

**HIUS 160/260: Colloquium on the American Empire**  
**Fall Quarter, 2014**  
**Wednesdays, 9:00-11:50am, HSS 4025**

**Instructor:** José I. Fusté, Ph.D.

**Office Hours:** Wednesdays, 2:00-3:00pm at Perk's Coffee (inside the Price Center Bookstore), or by appointment

**Email:** jfuste@ucsd.edu



This course explores the imperial history of the U.S. nation-state. We will trace the continuities and points of rupture between early settler colonialism and the U.S.' interventions in and expansions into the Pacific, the Caribbean, Latin America, and most recently, the Middle East. We will also discuss the debates on the U.S. nation-state's pattern of imagining itself as an exceptional liberal republic while it conducts its military policy and its diplomacy as an empire, or as Thomas Jefferson put it, an "empire of liberty."

**OBJECTIVE:** Our aim in this course should be to help each other acquire a sophisticated and nuanced understanding of the political, cultural, and social forces and discourses underlying U.S. imperialism. As scholars of history, we also have a responsibility to take on the theoretical and ethical problems that arise when we rethink the past and present in this light. It is very likely that we will be exchanging contrasting viewpoints on U.S. politics and policy to the classroom. We should see this as an asset, since it will hopefully lead us to have some productive discussions on the subject at hand. In order for that to happen though, we must approach this topic with an open mind and with the utmost respect for our peers and their statements. Pedagogically, my priority is to encourage you to not just vent out your opinions about the world but to **critically analyze** U.S. foreign policy by **engaging** the primary and secondary sources we will examine. What this means is that I want us to formulate and exchange analytical statements that speak to the information, issues, and debates discussed in the readings.

## Required Readings

Readings for this class will be available for download via our course's blackboard website which can be accessed at <http://ted.ucsd.edu>, except for the following three books which are available for purchase at the Price Center Bookstore:

- Kinzer, Stephen. *Overthrow: America's Century of Regime Change from Hawaii to Iraq*. New York: Times Books/Henry Holt, 2006.
- Grandin, Greg. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. New York: Owl Books, 2007.
- Johnson, Chalmers. *The Sorrows of Empire: Militarism, Secrecy, and the End of the Republic*. New York: Metropolitan Books, 2004.

*\*\*\*NOTE: Readings and assignments are subject to change. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I will post an updated copy of the syllabus on the front page of our blackboard portal along with an "announcement" I will also mention it in class and email you notifying you of these changes \*\*\**

## Projects, Assessment, and Grade Distribution

Participation and attendance	10% e/a = 20%
Critical Essay #1	20%
Critical Essay #2	20%
Reading Responses (5 of them)	4% e/a = 20%
Take Home Final Exam	20%

***For due dates, please see schedule below***

## Attendance and Participation

I expect you to attend all class meetings and participate actively. I will take points off for every absence (I only make exceptions if you bring me a valid medical or written excuse). I will also take points off if you don't participate in class and show me that you're keeping up to date with the reading and the discussion. If you are a shy person and do not feel as comfortable as others speaking in class, please try to make up for this by stopping by my office hours for a chat, which also counts toward participation or by emailing me your questions or observations about the readings or lectures.

## Critical Essays (2 of them)

You will have to complete two 5pp. long "critical essays" over the course of the quarter. I will send you writing prompts for these. You can choose to come up with an original argument (as long as you clear it with me at least a week in advance before the paper is due). For paper deadlines, please see weekly schedule below. All paper assignments will be uploaded to Turnitin.com (via our TED Blackboard). That means you don't have to turn in a paper copy.

## 2pp. Reading Responses (5 of them)

You will have to complete five 2pp.-long “reading responses” over the course of the quarter. These will consist of analytical reflections on the readings assigned for that week. You may relate the articles or chapters to each other or to the topics and readings covered in other weeks. These will be graded on a 5 point system: a 5 being an A, a 4 being a B, a 3 being a C, a 2 being a D and 1 or 0 being an F. Please choose to turn these in during any of the following deadlines:

<b>Week 1 Possible Deadline →</b>	Sun. Oct 6 at 11:59pm
<b>Week 2 Possible Deadline →</b>	Sun. Oct 13 at 11:59pm
<b>Week 3 Possible Deadline →</b>	Sun. Oct 20 at 11:59pm
<b>Week 4 Possible Deadline →</b>	Sun. Oct 27 at 11:59pm
<b>Week 6 Possible Deadline →</b>	Sun. Nov. 10 at 11:59pm
<b>Week 7 Possible Deadline →</b>	Sun. Nov. 17 at 11:59pm
<b>Week 8 Possible Deadline →</b>	Sun. Nov. 24 at 11:59pm

All five reading responses will be uploaded to the TED Blackboard Folder titled “Reading Responses.”

## Late Work Policy

All papers will be uploaded to Turnitin.com via our course’s blackboard website (i.e., ted.ucsd.edu). Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval **will be graded down 7 points** for each 24-hour period past the due date **(no exceptions)**.

## Academic Dishonesty

Scholastic dishonesty is any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student’s work and plagiarizing. Plagiarism is presenting someone else’s work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one’s failing the course.

## My Email Policy

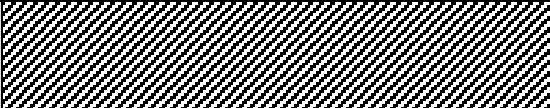
Please email me with questions and/or concerns about the course. I will respond within the next 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule an appointment with me.

## A Note About Reading Volume

Research indicates that the average U.S. college student reads about 20 pages per hour. As you will notice below, I've assigned about 120-150 pages of reading per week (i.e., about 6 hours of reading per week). Please make sure that you stay on top of the assigned texts.

### Majoring or Minor in History at UC San Diego

History offers students the option of a major, double major, minor, and a new lease on life. This 4-unit course counts big-time towards a major or minor. A history major is more than just a career path (in public policy, law, advertising, producing content for the digital world, teaching, journalism, politics, business administration, international studies, graduate studies, etc.); it also turns you into an interesting person. If you would like information about the History major or minor at UCSD, please contact Maggie Tilley, Undergraduate Student Affairs Adviser, H&SS 5041, (858) 534-8940, [mtilley@ucsd.edu](mailto:mtilley@ucsd.edu).

<b><u>IMPORTANT DEADLINES</u></b>	
<b>Critical Essay #1 Due Date</b>	<b>Sunday, November 3 at 11:59 pm;</b> due on the TED Blackboard ( <i>I will send you the paper prompt two weeks before</i> )
<b>Critical Essay #2 Due Date</b>	<b>Sunday, December 8 at 11:59 pm;</b> due on the TED Blackboard ( <i>I will send you the paper prompt two weeks before</i> )
<b>Take Home Final Due Date</b>	<b>Friday, December 13 at 11:59 pm;</b> due on the TED Blackboard



## Weekly Schedule

\*\*\*Remember, all these readings will be posted as PDF files on our blackboard homepage, except the ones from the Kinzer, Grandin, and Johnson books which are available for purchase in the Price Center Bookstore.\*\*\*

### **I: The Origins of the "Empire of Liberty"**

#### **Session 1: Wed. Oct. 2-**

Steinmetz, George. "Return to Empire: The New U.S. Imperialism in Comparative Historical Perspective." *Sociological Theory* 23, no. 4 (Dec. 2005): 339-367 (28pp.)

Williams, William Appleman. Introduction & Chs. 1-5. *Empire as a Way of Life : An Essay on the Causes and Character of America's Present Predicament Along with a Few Thoughts About an Alternative*. Brooklyn, N.Y.: Ig Pub., 2007, 4-110 (106pp.)

### **II: Expansion and the "Monroe Doctrine"**

#### **Session 2: Wed. Oct. 9-**

Jacobson, Matthew Frye. Introduction & Ch. 1. *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917*. 1st ed. New York: Hill and Wang, 2000, 1-59 (59pp.)

Sexton, Jay. Chapter 3, *The Monroe Doctrine: Empire and Nation in Nineteenth-Century America*. New York: Hill and Wang, 2011, 85-122 (37pp.)

Murphy, Gretchen. Introduction, *Hemispheric Imaginings: The Monroe Doctrine and Narratives of U.S. Empire*. Durham: Duke University Press, 2005, 1-31 (31pp.)

### **III: Regime Change déjà vu (1898-present)**

#### **Session 3: Wed. Oct. 16-**

Kinzer, Stephen. Introduction and Chs. 1-7, *Overthrow: America's Century of Regime Change from Hawaii to Iraq*. New York: Times Books/Henry Holt, 2006, 1-169 (169pp.)

#### **Session 4: Wed. Oct 23-**

Kinzer, Stephen. Chs. 8-14. *Overthrow: America's Century of Regime Change from Hawaii to Iraq*. New York: Times Books/Henry Holt, 2006, 170-322 (152pp.)

#### **IV: Race and U.S. Imperialism v. Anti-Imperialism**

##### **Session 5: Wed. Oct 30-**

Jacobson, Matthew Frye. Ch. 6 & Conclusion. *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917*. New York: Hill and Wang, 2000, 221-266 (45pp.)

Love, Eric Tyrone Lowery. Ch. 1 & Ch 5. *Race over Empire : Racism and U.S. Imperialism, 1865-1900*. Chapel Hill: University of North Carolina Press, 2004, 1-27; 159-196 (64pp.)

Hoganson, Kristin L. Introduction. *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*. New Haven: Yale University Press, 1998, 1-14 (14pp.)

#### **V: Gender and U.S. Imperialism v. Anti-Imperialism**

##### **Session 6: Wed. Nov. 6-**

Renda, Mary A. Chs. 1-3, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940*. Chapel Hill: University of North Carolina Press, 2001, 10-130 (120pp.)

#### **VI: The Origins of the U.S.' "New Imperialism"**

##### **Session 7: Wed. Nov. 13-**

Grandin, Greg. Introduction & Chs. 1-3. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. New York: Owl Books, 2007, 1-120 (120pp.)

##### **Session 8: Wed. Nov. 20-**

Grandin, Greg. Chs. 4-6 & Conclusion. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. The American Empire Project. New York: Owl Books, 2007, 121-245 (124pp.)

**Wed. Nov. 27- Thanksgiving Weekend**  
**- Class postponed**

**VII: Contemporary "New Imperialism" in the Bush Era and Beyond**

**Session 10: Wed. Dec. 4** (skipped Session 9 due to Thanksgiving)-

Johnson, Chalmers. Prologue & Chs. 1-5. *The Sorrows of Empire: Militarism, Secrecy, and the End of the Republic*. New York: Metropolitan Books, 2004, 1-150 (150pp.)

**Final Session Wed. Dec. 11, 8-11am** (during our scheduled Final Exam time)

Johnson, Chalmers. Chs. 6-10 *The Sorrows of Empire: Militarism, Secrecy, and the End of the Republic*. New York: Metropolitan Books, 2004, 151-312 (161pp.)