WHY DO THEY HATE US?
UNDERSTANDING THE MYTHS, REALITIES AND LIMITS OF THE “AMERICAN EMPIRE”

UNIVERSITY HONORS PROGRAM
COLORADO STATE UNIVERSITY
SPRING 2019

HONR 392-002 (11052)
Tuesday and Thursday 11:00-12:15 (Academic Village B 113)

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OVERVIEW OF THE COURSE

In “Why Do They Hate Us?” we will explore the tension between how Americans perceive themselves and how, and why, the rest of the world perceives us in a different, and often less flattering, light. At its core, this course will focus on the uneasy relationship between America’s liberal political culture and institutions and the power-centric and nationalistic ideals that have traditionally governed our country’s foreign policy. Particular emphasis will be placed on the motivations and tactics that have fueled America’s expansionist ambitions over the past 200 years and the forces, both domestic and foreign, which have sought to limit both the size and scope of the “American Empire.” In this course we will also examine both the political and moral implications associated with being the world’s first global “empire” as well as the social, economic and political forces contributing to the rise of anti-American sentiment and political action throughout the Islamic world.

I want to stress that this course will be challenging. In addition to the relatively heavy reading load for this course (on average, expect to do 2-4 hours of class preparation per week), throughout the semester I will stress the importance of critical thinking and argumentation -- both in written and oral forms. Given the seminar structure of this course, it is your responsibility to do the assigned readings prior to each class meeting. I will also expect every student to be prepared to discuss these readings in a free-form group discussion led by myself. The issues with which we will wrestle with in this class are not easy but if you are willing to put forth the effort I am confident that you will find it a worthwhile endeavor. Your final grade for this course will be assigned on the basis of your performance on five criteria that are weighted in the following manner:

1. Seminar Contribution = 30%
2. Seminar Writing Assignments = 40% (20% x 2)
3. Persuasive Speech/Debate = 10%
4. Final Paper = 20%

SEMINAR CONTRIBUTION:

Assignment and Evaluation: Seminar contribution is worth 30% of your final grade. This is an integral, albeit difficult to quantify, component of the course. It is my firm belief that true learning requires active participation. For you to simply sit back and assume that the words that leave my mouth will somehow make an indelible mark on your brain is a doubtful (and somewhat scary) proposition. If you are to get anything out of this course you must engage fellow students, the topic and me! This requires asking questions, offering observations and voicing your support or disagreement with the arguments that I, or your fellow classmates, are presenting. This does not require that you be a skilled orator, only that you make an effort to posit logically sound and coherent arguments, questions and observations. I recognize that this is not a skill that many of you feel that you excel at (and may, in fact, dread), yet it is essential for the success of the seminar experience. Not surprisingly, evaluation of seminar contribution is a somewhat inexact science.

In an effort to add a quantitative dimension to this enterprise, I will evaluate your seminar contribution based on three criteria: class preparation (60%), class attendance (20%), and class participation (20%). In other words, your overall seminar contribution will be assessed on the “three Ps”: (1) your intellectual preparedness, (2) your physical presence and (3) your active participation.

Seminar Preparation: In an effort to measure your level of preparation for our seminar meetings, I have incorporated a series of written seminar discussion assignments directly into your participation grade. These seminar discussion assignments require you to provide a short answer (350-500 words) to a series of questions that deal directly with the material and topics that we will be discussing in class. The goal of these writing assignments (a.k.a., SDQs) is to prepare you for our seminar discussions by making you think about the material prior to our scheduled class
meetings. This preparation, in turn, should allow you to feel more confident in voicing your opinions during the seminar meetings. **You are required to turn in one SDQ per week during the first 14 weeks of the semester (excluding Week 9).** These assignments will be evaluated on the basis of two criteria: (1) did you turn in the assignment on time; and (2) did you make a good faith effort to seriously engage and answer the question at hand (which includes referring to the assigned course material). If you fulfill both of these requirements you will receive “full credit” (1.4 points) for the assignment. However, you will receive only “partial credit” (0.7 points) if you turn your response in on time but fail to answer the question in an intellectually rigorous manner (i.e., you fail to integrate the assigned readings into your response and/or you don’t adequately engage and answer the question at hand). Finally, you will receive “no credit” (0 points) if you do not complete the assignment or attempt to turn it in late. Remember, the goal of these assignments is to help prepare you for the seminar discussions (where the real learning takes place!), not for you to develop and support a fully formed thesis. So, while the success of our seminar discussions requires that you take these assignments seriously, nonetheless, you should think of these assignments as the start, rather than the culmination, of your learning experience.

Keep in mind the following points when writing your SDQs:

- Your overall performance on this assignment constitutes 60% of your participation grade (18% of your total course grade -- 1.4 points x 13 assignments = 18(ish) points).
- You are permitted to complete only one seminar discussion assignment per week;
- You must submit these weekly assignments to the Canvas site for this course;
- Your posts to the Canvas site must be submitted by 11:00 a.m. on the day of our scheduled seminar meetings (or as otherwise indicated). After the 11:00 a.m. deadline has passed, I will not accept any further posts for the day’s seminar.

**Seminar Attendance:**

It goes without saying that it is difficult to participate in a seminar if you are not there. So, attendance has to be factored into your overall participation grade to some degree. Recognizing the randomness and volatility of life, 100% attendance is not my goal. However, given that this is a seminar, where your participation is essential to the overall learning experience, I do have relatively high expectations for your attendance. I generally expect that students will miss three (3) or fewer classes over the course of the semester (approximately 10% of scheduled seminars) due to unforeseen events. If you need to miss more than this due to scheduling conflicts or protracted illness/hardship, you will need to let me know and provide me with the necessary documentation for your absenteeism. I do not call roll every day, however, if I notice that your attendance is becoming sporadic, I will take note of this and begin to log your attendance (or, more precisely, your lack thereof).

Your overall performance on this dimension of the class constitutes 20% of your seminar contribution grade (or 6% of your overall course grade). I will grade your attendance in the following manner:

- If you miss less than 10% of the scheduled class meetings (or 3 class periods) due to unforeseen events, you will be marked as “meeting expectations” and will receive full credit for attendance (6 points). However, if you miss more than this, and fail to provide me with appropriate documentation for your absenteeism, you will be penalized.
- Students that miss between 4 and 6 class meetings (10-20% of scheduled seminars) will receive “partial credit” for attendance (3 points).
- Finally, those students who have been identified as having a chronic absenteeism problem and miss more than 6 classes (more than 20% of scheduled seminars) will receive “no credit” (0 points) for attendance.

**Active Class Participation:**

Finally, student participation will be evaluated by your willingness to let us hear your ideas. While it is possible for a student to get a “B” in seminar contribution without saying a word in class (by receiving full credit on both the seminar preparedness and seminar attendance criteria and being an “active listener” in the course), anything higher than this will require you to make your voice heard in class. While I will make some effort to assess the quality of your contribution to class discussions, nevertheless, this dimension will largely be determined by the quantity of your contribution. I will use the following criteria as my guide:

- You actively contribute to every seminar meeting (providing multiple “insightful” comments/questions) (6 points);
- You regularly contribute to class discussion: on average, once per seminar meeting (5.5 points);
• You only periodically contribute to class discussion: on average, every other seminar (5 points);
• You infrequently contribute to class discussion: once a month (4.5 points);
• You seldom, if ever, contribute to class discussion: for all intents and purposes you have chosen not to actively participate in the seminar but you seem to be listening intently and appear to be intellectually engaged (4 points).
• You seldom, if ever, contribute to class discussion: for all intents and purposes you have chosen not to actively participate in the seminar and you seem to be bored to be there or otherwise disengaged from the seminar discussion (2 points).

It is also important to note that I will factor in the consistency of your participation into your grade. If you participate a lot at the beginning of the semester but then chose not to involve yourself in class discussion later in the semester, this will impact your overall grade. Your overall performance on this criterion constitutes 20% of your participation grade (6% of your overall course grade).

SEMINAR WRITING ASSIGNMENTS:
Assignment and Evaluation: You will be required to complete two (2) -- out of a possible ten (10) – seminar writing assignments over the course of the semester. These essays will be six typed pages in length and will deal with the topics that we will be discussing in our seminar meetings. Your papers will be evaluated on your ability to identify, summarize and critique the key points of the assigned readings/videos as well as on your ability to use this information to write a persuasive (albeit short) argument. Persuasive arguments bring both logic and evidence to bear on the topic at hand as well as demonstrate both originality and creativity in their construction and presentation. It is also important to note that the more directly you utilize the assigned readings in developing your argument, the better your grade. While I encourage you to present your opinions in these papers, it is vital that you use all of the assigned literature to help organize, inform and motivate your essays. In particular, be careful not to simply ignore the readings/videos that do not conform to your ideological/political position or the argument that you are making. These papers are due at the beginning of each scheduled seminar (see below for specific dates) and are worth 40% of your overall course grade (20% for each paper).

Important Information:
• You will not be able to turn in these assignments after the assigned due dates.
• You are not permitted to write a paper on the same topic (or seminar date) as your assigned speech.
• At least one (1) of the two required essays must be turned in to me by April 16, 2019. While it is possible for you to write both of your essays prior to this date, I will only accept one essay from you after this time! In other words, you must complete at least one (1) essay from Assignments 1-8 and, by extension, are only permitted to write one from Assignments 9-10.

Writing Assignment Due Dates:
• Assignment #01: 2/26/19
• Assignment #02: 3/12/19
• Assignment #03: 3/26/19
• Assignment #04: 4/02/19
• Assignment #05: 4/04/19
• Assignment #06: 4/09/19
• Assignment #07: 4/11/19
• Assignment #08: 4/16/19
• Assignment #09: 5/02/19
• Assignment #10: 5/09/19

PERSUASIVE SPEECH/DEBATE:
Assignment and Evaluation: This course requires each student to participate in a two-person debate in which you will deliver an extemporaneous 10-minute speech that argues in support of a persuasive claim. I will assign debate topics during the first week of class and provide you with a detailed written overview of this
assignment at this time. This assignment is taken very seriously and will constitute 10% of your final course grade. This assignment will be graded on the overall persuasiveness of your argument, the credibility and confidence of your delivery and the structure and completeness of your outlines (which must include a detailed bibliography).

**Important Information:**
- In order to fulfill the Speech Department requirements for this assignment you will need to provide me with two (2) copies of your “full sentence outline” (one electronic and one paper) and one (1) copy of your “topic outline” (a paper copy which you will use when presenting your speech).
  - The paper copies of your full sentence and topic outlines are due at the start of class on the day of your assigned speech.
  - The electronic version of your full sentence outline must be posted to the Canvas site by 5:00 p.m. two (2) days prior to your speech date. Thus, if your debate is scheduled for a Tuesday seminar, the electronic version of your full sentence outline must be posted by 5:00 p.m. the preceding Sunday; or, if you are presenting on Thursday, it must be posted by 5:00 p.m. on the Tuesday of that same week. I will forward this copy of your full sentence outline to the Speech Department for review and evaluation (Note: their evaluation of this document will not factor in to your course grade).
- Your “full sentence” outline must be thoroughly documented with citations from at least six (6) academic sources.
- You are not permitted to write a paper on the same topic (or seminar date) as your assigned speech.

**FINAL PAPER:**

**Assignment and Evaluation:** This writing assignment is a take-home long essay exam that is due on **May 16, 2019**. I will provide you with the topic question for this assignment on April 4, 2019. This paper will require you to address the key themes and frameworks discussed throughout the semester and posit a logically coherent argument concerning America’s “war on terror.” This paper should be approximately 10-12 pages (typed) in length and will constitute 20% of your final grade. Please submit your paper to me on the corresponding Canvas page by no later than 5:00 pm on Thursday 5/16/19.
# DEADLINES FOR REQUIRED ASSIGNMENTS

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## IMPORTANT INFORMATION:

- You must answer **one** (1) Seminar Discussion Question **per week** (through Week 14 of the semester; excluding Week 9).
- You must turn in **two** (2) Seminar Writing Assignments over the course of the semester (of which one must be turned in by 4/16/19).
- You **cannot** write a Seminar Writing Assignment paper that is due on the same day as your speech.
- Your Final Paper is due by 5:00 pm on 5/16/19.

1/22/19: Class Logistics: Introductions and Expectations

Class Assignment (email or bring to class by Thursday 1/24/19):

Look over the debate topics outlined in the syllabus and provide me with your preference ranking of these topics (1 = “I’ll sell my first born for the chance to debate this topic”; … 10 = “Please, oh dear God, please…just kill me if I have to debate this topic”). Here is a list of the debate topics that we will cover in this course:

- **“American Empire”** (3/05/19):
- **“Withdrawal from Paris Climate Accord”** (3/07/19):
  - Affirmative Position: “The decision by President Trump to withdraw US commitment to the Paris Climate Accord is good for America.”
- **“Rise of China”** (3/12/19):
- **“Ethics of Drone Warfare”** (3/28/19):
  - Affirmative Position: “America’s use of unmanned drones to target and assassinate terrorist suspects is both an ethical and effective tactic in our war on terror.”
- **“Civil Liberties and the War on Terror”** (4/02/19):
  - Affirmative Position: “In an effort to combat anti-American terrorism, the U.S. Government should seek to strengthen the investigative and prosecutorial powers of federal agencies in charge of homeland security even if these powers restrict individual civil liberties.”
- **“Exporting Democracy”** (4/09/18):
  - Affirmative Position: “The promotion of democracy around the globe represents a good use of America’s power and resources.”
- **“Foreign Aid”** (4/11/19):
  - Affirmative Position: “The United States should increase its annual foreign aid distribution to the world’s poorest countries.”
- **“Humanitarian Intervention”** (4/16/19):
  - Affirmative Position: “The US has a moral obligation to protect individuals from crimes against humanity by committing military support to the stopping of genocide anywhere in the world.”
- **“Torture and the War on Terror”** (5/02/19):
  - Affirmative Position: “The use of ‘enhanced interrogation techniques’ and ‘torture’ should be considered lawful and legitimate tools in our country’s efforts to protect us from terrorist enemies.”
- **“US-Israeli Relationship”** (5/09/19):
  - Affirmative Position: – “The United States should seek to reduce its military and economic support to Israel in an effort to pressure the Israeli government to forge a permanent peace settlement with the Palestinian Authority.”

1/24/19 & 1/29/19: “Hey, But We’re the Good Guys!” Surveying America’s Global Image in the Post-9/11 World (and Looking for Signs of Hope)

1/24/19 – Seminar 1: From Ground Zero to the War on Terror – Understanding America’s Place in the World

- **Required Material:**
- **Seminar Discussion Question – Assignment 1:** Read President Bush’s Speech to the Joint Chambers of Congress as if you were a citizen of a Middle Eastern country. What aspects of his speech do you find
comforting and what aspects do you find deeply troubling? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course. **NOTE: All students are required to complete this assignment.**


- **Required Material:**
  - Explore the time-series data regarding the world’s opinion of the United States collected by the Pew Global Attitudes Project. Pay particular attention to the following topics: (1) Opinion of the United States; (2) Opinion of Americans; (3) Confidence in U.S. President.
  - When analyzing this data consider organizing it into the following regional/political/economic groupings:
    - Power Rivals (China and Russia)
    - Cold War Allies (Australia, France, Germany, Greece, Italy, Japan, Netherlands, Spain, United Kingdom)
    - Regional Neighbors (Canada, El Salvador, Honduras, Guatemala, Mexico, Nicaragua)
    - Middle East (Egypt, Israel, Jordan, Kuwait, Lebanon, Morocco, Pakistan, Palestinian Territory, Tunisia, Turkey)
    - Non-Arab Muslim World (Bangladesh, Indonesia, Malaysia)
    - Emerging Economies (Argentina, Brazil, Chile, India, Indonesia, South Korea, Vietnam)
    - Africa (Angola, Burkina Faso, Ethiopia, Ghana, Ivory Coast, Kenya, Mali, Nigeria, Senegal, South Africa, Tanzania, Uganda)
    - Former Communist Block (Bulgaria, Czech Republic, Hungary, Lithuania, Poland, Slovakia, Ukraine, Uzbekistan)

- **Seminar Discussion Question – Assignment 2.1:** Examine the global public opinion data collected by the Pew Global Attitudes Project and assess both the breadth and depth of anti-Americanism in the world over the past 16 years. Can you identify any patterns or trends in the data? What do you think accounts for the variability – both across time and space – in the data concerning the world’s image of America? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

**1/31/19 – 2/05/19: Power, Policy and Perceptions: Exploring the Sources and Variants of Anti-Americanism**

**1/31/19 – Seminar 1: One of These Countries is not Like the Other – or Is It? Exploring the Dangers and Delusions of American Exceptionalism**

- **Required Material:**

- **Seminar Discussion Question – Assignment 2.2:** Construct a list of what you consider to be the top three (3) reasons behind “anti-American” sentiment in the world. Why do you consider these “reasons” to be the primary drivers behind anti-Americanism and how do they help us explain the rise (as well as the fall and persistence) of this idea in the world in the post-9/11 era? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

**2/05/19 – Seminar 2: What, Exactly, Is Anti-Americanism and Why Should We Care About It? Exploring the Roles of Opinion and Bias in the Study of Anti-Americanism**

- **Required Material:**

- **Seminar Discussion Question – Assignment 3.1:** Does the near universal negative opinion of President Trump held by people outside of the United States represent a threat to America? If so, what type of threat does it pose and what, if anything, should we do about it? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.
ANTI-AMERICANISM AND ISLAM:
NAVIGATING THE RIVERS OF RAGE IN THE MUSLIM WORLD

2/07/19: Exploring the Origins and Aftermath of 9/11: Navigating the Rivers of Rage in the Muslim World

➤ **Required Material:**

➤ **Seminar Discussion Question – Assignment 3.2:** As documented in the video by Friedman, economic, ethnic/religious and political grievances are widespread and deeply held in the Muslim world. Moreover, in recent years these grievances have manifested themselves in acts of violence against the American people and its foreign policy interests. What factors have contributed to the rise of anti-Americanism in this quarter of the world and what, if anything, should we do to reverse this trend? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

2/12/19: US-Muslim Relations at the Turn of the 21st Century: Does Radical Islam or Western Secularism Really Reflect the Values and Ambitions of the World’s 1.7 Billion Muslims?

➤ **Required Material:**
  - Watch the CNN special broadcast by Fareed Zakaria, *Why They Hate Us*, on your computer (CNN, May 5, 2016).

➤ **Seminar Discussion Question – Assignment 4.1:** According to the Gallup poll discussed in today’s PBS documentary, as well as the material presented by Zakaria, it is clear that Muslims across the globe share many -- albeit not all -- values found in Western societies. Identify the core areas where our societies converge around common values and goals and where they diverge. On balance, are you optimistic or pessimistic that our two civilizations can peacefully coexist? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

2/14/19: Goodbye Dictators, Hello (Cr)ISIS? Contemplating the “Clash of Civilizations” Thesis and America’s Middle East Policy in the Wake of the Arab Spring

➤ **Require Material:**
  - Watch the short *History Channel* video, “Here’s How the Arab Spring Started and How It Affected the World,” on your computer.

➤ **Seminar Discussion Question – Assignment 4.2:** Domestic and international events in the Middle East since 2011 (e.g., the rise and fall of the pro-democracy movements associated with the “Arab Spring,” the removal of US occupation forces from the region, the rapid rise -- and sudden retreat -- of the Islamic State and the associated social turmoil and mass exodus of Muslims throughout the region and to Europe) have upended the socio-political orders of both the Arab world and the West. While the long-term sociopolitical implications of these events is uncertain at best, nonetheless, the “clash of civilizations” thesis presented by Samuel Huntington in the early 1990s has reasserted itself in both our public consciousness and our policy debates. To what degree do you see Huntington’s thesis of an impending “clash” between Western and Islamic civilizations as prescient and powerful and to what degree do you find it to be theoretically simplistic and dangerous? Do you think that President Trump’s decision to pull U.S. troops out of Syria will exacerbate or ameliorate the potential for such a “clash”?
AMERICA’S EXPANSIONIST IMPULSE IN HISTORICAL PERSPECTIVE: EXPLORING HOW AMERICA’S POWER AND IDEALS HAVE SHAPED THE MODERN WORLD

2/19/19: From a “City upon a Hill” to “Manifest Destiny”: Special Providence, Territorial Expansion and the Evolution of the Idea of American Exceptionalism

- **Class Assignment:**
  - Complete the Honor’s Program self-evaluation requirement at [www.honors.colostate.edu/picc](http://www.honors.colostate.edu/picc) by 2/19/19.

- **Required Material:**
  - Winthrop, John. “City upon a Hill,” Excerpts from *A Model of Christian Charity (sermon)*, 1630.

- **Seminar Discussion Question – Assignment 5.1:** Identify and assess three core arguments that “Americans” used justify our nation’s territorial expansion from the arrival of the Puritans to the closing of the Western frontier. Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this class.

2/21/19 & 2/26/19: Flirting with Empire at the Dawn of the Twentieth Century: Exploring the Legacy and Lessons of America’s Imperialist Past

**2/21/19 – Seminar 1: Empire of Liberty or Empire in Denial? The Spanish-American War and Its Impact on America’s Ambitions and Ideals**

- **Required Material:**
  - Watch the documentary, *Imperial Ambition*, on your computer.
  - Using Kanopy, access this video [here](#) (you will need to sign up for this streaming service and then use your CSU e-name and e-password to enter and search for this film).

- **Seminar Discussion Question – Assignment 5.2:** The “splendid little war” of 1898 against Spain ushered in a new era of American power and influence in the world. Identify and assess three core arguments that were forwarded by proponents of US expansionism to justify the war against Spain and the subsequent accumulation of colonies, protectorates and US-dominated independent states that were created in its wake? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.


- **Required Material:**
  - Watch the documentary, *This Bloody, Blundering Business*, on your computer.
  - Using Kanopy, access this video [here](#) (you will need to sign up for this streaming service and then use your CSU e-name and e-password to enter and search for this film).
  - Excerpts from Rudyard Kipling’s “The White Man’s Burden” and Mark Twain’s “To the Person Sitting in Darkness”.

- **Seminar Discussion Question – Assignment 6.1:** Identify the central arguments of both Kipling’s “The White Man’s Burden” and Twain’s “To a Person Sitting in Darkness.” Provide examples of how these competing ideas of America’s goals informed our foreign policy in the Philippines at the turn of the 20th century. Are the arguments of Twain and Kipling still relevant to our foreign policy actions today? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

- **Seminar Writing Assignment #1 Due**
2/28/19 – 3/12/19: We’re Number One! We’re Number One! Has the “American Century” Reached its Twilight (and Will the World Mourn its Passing)?

- **2/28/19 – Seminar 1: The Kaleidoscope of American Foreign Policy: Competing Views of America’s Place in the World**
  - **Required Material:**
  - **Seminar Discussion Question – Assignment 6.2:** In the reading for today’s seminar, Sachs outlines three distinct approaches to American foreign policy – exceptionalism, realism and internationalism. What defines each of these approaches and how are they distinct from one another? Which perspective do you most closely identify with and why and why do you find it superior to the others? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

- **3/05/19 – Seminar 2: American Exceptionalism in the Post-WWII World Era: Power and Empire in the “American Century”**
  - **Required Material:**
  - **Seminar Discussion Question – Assignment 7.1:** In the post-World War II era America used its dominant position in the international system to forge an international order based on the ideas of free markets, democratic governance and international law. Unlike previous great powers -- who relied almost exclusively on “hard power” resources to subjugate and exploit other actors in the international system -- the United States exerted its leadership through a delicate balance of both “hard” and “soft” power. Discuss how our country’s foreign policy traditions -- exceptionalism, realism and internationalism -- shaped the “American Century” and comment on how our country’s leaders used both hard and soft power to solidify our international hegemony in the post-WWII era. Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.
  - **Debate #1 – American Empire**

- **3/07/19 – Seminar 3: The Long Retreat from Internationalism and the Rise of “America First” Exceptionalism**
  - **Required Material:**
  - **Seminar Discussion Question – Assignment 7.2:** President Trump’s “America First” approach to foreign affairs is the latest sign of the waning commitment of our country to the post-WWII liberal international order. As the costs of American leadership have begun to mount – in terms of both U.S. blood and treasure – over the course of the last 40 years, our commitment to international leadership has also begun to wane. What forces have led President Trump to the decision to abandon U.S. global leadership for a more isolationist and nationalistic approach to international affairs? In your opinion, what role should America play in the international system and will an “America First” strategy provide the foundations for a stable and prosperous world order? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.
  - **Debate #2 – America’s Withdrawal from the Paris Climate Agreement**

  - **Required Material:**
Seminar Discussion Question – Assignment 8.1: Does the increasing economic power of China represent a threat to US interests? What type of foreign policy should America adopt in the age of “global convergence”? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

Debate #3 – Rise of China

Seminar Writing Assignment #2 Due

One nation, many perspectives: A survey of America’s foreign policy traditions

3/14/19 - 4/02/19: Realist Foreign Policy and the Jeffersonian Ideal: Exploring America’s Uneasy Relationship with Warrior Politics

➢ 3/14/19 – Seminar 1: Might Makes Right….Right? Classic Realism and the Virtues of Power and Deception in an Anarchical World
   • Required Material:
     ✓ Walt, Stephen. “What if Realists were in Charge of US Foreign Policy?” Foreign Policy, 30 April 2012.
   • Seminar Discussion Question -- Assignment 8.2: Focusing on the book chapter by Donnelly, identify five central arguments/positions that constitute the theoretical core of the realist perspective. How do the realist policies advocated by Walt flow from these assumptions? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

➢ 3/19/19 & 3/21/19 – Spring Break (no class)

➢ 3/26/19 – Seminar 2: American Realpolitik on Trial: Warrior Politics and the Morally Ambiguous Legacy of America’s Cold War Strategy
   • Required Material:
     ✓ Watch the 2002 documentary, The Trials of Henry Kissinger, on your computer.
     ✔ Using Kanopy, access this video here (you will need to sign up for this streaming service and then use your CSU e-name and e-password to enter and search for this film).
   • Seminar Discussion Question – Assignment 9.1: Answer the following question: “Is Henry Kissinger a war criminal?” Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

   • Seminar Writing Assignment #3 Due

➢ 3/28/19 – Seminar #3 – “Vindicator Only of Her Own:” Exploring the Jeffersonian Response to the Realist Worldview
   • Required Material:
     ✓ Cambanis, Thanssis. “We are the War on Terror, and the War on Terror is Us,” Boston Globe, 23 March 2017.
   • Seminar Discussion Question -- Assignment 9.2: Focusing on the book chapter by Mead, identify five central arguments/positions that constitute the theoretical core of the Jeffersonian perspective. Given these theoretical positions, in what ways can we view the argument posited by Cambanis as representing a Jeffersonian critique of post-9/11 foreign policy? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

   • Debate #4 – Ethics and Efficacy of Drone Warfare
4/02/19 – Seminar #4 – Top Secret America: Searching for a Balance Between Realist and Jeffersonian Priorities
• **Required Material**
  ✓ Watch the 2014 documentary, *Imminent Threat*, on your computer.
  • Using Kanopy, access this video [here](#) (you will need to sign up for this streaming service and then use your CSU e-name and e-password to enter and search for this film).
• **Seminar Discussion Question – Assignment 10.1**: The 2014 documentary, *Imminent Threat*, examines the history of the dark side of America’s “war on terror.” From the creation of black site prisons abroad and super-secret facilities here in America, to targeted killings and covert wars waged by special forces, to a multibillion-dollar terrorism industrial complex, the fight against terrorist enemies since 9/11 has fundamentally reshaped the nature of governance in our democratic society. Do you accept the argument posited by some realists that the protection of our country from terrorist threats requires us to stray from our Jeffersonian values both at home as well as abroad? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.
• **Debate #5 – “Civil Liberties and the War on Terror”**
• **Seminar Writing Assignment #4 Due**

4/04/19 – Seminar 1: The Quiet American and the Clash of Values: Exploring the Gray Zone between Realism & Idealism in American Foreign Policy
• **Required Material**:
  ✓ Watch the 2002 feature film, *The Quiet American*, on your computer
  • You can access this video [here](#) (enter your e-name and e-password, fill in the title of the film and then click on the “Access Online Resource” link).
  • For additional insights into this film you may want to examine Judith Anderson’s analysis of the original book (“Vietnam,” excerpts from *Graham Greene: The Dangerous Edge*, 1990).
• **Seminar Discussion Question – Assignment 10.2**: The 2002 version of Graham Green’s novel, *The Quiet American*, examines the history of America’s involvement in Vietnam in the early years of the Cold War. One of the main points that Greene was trying to convey in his story was that idealism can be just as destructive of a force in international affairs as realism. Provide evidence gleaned from the film to support Greene’s position. Do you agree with his position? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.
• **Seminar Writing Assignment #5 Due**

• **Required Material**:
• **Seminar Discussion Question – Assignment 11.1**: Identify five central arguments/positions that constitute the theoretical core of the Wilsonian perspective (or, what Ikenberry refers to as America’s “hidden grand strategy”). Given these theoretical positions, in what ways can we view the argument posited by Sedaca as representing a Wilsonian critique of President Trump’s foreign policy? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.
• **Debate #6 – “Exporting Democracy”**
• **Seminar Writing Assignment #6 Due**

• **Required Material**:
  ✓ Watch to the short *We the Economy* video, *The Foreign Aid Paradox*, on your computer.
• **Seminar Discussion Question – Assignment 11.2**: Do you think that the United States government is doing enough to help the world’s poor? If you believe that we are doing enough, on what grounds do you base this
conclusion? If you think that we are falling short, then what type of policies do you think we should pursue to help these people? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

- **Debate #7 – “Foreign Aid”**
- **Seminar Writing Assignment #7 Due**


- **Required Material:**
  - Watch the 2004 PBS Frontline documentary, *Ghosts of Rwanda*, on your computer.
    - Using Kanopy, access this video [here](#) (you will need to sign up for this streaming service and then use your CSU e-name and e-password to enter and search for this film).
  - **Seminar Discussion Question -- Assignment 12.1:** As vividly demonstrated in the PBS documentary, *Ghosts of Rwanda*, the United States government (as well as the international community) effectively pursued a policy of inaction in the face of genocide in 1994. Identify the core arguments presented by the Clinton administration with regard to its decision to avoid taking any direct action in Rwanda to stop the extermination of Tutsis (and moderate Hutus) by Hutu extremists bent on genocide. Do you find any of these arguments to be justifiable? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

- **Debate #8 – “Humanitarian Intervention”**
- **Seminar Writing Assignment #8 Due**

**4/18/19 - 4/25/19: The Empire Strikes Back: Exploring America’s Pursuit of Profit, Power and Honor in the Age of Globalization**

- **4/18/19 – Seminar 1: Global Commerce and the Hamiltonian Path to Peace, Progress and Prosperity: Can Global Capitalism Protect America and Save the World?**
  - **Required Material:**
  - **Seminar Discussion Question -- Assignment 12.2:** Identify five central arguments/positions that constitute the theoretical core of the Hamiltonian perspective. Summarize your ideas in a 350-500 word essay and submit it to the Canvas site for this class.

- **4/23/19 – Seminar 2: Rogue States, “Evil-Doers” and the Lures of Preemption: September 11 and the Rise (and Fall?) of the Neo-Con Revolution**
  - **Required Material:**
  - **Seminar Discussion Question -- Assignment 13.1** Identify five central arguments/positions that constitute the theoretical core of the Neoconservative perspective. Summarize your ideas in a 350-500 word essay and submit it to the Canvas site for this course.

- **4/25/19 – Seminar 3: “Respect My Authoritah!” The Jacksonian Tradition in American Foreign Policy (or, Eric Cartman, the State and War)**
  - **Required Material:**
  - **Seminar Discussion Question -- Assignment 13.2** Identify five central arguments/positions that constitute the theoretical core of the Jacksonian perspective. Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

**4/30/19 - 5/02/19: Debating the Strategic and Moral Dimensions of the War on Terror: The Case of Torture**

- **4/30/19 – Seminar 1: A Nasty Business: Liberalism, Torture and the Ticking Time Bomb**
  - **Required Material:**
    - Watch the 2007 documentary, *Taxi to the Dark Side*, on your computer
      - You can access this video [here](#) (enter your e-name and e-password, fill in the title of the film and then click on the “Access Online Resource” link).
5/02/19 – Seminar 2: A Few Bad Apples or the Unfortunate (and Inevitable) Price of Empire? Abu Ghraib and the Politics and Psychology of Torture

- Required Material:
- Debate #9 – “Torture and the War on Terror”
- Seminar Writing Assignment #9 Due

5/07/19 - 5/09/19: Debating the Strategic and Moral Dimensions of the War on Terror: The US-Israeli Relationship

5/07/19 – Seminar 1: Crisis in the Holy Land: Exploring the Politics of History and Belief in the Land of Canaan

- Required Material:
  - Watch the short Vox documentary, The Israeli-Palestinian Conflict, on your computer.

5/09/19 – Seminar 2: One Land, Two Peoples and One Superpower: Debating America’s “Special Relationship” with Israel

- Required Material:
  - Watch the short Vox documentary, Israeli Settlements, on your computer.
- Debate #10 – “US-Israeli Relationship”
- Seminar Writing Assignment #10 Due

5/16/19: Final Paper Due!

- Please submit your paper to me on the corresponding Canvas page by no later than 5:00 pm on Thursday 5/16/19.