lawrence A. Peskin and Edmund F. Wehrle, *America and the World: Culture, Commerce, Conflict* (Johns Hopkins University Press, 2012).

Randy J. Sparks, *The Two Princes of Calabar: An Eighteenth-Century Odyssey* (Harvard University Press, 2004).

Reinhold Niebuhr, *The Irony of American History* (1952; University of Chicago Press, 2008).

Graham Greene, *The Quiet American* (1955; Penguin Classics, 2004).

Robert Kagan, *The World America Made* (Knopf, 2012).

Other material posted from time to time on the syllabus will be available via a shared folder in Google Drive. Please click on this link to access the folder:

<https://docs.google.com/a/jcu.edu/folder/d/OB9F-ml2-y1ALS1JDY1N1c25PRUK/edit>

A note on the texts: We will be using *America and the World* throughout the semester, *The Two Princes of Calabar* at the beginning, and the other three texts toward the end of the semester. Check the course calendar for the exact dates. So, other than *America and the World*, it should be possible to get the other texts via OhioLink or from another library instead of buying them. Also, all of the texts except for *The Quiet American* are available in electronic editions. Finally, although *The Quiet American* and *The Irony of American History* are available in multiple editions, you will need to get the specific ones I have identified because they have special features that other editions do not.

These texts do not have aids for comprehension like end-of-chapter questions, glossaries of important words, and so on. It's a very good idea to take brief notes for yourself as you go through them. As you go through a text – an article, a chapter, or whatever – it's a good idea to jot down any questions you have as you go, and to summarize what you have read in a few lines as you complete a section. That way you can refresh your memory before class or provide yourself some guideposts when you prepare an assignment. Otherwise, it is very easy to forget what you have read and what you wanted to ask about.

Attendance: I do not give credit for attendance. It is expected every day. If you must be absent, I expect the courtesy of a notification before class. There are no "excused" absences. You are responsible for all material we cover in class, and missing class will detract from your participation grade. Like all instructors, I take attendance very seriously. It is in your self-interest to do so as well.

Class rules: Cell phones off or on vibrate if an emergency call is expected. Do not leave class to make or receive calls. Do *not* text in class or otherwise use your phone. If you leave class, stay out. No laptops, please, unless permission is granted on a class-by-class basis. Be nice to each other; disagree in a civilized way, but disagree by all means. Don't be habitually late. Drinks and snacks are OK.

Statement for students with disabilities: In accordance with federal law, if you have a documented disability (Learning, Psychological, Sensory, Physical, or Medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact the Director, Allison West at (216) 397-4967 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SSD will be recognized in the classroom. Please contact SSD if you have further questions.

Anti-bias statement: At John Carroll University, we are committed to fostering a respectful and inclusive campus community. Incidents of bias which are intentional or unintentional actions against someone on the basis of an actual or perceived aspect of their identity, including actions that occur in classrooms, can and should be reported on the Bias Incident Reporting Form, accessible at

<http://sites.jcu.edu/bias/>. Questions about bias can be directed to members of the Bias Response Team: Lauren Bowen, Associate Academic Vice President (bowen@jcu.edu), Bud Stuppy, Director of Human Resources (cstuppy@jcu.edu) or Danielle Carter, Director of the Center for Student Diversity and Inclusion (dcarter@jcu.edu).

Academic Honesty: According to the Undergraduate Handbook, 2011-13, Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal. All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise. Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s). Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course before the work commences and as necessary as the work proceeds.

Any violation of this policy will result in the assignment of a "0" (zero) grade for the assignment in question. The research and the writing must be your own. Don't cut and paste from materials you find anywhere, including the internet. Your work in this class must be original (not having appeared before, anywhere, in any form) and authentic (your own work and nobody else's).

Course Calendar

Part One: Early America

Discovery & exchange

T 1/15 Course introduction; perceptions of US at home & abroad

R 1/17 *America and the World*, preface to p. 20

Plantations & slavery

T 1/22 *America and the World*, pp. 20-27; *Two Princes of Calabar*, pp. 1-32

R 1/24 *Two Princes*, pp. 33-69

The Atlantic Economy and early globalization

T 1/29 *Two Princes*, pp. 70-89; *The Trans-Atlantic Slave Trade Database*
(www.slavevoyages.org)

R 1/31 *America and the World*, pp. 28-33

War, Peace, Faith

T 2/5 *America and the World*, pp. 33-39; Max Boot, "Pirates, Then and Now," *Foreign Affairs* 88 (Jul/Aug 2009), 94-107.

R 2/7 *America and the World*, pp. 40-55; Walter Russell Meade, "God's Country?" *Dialog: A Journal of Theology* 47 (Spring 2008), 5-15.

Race, Science, and Progress

T 2/12 *Atlantic World*, pp. 55-63; *Two Princes*, pp. 90-126

R 2/14 *Two Princes*, pp. 127-48

T 2/19 Slave Trade reports, day 1

R 2/21 Slave Trade reports, day 2 – **slave trade essays and assessments due**

Part Two: Independent America

Revolutions and the problems of independence

T 2/26 *America and the World*, pp. 65-89

R 2/28 *America and the World*, pp. 90-108

T 3/5 Spring Break

R 3/7 Spring Break

An American Empire?

T 3/12 *America and the World*, pp. 109-54 (chapters 6 and 7).

R 3/14 James Chance, "In Search of Absolute Security," and Victor Davis Hanson, "What Empire?" in Andrew Bacevich, ed., *The Imperial Tense* (Ivan R. Dee, 2003), pp. 119-133, 146-58

Tensions of greatness: getting rich off the world or reforming it (or both)?

T 3/19 *America and the World*, chapter 8

R 3/21 *America and the World*, chapter 9

The "American Way:" Cold War burdens

T 3/26 *America and the World*, chapter 10; "X" [George Kennan], "The Sources of Soviet Conduct," *Foreign Affairs* 25 (July 1947), 566-82.

R 3/28 **Easter Break**

The responsibilities of great power: Innocence?

T 4/2 **Easter Break (Monday classes meet)**

R 4/4 Reinhold Niebuhr, *The Irony of American History* (be sure to read the short but very opinionated introduction by Andrew Bacevich)

Foreign perspectives on American Cold War "innocence"

T 4/9 *America and the World*, pp. 224-233; *The Quiet American*, p. 1-59.

R 4/11 *America and the World*, pp. 233-244; *The Quiet American*, 63-180 and "Introduction."

Hypocrisy and human rights

T 4/16 *America and the World*, chap. 12; Kim Dae Jung, "Is Culture Destiny? The Myth of Asia's Anti-Democratic Values," *Foreign Affairs* 73 (Nov./Dec. 1994), 189-94.

R 4/18 ***Irony/Quiet American* essays due.**

Where do we go from here?

T 4/23 *America and the World*, pp. 265-67; *The World America Made*, pp. 1-68.

R 4/25 *The World America Made*, to conclusion; Andrew Bacevich, "Glory Days: A Pundit's Rosy View of the Pax Americana," *Harper's Magazine* (June 2012), 70-73.

Anti-Americanism and globalization

T 4/30 Samuel Huntington, "A Clash of Civilizations?" *Foreign Affairs* 72 (Summer 1993), 22-49; Edward W. Said, "The Clash of Ignorance," *The Nation* 273 (October 22, 2001), 11-13.

R 5/2 Benjamin R. Barber, "Jihad vs. McWorld," *The Atlantic* 269 (March 1992), 53-62; and Barber, "Beyond Jihad vs. McWorld," *The Nation* 274 (Jan. 2002), 11-18.

Final exam period: Tuesday, May 7, 10:00 am (debate)