

HST 196B – Spring 2008

Gender & US Foreign Relations

Mondays, Wednesdays, and Fridays from 11:45 am to 12:35 pm in Lafayette L100; 3 credits

Dr. Nicole Phelps: nphelps@uvm.edu

Office Hours: Mondays & Wednesdays, 1-2:30 pm; and by appointment in Wheeler 209

Course Description and Purposes

In this class, we will examine the changing norms of gender and the gendered and sexualized rhetoric and imagery that have shaped American involvement in international relations in the nineteenth and twentieth centuries. The skills we will be focusing on this semester include reading comprehension, critical analysis of primary and secondary sources, written and oral communication, following directions, and time management.

Blackboard Site

Course materials are available on our Blackboard site; you can access Blackboard at: <http://bb.uvm.edu>. Please be sure to log in to verify that you have access to the site. If you have difficulty, please contact me ASAP. Be aware that Blackboard provides instructors with a significant amount of information about student use of Blackboard.

Materials

You need to be in possession of the items listed below. The UVM Bookstore is *not* stocking most of these items because it will be cheaper for you to get them from alternate sources. Most are also available on 72-hour reserve at the Bailey/Howe Library.

1. Walter LaFeber, *The American Age: U.S. Foreign Policy at Home and Abroad, 1750 to the Present*, 2nd ed. (New York: W. W. Norton, 1994). ISBN: 0-393-96474-4.

Notes: This book IS available at the UVM Bookstore. It comes in a one-volume edition (mentioned here), as well as in two volumes divided at 1898. It doesn't matter if you get the one-volume edition or the two-volume—whatever is easier/cheaper for you.

2. A style guide that deals with CHICAGO STYLE (not MLA). It doesn't really matter which one you have, although it should be as recent as possible and based on the FIFTEENTH edition of the Chicago Manual of Style. The major difference between this edition and previous ones is the inclusion of information on how to deal with Internet and other electronic sources. I recommend the following, which IS available at the UVM Bookstore:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007). ISBN: 0-226-82337-7.

3. Assigned articles, book excerpts, and primary sources are available on the course Blackboard site. I am working on way to have a hard copy available for photocopying and will let you know when I have that worked out. **You must bring a hard copy of assigned readings to class on the day we're discussing them.**

4. Amy S. Greenberg, [*Manifest Manhood and the Antebellum American Empire*](#) (Cambridge: Cambridge University Press, 2005). ISBN: 978-0-521-80080-4.

Note: This book will be on 72-hour reserve at the Bailey/Howe Library.

5. Natasha Zaretsky, *No Direction Home: The American Family and the Fear of National Decline, 1968-1980* (Chapel Hill: University of North Carolina Press, 2007). ISBN: 978-0-8078-5797-7.

Note: This book will be on 72-hour reserve at the Bailey/Howe Library.

6. ONE of the following books on the history of the military (groups will be assigned following the completion of a survey during the first week of class):

Donna Alvah, [*Unofficial Ambassadors: American Military Families Overseas and the Cold War, 1946-1965*](#) (New York: New York University Press, 2007). ISBN: 978-0-8147-0501-8.

Allan Bérubé, *Coming Out Under Fire: The History of Gay Men and Women in World War Two* (New York: The Free Press, 1990). ISBN: 0-7432-1071-9.

Petra Goedde, [*GIs and Germans: Culture, Gender, and Foreign Relations, 1945-1949*](#) (New Haven: Yale University Press, 2003). ISBN: 0-300-09022-6.

Dave Grossman, *On Killing: The Psychological Cost of Learning to Kill in War and Society* (New York: Back Bay Books, 1995). ISBN: 978-0-316-33011-4.

Note: These books will be on 72-hour reserve at the Bailey/Howe Library.

7. ONE of the following books on American Orientalism (groups will be assigned following the completion of a survey during the first week of class):

Christina Klein, *Cold War Orientalism: Asia in the Middlebrow Imagination, 1945-1961* (Berkeley: University of California Press, 2003). ISBN: 978-0520232303.

Karen J. Leong, [*The China Mystique: Pearl S. Buck, Anna May Wong, Mayling Soong, and the Transformation of American Orientalism*](#) (Berkeley: University of California Press, 2003). ISBN: 0-520-24423-0.

Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000*, 2nd ed. (Berkeley: University of California Press, 2005). ISBN: 978-0520244993.

Louis A. Pérez, Jr., *Cuba in the American Imagination: Metaphor and the Imperial Ethos* (Chapel Hill: University of North Carolina Press, 2008). ISBN: 978-0807832165.

Note: These books will be on 72-hour reserve at the Bailey/Howe Library.

If you are interested in doing either of the extra credit assignments, you may also want to purchase the following:

1. Henry Adams, *Democracy: An American Novel* (originally published 1880).
2. Barbara J. Keys, *Globalizing Sport: National Rivalry and International Community in the 1930s* (Cambridge MA: Harvard University Press, 2006). ISBN: 978-0674023260.

Note: These books will be on 72-hour reserve at the Bailey/Howe Library.

Classroom Environment

In order to create a pleasant classroom environment that is conducive to learning and respectful interaction, please observe the following:

1. Be tolerant of the opinions and beliefs of others and use appropriate language. We do not need to reach a consensus opinion in class on the subjects under discussion; we do need to respect others and improve our skills in supporting our own arguments. We will define “appropriate language” as a class.
2. Come to class on time and remain for the entire session.
3. Refrain from reading the newspaper, surfing the web, or pursuing other activities that are distracting to your fellow students and disrespectful to the professor. I reserve the right to ban the use of laptops and other electronic items in the classroom if necessary.
4. Turn off cell phones, pagers, watch alarms, and any other noisy electronic devices.
5. Be courteous if you opt to eat or drink in class, and throw out any garbage you create.

You and I are also responsible for complying with UVM’s codes and policies, including the Classroom Code of Conduct and the University’s policies on harassment, sexual harassment, and bias. All of these policies are available online; a link is available on the course Blackboard site.

Students with Disabilities

It is important to the University and to me that every student, regardless of disability, be provided with the tools that will make the University a productive learning environment. Please let me know early in the semester if this may apply to you. Our discussions will be confidential and respectful of your privacy. Students who have particular needs should also be in contact with the ACCESS office.

Requirements and Grading

The following components will make up your grade. Detailed instructions for assignments will be distributed separately and are available on the course Blackboard site.

For this class, I’m keeping track of grades by compiling a running points total for each student; all of the assignments for the class combined are worth a total of 500 points. At the end of the semester, I will convert that to a percentage and assign a letter grade.

Attendance and Participation

40 sessions at 5 points each (40% of the overall grade)

Regular attendance and active participation is expected. To participate actively, you need to have completed the assigned reading before coming to class. Participation will include a variety of in-class activities, including small and large group discussions and various writing assignments. Please bring a hard copy of the assigned reading to class.

The University’s policy on absences for **religious observances** is as follows: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

If you are involved in varsity or junior varsity **sports**, it is your responsibility to provide me with a list of your athletic absences by the end of the second week of classes.

If something happens that seriously affects your ability to attend class, such as a serious, longer-term illness (i.e., mono, depression, etc.), please let me know about the situation and stay in touch so that you can still fulfill the course requirements.

Quiz – In class on Friday, 30 January

50 points (10% of the overall grade)

The quiz will cover information presented during the first three weeks of class and will also include a map section. A study guide will be handed out at least one week prior to the quiz.

Primary Source Analyses – due Friday, 6 March and Friday, 27 March at the start of class

2 papers at 45 points each (approximately 20% of the overall grade)

You will write two brief (ca. 3-5 pages) papers that analyze primary sources; the first will be an analysis of a nineteenth-century text, while the second will be an analysis of images from the Spanish-American War, World War I, and World War II. These assignments can be submitted to me via email. Specific instructions will be distributed separately.

Assignments received between 11:45 am and 1 pm on the due date will lose 5%; assignments received after that time will lose 10% for each day they are late (Day 1 begins at 1:01 pm on the due date).

Book Assignments – due 18 February, 1 April, and 13 April at the start of class

3 assignments at 20 points each (approximately 10% of the overall grade)

These brief (ca. 1-2 pages) writing assignments are designed to demonstrate your comprehension of the assigned books. Specific instructions will be distributed separately.

Assignments received between 11:45 am and 1 pm on the due date will lose 5%; assignments received after that time will lose 10% for each day they are late (Day 1 begins at 1:01 pm on the due date).

Final Paper – due date TBA

100 points (20% of the overall grade)

The final paper will ask you to synthesize the material covered in class; no outside reading or research is required. You will have at least one week to complete the assignment. The paper will be due during finals week; a specific due date will be set later in the semester, once the administration posts the final exam schedule.

Extra Credit Option 1 – *Democracy* – due Wednesday, 25 February

25 points (adding up to 5% to the overall grade)

For extra credit, you may read Henry Adams's 1880 novel *Democracy* and EITHER attend a small-group discussion of the novel OR write a 3-5 page response. Specific information about the discussion time and the topic(s) for the response will be distributed separately.

Extra Credit Option 2 – *Globalizing Sport* – due Wednesday, 29 April

25 points (adding up to 5% to the overall grade)

For extra credit, you may read Barbara Keys's book *Globalizing Sport* and write a 3-5 page response. Specific information about the topic(s) for the response will be distributed separately.

Academic Integrity

According to the UVM Code of Academic Integrity, all academic work (e.g., homework assignments, written and oral reports, use of library materials, creative projects, performances, in-class and take-home exams, extra-credit projects, research, theses and dissertations) must satisfy the following four standards of academic integrity:

1. All ideas, arguments, and phrases, submitted without attribution to other sources, must be the creative product of the student. Thus, all text passages taken from the works of other authors must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute **plagiarism**.
2. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way. Violations of this standard constitute **fabrication**.
3. Students may only collaborate within the limits prescribed by their instructors. Students may not complete any portion of an assignment, report, project, experiment or exam for another student. Students may not claim as their own work any portion of an assignment, report, project, experiment or exam that was completed by another student, even with that other student's knowledge and consent. Students may not provide information about an exam (or portions of an exam) to another student without the authorization of the instructor. Students may not seek or accept information provided about an exam (or portions of an exam) from another student without the authorization of the instructor. Violations of this standard constitute **collusion**.
4. Students must adhere to the guidelines provided by their instructors for completing coursework. For example, students must only use materials approved by their instructor when completing an assignment or exam. Students may not present the same (or substantially the same) work for more than one course without obtaining approval from the instructor of each course. Students must adhere to all course reserves regulations, including library course reserves, which are designed to allow students access to all course materials. Students will not intentionally deny others free and open access to any materials reserved for a course. Violations of this standard constitute **cheating**.

In the event of any form of academic dishonesty, you will receive a "0" on the affected assignment. The type and severity of the dishonest behavior will determine whether or not I choose to report it to the Center for Student Ethics and Standards (CSES). If the case is reported to CSES, you risk receiving a final grade of "XF" for the class.

The entire UVM Code of Academic Integrity is available online; a link is available on the course Blackboard site.

How To Do Well In This Class

1. **Attend class regularly.** If something happens and you fall behind, let me know as soon as possible. It is much easier for me to be flexible if I know about things early on, rather than after the fact.
2. **Do the assigned readings.** Don't just expect to wing it; that wastes everyone's time. If you are having difficulty with the readings, please come and see me so we can discuss reading strategies. The Learning Cooperative is also a great resource for reading assistance.
3. **Read and follow the directions carefully.** I like to write things down, and I almost always have specific reasons for the directions I give. If you don't follow the directions, you're wasting your time, my time, and your classmates' time. Following directions is an important skill that is readily transferable to the world outside the classroom.
4. **Think.** Before you speak, before you write, before you say "I don't know" or "I couldn't find it," stop and think. You may very well already have the information you need.
5. **Ask questions.** If you've thought something through and you still have questions, please don't hesitate to ask. Ask before class, after class, during office hours, by email, or at an appointment. I am more than happy to help you master the material for this class and the skills you need to succeed in this and other classes.
6. **Use your time wisely.** Once you have all your course syllabi, take a look at your workload for the semester and plan your schedule accordingly. Don't wait until the last minute; assignments and other tasks often take longer to complete than one expects. There's nothing stopping you from doing tasks ahead of time.
7. **Consider your audience, especially when writing.** I—and many other professors, not to mention a large number of people out there in "the real world"—value clear and appropriate communication. Follow the rules of grammar and mechanics, not just in your writing assignments, but in any emails you send to me. It makes you look competent, it shows respect, and it puts me in a better mood.

Gender & US Foreign Relations – COMPLETE READING LIST

Wednesday, 14 January

- Gail Bederman, "Remaking Manhood through Race and Civilization," in [*Manliness & Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*](#) (Chicago: University of Chicago Press, 1995), 1-42.

Wednesday, 21 January through Wednesday, 28 January

recommended:

- Walter LaFeber, *The American Age: U.S. Foreign Policy at Home and Abroad, 1750 to the Present*, 2nd ed. (New York: W. W. Norton, 1994).

Monday, 2 February

- Catherine Allgor, "President Jefferson in Washington City," in [*Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government*](#) (Charlottesville: University of Virginia Press, 2002), 4-47.
- Marci McDonald, "Damn You, Connie. You've Ruined our Foreign Policy!" *Washington Monthly* 18, no. 8 (1986): 29-40.

Wednesday, 4 February

- Catherine Allgor, "'A Republican in a Monarchy': Louisa Catherine Adams in Russia," *Diplomatic History* 21, no. 1 (1997): 15-43.
- Robert Davis, "Diplomatic Plumage: American Court Dress in the Early National Period." *American Quarterly* 20, no. 2, part 1 (1968): 164-79.
- Nicole Phelps, "'Mr. Roosevelt's Costume': Great Power Status, US-European Relations, and the Problem of Dress at the Funeral of King Edward VII," paper presented at the Society for Historians of American Foreign Relations annual meeting, June 2008.

Friday, 6 February

- Molly M. Wood, "Diplomatic Wives: The Politics of Domesticity and the „Social Game“ in the U.S. Foreign Service, 1905-1941," *Journal of Women's History* 17, no. 2 (2005): 142-65.
- Maree-Anne Reid, "Kiss the Boys Goodbye: Clare Booth Luce's Appointment as United States Ambassador to Italy," *Australasian Journal of American Studies* 16, no. 2 (1997): 45-67.

Monday, 9 February

- Amy S. Greenberg, *Manifest Manhood and the Antebellum American Empire* (Cambridge: Cambridge University Press, 2005), introduction and chapters 1-2.

Wednesday, 11 February

- Amy S. Greenberg, *Manifest Manhood and the Antebellum American Empire* (Cambridge: Cambridge University Press, 2005), chapters 3-5.

Friday, 13 February

- Amy S. Greenberg, *Manifest Manhood and the Antebellum American Empire* (Cambridge: Cambridge University Press, 2005), chapters 6-7 and conclusion.

Wednesday, 18 February

- Robert A. Trennert, Jr., "Selling Indian Education at World's Fairs and Expositions, 1893-1904," *American Indian Quarterly* 11, no. 3 (1987): 203-20.
- L. G. Moses, "Indians on the Midway: Wild West Shows and the Indian Bureau at World's Fairs, 1893-1904," *South Dakota History* 21, no. 3 (1991): 205-29.

Friday, 20 February

- T. J. Boisseau, "White Queens at the Chicago World's Fair, 1893: New Womanhood in the Service of Class, Race, and Nation," *Gender & History* 12, no. 1 (2001): 33-81.

Monday, 23 February

- Steven Conn, "An Epistemology for Empire: The Philadelphia Commercial Museum, 1893-1926," *Diplomatic History* 22, no. 4 (1998): 533-63.
- Kristin Hoganson, "Cosmopolitan Domesticity: Importing the American Dream, 1865-1920," *American Historical Review* 107, no. 1 (2002): 55-83.

Wednesday, 25 February

ONE of the following:

- Carol C. Chin, "Beneficent Imperialists: American Women Missionaries in China at the Turn of the Twentieth Century," *Diplomatic History* 27, no. 3 (2003): 327-52.
- Shannon Smith, "From Relief to Revolution: American Women and the Russian-American Relationship, 1890-1917," *Diplomatic History* 19, no. 4 (1995): 601-16.
- Manako Ogawa, "The „White Ribbon League of Nations“ Meets Japan: The Trans-Pacific Activism of the Woman“s Christian Temperance Union, 1906-1930," *Diplomatic History* 31, no. 1 (2007): 21-50.

EXTRA CREDIT 1: Wednesday, 25 February

- Henry Adams, *Democracy: An American Novel* (originally published 1880).

Friday, 27 February

- Kristin Hoganson, "Introduction," in *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (New Haven: Yale University Press, 1998).
- Kristin Hoganson, "The Manly Ideal of Politics and the Jingoist Desire for War," in *Fighting for American Manhood*.

Monday, 2 March

- Kristin Hoganson, "McKinley“s Backbone: The Coercive Power of Gender in Political Debate," in *Fighting for American Manhood*.

Wednesday, 4 March

- Kristin Hoganson, "The Spanish-American War and the Martial Ideal of Citizenship," in *Fighting for American Manhood*.
- Kristin Hoganson, "As Badly Off as the Filipinos': U.S. Women's Suffragists and the Imperial Issue at the Turn of the Twentieth Century," *Journal of Women's History* 13, no. 2 (2001): 9-33.

Monday, 16 March

- Robert A. Nye, "Western Masculinities in War and Peace," *American Historical Review* 112, no. 2 (2007): 417-38.
- Harriet Hyman Alonso, "Gender and Peace Politics in the First World War: The People's Council of America," *International History Review* 19, no. 1 (1997): 83-102.
- excerpt from Kathleen Kennedy, [*Disloyal Mothers and Scurrilous Citizens: Women and Subversion During World War I*](#) (Bloomington: Indiana University Press, 1999).

Wednesday, 18 March

- Douglas F. Habib, "Chastity, Masculinity, and Military Efficiency: The United States Army in Germany, 1918-1923," *International History Review* 28, no. 4 (2006): 737-57.
- Barbara Keys, "Spreading Peace, Democracy, and Coca-Cola: Sport and American Cultural Expansion in the 1930s," *Diplomatic History* 28, no. 2 (2004): 165-96.

Friday, 20 March

- David Reynolds, "The Churchill Government and Black American Troops in Britain during World War II," *Transactions of the Royal Historical Society* 35 (1985): 113-33.
- Mark A. Stoler, "The Second World War in U.S. History and Memory," *Diplomatic History* 25, no. 3 (2001): 383-92.

Monday, 23 March

- excerpt from Robert D. Dean, *Imperial Brotherhood: Gender and the Making of Cold War Foreign Policy* (Amherst: University of Massachusetts Press, 2001).
- Frank Costigliola, "Unceasing Pressure for Penetration: Gender, Pathology, and Emotion in George Kennan's Formation of the Cold War," *Journal of American History* 83 (March 1997): 1309-39.
- George Kennan, "The Long Telegram"
- *recommended*: Frederic L. Propas, "Creating a Hard Line toward Russia: The Training of State Department Soviet Experts, 1927-1937," *Diplomatic History* 8, no. 3 (1984): 209-26.

Wednesday, 25 March

- Frank Costigliola, "The Nuclear Family: Tropes of Gender and Pathology in the Western Alliance," *Diplomatic History* 21, no. 2 (1997): 163-83.
- excerpt from Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*, 20th Anniversary ed. (New York: Basic Books, 2008).
- The Kitchen Debate

Monday, 30 March

- Robert D. Dean, "Masculinity as Ideology: John F. Kennedy and the Domestic Politics of Foreign Policy," *Diplomatic History* 22, no. 1 (1998): 29-62.
- Helen Laville, "'Our Country Endangered by Underwear': Fashion, Femininity, and the Seduction Narrative in *Ninotchka* and *Silk Stockings*," *Diplomatic History* 30, no. 4 (2006): 623-44.
- Eric Paul Roorda, "McCarthyite in Camelot: The „Loss“ of Cuba, Homophobia, and the Otto Otepka Scandal in the Kennedy State Department," *Diplomatic History* 31, no. 4 (2007): 723-54.

Wednesday, 1 April

ONE of the following:

- Donna Alvah, *Unofficial Ambassadors: American Military Families Overseas and the Cold War, 1946-1965* (New York: New York University Press, 2007).
- Allan Bérubé. *Coming Out Under Fire: The History of Gay Men and Women in World War Two* (New York: The Free Press, 1990).
- Petra Goedde, *GIs and Germans: Culture, Gender, and Foreign Relations, 1945-1949* (New Haven: Yale University Press, 2003).
- Dave Grossman, *On Killing: The Psychological Cost of Learning to Kill in War and Society* (New York: Back Bay Books, 1995).

Monday, 6 April

- Andrew J. Rotter, "Gender Relations, Foreign Relations: The United States and South Asia, 1947-1964," in *Empire and Revolution: The United States and the Third World since 1945*, ed. Peter L. Hahn and Mary Ann Heiss (Columbus: Ohio State University Press, 2001), 195-216.
- Mary Ann Heiss, "Real Men Don't Wear Pajamas: Anglo-American Cultural Perceptions of Mohammed Mossadeq and the Iranian Oil Nationalization Dispute," in *Empire and Revolution*, 178-94.
- *recommended*: Andrew J. Rotter, "Saidism without Said: 'Orientalism' and U.S. Diplomatic History," *American Historical Review* 105, no. 4 (2000): 1205-17.

Wednesday, 8 April

ONE of the following:

- Cary Fraser, "Crossing the Color Line in Little Rock: The Eisenhower Administration and the Dilemma of Race for U.S. Foreign Policy," *Diplomatic History* 24, no. 2 (2000): 233-64.
- Marc Gallicchio, "Colouring the Nationalists: The African-American Construction of China in the Second World War," *International History Review* 20, no. 3 (1998): 571-96.
- Renee Romano, "No Diplomatic Immunity: African Diplomats, the State Department, and Civil Rights, 1961-1964," *Journal of American History* 87, no. 2 (2000): 546-79.

Friday, 10 April

ONE of the following:

- Michael O. West, "The Tuskegee Model of Development in Africa: Another Dimension of the African/African-American Connection," *Diplomatic History* 16, no. 3 (1992): 371-87.
- Elizabeth Cobbs Hoffman, "Decolonization, the Cold War, and the Foreign Policy of the Peace Corps," in *Empire and Revolution*, 123-53.
- Piero Gleijeses, "Flee! The White Giants are Coming!": The United States, Mercenaries, and the Congo, 1964-1965," in *Empire and Revolution*, 71-93.

Monday, 13 April

ONE of the following:

- Christina Klein, *Cold War Orientalism: Asia in the Middlebrow Imagination, 1945-1961* (Berkeley: University of California Press, 2003).
- Karen J. Leong, *The China Mystique: Pearl S. Buck, Anna May Wong, Mayling Soong, and the Transformation of American Orientalism* (Berkeley: University of California Press, 2003).
- Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000*, 2nd ed. (Berkeley: University of California Press, 2005).
- Louis A. Pérez, Jr., *Cuba in the American Imagination: Metaphor and the Imperial Ethos* (Chapel Hill: University of North Carolina Press, 2008).

Monday, 20 April

- Natasha Zaretsky, *No Direction Home: The American Family and the Fear of National Decline, 1968-1980* (Chapel Hill: University of North Carolina Press, 2007), introduction and chapter 1.

Wednesday, 22 April

- Natasha Zaretsky, *No Direction Home: The American Family and the Fear of National Decline, 1968-1980* (Chapel Hill: University of North Carolina Press, 2007), chapters 2-3.

Friday, 24 April

- Natasha Zaretsky, *No Direction Home: The American Family and the Fear of National Decline, 1968-1980* (Chapel Hill: University of North Carolina Press, 2007), chapters 4-5 and conclusion.

Monday, 27 April

- Walter L. Hixon, "'Red Storm Rising': Tom Clancy Novels and the Cult of National Security," *Diplomatic History* 17, no. 4 (1993): 599-614.
- Chester Pach, "Top Gun, Toughness, and Terrorism: Some Reflections on the Elections of 1980 and 2004," *Diplomatic History* 28, no. 4 (2004): 549-62.

EXTRA CREDIT 2: Wednesday, 29 April

- Barbara J. Keys, *Globalizing Sport: National Rivalry and International Community in the 1930s* (Cambridge MA: Harvard University Press, 2006).

Gender & US Foreign Relations: Schedule and Readings

DATE		TOPIC		READINGS DUE		ASSIGNMENTS	
M	1-12		Introduction to the Course				
W	1-14		Theory & Skills		1. Bederman, "Remaking Manhood"		
F	1-16						
M	1-19		NO CLASS – MLK DAY				
W	1-21		US History Basics		<i>recommended reading:</i> LaFeber, <i>The American Age</i>		
F	1-23						
M	1-26						<i>Add/Drop Deadline</i>
W	1-28						
F	1-30		Quiz				Quiz
M	2-2		The Social and the Ceremonial in Diplomacy and Politics		1. Allgor, "President Jefferson in Washington City" 2. McDonald, "Damn You, Connie!"		
W	2-4				1. Allgor, "A Republican in a Monarchy" 2. Davis, "Diplomatic Plumage" 3. Phelps, "Mr. Roosevelt's Costume"		
F	2-6				1. Wood, "Diplomatic Wives" 2. Reid, "Kiss the Boys Goodbye"		
M	2-9		Expansion and Manifest Destiny		Greenberg, <i>Manifest Manhood</i> , introduction and chapters 1-2		
W	2-11				Greenberg, <i>Manifest Manhood</i> , chapters 3-5		
F	2-13				Greenberg, <i>Manifest Manhood</i> , chapters 6-7 and conclusion		

M	2-16		NO CLASS – PRESIDENTS’ DAY					
W	2-18		World’s Fairs: Native Americans		1. Trennert, “Selling Indian Education” 2. Moses, “Indians on the Midway”		Book Assignment 1	
F	2-20		World’s Fairs: Women		1. Boisseau, “White Queens”			
M	2-23		World’s Fairs: Economics		1. Conn, “An Epistemology for Empire” 2. Hoganson, “Cosmopolitan Domesticity”			
W	2-25		Philanthropists & Missionaries		<i>ONE of the following:</i> 1. Chin, “Beneficent Imperialists” 2. Smith, “From Relief to Revolution” 3. Ogawa, “The „White Ribbon League of Nations””		EC: Democracy	
F	2-27		The Spanish-American War		1. Hoganson, “Introduction” to <i>Fighting for American Manhood</i> 2. Hoganson, “The Manly Ideal of Politics and the Jingoist Desire for War”			
M	3-2				1. Hoganson, “McKinley’s Backbone: The Coercive Power of Gender in Political Debate”			
W	3-4				1. Hoganson, “The Spanish-American War and the Martial Ideal of Citizenship” 2. Hoganson, “As Badly Off as the Filipinos”			
F	3-6		NO CLASS				Analysis 1	
SPRING BREAK								

M	3-16		World Wars I & II		1. Nye, "Western Masculinities in War and Peace" 2. Alonso, "Gender and Peace Politics" 3. Kennedy, excerpt from <i>Disloyal Mothers and Scurrilous Citizens</i>		
W	3-18				1. Habib, "Chastity, Masculinity, and Military Efficiency" 2. Keys, "Spreading Peace, Democracy, and Coca-Cola"		
F	3-20				1. Reynolds, "The Churchill Government and Black American Troops" 2. Stoler, "The Second World War in U.S. History and Memory"		
M	3-23		The Cold War		1. Dean, excerpt from <i>Imperial Brotherhood</i> 2. Costigliola, "Unceasing Pressure for Penetration" 3. Kennan, "The Long Telegram" 4. <i>recommended:</i> Propas, "Creating a Hard Line Toward Russia"		
W	3-25				1. Costigliola, "The Nuclear Family" 2. May, excerpt from <i>Homeward Bound</i> 3. Kitchen Debate		
F	3-27		NO CLASS				Analysis 2
M	3-30				1. Dean, "Masculinity as Ideology" 2. Lavielle, "Our Country Endangered by Underwear" 3. Roorda, "McCarthyite in Camelot"		<i>Withdrawal Deadline</i>
W	4-1		The Cold War & the Military		Military Book		Book Assignment 2
F	4-3						
M	4-6		Introduction to Orientalism		1. Rotter, "Gender Relations, Foreign Relations" 2. Heiss, "Real Men Don't Wear Pajamas" <i>recommended:</i> Rotter, "Saidism without Said"		
W	4-8		African		<i>ONE of the</i>		

			Americans & the Cold War		<i>following:</i> 1. Fraser, "Crossing the Color Line in Little Rock" 2. Gallicchio, "Colouring the Nationalists" 3. Romano, "No Diplomatic Immunity"		
F	4-10		Africa		<i>ONE of the following:</i> 1. West, "The Tuskegee Model of Development in Africa" 2. Hoffman, "Decolonization,... Peace Corps" 3. Gleijeses, "Flee! The White Giants are Coming!"		
M	4-13		Orientalism		Orientalism Book		Book Assignment 3
W	4-15						
F	4-17						
M	4-20		From Vietnam to Reagan		Zaretsky, <i>No Direction Home</i> , introduction and chapter 1		
W	4-22				Zaretsky, <i>No Direction Home</i> , chapters 2-3		
F	4-24				Zaretsky, <i>No Direction Home</i> , chapters 4-5 and conclusion		
M	4-27		Recent Events		1. Hixon, "Red Storm Rising" 2. Pach, " <i>Top Gun</i> , Toughness, and Terrorism"		
W	4-29		Conclusion				EC 2: <i>Globalizing Sport</i>
TBA		Final Paper				Final Paper	