

HIST 96.11 Seminar: American Empire and Development

Instructor: Edward Miller

This seminar examines the phenomenon of empire in the history of the United States' relations with the world. It focuses specifically on the ways in which American empire has intersected with the ideas and practices associated with the concept of *development*. While we will spend a little bit of time on the outset of the term on definitions of key concepts (What is empire? What is development?), the bulk of the course readings and discussions will focus on how U.S. empire and development were intertwined in particular places and times during the twentieth century. In addition to completing the assigned readings, each student will write an article-length paper about a particular topic or event in the history of American development. This paper must be based on original research in primary sources.

Since this class is regularly oversubscribed, priority will be give to students who have taken any of the following courses:

HIST 24
HIST 25.01
HIST 25.02
HIST 25.03
HIST 26

Distributive and/or World Culture

Dist:SOC; WCult:W

Offered

17W: 10A 18S: 10A

Department-Specific Course Categories

Major Dist: INTER.

History 96.02

American Empire and Development

Professor Edward Miller

Winter 2016

10A period

Overview

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Office hours and contact information

Prof. Miller is available on Thursdays from 1:00 to 3:00pm in Carson Hall, room 204 or by appointment. Prof. Miller's email address is Edward.Miller@Dartmouth.edu.

Accommodations

All students who may need academic adjustments or accommodations during the term are invited to convey those needs to Prof. Miller as soon as possible. Early communication of these needs is especially important in cases in which students will miss class due to athletic events or religious holidays; it is also important in cases involving disabilities which may require in-class or other accommodations. During the first week of class, students will be given an opportunity to indicate requests in these areas via an in-class survey. All communications will remain confidential, although it may be necessary to consult with the Student Disabilities Coordinator in some cases involving documented disabilities.

Use of laptop computers and other electronic devices

Students are permitted to use laptop computers during class sessions. However, this use is restricted only to activities related to the discussion at hand—for example, to take notes, to access electronic copies of the assigned readings, to look up a relevant piece of information in an on-line database, etc. Students are **not** permitted to send or receive email, text or instant messages or any other personal electronic communications while class is in session. Students should not use any other electronic devices other than laptop computers (cell phones, iPads, etc.) during class meeting time.

Honor principle and the use of sources

As per the Dartmouth College Faculty's Resolution on Academic Honor, all written work submitted for this seminar must be the independent work of the student who submits it (except for the precirculated discussion questions—see below). In addition, students should take care when writing their papers to document each outside source from which they have obtained information or ideas, and to avoid committing plagiarism as defined by the Dartmouth College Committee on Sources (<http://dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth>). Issues related to documentation, citations and the proper use of sources will be discussed in class throughout the term. You should feel free to contact me about any and all specific questions about these matters that you may have during the term.

Course requirements

Grades in this course will be based on the following six components:

1. Attendance at all scheduled meetings of the seminar. (5%)
2. Participation in all scheduled meetings of the seminar. (15%)
3. Preparation of a set of discussion questions for one unit's assigned readings, to be done in collaboration with one classmate. (10%)
4. A one-page research paper proposal, due at 4pm on Sunday, February 1. (5%)
5. An annotated bibliography of the primary and secondary sources to be used in the research paper, due at 6pm on Sunday, February 15. (15%)
6. An article-length research paper of no more than 7500 words, the final version of which is due at noon on Wednesday, March 11. (50%)

Class meeting times

Unless otherwise indicated on the schedule below, meetings of the seminar will take place during the 10A period (Tuesdays and Thursdays, 10:00-11:50am) in Carson Hall 214. All class sessions are required. Please note that any unexcused absence will result in a one-point reduction (out of the 5 total available points) in a student's attendance grade.

Discussion questions

During the term, each student will collaborate with one or two classmates in preparing discussion questions for the assigned reading for one unit of the course. (For those units that cover two class sessions, a separate set of questions for each session will be prepared.) All discussion questions must be pre-circulated via email to the class no later than 8:00pm on the evening prior to the class meeting. When the class meets, the students who prepare the questions will be responsible for leading the discussion. As students are preparing their set of questions, they are welcome to consult with Professor Miller to brainstorm ideas.

Each of the questions should deal explicitly with one or more of the assigned readings. A question might inquire about an author's attitude towards his/her subject, or about his/her use of evidence. Alternatively, it might compare two or more of the assigned texts, or to make connections between the current week's readings and items read earlier in the course. However they are posed, the questions should be provocative and open-ended, to ensure a lively and productive discussion.

Readings

All readings on the syllabus are **required**. All meetings of the seminar during the first seven weeks of the course will consist of discussion of the assigned texts, and it will be impossible for students to participate effectively in these discussions if they have not completed the readings.

The following texts are available for purchase at Wheelock books. Copies will also be on reserve at Baker Library.

- Cullather, Nick. *The Hungry World: America's Cold War Battle against Poverty in Asia*. Cambridge, MA: Harvard University Press, 2010.
- Grandin, Greg. *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*. New York: Picador, 2010.
- Howe, Stephen. *Empire: A Very Short Introduction*. New York: Oxford University Press, 2002.
- Immerwahr, Daniel. *Thinking Small: The United States and the Lure of Community Development*. Cambridge, MA: Harvard University Press, 2015.
- Malkasian, Carter. *War Comes to Garmser: Thirty Years of Conflict on the Afghan Frontier*. New York: Oxford University Press, 2013.
- Said, Edward. *Orientalism*. New York: Vintage Books 25th Anniversary edition, 1994 (originally published 1978).
- Williams, William Appleman. *The Tragedy of American Diplomacy*, new edition. New York: W. W. Norton, 1988 (originally published 1959).

Copies of Mary Lynn Rampolla's *A Pocket Guide to Writing in History* will also be available for purchase at Wheelock and on reserve at Baker. This book is not included as part of the assigned reading for the course; however, it is an excellent resource which you may wish to use as you write your research paper.

In addition to the books listed above, the reading assignments also include several book excerpts and articles. Some of these shorter texts will be available via the History 96.02 reserve page in the library catalog; others will be posted to the course Canvas site.

Research paper

During the term, all students will research and write an article-length research paper on a topic chosen in consultation with Prof. Miller. The final draft of this paper should consist of

an unnumbered title page, approximately twenty to thirty numbered pages of double-spaced text, and a bibliography. The text of the paper should not exceed **7500 words**. There is no minimum length. Citations in the paper should be by footnotes (not endnotes or in-text parenthetical reference) and the paper must include a bibliography. **The footnotes and the bibliography do not count towards the word limit.** The footnotes and bibliography must be formatted in Chicago style. (See the guidelines provided in Rampolla's *A Pocket Guide to Writing in History*, Chapter 7.) Papers that do not conform to these requirements will be penalized.

PAPER TOPICS: The topic of the paper can be anything pertaining to empire and development in American history, but it must be approved in advance by Professor Miller. In order to facilitate the process of selecting an appropriate topic, all students are required to email a one-to-two page paper proposal to Prof. Miller by 6:00pm on Sunday, Jan. 31. The proposal should include the following: (1) a description of the topic of the paper; (2) a preliminary list of the primary sources to be used; (3) a tentative statement of the historical question that the paper will seek to answer.

SOURCES: The paper must be based on research in both primary and secondary sources. Students are free to use any secondary sources that they deem relevant to the topic, including those that appear on the syllabus; however, the papers should focus mainly on the analysis of primary sources. Students are strongly encouraged to consult with Professor Miller early in the term to develop a research agenda. In addition to the large volume and variety of primary source materials available at Dartmouth, many more materials can be obtained via BorrowDirect and DartDoc.

To assist with the process of identifying and analyzing sources, all students are required to submit an annotated bibliography of primary and secondary sources by 6:00pm on Sunday, February 14. The bibliography must contain separate sections for primary and secondary sources; it must include at least two of the secondary texts and at least five of the primary sources that you have identified in your research to date. Each entry in the bibliography must be correctly formatted (Chicago style). In addition, each entry must contain a brief (2-4 sentence) description of the source's contents and significance.

PEER DISCUSSION/REVIEW GROUPS: In early February, Prof. Miller will divide the class into three groups of four students each. Each of these groups will meet twice with Prof. Miller: once during the week of February 15 and again during the week of Feb. 29.

Prior to the first meeting of the groups during the week of February 15, each student will send an updated copy of their paper proposal to all of the other members of his/her group. When the group meets with Prof. Miller, the students will discuss each paper in turn; each author will answer questions about his/her proposal, and will also have the opportunity to ask the group for advice about argument, organization, content, or anything else on which the author needs help.

The second meeting of each small group (held during the week of Feb. 29) will be a peer review session. Prior to this small group meeting, each student must submit a preliminary paper draft to Prof. Miller and to the other students in his/her peer review group; this preliminary draft must be circulated via email no less than 24 hours in advance of the meeting of the small group. All students will need to read all of the drafts submitted by the other students in their respective group; everyone must come to the meeting prepared to comment on everyone else's draft.

The preliminary draft does not have to be highly polished, but it should be as complete as possible; at a minimum, it should contain a clear statement of the argument of the paper and some discussion of the evidence that has been collected. The main goal of this exercise is to allow students to receive constructive advice and criticism about their projects prior to submitting their final drafts. Students will not receive a letter grade on their preliminary drafts or their commentaries on their classmates' drafts. However, these exercises are required and failure to complete any of them will result in a reduction of the participation portion of your course grade.

FINAL DRAFTS: Unless other arrangements are made in advance, the final draft of the research paper must be submitted to Professor Miller via the HIST 96 Canvas site no later than 1:00pm on Monday, March 7. It is not necessary to submit a hard copy. All components of the paper (title page, text, bibliography) must be submitted **as a single file**; a penalty will be applied to any paper submitted as multiple files. The paper should be submitted as an MS Word or PDF file. Papers submitted within the first six hours after the deadline will be subject to a one-step grade reduction (i.e. from a B+ to a B, or from a C to a C-). An additional one-step penalty will be applied to papers submitted during the following six hours, with further penalties for each additional six-hour period thereafter until the paper arrives.

Schedule of course meetings and assignments

I. What is Empire?

- Jan. 5 (Tu): Class introduction/overview
Discussion of Stephen Howe, *Empire: A Very Short Introduction* (entire).

II. What is American Empire? (Part 1)

- Jan. 7 (Th): W. A. Williams, *The Tragedy of American Diplomacy*, 1-161.

III. What is American Empire? (Part 2)

- Jan. 12 (Tu): Edward Said, *Orientalism*, xv-xxx, 1-110, 284-352.
Jan. 14 (Th): "Said's Orientalism: A Book and its Aftermath," in Zachary Lockman, *Contending Visions of the Middle East: The History and Politics of Orientalism*, 2nd ed. (New York: Cambridge University Press, 2010), 183-215.

IV. What is Development?

- Jan. 19 (Tu): Nick Cullather, "Development? It's History," *Diplomatic History* 24 (2000): 641-653.
Nils Gilman, "Modernization Theory, The Highest Stage of American Intellectual History," in David Engerman et. al., eds., *Staging Growth: Modernization, Development and the Global Cold War* (Boston: University of Massachusetts Press, 2003), 47-80.
Frederick Cooper, "Writing the History of Development," *Journal of Modern European History* 8 (2010): 5-23.

V. The Green Revolution

- Jan. 21 (Th): Nick Cullather, *The Hungry World*, entire.

VI. Community Development

- Jan. 26 (Tu): Daniel Immerwahr, *Thinking Small*, entire.
Jan. 28 (Th): NO CLASS MEETING

*****Jan. 31 (Sunday): 1-page proposal for research paper due (4:00pm)*****

VII. Business

Feb. 2 (Tu): Greg Grandin, *Fordlandia*, entire.

Feb. 4 (Th): **Guest discussion leader:** Prof. Stefan Link

VIII. Counterinsurgency

Feb. 9 (Tu): Carter Malkasian, *War Comes to Garmser*.

Feb. 11 (Th): Moritz Feichtinger and Stephan Malinowski, "Transformative Invasions: Western Post-9/11 Counterinsurgency and the Lessons of Colonialism," *Humanity* (Spring 2012): 35-63.

*******Feb. 14 (Sunday): Annotated bibliography due (6:00pm)*******

VII. Research papers

Feb. 16 (Tu): Discussion of research paper topics: Group 1

Feb. 18 (W): Discussion of research paper topics: Group 2

Feb. 19 (Th): Discussion of research paper topics: Group 3

Feb. 23 (Tu): **NO CLASS MEETING**

Feb. 25 (Th): Discussion and review of a draft article written by Professor Miller (Title and topic TBA).

Mar. 1 (Tu): Peer review of paper drafts: Group 1

Mar. 2 (W): Peer review of paper drafts: Group 2

Mar. 3 (Th): Peer review of paper drafts: Group 3

*******1:00pm, March 7 (Mon.): Final drafts of papers due to Prof. Miller*******

[Submit your paper online, via Canvas]