



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>Historical, Philosophical and Religious Studies</u>	Department	<u>History</u>
Subject	<u>HST</u>	Number	<u>316</u>
Title	<u>20th-Century U.S. Foreign Relations</u>		Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	<u>Yes</u>	If so, list all academic units offering this course	<u>SLS</u>

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	<u>Matthew J. Garcia</u>	Date:	<u>2/18/15</u>
Chair/Director (Signature):			

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised April 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus, readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus, readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus, readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus, readings
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	316	20 th Century US Foreign Relations	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course is an exploration of the recent (20 th century) history of foreign relations	In all weeks of the course, students read the work of historians and investigate a variety of narratives and explanations regarding successes and failures of US diplomacy
2	The course traces the rise and fall of various international systems, alliances, and empires and explores the reasons for their transformations	All weeks of the course, for example the changing US_Latin American relations in Major Problems Chapters 9 and 10
3	The course explores institutions such as the IMF, World Bank, United Nations, as well as more figurative institutions such as state-building and war making	Throughout syllabus, but see for example Major Problems Chapters 2, 3, and 4, exploring World War I, League of Nations, frailty of that institution in the crises of the 1930's
4	The course explores both ideas and practices underlying American isolationism and expansion	Throughout, but for example America's self-conception as a nonimperial state despite expansion (An Empire, Chapters 1 and 2 and Major Problems Chapters 1 and 2; see also arguments over the ideas grounding Vietnam War, An Empire Chapter 6, Major Problems Chapters 11 and 12

HST 316 20th-Century U.S. Foreign Relations

3 SB & G & H

U.S. relations with foreign powers from the late 19th century to the present.

Allow multiple

Primary course

enrollments: No

component: Lecture

Repeatable for credit: No

Grading method: Student Option

Offered by:

College of Letters and Sciences -- College of Letters and Sciences

Prerequisite(s): ENG 102, 105 or 108 with C or better; minimum 30 hours

College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies,
Sch

Pre-requisites: ENG 102, 105 or 108 with C or better; minimum 30 hours

HST 316: 20th Century U.S. Foreign Relations
 Spring 2015
 Dr. Valerie Adams

Course Topic & Reading Schedule

Go to Weekly Folders in Bb and review the folder for each week. Unless marked "OPTIONAL" assume you are responsible for what's posted in the weekly folder. The folders are for the "Friday" hybrid session.

Complete the textbook readings listed below before we meet on Mondays.

WEEK	TOPIC	READING/ASSIGNMENTS
1 Jan. 12	Intro & 19 th Century	Major Problems Ch. 1; An Empire Preface
2 Jan. 19	19 th Century	An Empire Ch. 1 & 2
3 Jan. 26	1890s – 1912	Readings posted in Blackboard; An Empire Ch. 3
4 Feb. 2	1910s	Major Problems Ch. 2
5 Feb. 9	1920s	Major Problems Ch. 3; An Empire Ch. 4
6 Feb. 16	1930s	Major Problems Ch. 4
7 Feb. 23	1940s	Major Problems Ch. 5; An Empire Ch. 5 to page 111
8 March 2	1940s	Major Problems Ch. 6; An Empire Ch. 5 from page 111 Complete Midterm Exam before break
MARCH 9-13 SPRING BREAK		
9 March 16	Cold War & Korea	Major Problems Ch. 7
10 March 23	1950s	Major Problems Ch. 8
11 March 30	The Ugly American	Major Problems Ch. 9; <i>The Ugly American</i>
12 April 6	1960s & Latin America	Major Problems Ch. 10
13 April 13	Vietnam	Major Problems Ch. 11
14 April 20	1970s	Major Problems Ch. 12; An Empire Ch. 6
15 April 27	1980s	Major Problems Ch. 13; An Empire Ch. 7
May 6 th	(Wednesday)	FINAL EXAM AVAILABLE

HST 316: 20th Century US Foreign Policy
Spring 2015
Dr. Valerie Adams

The Ugly American Paper Instructions

Due: Bring hardcopy to class, Wednesday, April 22. Upload into SafeAssign (find in Bb course) as well.

Logistics: 4 pages of text; double-spaced; 12 point Times New Roman font (or equivalent); number pages; proper citations and bibliography or works cited page (depends upon which style you use. If you are a history major you must use Chicago/Turabian); cover page; stapled.

Question:

“First-rate local knowledge and linguistic expertise should be a precondition of a U.S. diplomat’s posting overseas. Public and cultural diplomacy will be successful only if executed by skilled and committed people willing to spend many years abroad. Diplomacy is a two-way street. To be effective, a diplomat should know the language, culture, and history of the country to which he or she is posted. He or she must be able to listen.”

Was this a quote from *The Ugly American*? Nope. From senior American diplomat Helena Finn in a *Foreign Affairs* article (“The Case for Cultural Diplomacy” in Vol. 82 No. 6 Nov/Dec 2003). Yet it sure sounds like something Lederer and Burdick would write.

For this paper I want you to discuss three things. First, explain the shortcomings that Lederer & Burdick identify in American foreign policy and the Foreign Service. Second, explain what kind of foreign policy and Foreign Service Lederer and Burdick believe that America should strive to achieve, explaining “why” along the way for both questions. Finally, address whether or not you think that *The Ugly American* is an accurate reflection of American foreign policy failures during the early Cold War period. A .pdf copy of the Finn article can be found in Bb.

HST 316: 20th Century US Foreign Policy
Spring 2015
Dr. Valerie Adams

Research Paper Instructions

Due: Bring hardcopy to class on our last day, April 29, and upload into SafeAssign (find in Bb course) as well.

Logistics: 10-12 pages of text; double-spaced; 12 point Times New Roman font (or equivalent); number pages; proper citations and bibliography or works cited page (depends upon which style you use. If you are a history major you must use Chicago/Turabian); cover page; stapled.

Assignment: You must write a research paper. I expect at least 5 academic sources other than the class texts. Wikipedia/about.com et. al. will not count towards those 5 sources.

A research paper is an opportunity to delve into a topic that is of interest to you, but that is not explored much in class, crafting an interesting thesis. Pick a topic from the list below that sounds interesting to you. No reason to research and write on something that sounds boring. If nothing catches your attention you may approach me with your own idea no later than April 1. After that date you must complete a paper from one of the topics below.

Topics for Paper:

Each topic is quite broad. You will no doubt narrow down your topic as your research dictates. Each of the topics needs to be rooted in the history, not solely centered on current events.

- 1) Monroe Doctrine
- 2) Native American treaties
- 3) US foreign policy towards Taiwan
- 4) US foreign policy towards Mexico post-1920
- 5) Compare US occupations of Germany (post-1945), Japan (post-1945), Korea (post-1950)
- 6) Historical *foreign* views towards US foreign policy (how the world views US over the years)
- 7) US foreign policy towards human rights
- 8) The role of the media in US foreign policy
- 9) US foreign aid
- 10) US foreign policy towards Africa post-1957
- 11) US Foreign Service
- 12) US and UN relations
- 13) Trade policies
- 14) Self-Determination (Wilson)

- 15) State Department vs. Defense Department
- 16) US foreign policy towards Cuba
- 17) Use of marines in Central America circa 1898-1940
- 18) US foreign policy in the Philippines
- 19) Nuclear weapons treaties
- 20) Use of culture in foreign policy (soft power)

Grading Criteria: A history paper is graded on historical content, but the final grade also reflects the quality of writing and organization of information and quality of evidence.

The paper will be graded by the same standards I set for all written work in all of my classes. (1) The quality of your research is critical. A paper using only Wikipedia and Encarta is not quality research; a paper using monographs and scholarly articles from university libraries is quality research. A paper using multiple sources from the same author is not quality; a paper using a variety of sources and scholars is quality. This research puts forth your argument, or historical content, which I view as a third of the paper's whole. (2) Another standard is your organization. A successful research paper will state a clear thesis statement upfront. The reader ought to know exactly what the paper is about, what the argument is, and what evidence will be used to support said argument. In addition, how your paper is organized lends to its overall persuasiveness. If the paper is not organized successfully the reader will be confused. An argument ought to build up in a logical, obvious fashion. (3) Finally, a poorly written paper obscures your argument and research. Typos, missed words, misspellings, missing or incorrect punctuation are all errors to be caught in drafts. Writing first, second and even third drafts are critical in having a polished final draft to turn in for grading. Samuel Johnson once quipped that what is written without care is read without pleasure. Keep that in mind. Reading your work out loud is a helpful way to improve your writing. However, poor writing goes beyond typos. Poor writing includes paragraphs that fail to follow the topic sentence, run on paragraphs, passive voice, verb agreement, and obtuse or profuse language. Clean, clear and concise - that is the mantra to learn. One English professor said he asked his students to learn "precision in vocabulary and economy of language."

An **A** will be given to any paper that is excellent in argument, organization, and style. An **A** paper is strong enough that the entire class could benefit from reading it. To earn an **A** you must make an interesting, believable argument that adds significantly to – or goes beyond – what you have read in class. **A**-quality work must also follow a logical structure, with unified paragraphs and transitions that clearly signal how each section relates to the central argument. In addition, **A** papers have to be well-written, using lively prose that is free of spelling, grammatical, and idiomatic mistakes.

A **B** paper is one that is deficient in argument, organization or style, or shows minor problems in two or three of them. A **B** grade is also one to be proud of. It recognizes excellent work that demonstrates a sound grasp of the major themes and events covered in the readings and lectures.

Without necessarily achieving the originality of A-quality work, B papers are also organized around a coherent argument, with a structure based on unified paragraphs and clearly delineated sections with clear, clean writing.

A C paper is one that is weak in two areas (argument, organization, style) or seriously flawed in one, usually style or argument. A C grade shows that you understand the main issues and facts and that you have achieved some success in using these to demonstrate the validity of a central argument. However, receiving a C may signal a need to write with greater precision, to develop ideas more fully, to utilize stronger evidence, and to work on grammar and spelling.

A D paper has multiple problems across the board but displays some germ of skill. Overall it is unsatisfactory and requires serious attention on the student's part. The problem may be excessive grammatical and spelling errors, failure to grasp basic themes and facts, or simple carelessness borne of insufficient time to complete the assignment.

An F will be awarded to any paper that is simply below college-level work or is plagiarized.

*Major Problems in American
Foreign Relations*



MAJOR PROBLEMS IN AMERICAN HISTORY SERIES

GENERAL EDITOR

THOMAS G. PATERSON

DOCUMENTS AND ESSAYS

CONCISE EDITION

EDITED BY

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HOUGHTON MIFFLIN COMPANY

For
Theresa Hannon
Aaron M. Paterson

Publisher: Charles Hartford
Senior Consulting Editor: Jean L. Woy
Senior Development Editor: Jeffrey Greene
Project Editor: Reba Libby
Editorial Assistant: Deborah Berkman
Manufacturing Coordinator: Renée Ostrowski
Senior Marketing Manager: Sandra McGuire

Cover image: Signing of the Camp David Accords by Franklin McMahon, 1979. © Franklin McMahon/Corbis.

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Printed in the U.S.A.

Library of Congress Catalog Card Number: 2005927709

ISBN: 0-618-37639-9

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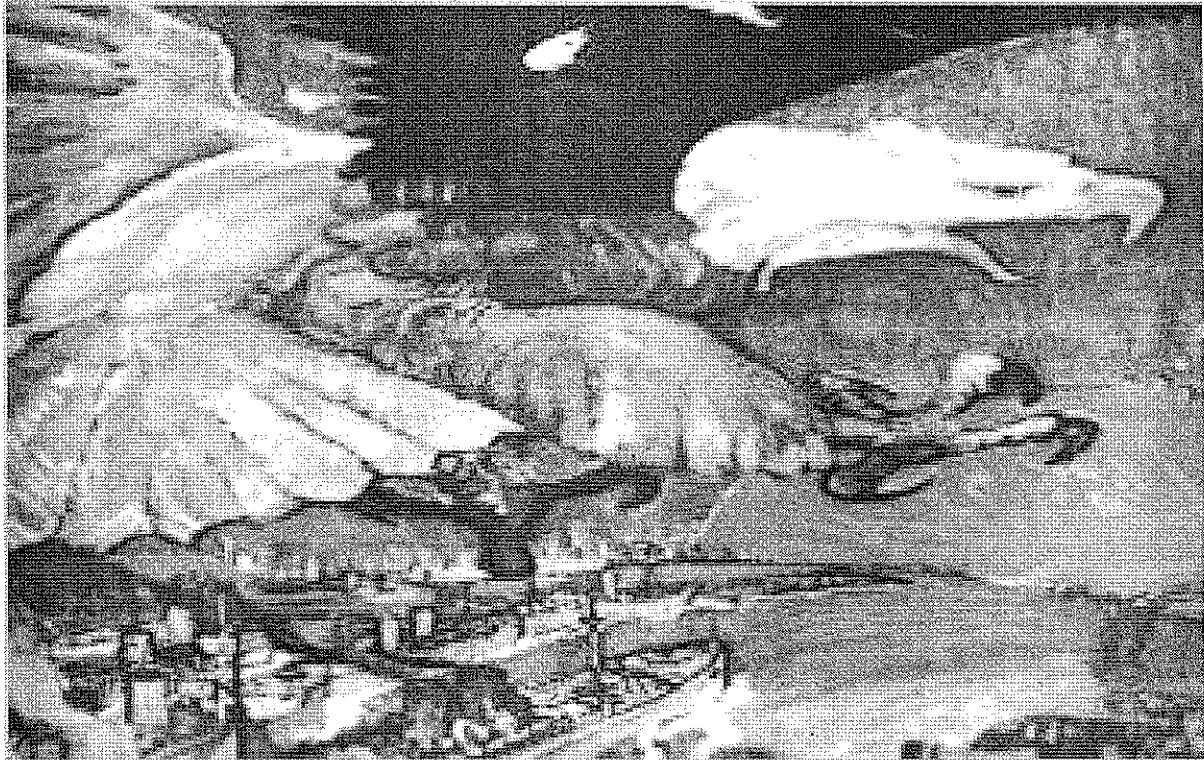
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Power and Principle in American Foreign Policy

THOMAS M. MAGSTADT

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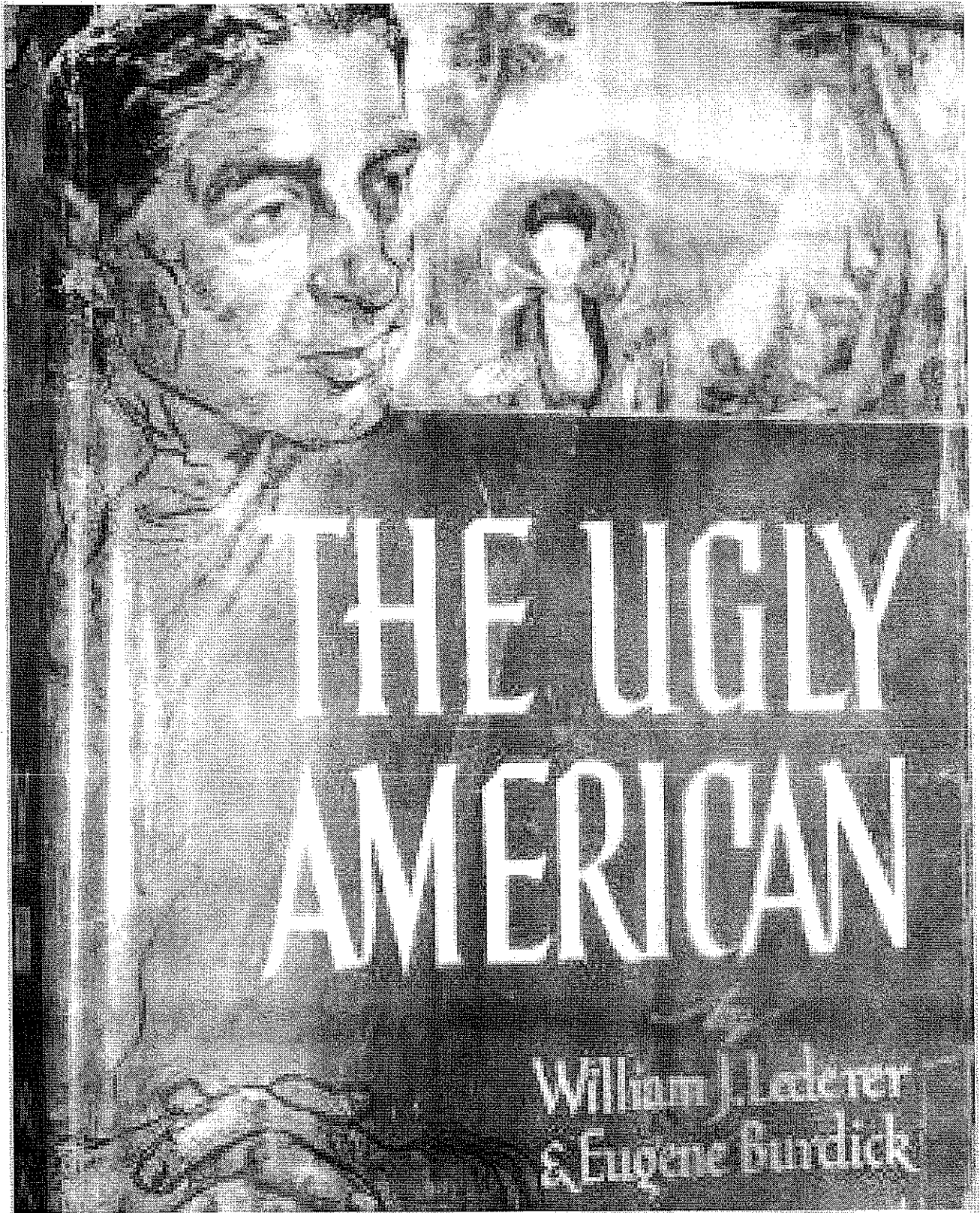
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THE UGLY AMERICAN

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