

## HI2316 – Twentieth Century American Foreign Relations

C Term 2019 / T/F 8:00 – 9:50

SL411

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Office Hours: T&F: 10:00-11:00 or by appointment  
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### Course Description

This course explores the history of U.S. foreign relations during the 20th-century through the lenses of science, technology, and the environment. We will begin by examining how international relations are at the center of current debates about social, technological, and environmental innovation. We will continue by analyzing how notions of development and modernization shaped American international relations during the Cold War and beyond. Later on, we will investigate how these notions worked through the 20<sup>th</sup> and 21<sup>st</sup> century in three case studies: the fight against hunger in Asia, communism in Central America, and terror in the Middle East.

We will learn that in these encounters, the politics of development and access to natural resources created profound challenges for the international order and the strengthening of democracy at both sides of the border. We will finish the course by reflecting on how the lessons learned can help us rebuild a new social, technological, and environmental agenda in a more democratic global order.

### Expectations & Policies

- Students are expected to think critically, communicate their thoughts effectively, and participate in a collaborative community of learning. Please see participation rubric below.
- All students are expected to do the required weekly readings which will form the basis for class discussion and assignments.
- Attendance to all sessions is mandatory. This is part of your final participation grade.
- I have carefully selected all of the readings based on their relevance to current academic and scientific debates, and their contributions to the expected learning outcomes of this course. I reserve the right to change content and reading materials when these will benefit class discussions and student learning. Suggestions may be submitted any time during the term.
- Use of electronic devices in the classroom must be limited to purposes related to class work. If we need a “personal and social media time” during the class, we can collectively decide how to establish it best.
- My responsibility is to 1) guide your learning process, 2) offer my expertise on the content of this course and the mechanics of academic thinking and writing, and 3) challenge you to think critically about the themes and materials discussed in class. Your responsibility is to follow 1) these policies, 2) fulfill the grading requirements, and 3) ask for assistance any time you need it. Critical thinking and academic writing are sometimes challenging tasks

that require practice and learning from others. Empower yourself as an active member of this community of learning, and ask your peers and me for guidelines and advice any time you need it.

- As expected, academic dishonesty and plagiarism will result in disciplinary action. For details on what constitutes plagiarism and academic integrity please visit: <https://www.wpi.edu/about/policies/academic-integrity>

### Participation Rubric

Class Participation	Excellent	Good	Acceptable	Unacceptable
<b>Answering Questions</b>	Nearly all classes; answers directly refer to materials under consideration, & reflect a careful reading of material.	Most classes; answers indirectly refer to materials, or refer to them in a general manner.	Some classes; answers connected to general discussion if not to specific materials.	Never answer questions
<b>Posing Questions</b>	Nearly all classes; poses questions that are connected to a careful reading of materials.	Most classes; poses questions broadly connected to class materials.	Some classes; poses questions about assignments or materials.	Never poses questions
<b>Responding to Peer Observations</b>	Nearly all classes; engages comments of peers with questions or responses addressed to peer; respectful disagreement.	Most classes; engages discussion with class in general by posing or answering questions; respectful disagreement.	Some classes; asks related questions, supplies additional related observations; engage respectfully.	Disrespectfully responses or failure to respond to peer comments.
<b>Attendance</b>	Never missed a class meeting.	One missed class meeting.	Two missed class meetings.	Three or more missed class meetings.
<b>Extra-Classroom Participation</b>	Engages online & after class discussion; poses questions.	Asks or answers questions online.	Completes mandatory online assignments	Incomplete online assignments; ignores online discussion.

### Requirements & Grading

Participation: 20%

Group Report on Foreign Policy and Innovation (800-1000 words): 20%

Student-led Panel Report (800-1000 words) and Discussion: 20%

Advisory Report (1000-2000 words): 20%

Policy Brief (1000-2000 words): 20%

#### Student-led Panel Discussions

On Jan. 25, Feb. 1, and Feb. 8, 3-4 groups will be responsible for leading the class discussion. Each group will be assigned a separate set of readings. They will have 20-30 minutes to offer a summary of the main arguments, relevance, and contribution to the class.

- Presentations should actively integrate previous materials and analysis from the audience in the classroom.
- The discussion (as a product of the presentation and dialogue with the audience) should problematize the findings in the readings and advance on prior knowledge.
- Groups may include short complementary written or audiovisual materials for *in situ* analysis in their segment.
- One member of each group will work as a diplomatic agent. Diplomatic agents should meet previous to the discussion session and discuss points of intersection, tension, or complementarity among each of the reading sets. Each group should include these findings in their analysis, report, and presentations.
- Final group reports should be submitted previously to the panel discussion.

### **Advisory Report:**

Individual or group (of 2 or 3) assignment.\* As a member of one of their permanent advisory groups, you will be asked to provide your expert advice to the United States Agency for International Development (USAID). USAID works closely with the Office of Foreign Affairs leading programs for international development.

- You will receive the task and the precise topic of the report a week prior to the due date.
- You will need to use all that you have learned in this class and make explicit reference to at least seven readings.
- As an advisory report, reproducing what the texts and others have said will not guarantee that your expert opinion will be considered. You will need to develop an argument that explicitly provides evidence from the readings and build upon their arguments, but that offers a unique and innovative approach to the future of foreign policy and international development.

### **Policy Brief:**

Individual or group (of 2 or 3) assignment.\* As a recently trained scholar of international relations, you will be asked to provide a policy brief on the area of your expertise.

- The topic and area of the brief should reflect your own professional interests and what you have learned in this class (pick a topic that makes you happy and excited about).
- It should include at least 10 readings from this class and any other you might consider relevant (remember you are the expert).
- The policy brief should include a summary of key points and other visual organization that would help decision-makers understand your arguments and recommendations. For an example, take a look at the policy brief assigned for week 6.

*\* If you decide to work in groups for the advisory report and the policy brief, consider that the level of analysis should reflect the work of two (or more) analytical minds.*

The available grades are:

- **A** grade denotes *excellent work* that attains all of the project goals and learning outcomes. The product and process of the work meet all of the expectations and *exceed* them in several areas.
- **B** grade denotes a *consistently good work* that attains the project goals and learning outcomes. The product and process of this work *meet but generally to not exceed* all of the expectations.
- **C** grade denotes *acceptable work* that partially attains the project goals and learning outcomes.

The product and process of this work *meet some but not all* expectations. The work may be satisfactory, but the quality is less than anticipated.

- **NR** grade denotes work that did not attain the project goals or learning outcomes and is *insufficient for registered credit*. Both product and process were inconsistent with acceptable project work at WPI as outlined above.

## Resources

### Writing Center

Located on the second floor of Salisbury Labs (SL 233), the Writing Center is a valuable resource for helping you improve as a writer. Writing Center tutors are your peers (other undergraduate and graduate students at WPI) who are experienced writers themselves and who enjoy helping others tackle writing challenges. Although a single tutoring session should never be seen as a quick fix for any writing difficulty, these sessions can help you identify your strengths and weaknesses, and teach you strategies for organizing, revising, and editing your course papers, projects, and presentations. Writing Center services are free and open to all WPI students in all classes, and tutors will happily work with you at any stage of the writing process (early brainstorming, revising a draft, polishing sentences in a final draft). Visit the Writing Center website <[wpi.edu/+writing](http://wpi.edu/+writing)> to make a 45 minute appointment.

### Office of Disability Services

The Office of Disability Services (ODS) coordinates accommodation service and provides advocacy and support to assist students with documented physical, learning, sensory, psychological, developmental, and other disabilities in achieving their full potential. The office strives to foster an environment that supports and encourages self-advocacy, independence, and personal growth. Visit <https://www.wpi.edu/student-experience/resources/disability-services> for more information

### Gordon Library

The research librarians at Gordon Library can assist you with a variety of research questions related to locating and citing sources. There is an online chat service on the library webpage. You may also schedule a research meeting with a librarian by visiting [tinyurl.com/wpilibrary](http://tinyurl.com/wpilibrary) or writing to [library@wpi.edu](mailto:library@wpi.edu)

### Research, Citation, and Style Guides

For an overview of the research and writing process, from formulating questions, reading critically, building arguments, and revising drafts, consult: <https://www.wpi.edu/library/research/citation-tools>. It includes information on citation styles. History papers generally follow the Chicago style, but you may use another system such as MLA or APA as long as you follow it consistently.

## Course Schedule

### Week 1. Introduction: U.S. Foreign Relations in a Global Context

Jan. 11: Westad, O. 2005. *The global Cold War*. Cambridge University Press.  
[Chapter 1: The empire of liberty: American ideology and foreign interventions]

### Week 2. Foreign Policy, How Does it Shape Science, Technology, and Environmental Innovation?

Jan. 15: Invited Speaker:  
*Joe Roy-Mayhew*  
*Ph.D., Chemical and Biological Engineering, Princeton University*  
*Former Business Development Associate, Harvard Office of Technology Development. Director of Materials, Markforged*

Hahn, R. and McGartland, A. 1989. The political economy of instrument choice: an examination of the U.S. role in implementing the Montreal Protocol. *Northwestern University Law Review*, 83, 592.

Gillis, J. 2013. By degrees. The Montreal Protocol, a little treaty that could. *The New York Times*. December 9, 2013.  
<https://archive.nytimes.com/www.nytimes.com/2013/12/10/science/the-montreal-protocol-a-little-treaty-that-could.html>

Markovich, S. 2012. U.S. Patents and Innovation. *Council on Foreign Relations*. December 19, 2012. <https://www.cfr.org/backgrounders/us-patents-and-innovation>

Saini, A. 2014. EU Graphene Flagship project aims for technological breakthroughs: Graphene-flagship.eu. *MRS Bulletin*, 39(5).

European Commission. 2017. *Graphene Flagship Review (2016-2017)*.  
[https://ec.europa.eu/digital-single-market/sites/digital-agenda/files/graphene\\_flagship\\_review\\_2016-2017\\_1.pdf](https://ec.europa.eu/digital-single-market/sites/digital-agenda/files/graphene_flagship_review_2016-2017_1.pdf)

Parkin, S. 2017. Brexit is quietly strangling science. *Bloomberg*. August 8, 2017  
<https://www.bloomberg.com/news/features/2017-08-08/brexit-guts-british-science-and-risks-graphene-innovation>

Recommended:

Leijten, J. 2017. Exploring the future of innovation diplomacy. *European Journal of Futures Research* 5: 20

Powell, W., and Snellman, K. 2004. The knowledge economy. *Annu. Rev. Sociol.* 30.

Jan. 18: Jotzo, F. Depledge, J. and Winkler, H. 2018. US and international climate policy under President Trump. *Climate Policy*. 18/7. 813-817

**Class does not meet this day. Group report due by noon:** “*How international relations shape science, technology, and environmental innovation?*”

Recommended:

O’Mara, M. 2005. *Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valley*. Princeton University Press.

Leslie, S. 1993. *The Cold War and American Science. The military-Industrial-Academic Complex at MIT and Stanford*. Columbia University Press.

### **Week 3. Development and Modernization, and the Origins of the Cold War**

Jan. 22: Macekura, S. 2013. The Point Four Program and U.S. International Development Policy. *Political Science Quarterly*. 128 (1).

Gilman, N. 2003. Modernization theory, the highest stage of American intellectual history. In Engerman, D. Gilman, N., Haefele, M. and Latham, M. (Eds.) *Staging growth. Modernization development, and the global Cold War*. University of Massachusetts Press.

Recommended:

Gilman, N. 2007. *Mandarins of the future. Modernization theory in the Cold War America*. The John Hopkins University Press.

Engerman, D., Gilman, N., Haefele, M., and M. Latham. 2003. *Modernization, Development, and the Global Cold War*. University of Massachusetts Press.

Jan. 25: **Student-led panel discussion I**

Jones, T. 2011. Crude ecology: Technology and the politics of dissent in Saudi Arabia. In Hecht, G. *Entangled geographies. Empire and technopolitics in the Global Cold War*. MIT Press.

Sneddon, C. 2015. *Concrete Revolution. Large dams, Cold War geopolitics, and the US Bureau of Reclamation*. The University of Chicago Press. [Chapter one: Large dams, technopolitics, and development.]

Harper, K. and Doel, R. 2010. Environmental Diplomacy in the Cold War. Weather control, the United States and India, 1966-1967. In Mc Neill, J.R. and Unger, Corinna R. *Environmental Histories of the Cold War*. Cambridge University Press.

Robertson, T. 2016. Cold War landscapes: towards an environmental history of US development programmes in the 1950s and 1960s. *Cold War History*, 16 (4).

Tucker, R. 2010. Containing Communism by Impounding Rivers: American Strategic Interest and the Global Spread of High Dams in the Early Cold War. In Mc Neill, J.R. and Unger, Corinna R. *Environmental Histories of the Cold War*.

#### **Week 4. Food and Hunger: Asia**

Jan. 29: Cullather, N. 2010. *The Hungry World: America's Cold War battle against poverty in Asia*. Cambridge: Harvard University Press. [Introduction + Chapter 9: The conquest of hunger]

Feb. 1: **Student-led panel discussion II**

Shiva, V. 2016. *The violence of the green revolution. Third world agriculture, ecology and politics*. University Press of Kentucky [Chapter 1: Science and Politics of the Green Revolution]

Rockefeller Foundation. 1951. *The world food problem, agriculture, and the Rockefeller Foundation*.

<https://rockfound.rockarch.org/documents/20181/35639/FP-A-RF.pdf/0ecf39e9-376a-4910-9acc-4b8d287e3eac>

Perkins, J. 1997. *Geopolitics and the Green Revolution. Wheat, genes, and the Cold War*. Oxford University Press. [Chapter 7: Wheat breeding and the exercise of American Power, 1940-1970]

Recommended:

Soluri, J. 2005. *Banana Cultures: Agriculture, Consumption, and Environmental Change in Honduras and the United States*. Austin: University of Texas Press.

Cullather, N. 2004. Miracles of Modernization: The Green Revolution and the Apotheosis of Technology. *Diplomatic History* 28 (2).

Cullather, N. 2007. The Foreign Policy of the Calorie. *The American Historical Review* 112(2).

Staples, A. 2006. *The birth of development: how the World Bank, Food and Agriculture Organization, and World Health Organization changed the world, 1945-1965*. Kent State University Press.

## Week 5. Violence and Migration: Central America

Feb. 5: Stonich, S. 1995. Development, rural impoverishment, and environmental destruction in Honduras. In Painter, M. and Durham, W. *The social causes of environmental destruction in Latin America*. University of Michigan Press.

**Advisory report due by midnight.**

Feb. 8: **Student-led panel discussion III**

Foux, J. 2017. How US foreign policy helped create the immigration crisis. *The Nation*. Oct. 17, 2017. <https://www.thenation.com/article/how-us-foreign-policy-helped-create-the-immigration-crisis/>

Grandin, G. 2012. Turning the Tide revisited: An interview with Noam Chomsky. *NACLA Report on the Americas*. 45:1, 32-34. <https://nacla.org/article/turning-tide-revisited-interview-noam-chomsky>

Grandin, G. 2010. Empire's senescence. U.S. Policy in Latin America. *New Labor Forum* 19(1): 15-23.

Grandin, G. 2007. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. [Introduction: The camel not in the Koran + Chapter 1: How Latin America saved the United States from itself.]

Grandin, G. 2004. *The last colonial massacre. Latin America in the Cold War*. The University of Chicago Press. [Introduction: The last colonial massacre + Chapter 3: Unfinished lives.]

Recommended:

Grandin, G. 2019. *The End of the Myth: From the Frontier to the Border Wall in the Mind of America*. Metropolitan Books [Release: March 5, 2019]

## Week 6. Oil and Terror: The Middle East

Feb. 12: Jones, T. 2012. America, Oil, and War in the Middle East. *The Journal of American History*. 99 (1) Oil in American History.

Colgan, Jeff D. 2013. Oil, Conflict, and U.S. National Interests. *Policy Brief, Belfer Center for Science and International Affairs*, Harvard Kennedy School <https://www.belfercenter.org/sites/default/files/files/publication/colgan-final-policy-brief-2013.pdf>

Recommended:



Young Bae, J. and Heo, E. 2018. Armed conflicts in the Middle East and international oil company returns. *Energy Sources, Part B: Economics, Planning, and Policy*. 13:1.

From the Archives... September 11, 2001 and the War on Terror. *Process*. Sept. 9, 2016. <http://www.processhistory.org/archives-911/>

Feb. 15: No assigned readings

### **Week 7. Building a New Social, Technological, and Environmental Agenda**

Feb. 19: No assigned readings

### **Week 8. Student Presentations**

Feb. 26: Policy brief presentations

March. 1: Policy brief presentations  
**Policy brief due by midnight**