



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit	<u>Historical, Philosophical and Religious Studies</u>	Department	<u>History</u>
Subject	<u>HST</u>	Number	<u>316</u>
Title	<u>20th-Century U.S. Foreign Relations</u>		Units: <u>3</u>
Is this a cross-listed course?	<u>No</u>		
If yes, please identify course(s)	_____		
Is this a shared course?	<u>Yes</u>	If so, list all academic units offering this course	<u>SLS</u>
Course description:	_____		

Requested designation: Social and Behavioral Sciences-SB
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 (SO/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:

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Mail code	<u>4302</u>	E-mail:	<u>cynthia.baade@asu.edu</u>

Department Chair/Director approval: (Required)

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

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;">History</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	History	Syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	History				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	General Studies Designation
HST	316	American Foreign Relations	

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Human interaction	The whole course is about interaction between people of different nation states and cultures at a global and local levels.	For example, one of books used, The Death of Eduardo Gutierrez talks about immigration from Mexico to the United States and focuses on migration, economics, and cultural interchanges on a human level.
Social Behavior in History	The course is about social interactions and societies often in conflict over resources.	For example, the book, War Without Mercy looks at race and how it shaped the interactions between the United States and Japan during World War II. It looks at macro and micro issues of race on both sides of the Pacific.
distinct methods of inquiry	The course relies heavily on historical methodologies but also incorporates other fields including race and gender studies	The book, Fighting for American Manhood employs a heavy emphasis on gender and how it shaped U.S. reactions to the wars in the Philippines and Cuba. This form of analysis is employed throughout the course in lectures, assignments, and discussions.
Social or behavioral science	The course relies heavily on social science models of the study of international relations.	-The course relies heavily on readings strongly influenced by political science, especially the field of international relations. One of the co-authors of the text is Garry Clifford, a political scientist at the University of Connecticut who uses models in the narrative of issues such as the Cuban Missile Crisis.

HST 316 20th-Century U.S. Foreign Relations

3 SB & G & H

U.S. relations with foreign powers from the late 19th century to the present.

Allow multiple

Primary course

enrollments: No

component: Lecture

Repeatable for credit: No

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

1. Thomas Paterson, et. al., American Foreign Relations: A History, vol. 2, sixth edition (2005)
2. Thomas Paterson and Dennis Merrill, Major Problems in American Foreign Relations: Since 1914, vol. 2., sixth edition (2005)
3. Kristin Hoganson, Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine American War (2000).
4. John Dower, War Without Mercy: Race and Power in the Pacific War (1987)
5. Troung Nhu Tang, Viet Cong Memoir (1986)
6. Jimmy Breslin, The Short Sweet Dream of Eduardo Gutierrez (2003)

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

Tuesday, August 26	Introduction
Thursday, August 28	Patterns of Analysis in U.S. Foreign Relations, Paterson and Merrill, <u>Major Problems</u> , 2-32.
Tuesday, September 2	The United States in the World at the End of the 19 th Century, Paterson, et. al, <u>American Foreign Relations</u> , 1-32.
Thursday, September 4	The Era of the Warrior and the Priest, Paterson, et. al, <u>American Foreign Relations</u> , 33-66. (Short Paper on Hoganson due at the beginning of class).
Tuesday, September 9	The Road to World War I, Paterson, et. al, <u>American Foreign Relations</u> , 67-82; Paterson and Merrill, <u>Major Problems</u> , 35-36.
Thursday, September 11	Politics of World War I and Versailles, Paterson, et. al, <u>American Foreign Relations</u> , 82-105, Paterson and Merrill, <u>Major Problems</u> , 36-70.
Tuesday, September 16	The Return to Normalcy, Paterson, et. al., <u>American Foreign Relations</u> , 110-125, 139-147, 151-160; Paterson and Merrill, <u>Major Problems</u> , 73-110.
Thursday, September 18	The Return to Normalcy continued and The Great

Tuesday, November 25
Thursday, November 27
Thursday, December 2
Tuesday, December 9
Thursday, December 11

catch up day
Thanksgiving Holiday
The 21st Century
Review Day
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

9. The Demonic Other	234
10. "Global Policy with the Yamato Race as Nucleus"	262

PART IV: EPILOGUE

11. From War to Peace	293
Notes	319
Bibliography	367
Picture Credits	385
Index	387

PREFACE

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 pose 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 Manichaeian 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


THREE RIVERS PRESS
NEW YORK

The Short
Sweet Dream
of Eduardo
Gutiérrez

A 

VIET CONG

MEMOIR

TRUONG NHU TANG

WITH DAVID CHANOFF AND DOAN VAN TOAI



VINTAGE BOOKS

A DIVISION OF RANDOM HOUSE NEW YORK

A VIETNAM VOCABULARY *xi*

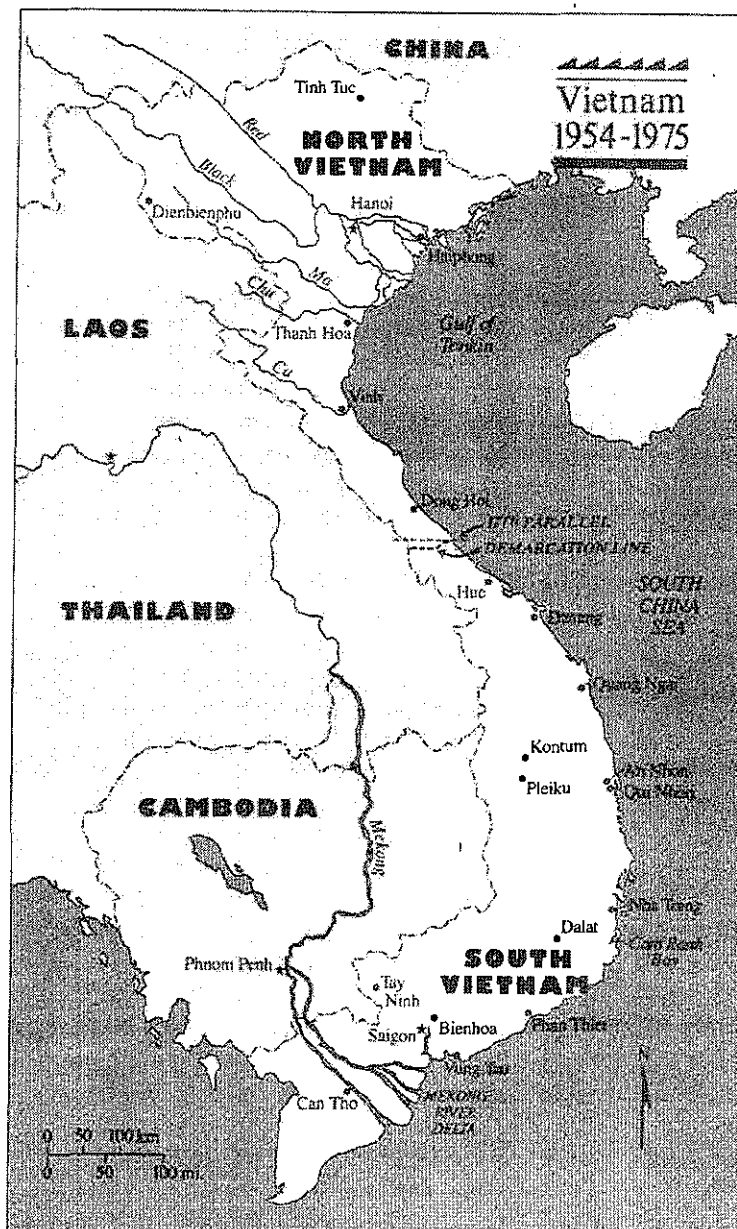
FOREWORD *xiii*

- 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.



*Major Problems in American
Foreign Relations*



DOCUMENTS AND ESSAYS

CONCISE EDITION

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UNIVERSITY OF CONNECTICUT

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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

Lawrence S. Kaplan • The Treaty of Alliance with France and American

Peter S. Onuf and Leonard J. Sadosky • American Internationalism and Federal Union 56

FURTHER READING 63

CHAPTER 3
The Louisiana Purchase

Page 65

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 and Waiting 75

Joyce Appleby • Jefferson's Resolute Leadership and Drive Toward Empire 84

FURTHER READING 88

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 Federalist 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

Garry 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 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
7. Juan Bautista Alberdi of Argentina Warns Against the Threat of U.S. Intervention 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

FURTHER READING 135

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

Page 136

DOCUMENTS

1. Commander Sam Houston's Battle Cry for Texan Independence, 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
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

ESSAYS

Anders Stephanson • The Ideology and Spirit of Manifest Destiny

Thomas R. Hietala • Empire by Design, Not Destiny 157

Peter S. Onuf and Leonard J. Sadosky • American Internationalism and Federal Union 56

FURTHER READING 63

CHAPTER 3
The Louisiana Purchase

Page 65

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 and Waiting 75
- Joyce Appleby • Jefferson's Resolute Leadership and Drive Toward Empire 84

FURTHER READING 88

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 Federalist 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

- Garry 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 "Monroism" 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

FURTHER READING 135

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

ESSAYS

- 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 Unmaly, 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
- Kristin 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
4. Wilson Proclaims U.S. War Aims: The Fourteen Points, 1918 204
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

Jan Wilhelm Schulte-Nordholt • The Peace Advocate Out of Touch with 222

Tony Smith • Wilsonianism: A Workable Blueprint for a Broken World 234

FURTHER READING 234

CHAPTER 9
U.S. Entry into World War II

Page 235

DOCUMENTS

1. Senator Gerald P. Nye Cites the Lessons of History and Advocates 1936 239
2. President Franklin D. Roosevelt Proposes to "Quarantine" Aggressors 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 244
6. Japan Proposes Two Diplomatic Options to the United States, November 1941 250
7. Washington Rejects Japan's Proposals and Reaffirms the Open Door Policy, 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 273

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

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 Lamoon President William McKinley as Indecisive and Unmaly, 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
- Kristin 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
4. Wilson Proclaims U.S. War Aims: The Fourteen Points, 1918 204
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

Jan Wilhelm Schulte-Nordholt • The Peace Advocate Out of Touch with Reality 222

Tony Smith • Wilsonianism: A Workable Blueprint for a Broken World 229

FURTHER READING 234

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
8. A Puerto Rican Cartoon Satirizes U.S. Tourists, 1960 338

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 Cuba 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 at the Crisis, November 4-5, 1962 384

ESSAYS

Robert Dallek • Patient Diplomacy and Measured Pressure: JFK's Strategy 386

Thomas G. Paterson • Spinning Out of Control: Kennedy's War Aims and the Missile Crisis 398

FURTHER READING 410

CHAPTER 13
The Vietnam War

Page 412

DOCUMENTS

1. The Vietnamese Declaration of Independence, 1945 415
2. Final Declaration of the Geneva Conference on Indochina, 1954 417
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 in Vietnam, 1964 419
5. A Bureaucratic Insider Laments the Momentum Against Negotiations, 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, 1965 423
8. Senator J. William Fulbright Decries the "Arrogance of Power," 1965 424
9. Former Secretary of Defense Robert S. McNamara Concludes the Vietnam War, 1995 426

ESSAYS

Robert Buzzanco • International Capitalism and Communism Collic Vietnamese Nationalism 427

Fredrik Logevall • Lyndon Johnson and His Advisers Pursue Personal and War 435

Robert K. Brigham • An Unwinnable War 444

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

E S S A Y S

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

D O C U M E N T S

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
8. A Puerto Rican Cartoon Satirizes U.S. Tourists, 1960 338

E S S A Y S

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

D O C U M E N T S

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

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

E S S A Y S

Robert Dallek • Patient Diplomacy and Measured Pressure: JFK's Finest Hour 386

Thomas G. Paterson • Spinning Out of Control: Kennedy's War Against Cuba and the Missile Crisis 398

FURTHER READING 410

CHAPTER 13

The Vietnam War

Page 412

D O C U M E N T S

1. The Vietnamese Declaration of Independence, 1945 415
2. Final Declaration of the Geneva Conference on Indochina, 1954 416
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
8. Senator J. William Fulbright Decries the "Arrogance of Power," 1966 424
9. Former Secretary of Defense Robert S. McNamara Concludes That He Erred, 1995 426

E S S A Y S

Robert Buzzanco • 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
7. Soviet Reformer Georgi Arbatov Explains the "New Thinking" in the Soviet Union, 1989 465
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
10. President George W. Bush Jettisons the Multilateral Kyoto Protocol on the Environment, 2001 471

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
5. The Carter Doctrine Announces U.S. Intention to Repel Aggression in the Persian Gulf, 1980 504
6. President George Bush Declares a New World Order During the Persian

7. Israeli Prime Minister Yitzhak Rabin Pleads for Peace, 1993
8. President George W. Bush Asks, "Why Do They Hate Us?" 2001 509
9. Osama bin Laden Proclaims, "God Has Given Them Back What They Deserve," 2001 509
10. President Bush Vows to Democratize Iraq, 2005 510

ESSAYS

- Bernard Lewis* • The Revolt of Islam 511
- Ussama Makdisi* • A Clash with U.S. Foreign Policy 527

FURTHER READING 537

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 Reykjavík Summit Meeting, 1986 460
5. Soviet General Secretary Mikhail Gorbachev Criticizes SDI After the Reykjavík Summit Meeting, 1986 462
6. Paul Kennedy on "Imperial Overstretch" and the Relative Decline of the United States, 1987 464
7. Soviet Reformer Georgi Arbatov Explains the "New Thinking" in the Soviet Union, 1989 465
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
10. President George W. Bush Jettisons the Multilateral Kyoto Protocol on the Environment, 2001 471

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
5. The Carter Doctrine Announces U.S. Intention to Repel Aggression in the Persian Gulf, 1980 504
6. President George Bush Declares a New World Order During the Persian Gulf Crisis, 1990 505

7. Israeli Prime Minister Yitzhak Rabin Pleads for Peace, 1993 506
8. President George W. Bush Asks, "Why Do They Hate Us?" 2001 506
9. Osama bin Laden Proclaims, "God Has Given Them Back What They Deserve," 2001 509
10. President Bush Vows to Democratize Iraq, 2005 510

ESSAYS

- Bernard Lewis* • The Revolt of Islam 511
- Ussama Makdisi* • A Clash with U.S. Foreign Policy 527

FURTHER READING 537

American Foreign Relations

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Contents

Preface xiii

1	<i>Imperialist Leap, 1895–1900</i>	1
	Diplomatic Crossroad: The <i>Maine</i> , McKinley, and War, 1898	2
	The Venezuela Crisis of 1895	5
	Men of Empire	8
	Cleveland and McKinley Confront <i>Cuba Libre</i> , 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	<i>Managing, Policing, and Extending the Empire, 1900–1914</i>	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 in 1914–1920*** 67

Diplomatic Crossroad: The Sinking of the <i>Maine</i>	
The Travails of Neutrality	73
Submarines, Neutral Rights, and the <i>USS Oyster Bay</i>	
Wilson Leads America into World War	
The Debate over Preparedness	
The Doughboys Make the Difference	
Wilson Imagines a Better Future: The Fourteen Principles and the Peace Conference	87
Principle, Personality, Health, and the League of Nations	
The League Fight	91
Red Scare Abroad: Bolshevism and the Russian Revolution	
The Whispering Gallery of Global Interdependence	
FURTHER READING FOR THE PERIOD 1914–1920	103
NOTES TO CHAPTER 3	103

4 ***Descending into Europe's Maelstrom, 1920–1939*** 106

Diplomatic Crossroad: Roosevelt's Frontiers to the Rhine, 1939	107
"Prize Fighters with a Very Long Run": The Independent Internationalist Movement	
Economic and Cultural Expansion in Europe	
Peace Seekers for a World Without War	
Cold as Steel: Soviet-American Encounters	
Hitler's Germany, Appeasement, and the Munich Crisis	
American Isolationism and the Neutrality Act	
Roosevelt Shifts and Congress Balks	
FURTHER READING FOR THE PERIOD 1920–1939	119
NOTES TO CHAPTER 4	136

5 ***Asia, Latin America, and the Rise of a New World Order, 1920–1939*** 139

Diplomatic Crossroad: The Manchurian Incident	
A Question of Power	142
Facing Japan: The Washington Naval Conference and China	144

Contents

iii

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 <i>Cuba Libre</i> , 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

Ageing, Policing, and Extending Empire, 1900–1914 33

Diplomatic Crossroad: Severing Panama from Colombia or 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 in the Time of Wilson, 1914–1920 67

Diplomatic Crossroad: The Sinking of the <i>Lusitania</i>, 1915	68
The Travails of Neutrality	73
Submarines, Neutral Rights, and Mediation Efforts	76
Wilson Leads America into World War	79
The Debate over Preparedness	82
The Doughboys Make the Difference in Europe	85
Wilson Imagines a Better Future: The Fourteen Points and the Peace Conference	87
Principle, Personality, Health, and Partisanship: The League Fight	91
Red Scare Abroad: Bolshevism and Intervention in Russia	96
The Whispering Gallery of Global Disorder	99
FURTHER READING FOR THE PERIOD 1914–1920	102
NOTES TO CHAPTER 3	103

4 Descending into Europe's Maelstrom, 1920–1939 106

Diplomatic Crossroad: Roosevelt's Attempt to Extend America's Frontier to the Rhine, 1939	107
"Prize Fighters with a Very Long Reach": The Independent Internationalists	110
Economic and Cultural Expansion in a Ricketty World	115
Peace Seekers for a World Without War	120
Cold as Steel: Soviet–American Encounters	122
Hitler's Germany, Appeasement, and the Outbreak of War	125
American Isolationism and the Neutrality Acts	129
Roosevelt Shifts and Congress Balks on the Eve of War	131
FURTHER READING FOR THE PERIOD 1920–1939	133
NOTES TO CHAPTER 4	136

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

Diplomatic Crossroad: The Manchurian Crisis, 1931–1932	140
A Question of Power	142
Facing Japan: The Washington Naval Disarmament Conference and China	144

Japan's Footsteps Toward a New Pacific Order	147
Making and Managing Good Neighbors in Latin America	151
Creating Dictators in the Dominican Republic, Nicaragua, and Haiti	156
Subverting Nationalism in Cuba and Puerto Rico	161
Compromising with Mexico: Oil and Nationalism	163
Pan Americanism and the Approach of the Second World War	165
FURTHER READING FOR THE PERIOD 1920-1939	167
NOTES TO CHAPTER 5	169

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 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

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	243
Asian Allies: Restoring Japan and Back The People's Republic of China and U	253
A Cold War Culture Emerges	253
FURTHER READING FOR THE PERIOD 1945	
NOTES TO CHAPTER 7	261

8 *Global Watch: The Korean War Foreign Relations, 1950-1961*

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 Me: 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 Globalizec	
FURTHER READING FOR THE PERIOD 1950	
NOTES TO CHAPTER 8	311

9 *Passing the Torch: The Vietnam 1961-1969* 316

Diplomatic Crossroad: The Tet Offer 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	

Japan's Footsteps Toward a New Pacific Order 147
 Making and Managing Good Neighbors in Latin America 151
 Creating Dictators in the Dominican Republic, Nicaragua, and Haiti 156
 Subverting Nationalism in Cuba and Puerto Rico 161
 Compromising with Mexico: Oil and Nationalism 163
 Pan Americanism and the Approach of the Second World War 165
 FURTHER READING FOR THE PERIOD 1920-1939 167
 NOTES TO CHAPTER 5 169

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
 Stiffening 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

8 Global Watch: The Korean War and Eisenhower Foreign Relations, 1950-1961 265

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: Khrushchev, 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

9 Passing the Torch: The Vietnam Years, 1961-1969 316

Diplomatic Crossroad: The Tet Offensive in Vietnam, 1968 317
 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
 Nose to Nose: 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 States Since 1989* 461

Diplomatic Crossroad: 9/11 and After	
The Earthquakes of 1989-1991	4
Indispensable Nation: Bush-Clinton and Post-Cold War Priorities	
Europe Transformed: Russian Disintegration, NATO Expansion, Balkan Hell	
Hope and Tragedy in Africa	482
Markets, Invasions, and Implosions in the Mideast Quagmires: Gulf Wars and the Peace Process	491
Feuding and Trading with China, Vietnam	
Global Bewilderments and Opportunism	
FURTHER READING FOR THE PERIOD SINCE 1989	512
NOTES TO CHAPTER 12	512

Appendix: Makers of American Foreign Policy 521

General Reference Works	521
Overviews of Relations with Countries of the World, Including Atlases and Chronologies, Bibliographies, Biographical Cyclopedias and Dictionaries, and	
Overviews of Subjects, Including Atlases, Bibliographies, Biographical Aids, Encyclopedias, and Statistics	

Index 545

"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

***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

***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 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**

General Reference Works 521
 Overviews of Relations with Countries, Regions, and Other Places of the World, Including Atlases and Gazetteers, Annual Surveys and Chronologies, Bibliographies, Biographical Aids, Chronologies, Encyclopedias and Dictionaries, and Statistics 522
 Overviews of Subjects, Including Atlases, Annual Surveys, Bibliographies, Biographical Aids, Chronologies, Encyclopedias, and Statistics 533

***Index* 545**