ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Historical, Philosophical and
Religious Studies --------------------------------- Department History ---------------------------------

Subject HST Number 316 Title 20th-Century U.S. Foreign Relations Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) ---------------------------------

Is this a shared course? Yes If so, list all academic units offering this course SLS

Course description:

Requested designation: Global Awareness-G
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area
requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two
core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies
course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Catalog description
☒ Course Syllabus
☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one
PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Cindy Baade
Phone 5-7183

Mail code 4302 E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Matthew J. Garcia Date: 2/18/15
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of other cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
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1. **Studies must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. The course must match at least one of the following descriptions: (check all which may apply):

   a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.

   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.

   c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

   d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.

Identify Documentation Submitted

| Syllabus, table of contents | Syllabus, table of contents | Syllabus, table of contents | Syllabus, table of contents | Syllabus, table of contents |
Global Awareness [G]

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST</td>
<td>316</td>
<td>American Foreign Relations</td>
<td>Global Awareness (G)</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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<tr>
<td>1</td>
<td>The course stresses the U.S. interaction with global cultures across the world including Europe, Africa, Asia, the Middle East, Latin America, and other nations and people in the periphery. It stresses the agency of those actors.</td>
<td>The readings in the textbook stress this issue as well as those including the Viet Cong Memoir and The Short Sweet Dream of Eduardo Gutierrez which look at issues related to the Vietnam War and Mexican migration primarily from the viewpoint of actors from Vietnam and Mexico.</td>
</tr>
<tr>
<td>2d</td>
<td>The best issue of this matter beyond the obvious ones including economics and foreign policy which are issues for all nations and peoples is immigration.</td>
<td>The Short, Sweet Dream of Eduardo Gutierrez is a prime example of the use of immigration as a major issue that shapes life beyond the world capitals.</td>
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</table>
HST 316  20th-Century U.S. Foreign Relations
U.S. relations with foreign powers from the late 19th century to the present.

Allow multiple enrollments: No
Repeatable for credit: No
Primary course component: Lecture
Grading method: Student Option

Offered by:
College of Letters and Sciences -- College of Letters and Sciences
Prerequisite(s): ENG 102, 105 or 108 with C or better; minimum 30 hours
College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch

Pre-requisites: ENG 102, 105 or 108 with C or better; minimum 30 hours
HISTORY 316: U.S. FOREIGN RELATIONS IN THE TWENTIETH CENTURY AND BEYOND

Coor Office Building, Room L1-20
Lectures: Tuesday and Thursday, 9-10:30

Professor Kyle Longley
Snell Family Dean’s Distinguished Professor
Professor of History
Coor Office Building 4510, Phone: 965-3524
e-mail: Kyle.Longley@asu.edu Website: http://www.public.asu.edu/~longley

Office Hours: 10:30-12:30 Tuesday, and by appointment.

Course Objective for Fall 2008

This course is an introduction to major topics in U.S. foreign relations in the twentieth century and beyond. It will cover the main themes of the period, emphasizing the domestic and international context in which the United States rose to world power status, dominating social, cultural, economic and political relations in the post-World War I era. The class will stress commercial and territorial expansion and the rise of U.S. interventionism in the non-industrialized world, emphasizing the interplay between the United States and other core powers, primarily Great Britain, France, Japan, the Soviet Union, and Germany. The goal of the class is to teach you about modern U.S. foreign relations and to help you develop a basic mastery of the important historical themes, events, and personalities, and simultaneously challenge you to improve your analytical skills in both the classroom and on written assignments.

Texts


Assignments

Your grade will be determined by your performance on a number of assignments. You will write two short papers (3-4 pages) on Hoganson and Dower. You will have a midterm examination and comprehensive final examination that will include questions from lectures, the text, and additional readings. You will have a group project, one ultimately that will require an extensive Power Point presentation (more on details to come) that will become a class designed website. Finally, a discussion grade will be determined by classroom participation and quizzes. Your
wear it there, not in class. You will be given a warning and should it happen again, you will be asked to leave and an absence added to your record.

Finally, you should not record the lectures and discussions without permission. The lectures are copyrighted by the professor and are not for the use of others. Only those with special needs will be allowed to tape any in class comments.

**Attendance:** Attendance is mandatory. Studies demonstrate that there is a direct correlation between attendance and performance, and I cannot teach you if you do not attend class. I promise to try to make the class worth your time and help you toward developing needed skills for historical and general skills in any profession. As a result, after two unexcused absences (the equivalent of a week of classes) the students will lose ten points for each for additional absence. In addition, I encourage you to be to class on time. If you are not here at the time that the roll is taken without a legitimate excuse, you are considered absent.

**Participation Grade:** Approximately 20% of your grade will be determined by your participation in the class. Since I rely heavily on a Socratic method, which emphasizes question and answer, I encourage you to come to class prepared to talk about the materials assigned for that day. To promote your reading and preparation, I will administer quizzes over the assigned materials during the semester.

**Plagiarism and Cheating:** You will receive all the help you need to succeed in this course. Submitting work that is not your own will not be tolerated. Plagiarism and cheating in any form (please refer to your student handbook if you are unclear on the definition of either) will result in failure in the course as well as any other disciplinary action that can be taken through appropriate university channels.

**Tentative Daily Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 26</td>
<td>Introduction</td>
</tr>
<tr>
<td>Thursday, August 28</td>
<td>Patterns of Analysis in U.S. Foreign Relations, Paterson and Merrill, Major Problems, 2-32.</td>
</tr>
<tr>
<td>Tuesday, September 2</td>
<td>The United States in the World at the End of the 19th Century, Paterson, et. al, American Foreign Relations, 1-32.</td>
</tr>
<tr>
<td>Thursday, September 4</td>
<td>The Era of the Warrior and the Priest, Paterson, et. al, American Foreign Relations, 33-66. (Short Paper on Hoganson due at the beginning of class).</td>
</tr>
<tr>
<td>Tuesday, September 9</td>
<td>The Road to World War I, Paterson, et. al, American Foreign Relations, 67-82; Paterson and Merrill, Major Problems, 35-36.</td>
</tr>
<tr>
<td>Thursday, September 11</td>
<td>Politics of World War I and Versailles, Paterson, et. al, American Foreign Relations, 82-105, Paterson and Merrill, Major Problems, 36-70.</td>
</tr>
<tr>
<td>Tuesday, September 16</td>
<td>The Return to Normalcy, Paterson, et. al., American Foreign Relations, 110-125, 139-147, 151-160; Paterson and Merrill, Major Problems, 73-110.</td>
</tr>
<tr>
<td>Thursday, September 18</td>
<td>The Return to Normalcy continued and The Great</td>
</tr>
</tbody>
</table>
Tuesday, November 25  catch up day
Thursday, November 27  Thanksgiving Holiday
Thursday, December 2  The 21st Century
Tuesday, December 9  Review Day
Thursday, December 11  Final Exam, 7:30-9:30 am
WAR WITHOUT MERCY

RACE AND POWER IN THE PACIFIC WAR

JOHN W. DOWER

PANTHEON BOOKS
NEW YORK
## CONTENTS

Preface ix

### PART I: ENEMIES

1. Patterns of a Race War 3
2. "Know Your Enemy" 15
3. War Hates and War Crimes 33

### PART II: THE WAR IN WESTERN EYES

4. Apes and Others 77
5. Lesser Men and Supermen 94
6. Primitives, Children, Madmen 118
7. Yellow, Red, and Black Men 147

Illustrations 181

### PART III: THE WAR IN JAPANESE EYES

8. The Pure Self 203
Some five years ago, while drafting the opening chapter to a projected book about the occupation of Japan that followed World War Two I found myself mentioning in passing the race hates and merciless fighting that had been so conspicuous in the war in Asia and the Pacific. One of the impressive features of the occupation, after all, was that the defeated Japanese and victorious Allies, predominantly Americans, worked together so amicably and constructively. War-crimes trials were conducted after Japan’s surrender, reports of wartime atrocities preoccupied journalists and jurists for many months; and there was hardly a corner of Japanese society that was not subjected to critical scrutiny. The war hates themselves, however, seemed to disappear almost overnight—so quickly, in fact, that they are easily forgotten now.

In a world that continues to experience so much violence and racial hatred, such a dramatic transformation from bitter enmity to genuine cooperation is heartening, and thus the fading memories of the war post a paradox. It is fortunate that people on all sides can put such a terrible conflict behind them, but dangerous to forget how easily war came about between Japan and the Western Allies, and how extraordinarily fierce and Manichaean it was. We can never hope to understand the nature of World War Two in Asia, or international and interracial conflict in general, if we fail to work constantly at correcting and re-creating the historical memory. At a more modest level, the significance of the occupation of Japan and postwar rapprochement between the Japanese and their
JIMMY BRESLIN

The Short Sweet Dream of Eduardo Gutiérrez
Contents

A VIETNAM VOCABULARY xi

FOREWORD xiii

1 The Family Cocoon 1
2 An Afternoon with Uncle Ho 9
3 My Personal Liberation 18
4 Going Home 25
5 Opposing Diem 33
6 Albert Pham Ngoc Thao: Master Spy 42
7 The Birth of the NLF 63
8 Strengthening the Front 81
9 The Urban Struggle 88
10 Prison Once More 102
11 Tet and a Secret Exchange 117
12 The Alliance, South Vietnam's Third Force 130
13 The Provisional Revolutionary Government 145
CONTENTS

14 Life in the Maquis 156
15 Race against Death 176
16 First Troubles with the North 186
17 1972: The Watershed 200
18 The Aftermath of Paris 219
19 The Ideologues Claim a Victim 234
20 PRG Ambassador 240
21 Joys and Sorrows 258
22 Concord and Reconciliation 271
23 One Nation 283
24 Exile 291

EPILOGUE 309

GLOSSARY OF NAMES 311

APPENDIX 317

INDEX 341

Maps appear on pages ix, 169, 184, and 306.
For
Theresa Hannon
Aaron M. Paterson

Contents

Preface xvii

CHAPTER 1
Approaching the Study of American Foreign Relations
Page 1

ESSAYS
Thomas J. McCormick • The World-System, Hegemony, and Decline 3
Akira Iriye • The Importance of Culture 7
Laura McEnaney • Gender Analysis and Foreign Relations 12
Michael H. Hunt • The Racial Hierarchy 16
Melvyn P. Leffler • Security, Values, and Power 21
J. Garry Clifford • Bureaucratic Politics and Policy Outcomes 25

FURTHER READING 29

CHAPTER 2
The Origins of American Foreign Policy in the Revolutionary Era
Page 31

DOCUMENTS
1. John Adams of Massachusetts Explains French Interest in American Independence and Cautions Against Alliance, 1775 33
2. Treaty of Amity and Commerce with France, 1778 34
3. Treaty of Alliance with France, 1778 35
4. Treaty of Peace Provides for American Independence, 1783 36
5. Foreign Policy Powers in the Constitution, 1789 38
6. Jay's Treaty, 1794 40
7. A Democratic-Republican Society Blasts Jay's Treaty, 1795 42
8. President George Washington Cautions Against Factionalism and Permanent Alliances in His Farewell Address, 1796 44

ESSAYS
Laura J. Yoon • The Treaty of Alliance with France and America
CHAPTER 3
The Louisiana Purchase
Page 63

DOCUMENTS
1. President Thomas Jefferson Assesses the French Threat in New Orleans, 1802 66
2. Napoleon Bonaparte, First Consul of France, Explains the Need to Sell Louisiana to the United States, 1803 68
3. Robert R. Livingston, American Minister to France, Recounts the Paris Negotiations, 1803 69
4. Federalist Alexander Hamilton Debunks Jefferson's Diplomacy, 1803 71
5. Jefferson Instructs Captain Meriwether Lewis on Exploration, 1803 72

ESSAYS
Robert W. Tucker and David C. Hendrickson • Jefferson's Risky Diplomacy of Watching andWaiting 75
Joyce Appleby • Jefferson's Resolute Leadership and Drive Toward Empire 84

CHAPTER 4
The War of 1812
Page 90

DOCUMENTS
1. Secretary of State James Madison Protests British Impressment of Americans from the Chesapeake, 1807 91
2. The Embargo Act Forbids U.S. Exports, 1807 92
3. Massachusetts Federalists Josiah Quincy Denounces Calls for War, 1809 93
4. The Non-Intercourse Act Replaces the Embargo Act, 1809 94
5. Shawnee Chief Tecumseh Condemns U.S. Land Grabs and Plays the British Card, 1810 94
6. Kentucky Republican Henry Clay Articulates U.S. Grievances Against Britain, 1811 95
7. President James Madison Urges Congress to Declare War on Great Britain, 1812 97
8. Former President Thomas Jefferson Predicts the Easy Conquest of Canada, 1812 99

ESSAYS
Gary Wills • Economic Coercion and the Conquest of Canada: Madison's Failed Diplomacy 100
Steven Watts • Crusade to Revitalize the American Character 106

CHAPTER 5
The Monroe Doctrine
Page 116

DOCUMENTS
1. Secretary of State John Quincy Adams Warns Against the Search for "Monsters to Destroy," 1821 117
2. British Foreign Secretary George Canning Proposes a Joint Declaration, 1823 118
3. Thomas Jefferson Advises President James Monroe to Cooperate with Britain, 1823 119
4. Adams Argues Against a Joint Anglo-American Declaration in the Cabinet Meeting of November 7, 1823 120
5. The Monroe Doctrine Declares the Western Hemisphere Closed to European Intervention, 1823 121
6. Colombia Requests an Explanation of U.S. Intentions, 1824 123
7. Juan Bautista Alberdi of Argentina Warns Against the Threat of "Monrois" to the Independence of Spanish America, n.d. 123

ESSAYS
James E. Lewis Jr. • Ineffective Defense, at Best 125
William E. Weeks • The Age of Manifest-Destiny Begins 132

CHAPTER 6
Manifest Destiny, Texas, and the War with Mexico
Page 136

DOCUMENTS
1. Commander Sam Houston's Battle Cry for Texan Independence from Mexico, 1835 137
2. General Antonio López de Santa Anna Defends Mexican Sovereignty over Texas, 1837 140
3. Democratic Publicist John L. O'Sullivan Proclaims America's Manifest Destiny, 1839 141
4. President James K. Polk Lays Claim to Texas and Oregon, 1845 142
5. Polk Asks Congress to Declare War on Mexico, 1846 144
6. The Wilmot Proviso Raises the Issue of Slavery in New Territories, 1846 146
7. Massachusetts Senator Daniel Webster Protests the War with Mexico and the Admission of New States to the Union, 1848 146
8. Mexican Patriots Condemn U.S. Aggression, 1850 148

E S S A Y S
Anders Stephanson • The Ideology and Spirit of Manifest Destiny 150
Thomas R. Hietala • Empire by Design, Not Destiny 157
CHAPTER 7
The Spanish-American-Cuban-Filipino War
Page 163

DOCUMENTS
1. Cuban Nationalist José Martí Cautions Against Annexation to the United States, 1895 166
2. Spanish Minister Dupuy de Lôme Criticizes President William McKinley, 1897 167
3. "Peace—But Quit That": Uncle Sam Defends Cuba's Feminine Virtue, 1898 168
4. "Another Old Woman Tries to Sweep Back the Sea": Critics Lampoon President William McKinley as Indecisive and Unmanly, 1898 169
5. McKinley Asks Congress to Authorize War on Spain, 1898 169
6. The Teller Amendment Disavows the U.S. Annexation of Cuba, 1898 172
7. American Anti-Imperialist League Platform, 1899 172
8. McKinley Preaches His Imperial Gospel, 1899 173
9. The Platt Amendment Restricts Cuba's Independence, 1903 174

ESSAYS
Walter LaFeber • Preserving the American System 175
Krisin Hoganson • Manhood, Chivalry, and McKinley's Reluctant Decision for War 183
Louis A. Pérez Jr. • Derailing Cuban Nationalism and Establishing U.S. Hegemony 191

FURTHER READING 196

CHAPTER 8
Woodrow Wilson, World War I, and the League Fight
Page 198

DOCUMENTS
1. The First Lusitania Note Demands That Germany Halt Submarine Warfare, 1915 200
2. President Woodrow Wilson Asks Congress to Declare War Against Germany, 1917 201
3. Senator Robert M. La Follette Voices His Dissent, 1917 203
5. Articles 10 Through 16 of the League of Nations Covenant, 1919 206
6. Wilson Defends the Peace Treaty and League, 1919 207
7. Senator Henry Cabot Lodge Proposes Reservations to the League Covenant, 1919 212

ESSAYS
Thomas J. Knock • From Peace to War: Progressive Internationalists Confront the

CHAPTER 9
U.S. Entry into World War II
Page 235

DOCUMENTS
1. Senator Gerald P. Nye Cites the Lessons of History and Advocates Neutrality, 1936 239
2. President Franklin D. Roosevelt Proposes to "Quarantine" aggressors, 1937 242
3. Japan Envisions a "New Order" in Asia, 1938 244
4. FDR Proposes Lend-Lease Aid to Great Britain, 1940 244
5. Roosevelt Orders the U.S. Navy to "Shoot on Sight," 1941 247
6. Japan Proposes Two Diplomatic Options to the United States, November 1941 250
7. Washington Rejects Japan's Proposals and Reaffirms the Open Door, November 1941 252
8. Roosevelt Delivers His War Message to Congress, 1941 254

ESSAYS
Gerhard Weinberg • The Global Threat and the Case for War 256
Bruce M. Russett • Stalemate and the Case Against U.S. Entry into the War 265

FURTHER READING 273

CHAPTER 10
The Origins of the Cold War
Page 275

DOCUMENTS
1. The Franck Committee Predicts a Nuclear-Arms Race If the Atomic Bomb Is Dropped on Japan, 1945 278
2. Secretary of War Henry L. Stimson Appeals for Atomic Talks with the Soviets, 1945 280
3. Attaché George F. Kennan Critiques Soviet Foreign Policy in His "Long Telegram," 1946 281
4. Former British Prime Minister Winston S. Churchill Declares an "Iron Curtain" Has Descended on Europe, 1946 284
5. Soviet Ambassador Nikolai Novikov Identifies a U.S. Drive for World Supremacy, 1946 286
6. The Truman Doctrine Calls for Aid to Greece and Turkey to Contain
7. The Marshall Plan (Economic Cooperation Act) Provides Aid for European 
Reconstruction, 1948 291
8. The National Security Council Paper No. 68 (NSC-68) Reassesses the Soviet 
Threat and Recommends a Massive Military Buildup, 1950 292

ESSAYS
Barton J. Bernstein • Secrets and Threats: Atomic Diplomacy and Soviet-American 
Antagonism 295
Arnold A. Offner • Provincialism and Confrontation: Truman’s Responsibility 
303
John Lewis Gaddis • Two Cold War Empires: Imposition vs. Multilateralism 
311

FURTHER READING 322

CHAPTER 11
Cold War Culture and the “Third World” 
324

DOCUMENTS
1. Iranian Prime Minister Mohammed Mossadeq Defends the Nationalization 
of Oil, 1951 327
2. U.S. Ambassador Loy Henderson Questions Mossadeq’s Mental Stability, 
1952 329
3. President John F. Kennedy Launches the Peace Corps, 1961 331
4. JFK Enlists Youth and Idealism in the Peace Corps, 1961 332
5. A Peace Corps Volunteer Describes Life in Ghana, 1964 333
6. The Commonwealth of Puerto Rico Plans for Tourism, 1949 335
7. Modernity Goes on Display: San Juan’s Caribe Hilton Hotel, 1949 337

ESSAYS
Mary Ann Heiss • Culture Clash: Gender, Oil, and Iranian Nationalism 339
Elizabeth Cobbs Hoffman • Cultural Cooperation: The Peace Corps in Ghana 347
Dennis Merrill • Cultural Negotiation: U.S. Tourism in Puerto Rico 354

FURTHER READING 363

CHAPTER 12
Cuba and the Missile Crisis 
Page 365

DOCUMENTS
1. CIA Assassination Plots Against Cuban Leader Fidel Castro (1960–1965), 
1975 367
2. Guidelines for Operation Mongoose, 1962 370

4. Kennedy Addresses the Nation, October 22, 1962 377
5. Soviet Premier Nikita Khrushchev Asks for a U.S. No-Invasion 
October 26, 1962 380
6. Khrushchev Requests U.S. Removal of Jupiter Missiles from 1 
October 27, 1962 382
7. Kennedy and ExComm Consider Trading the Jupiter Missiles 
October 27, 1962 383
8. Soviet Official Anastas I. Mikoyan and Fidel Castro Debate an 
Crisis, November 4–5, 1962 384

ESSAYS
Robert Dallek • Patient Diplomacy and Measured Pressure: JFK’s 
386
Thomas G. Paterson • Spinning Out of Control: Kennedy’s War 
Ag and the Missile Crisis 398

FURTHER READING 410

CHAPTER 13
The Vietnam War 
Page 412

DOCUMENTS
1. The Vietnamese Declaration of Independence, 1945 415
3. North Vietnamese General Vo Nguyen Giap Outlines His People’s 
Strategy, 1961 417
4. The Tonkin Gulf Resolution Authorizes the President to Use Force, 
1964 419
5. A Bureaucratic Insider Laments the Momentum Against Negotiation, 
November 1964 420
6. President Lyndon B. Johnson’s Advisers Chart the Path to Militarization, 
December 1964 421
7. Chinese Leader Mao Zedong Urges the North Vietnamese to Fight 
423
8. Senator J. William Fulbright Decrees the “Arrogance of Power,” 
1965 424
9. Former Secretary of Defense Robert S. McNamara Concludes That 
1995 426

ESSAYS
Robert Bremmer • International Capitalism and Communism Collide: 
Vietnamese Nationalism 427
Fredrik Logevall • Lyndon Johnson and His Advisers Pursue Persuasion 
and War 435
Robert K. Browning • An Unwinnable War 439
Contents


Essays
Barton J. Bernstein • Secrets and Threats: Atomic Diplomacy and Soviet-American Antagonism 295
Arnold A. Offner • Provincialism and Confrontation: Truman's Responsibility 303
John Lewis Gaddis • Two Cold War Empires: Imposition vs. Multilateralism 311

Further Reading 322

Chapter 11
Cold War Culture and the "Third World" 324

Documents
1. Iranian Prime Minister Mohammed Mossadeq Defends the Nationalization of Oil, 1951 327
3. President John F. Kennedy Launches the Peace Corps, 1961 331
4. JFK Enlists Youth and Idealism in the Peace Corps, 1961 332
5. A Peace Corps Volunteer Describes Life in Ghana, 1964 333
6. The Commonwealth of Puerto Rico Plans for Tourism, 1949 335
7. Modernity Goes on Display: San Juan's Caribe Hilton Hotel, 1949 337

Essays
Mary Ann Heiss • Culture Clash: Gender, Oil, and Iranian Nationalism 339
Elizabeth Cobbs Hoffman • Cultural Cooperation: The Peace Corps in Ghana 347
Dennis Merrill • Cultural Negotiation: U.S. Tourism in Puerto Rico 354

Further Reading 363

Chapter 12
Cuba and the Missile Crisis
Page 365

Documents
1. CIA Assassination Plots Against Cuban Leader Fidel Castro (1960–1965), 1975 367
2. Guidelines for Operation Mongoose, 1962 370
3. Missiles Photographed in Cuba: President John F. Kennedy Meets with His

Chapter 13
The Vietnam War
Page 412

Documents
1. The Vietnamese Declaration of Independence, 1945 415
3. North Vietnamese General Vo Nguyen Giap Outlines His People’s War Strategy, 1961 417
4. The Tonkin Gulf Resolution Authorizes the President to Use Force, 1964 419
5. A Bureaucratic Insider Laments the Momentum Against Negotiation, November 1964 420
6. President Lyndon B. Johnson’s Advisers Chart the Path to Military Escalation, December 1964 421
7. Chinese Leader Mao Zedong Urges the North Vietnamese to Fight On, 1965 423

Essays
Robert Bussan • International Capitalism and Communism Collide with Vietnamese Nationalism 427
Fredrik Logevall • Lyndon Johnson and His Advisers Pursue Personal Credibility and War 435
Robert K. Brigham • An Unwinnable War 444
CHAPTER 14
The Cold War Ends and
the Post-Cold War Era Begins
Page 453

DOCUMENTS
1. Secretary of State Henry A. Kissinger Defines Détente, 1974 456
2. President Jimmy Carter Condemns the Soviet Invasion of Afghanistan, 1980 458
3. President Ronald Reagan Denounces the Soviet Union, 1981 460
4. Reagan Defends SDI After the Reykjavik Summit Meeting, 1986 460
5. Soviet General Secretary Mikhail Gorbachev Criticizes SDI After the Reykjavik Summit Meeting, 1986 462
6. Paul Kennedy on "Imperial Overstretch" and the Relative Decline of the United States, 1987 464
8. President George Bush Proclaims Cold War Victory, 1990 467
9. President William J. Clinton Applauds America's Globalism and Warns Against a New Isolationism, 1995 469

ESSAYS
John Lewis Gaddis • President Ronald Reagan's Successful Strategy of Negotiating from Strength 472
Raymond L. Garthoff • Mikhail Gorbachev's Bold Initiative and Reagan's Modest Response 480

FURTHER READING 489

CHAPTER 15
September 11, 2001, and Anti-Americanism in the Muslim World
Page 492

DOCUMENTS
1. President Franklin D. Roosevelt Befriends King Ibn Saud, 1945 496
2. The National Security Council Weighs U.S. Options in the Middle East, 1948 497
3. Egypt's Gamal Abdel Nasser Justifies Nationalizing the Suez Canal, 1956 501
4. The Palestinian National Covenant Calls for the Liberation of Palestine, 1968 502
6. President George Bush Declares a New World Order During the Persian Gulf Crisis, 1990 504

7. Israeli Prime Minister Yitzhak Rabin Pleads for Peace, 1993 506
8. President George W. Bush Asks, "Why Do They Hate Us?" 2001 506
10. President Bush Vows to Democratize Iraq, 2005 510

ESSAYS
Bernard Lewis • The Revolt of Islam 511
Usama Makdisi • A Clash with U.S. Foreign Policy 527

FURTHER READING 537
Contents

Preface xiii

1 Imperialist Leap, 1895–1900 1

Diplomatic Crossroad: The Maine, McKinley, and War, 1898 2
The Venezuela Crisis of 1895 5
Men of Empire 8
Cleveland and McKinley Confront Cuba Libre, 1895–1898 11
The Spanish-American–Cuban–Filipino War 16
Peace and Empire: The Debate in the United States 18
Imperial Collisions in Asia: The Philippine Insurrection and the Open Door in China 21
The Elbows of a World Power, 1895–1900 27
FURTHER READING FOR THE PERIOD 1895–1900 29
NOTES TO CHAPTER 1 30

2 Managing, Policing, and Extending the Empire, 1900–1914 33

Diplomatic Crossroad: Severing Panama from Colombia for the Canal, 1903 34
The Conservative Shapers of Empire 38
Cuba’s Limited Independence Under the Platt Amendment 42
The Constable of the Caribbean: The Roosevelt Corollary, Venezuela, and the Dominican Republic 44
The Quest for Order in Haiti and Nicaragua 46
The Mexican Revolution Threatens U.S. Interests 48
Japan, China, and Dollar Diplomacy in Asia 51
Anglo-American Rapprochement and Empire-Building 55
FURTHER READING FOR THE PERIOD 1900–1914 61
NOTES TO CHAPTER 2 64

3 War, Peace, and Revolution i
1914–1920 67

Diplomatic Crossroad: The Sinkir
The Travails of Neutrality 73
Submarines, Neutral Rights, and the Dilemma of American Policy 79
Wilson Leads America into World War 1
The Debate over Preparedness 83
The Doughboys Make the Difference 87
Wilson Imagines a Better Future: The League Fight 91
Red Scare Abroad: Bolshevism and the Whispering Gallery of Global 1
FURTHER READING FOR THE PERIOD 1914–1919 99
NOTES TO CHAPTER 3 103

4 Descending into Europe’s Ma
1920–1939 106

Diplomatic Crossroad: Roosevelt’s Frontier to the Rhine, 1939 106
“Prize Fighters with a Very Long R
The Independent Internationalist
Economic and Cultural Expansion in
Peace Seekers for a World Without
Cold as Steel: Soviet-American Encounters, Germany, Appeasement, and American Isolationism and the New Roosevelt Shifts and Congress Balks
FURTHER READING FOR THE PERIOD 1920–1939 119
NOTES TO CHAPTER 4 136

5 Asia, Latin America, and the of Power, 1920–1939 139

Diplomatic Crossroad: The Manch
A Question of Power 142
Facing Japan: The Washington Naval Conference and China 144
### Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>War, Peace, and Revolution in the Time of Wilson, 1914–1920</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diplomatic Crossroad: The Sinking of the Lusitania, 1915</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>The Travails of Neutrality</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Submarines, Neutral Rights, and Mediation Efforts</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Wilson Leads America into World War</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>The Debate over Preparedness</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>The Doughboys Make the Difference in Europe</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Wilson Imagines a Better Future: The Fourteen Points and the Peace Conference</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Principle, Personality, Health, and Partisanship: The League Fight</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>The Red Scare Abroad: Bolshevism and Intervention in Russia</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>The Whispering Gallery of Global Disorder</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>FURTHER READING FOR THE PERIOD 1914–1920</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>NOTES TO CHAPTER 3</td>
<td>102</td>
</tr>
<tr>
<td>4</td>
<td>Descending Into Europe's Maelstrom, 1920–1939</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Diplomatic Crossroad: Roosevelt's Attempt to Extend America's Frontier to the Rhine, 1930</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>&quot;Prize Fighters with a Very Long Reach&quot;: The Independent Internationalists</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Economic and Cultural Expansion in a Rickey World</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Peace Seekers for a World Without War</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Cold as Steel: Soviet-American Encounters</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>Hitler's Germany, Appeasement, and the Outbreak of War</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>American Isolationism and the Neutrality Acts</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Roosevelt Shifts and Congress Balks on the Eve of War</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>FURTHER READING FOR THE PERIOD 1920–1939</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>NOTES TO CHAPTER 4</td>
<td>136</td>
</tr>
<tr>
<td>5</td>
<td>Asia, Latin America, and the Vagaries of Power, 1920–1939</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>Diplomatic Crossroad: The Manchurian Crisis, 1931–1932</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>A Question of Power</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>Facing Japan: The Washington Naval Disarmament Conference and China</td>
<td>144</td>
</tr>
</tbody>
</table>
6 Survival and Spheres: The Allies and the Second World War, 1939–1945 172
   Diplomatic Crossroad: The Atlantic Charter Conference, 1941 173
   Juggling Between War and Peace, 1939–1941 176
   Asian Collision Course: Japanese–American Relations, 1939–1941 181
   The Big Three: Strategies and Fixtures, 1941–1943 186
   In Search of a China Policy 191
   Bystanders to the Holocaust: Americans and the Murder of the Jews 195
   Planning the Postwar Peace, 1943–1945 198
   Compromises at the Yalta Conference 202
   To Each Its Own: Allied Divergence and Spheres of Influence 206
   The Potsdam Conference and the Legacy of the Second World War 210
   FURTHER READING FOR THE PERIOD 1939–1945 213
   NOTES TO CHAPTER 6 216

7 All-Embracing Struggle: The Cold War Begins, 1945–1950 221
   Diplomatic Crossroad: The Atomic Bomb at Hiroshima, 1945 222
   The Big Two and the International System: Sources of the Long War 228
   Challenging the Soviet Sphere in Eastern Europe 231
   Stiffening Up: Early Cold War Crises 235
   The Truman Doctrine, Israel, and Containment 239
   On Its Feet and Off Our Backs: The N and the Division of Europe 242
   Asian Allies: Restoring Japan and Back The People’s Republic of China and U. A Cold War Culture Emerges 253
   FURTHER READING FOR THE PERIOD 1945 261
   NOTES TO CHAPTER 7 261

   Diplomatic Crossroad: The Decision War, 1950 266
   Korea, the Cold War, and the “Trojan National Security 268
   Ambivalent Cold Warrior: Dwight D. John Foster Dulles, McCarthyism, and The Glacier Grinds On: Khrushchev, I and the Cold War 282
   Missile Race, Berlin, and the U-2 Mal To the Brink with China; To the Mark The Third World Rises: Revolutionary and Nonalignment 295
   Stormy Weather: Nationalism in the N and Latin America 300
   Cultural Expansion and the Globalizer FURTHER READING FOR THE PERIOD 1950 311
   NOTES TO CHAPTER 8 311

9 Passing the Torch: The Vietnam 1961–1969 316
   Diplomatic Crossroad: The Tet Offens Vietnamese Wars Before 1961 32
   John F. Kennedy and His “Action Inte Nation Building 329
   The Most Dangerous Area in the Wor Revolution and Latin America Spinning Out of Control: The Cuban Laos, Vietnam, and the Kennedy Lega
Survival and Spheres: The Allies and the Second World War, 1939–1945 172

Diplomatic Crossroad: The Atlantic Charter Conference, 1941 173
Juggling Between War and Peace, 1939–1941 176
Asian Collision Course: Japanese-American Relations, 1939–1941 181
The Big Three: Strategies and Fissures, 1941–1943 186
In Search of a China Policy 191
Bystanders to the Holocaust: Americans and the Murder of the Jews 195
Planning the Postwar Peace, 1943–1945 198
Compromises at the Yalta Conference 202
To Each Its Own: Allied Divergence and Spheres of Influence 206
The Potsdam Conference and the Legacy of the Second World War 210
FURTHER READING FOR THE PERIOD 1939–1945 213
NOTES TO CHAPTER 6 216

All-Embracing Struggle: The Cold War Begins, 1945–1950 221

Diplomatic Crossroad: The Atomic Bomb at Hiroshima, 1945 222
The Big Two and the International System: Sources of the Long War 228
Challenging the Soviet Sphere in Eastern Europe 231
Stillening Up: Early Cold War Crises 235
The Truman Doctrine, Israel, and Containment 239

On Its Feet and Off Our Backs: The Marshall Plan, NATO, and the Division of Europe 243
Asian Allies: Restoring Japan and Backing Jiang in China 248
The People's Republic of China and U.S. Nonrecognition 252
A Cold War Culture Emerges 253
FURTHER READING FOR THE PERIOD 1945–1950 256
NOTES TO CHAPTER 7 261


Diplomatic Crossroad: The Decision to Intervene in the Korean War, 1950 266
Korea, the Cold War, and the "Trojan Horse" of National Security 268
Ambivalent Cold Warrior: Dwight D. Eisenhower 275
John Foster Dulles, McCarthyism, and the New Look 279
The Glacier Grinds On: Khroushchev, Eisenhower, and the Cold War 282
Missile Race, Berlin, and the U-2 Mess 287
To the Brink with China; To the Market with Japan 291
The Third World Rises: Revolutionary Nationalism and Nonalignment 295
Stormy Weather: Nationalism in the Middle East and Latin America 300
Cultural Expansion and the Globalized Cold War 305
FURTHER READING FOR THE PERIOD 1950–1961 308
NOTES TO CHAPTER 8 311

Passing the Torch: The Vietnam Years, 1961–1969 316

Vietnamese Wars Before 1961 321
John F. Kennedy and His "Action Intellectuals" 326
Nation Building 329
The Most Dangerous Area in the World: The Cuban Revolution and Latin America 335
Spinning Out of Control: The Cuban Missile Crisis 337
Laos, Vietnam, and the Kennedy Legacy 342
New in New: Lyndon B. Johnson and the World 346
“The Biggest Damned Mess”: Johnson’s Vietnam War 348
As the Doves Dissent, the Peace Efforts Fail 353
FURTHER READING FOR THE PERIOD 1961–1969 356
NOTES TO CHAPTER 9 359

10 Détente and Disequilibrium, 1969–1977 364
Diplomatic Crossroad: Richard M. Nixon’s
Trip to China, 1972 365
Nixon, Kissinger, and Their Critics 368
Détente, SALT, and the Nuclear Arms Race 372
Regional Tails Wagging the Superpower Dogs:
The Middle East 377
Covert Action and Economic Relations in Latin
America and Africa 382
Economic Competition, Environmental Distress,
and the North–South Debate 386
Vietnamization, Cambodia, and a Wider War 391
The Jabberwocky Peace Agreement, Withdrawal, and Defeat 394
The Many Lessons and Questions of Vietnam 397
FURTHER READING FOR THE PERIOD 1969–1977 402
NOTES TO CHAPTER 10 404

11 To Begin the World Over Again: Carter,
Reagan, and Revivalism, 1977–1989 408
Diplomatic Crossroad: The Iranian Hostage
Crisis, 1979–1981 409
Zbigs and Zags: Carter’s Divided Administration 414
The Panama Canal and High Voltage Nationalism
in Latin America 417
Carter’s Activism in the Middle East and Africa 421
The Red Thread: SALT-II, Afghanistan, and the
Carter Record 424
Ronald Reagan’s Mission to Revive Hegemony 431
Soviet-American Crises and Antinuclearism 436
The “Backyard”: Central America and the Caribbean 442
Hornets’ Nests in the Middle East, Africa, and Asia 447
Triumphs and Hazards: The Reagan Legacy 452
FURTHER READING FOR THE PERIOD 1977–1989 454
NOTES TO CHAPTER 11 457

12 Imperial America: The United
Since 1989 461
Diplomatic Crossroad: 9/11 and Afgh
The Earthquakes of 1989–1991 474
Indispensable Nation: Bush–Clinton–Bush and Post–Cold War Priorities 475
Europe Transformed: Russian Disintegration and EU
NATO Expansion, Balkan Hell 478
Hope and Tragedy in Africa 482
Markets, Invasions, and Implosions in
MidEast Quagmires: Gulf Wars and the
Peace Process 491
Feuding and Trading with China, Vietnam, and Global Bewilderments and Opportunism 494
FURTHER READING FOR THE PERIOD SINCE 1989 512
NOTES TO CHAPTER 12 518

Appendix: Makers of American Foreign Policy
General Bibliography 521
General Reference Works 521
Overviews of Relations with Countires, Including Atlases and Chronologies, Bibliographies, Bi
cyclopedias and Dictionaries, and
Overviews of Subjects, Including At
Bibliographies, Biographical Aids
Encyclopedias, and Statistics 522

Index 545
12 Imperial America: The United States and the World Since 1989 461

Diplomatic Crossroad: 9/11 and After 462
The Earthquakes of 1989–1991 467
Indispensable Nation: Bush-Clinton-Bush and Post-Cold War Priorities 471
Europe Transformed: Russian Disintegration, German Reunification, NATO Expansion, Balkan Hell 476
Hope and Tragedy in Africa 482
Markets, Invasions, and Implosions in Latin America 485
MidEast Quagmires: Gulf Wars and the Arab-Israeli Peace Process 491
Feuding and Trading with China, Vietnam, and Japan 496
Global Bewilderments and Opportunities 499
FURTHER READING FOR THE PERIOD SINCE 1989 509
NOTES TO CHAPTER 12 512

Appendix: Makers of American Foreign Relations 517
General Bibliography 521

Index 545