

HIST 3361-01W

American Diplomacy

Spring 2017

Instructor: Dr. Dan Williams
Office Hours: TLC 3207
 Mon., 10am-4pm
 Wed., 12pm-4pm
 (and by appointment)
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Class Location:
Pafford 208
Tues. & Thurs., 2:00-3:15pm

Description:

This course will examine the changing place of the United States in the world and the way in which American politicians and diplomats have crafted foreign policies that reflect Americans' view of themselves vis-à-vis other nations. During this semester, we will analyze competing views of America's international role, the development of American imperialism, America's role in the Cold War, and the emergence of the United States as an international leader.

Classes will consist mainly of interactive lectures and class discussions. I encourage all students to participate by asking questions during lectures and making comments in discussion sessions. Students will also be expected to give short primary source-based presentations on assigned documents on most class days throughout the semester.

This is a Discipline Specific Writing (DSW) course, so writing assignments, including a research paper, will be a central component of this class.

Learning Outcomes:

In accordance with the learning outcomes adopted for the UWG history department's B.A. program, the assignments in this course will require students to:

1. Demonstrate content knowledge of the history of American foreign policy (assessed through the midterm and final exams).
2. Analyze primary and secondary sources for their historical content and interpretations (assessed through the research paper assignment, class primary source presentations, and CourseDen posts).
3. Demonstrate ability to research according to historical methods (assessed through the research paper assignment).
4. Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation (assessed through the research paper assignment).

Assessment:

Students' final grades will be determined as follows:

Midterm exam	20%
Research paper	30%
Class presentations	15%
CourseDen posts & class participation	10%
Final exam essay	25%

There will be no opportunity for extra-credit assignments in this course.

Grading Methodology: This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A- / B+), in order to evaluate students' written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

A = 95

A/A- = 94

A- = 92

A-/B+ = 90

B+ = 88

B+/B = 87

B = 85

B/B- = 84

B- = 82

B-/C+ = 80

(A similar pattern is used for grades in the C-range and D-range).

In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C. A grade average of 59.5, which converts to a D, is the lowest possible passing grade in the course.

A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student's essay must show evidence of original thinking and the ability to synthesize information from a wide variety of sources, as well as an accurate understanding of the material and good writing technique. Papers that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, a paper that receives an A-range grade not only meets the basic requirements for the assignment, but also demonstrates that a student has mastered the interpretative, analytical, and writing skills expected for a course at this level.

B-range grades are given to essays that demonstrate a student's accurate understanding of the material, adequate use of the assigned documents, and competence in writing. They rarely

contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for the assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned documents, or poor writing technique, even though they usually meet most of the basic requirements for the assignment.

D-range and failing grades are assigned to work that fails to meet the requirements and expectations for the assignment.

Exams: There will be an in-class midterm exam and a take-home final exam. The midterm exam will consist of essay questions and I.D. terms based on concepts covered in the lectures, discussions, and readings. One week before the exam, I will post a study guide on the course website that will give you more information about the material covered on the test. I will give a make-up exam only in cases of a pre-arranged, excused absence for which documentation must be provided, or in cases of a legitimate health or family emergency that must be documented with a doctor's note, dean's note, or similar measure of proof. In all other cases, a make-up exam will not be an option.

The take-home final exam will consist of essay questions. I will post the exam questions on CourseDen on Tuesday, May 2, and you will have until 11:59pm on Tuesday, May 9 to write 8-10 pages in response to the essay questions.

Research paper: You will be required to write one 8-12 page research paper for this course. The research paper should focus on the history of American foreign policy toward one particular country from 1945 to the present. You will be expected to submit a first draft of this essay on April 8, and then use the comments that you receive on your draft to revise your paper and submit a final version on May 2. Consult the online guidelines for research papers for more information about this assignment.

Papers that are turned in after the assigned date will be marked down 1/3 of a letter grade for each day they are overdue.

For all writing assignments, please consult the writing guidelines that the history department has posted on the College of Arts & Humanities' website for DSW courses (http://www.westga.edu/dsw/index_10083.php), as these guidelines will be used as a standard to evaluate work produced in this course.

Class presentations: On most class days throughout the semester, I will schedule students to give two-minute summaries of assigned primary source documents from *America in the World*. Most of these documents are 1-3 pages long and consist of an excerpt from a primary source document pertaining to an episode in American foreign policy. Because I have assigned a couple hundred of these short sources over the course of the semester, I plan to schedule a lot of short class presentations, so you can probably expect to have the opportunity to give a short presentation approximately once a week. These class presentations will be brief (approximately

2 minutes) and informal; they can be delivered from the student's seat, and no PowerPoint or other visual aids will be expected. Each presentation should briefly summarize the assigned document and discuss its historical context, point of view, and relationship to other concepts and information presented in this class. The presenter should be prepared to answer questions about the document if necessary, and should also feel free to ask questions about any concepts in the document that are unclear or that warrant further discussion.

I will not assign grades to individual class presentations, but at the end of the semester, I will assign an overall grade for the totality of each student's presentations. The grade will be based primarily on the number of class presentations that a student has given throughout the semester, but it will also take into account their overall quality. A student can earn an A for this component of the course grade by attending all (or nearly all) class sessions, volunteering for presentations each week that they are scheduled, and demonstrating an accurate knowledge of the primary source documents covered in the presentations.

In addition, each student will be expected to give a brief (3-5 minute) presentation summarizing the information covered in their research papers. These presentations will be scheduled for April 25.

CourseDen posts and class participation: You will be expected to write short summaries of three of the assigned books (*Debating the Origins of the Cold War*, *The Debate over Vietnam*, and *The Obama Doctrine*) and post those summaries on CourseDen. Each book summary should consist of at least two paragraphs that briefly summarize the book, highlight an idea that you found particularly interesting or provocative, present an observation that will lead to further discussion, and suggest at least one intriguing question for the class to discuss. I will not assign these CourseDen posts a letter grade, nor will I evaluate them on the basis of grammar or structure, but I will instead treat them as I would comments that you make in class, and I will consider their content when I give you a grade for the total number of your CourseDen posts at the end of the semester.

Students who submit thoughtful CourseDen posts on all three books and who regularly attend class and participate in class discussions can earn an A for this component of their grade. Students who submit CourseDen posts for two of the books and attend most classes throughout the semester can earn a B for this assignment. Students who submit a CourseDen post for one book can earn a C.

Plagiarism policy: Plagiarism, which is the presentation of someone else's words or ideas as your own, is a serious offense that will not be tolerated. It should go without saying that all papers that you write in this course must be your own work. Any students who are caught copying words or ideas from another student's work, a website, a textbook, or any other source, and presenting these words or ideas as their own work without proper attribution, will be charged with plagiarism. Students who have engaged in academic dishonesty will automatically fail this course and will be reported to the university administration for possible further disciplinary action. Please look at the course website to find guidelines on proper footnoting procedures, tips for avoiding inadvertent plagiarism, and a detailed explanation of what constitutes plagiarism. If you have any questions about what constitutes plagiarism or how to properly cite sources, please

ask, because I will be happy to provide explanations. Ignorance is not an excuse for plagiarism; it is your responsibility to read the materials on plagiarism that are posted on the course website and to take all necessary steps to avoid plagiarizing someone else's work.

The UWG history department's policy on plagiarism can be found here:

http://www.westga.edu/~histgrad/academic_honesty.html. As this document states, "Any use of the ideas, information, or words of anyone else, including paraphrasing of the words and ideas, without crediting them is plagiarism and is a crime. A direct quote of the words (even only a few words) of someone else must be in quotation marks as well as have a note indicating its source."

More information about the university's honor code and the consequences for violating it can be found here:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

Class communication: I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email accounts, so please use your UWG email account for all electronic communications that you send me.

I will post students' assignment grades on CourseDen, and I may also use the CourseDen email system to discuss students' grades with them. CourseDen is a password-protected, secure system that the university has authorized for communicating sensitive information about student grades. For all other email communications, I will use my university email account.

To protect students' privacy rights, I will not return graded papers or exams to any third party (e.g., a student's friend or relative who asks to pick up a student's work on that person's behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student's grade to university administrators, other history department faculty (e.g., the department chair), or athletic coaches who need to know the academic status of students on their team, but in all other cases, I will make every effort to maintain the confidentiality of students' grades.

I would like to do whatever I can to help you succeed in this course. Please do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office to introduce yourself and discuss any concerns that you may have about this course. I believe that this will be an excellent semester, and I'm pleased to welcome you to this class.

Assigned Books:

The following books are available at the UWG bookstore and through online book dealers, and are required for this course.

Jeffrey A. Engel et al., ed., *America in the World: A History in Documents from the War with Spain to the War on Terror* (Princeton, NJ: Princeton University Press, 2014)

Ralph B. Levering et al., *Debating the Origins of the Cold War: American and Russian Perspectives* (Lanham, MD: Rowman & Littlefield, 2002)

David W. Levy, *The Debate over Vietnam* (Baltimore, MD: Johns Hopkins University Press, 1995)

Colin Dueck, *The Obama Doctrine: American Grand Strategy Today* (New York: Oxford University Press, 2015)

Course Schedule:

Please complete assigned readings before class.

- 1/10 American Foreign Policy from the Revolution to 1815
- 1/12 American Diplomacy in the Age of Expansion (1815-1861)
- 1/17 Dreams of a Caribbean-Pacific Empire
Reading: *America in the World*, pp. 8-12, 14-18 (Documents 1.1-1.3, 1.5-1.6)
- 1/19 The Spanish-American War: The Reasons for the War
Reading: *America in the World*, pp. 13-14, 19-29, 33-35, 37-38, 40-43 (Documents 1.4, 1.7-1.11, 2.1, 2.4, 2.8-2.9)
- 1/24 The Spanish-American War: The Aftermath and the Debates over the Philippines
Reading: *America in the World*, pp. 43-55 (Documents 2.10-2.19)
- 1/26 US Policy toward Latin America from TR to Wilson
Reading: *America in the World*, pp. 57-78 (Documents 3.1-3.16)
- 1/31 World War I and Wilsonian Internationalism
Reading: *America in the World*, pp. 80-90, 94-100 (Documents 4.1-4.2, 4.4-4.7, 4.11, 4.13, 4.14)
Research paper topic due
- 2/2 Foreign policy in the 1920s and 1930s
Reading: *America in the World*, pp. 110-111, 114-126 (Documents 5.2, 5.5, 5.7-5.11)
- 2/7 Franklin D. Roosevelt and the Shaping of the Postwar World
Reading: *America in the World*, pp. 141-143, 145-155 (Documents 5.12-5.14, 6.3-6.4, 6.7-6.8, 6.10-6.18)
Research paper source list due
- 2/9 Truman and the Development of the Cold War: Europe
Reading: *America in the World*, pp. 158-172, 177-178 (Documents 7.1-7.6, 7.8-7.10, 7.12)
Discussion: *Debating the Origins of the Cold War* (CourseDen discussion post due by 12pm)
- 2/14 Asia and the Development of the Cold War
Reading: *America in the World*, pp. 175-177, 183-195 (Documents 7.11, 8.1-8.4, 8.6-8.7)
- 2/16 The Cold War in the 1950s
- 2/21 Kennedy's Foreign Policies

- Reading: *America in the World*, pp. 201-203, 215-219, 233-254 (Documents 8.14, 9.6-9.7, 10.2-10.13)
- 2/23 Decolonization and American Policy toward the “Third World” (Latin America, Africa, and Asia)
Reading: *America in the World*, pp. 207-209, 221-225 (Documents 9.1, 9.9-9.11)
- 2/28 US Policy toward the Middle East from the 1940s through the 1960s
America in the World, pp. 209-210 (Document 9.2)
- 3/2 American Policy toward Vietnam from 1945-1968
Reading: *America in the World*, pp. 197, 204-205, 257-259, 261-270, 272-274, 277)
(Documents 8.9, 8.15, 11.1-11.2, 11.4-11.9, 11.11, 11.13)
- 3/7 America’s Vietnam War Policy: An Evaluation
Discussion of *The Debate over Vietnam* (CourseDen discussion post due by 12pm)
- 3/9 Détente, Vietnamization, and Kissinger’s Realpolitik
Reading: *America in the World*, pp. 278-280, 282-295 (Documents 11.14-11.15, 12.1-12.7)
- 3/14 Evaluating Nixon and Kissinger’s Foreign Policy
Reading: *America in the World*, pp. 295-304 (Documents 12.8-12.12)
- 3/16 Midterm Exam**
- 3/20-3/24 – Spring break
- 3/28 The Oil Crisis and the Middle East in the 1970s; The Foreign Policies of the Carter Administration
March 28-April 4: Individual meetings with instructor to discuss research paper.
- 3/30 Ronald Reagan’s Cold War Policies
Reading: *America in the World*, pp. 313-315, 322-323 (Documents 13.5-13.6, 13.11)
- 4/4 No class (UWG Scholars’ Day)
- 4/6 No class (instructor at a conference)
- 4/8 **First draft of research paper due by 11:59pm on Saturday, April 8**
- 4/11 George Bush’s New World Order and Bill Clinton’s Neoliberal Foreign Policy
Reading: *America in the World*, pp. 332-334, 338-341, 345-351 (Documents 14.1, 14.4, 14.8-14.10)
- 4/13 US Policy toward the Middle East in the 1980s and 1990s

- Reading: *America in the World*, pp. 336-337, 351-353, 355-356 (Document 14.3, 14.11, 15.1)
- 4/18 George W. Bush's Neoconservative Foreign Policy and the War on Terror
Reading: *America in the World*, pp. 357-376 (Documents 15.2-15.13)
- 4/20 Barack Obama's Foreign Policy
Reading: *America in the World*, pp. 376-378 (Documents 15.14-15.15)
Discussion of *The Obama Doctrine* (CourseDen discussion post due by 12pm)
- 4/25 **Student presentations on research paper topic**
- 4/27 The US and the World in 2017
- 5/2 **Final version of research paper due by 11:59pm**
- 5/9 **Final exam essays due by 11:59pm**