Course Description:
The workings and even existence of the U.S. Empire have long been cause of controversy. Debates on the subject often touch upon the question of whether the United States is guided by imperial self-interest or the pursuit of freedom. The polemic has gained strength after 9/11. Yet, contemporary discussions on the nature of U.S. imperialism have centered on rather recent engagements with seemingly distant places like Iraq and Afghanistan. Empire, it would seem, remains a far-from-home phenomenon. Nevertheless, the U.S. Empire is born out of and continues to depend upon (post)colonial interactions in the Americas.

This course explores the premise that the U.S. Empire is an American Empire continuously redefined close-to-home through, for example, contested borders, population displacements, political imaginings, military interventions, knowledge exchanges and cultural practices. This is an American Empire inseparable from hemispheric experimentations with the meanings of freedom, democracy and development. The course specifically addresses: How can Empire be understood as a category of analysis? What distinguishes an American Empire? And, how are U.S. imperial formations negotiated “at home”? The course accordingly foregrounds the historical relationship between the U.S. and Latin America in order to question the meanings of home, America and Empire.
**Course Objectives:**
The main goals of the course are for students: to familiarize with important scholarship in the study of the U.S. Empire, to explore multiple manifestations of U.S. imperial formations, and to understand the relevance of hemispheric interactions in the creation and evolution of the U.S. Empire.

**Course Requirements:**
To successfully complete the course, students are required to attend and participate actively in class, write eleven reactions and two essays and do a class presentation. The final grade for the course is divided as follows: participation (30%), first essay (30%), second essay (30%) and class presentation (10%).

The participation grade depends on the careful reading of course texts, attendance, and active involvement in class discussions. Students are expected to contribute on a regular basis to discussions with respectful and informed comments that engage course texts. Students are also expected to arrive on time to class. Students, in addition, are entitled to one non-justified absence. Each absence thereafter will result in a one-fifth deduction of the participation grade.

The participation grade also depends on the writing of twelve reactions. These should identify connections between the readings and topic for a particular week. Reactions are not summaries but rather critical and creative commentaries. The reactions are to be posted online at NYU Classes by the Saturday of the week assigned.

The first essay, due on Tuesday March 1st, will address the contested meaning of America. The second essay, due on Thursday May 5th, will address some of the particularities of the U.S. as an American Empire. The two essays, together comprising at least 20 pages of written work, are to be handed in at the beginning of class. In addition, digital copies must be submitted in NYU Classes by the assigned deadlines. Students should visit NYU Classes for detailed instructions on the writing of these essays.

The class presentation will be based on a text chosen by the student, or on a topic developed by the student in close dialogue with the professor. (Eligible texts listed in the syllabus are marked with the symbol * at the end of their bibliographic citation.) Students must address the theme of the week in which they are presenting. The grade will depend on the research, analysis and contextualization of the text or topic chosen by the student. The grade will also depend on the creativity and effectiveness in communicating with class peers.

**Deadlines:**
Reactions and essays must be submitted within the established deadlines. Late papers will not be accepted except with valid and preferably written medical excuses. Incompletes are not an option. If a student has a compelling reason for wanting an incomplete, the student should talk to the professor before the last day of class.
Accommodations:
Students who require accommodations because of a disability should visit the Henry and Lucy Moses Center (726 Broadway, 2nd Floor) and talk to the professor during the first week of class.

Writing:
Writing is an essential part of this course and of academic life in general. Great ideas can be lost if the writing is not clear, just like readers can be lost if the writing is not evocative. Students are therefore encouraged to visit the professor during her office hours and the Gallatin Writing Center (1 Washington Place, Room 423) in order to discuss the writing process.

Gallatin Statement on Academic Integrity:
“As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website [www.gallatin.nyu.edu/academics/policies/policy/integrity.html] for a full description of the academic integrity policy.”

Additional Information:
The use of laptops and/or other electronic devices is not permitted in class. Appointments for office hours can be made through the following link: http://goo.gl/K9GwY.

Course Readings:

The rest of the readings are either in the coursepack or can be accessed through NYU Classes. The books and coursepack can be purchased at the NYU Main Bookstore (726 Broadway).

Course Schedule:

WEEK I: INTRODUCTION

January 26th and 28th

Texts for Thursday:

WEEK II:
AMERICA

Ͽ February 2nd and 4th Ͽ

Reaction One

Texts for Tuesday:
de Crevecoeur, J. Hector St. John. Letters from an American Farmer. 1782. –NYU Classes.*
Jefferson, Thomas. “Letter to James Madison.” April 27, 1809. –NYU Classes-
Onuf, Peter S. “American Exceptionalism and National Identity.” American Political Thought 1:1 (Spring 2012): 77-100. –NYU Classes-
“U.S. Declaration of Independence.” July 4, 1776. –NYU Classes.*

Texts for Thursday:
Turner, Frederick Jackson. “The Significance of the Frontier in American History.” 1893. -NYU Classes*

WEEK III:
AMÉRICA(S)

Ͽ February 9th and 11th Ͽ

Reaction Two

Texts for Tuesday:
García Márquez, Gabriel. “Nobel Lecture: The Solitude of Latin America.” 1982. –NYU Classes*

Texts for Thursday:
Whitman, Walt. “America.” Leaves of Grass. 1891-1892 Edition. –NYU Classes-

WEEK IV:
AMERICA FOR THE AMERICANS

 قادر February 16th and 18th قادر Reaction Three

Texts for Tuesday:
Mahan, Alfred T. The Influence of Sea Power. 1890. –NYU Classes-
Monroe, James. “Seventh Annual Message to Congress.” December 2, 1823. –NYU Classes-
Salvatore, Ricardo D. “Imperial Mechanics: South America’s Hemispheric Integration in the Machine Age.” American Quarterly 58:3 (September 2006): 662-691. –NYU Classes-

Texts for Thursday:
May, Robert E. “Young American Males and Filibustering in the Age of Manifest Destiny: The United States Army as a Cultural Mirror.” The Journal of American History 78:3 (December 1991): 857-886. –NYU Classes-
Roosevelt, Theodore. “The Strenuous Life.” 1899. –NYU Classes-
WEEK V:
DRAWING THE BOUNDARIES OF THE EMPIRE

February 23rd and 25th

Reaction Four

Text for Tuesday:

Texts for Thursday:

WEEK VI:
BANANA REPUBLICS

March 1st and 3rd

First Essay Due on Tuesday March 1st

Reaction Five

Texts for Tuesday:

Text for Thursday:

WEEK VII:
DISCIPLINING THE OTHER
(FINANCES, NEOLIBERALISM AND THE WASHINGTON CONSENSUS)

March 8th and 10th

Reaction Six

Texts for Tuesday:

Texts for Thursday:

WEEK VIII:
AMERICANIZATIONS

☞ March 22nd and 24th ☜

Reaction Seven

Texts for Tuesday:
Miles, Nelson A. “Proclamation to the Inhabitants of Puerto Rico.” July 28, 1898. – *NYU Classes*

Text for Thursday:

WEEK IX:
COLD WAR ENCOUNTERS

☞ March 29th and 31st ☜

Reaction Eight
Texts for Tuesday:

Texts for Thursday:
Rodríguez, Silvio. “Playa Girón.” Días y flores 1975. —NYU Classes—

WEEK X:
AMERICAN MILITARIZED KNOWLEDGES

☞ April 5th and 7th ☞
Reaction Nine

Texts for Tuesday and Thursday:

WEEK XI:
MILITARIZED LANDSCAPES

☞ April 12th and 14th ☞
Reaction Ten

Texts for Tuesday:
Texts for Thursday:
La historia de las abejas de Monte Carmelo en Vieques, Puerto Rico. —NYU Classes-

WEEK XII:
DISPLACEMENTS AND DETENTIONS
♂ April 19th and 21st ♂
Reaction Eleven

Text for Tuesday:

Texts for Thursday:
Harvest of Empire. Dir. Peter Getzels and Eduardo López. Onyx Films, EVS Communications and Loquito Productions, 2012. —NYU Classes-

WEEK XIII:
THE IMPERIAL HOMELAND
♂ April 26th and 28th ♂
Reaction Twelve
Texts for Tuesday:

Texts for Thursday:

WEEK XIV:
REFLECTIONS FROM THE AMÉRICAS

Ending May 3rd and 5th
Final Essay Due on
Thursday May 5th

Texts for Tuesday: