



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?	<u>No</u>		
If yes, please identify course(s)	_____		
Is this a shared course?	<u>Yes</u>	If so, list all academic units offering this course	<u>SLS</u>
Course description:	_____		

Requested designation: Social and Behavioral Sciences-SB
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:

Name	<u>Cindy Baade</u>	Phone	<u>5-7183</u>
Mail code	<u>4302</u>	E-mail:	<u>cynthia.baade@asu.edu</u>

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
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus & readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus & readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	3b, syllabus, readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		<ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	General Studies Designation
HST	316	20 th Century US Foreign Policy	SB

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 explores both peaceful interactions (diplomacy) and violent interactions, through the wars that occur in the failure of diplomacy	All weeks
2	The course introduces students to historical analysis of the United States' interaction with other nations, and explores economic reasons for conflict and cooperation as well	Performance objectives 1 and 3, all weeks of reading, students' writing of a term paper and a shorter analysis of the "Ugly American" trope and reality in US-Latin American relations
3b	The readings explore diplomacy through a variety of competing perspectives, with some readings primarily using the methods of economic analysis, others cultural analysis, and others political analysis	Syllabus, readings list, for example Major Problems Chapters 9, 10, and 11, but really all readings
4	The course relies heavily on social science models of the study of international relations	Political science data and methods are incorporated throughout the course, for example in Major Problems Chapter 6, "The New Radicalism," which includes polling data from the 1970's and analysis of that data and Chapter 11, "Late Capitalism and the Rise of Globalization," which includes pieces by political theorists/scientists Francis Fukuyama and Samuel Huntington.

		<p>Magstadt, Empire also explores political science data and methodologies, for example in Chapter 1, "America's Foreign Policy: Product, Process, and Purpose" and Chapter 3, "Hegemony and Insolvency: The Burdens of a Great Power."</p>
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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 Policy
Spring 2015**

Peralta 313
MW 9:00-9:50 am & Online
Arizona State University: Polytechnic Campus

Instructor Information

Instructor: Valerie Adams, Ph.D.
Phone: 480-727-1526
email: valerie.adams@asu.edu
Office: Santa Catalina, 233 H

Required Course Textbooks

1. Lederer, William and Eugene Burdick. *The Ugly American*. New York: W.W. Norton, 1958.
2. Magstadt, Thomas. *An Empire if You Can Keep It: Power and Principle in American Foreign Policy*. Washington, D.C.: CQ Press, 2004.
3. Merrill, Dennis and Thomas Paterson, eds. *Major Problems in American Foreign Relations*. Vol. II., 7th edition. NY: Cengage Learning, 2010.

Course Description:

This is a survey of the evolution of present American foreign policy, stressing the factors that affect and shape this policy. To do this, an examination of ideology & philosophy will provide a starting point for debate on what shapes USFP decisions. From there, the course will proceed chronologically and topically, looking at key American foreign policy issues. Emphasis is on the 20th century. Throughout the semester we will examine recent foreign policy issues.

Goals:

Upon completion the student will:

1. understand basic concepts of foreign policy
2. know key dates, treaties, officials, events and policies in USFP
3. understand basic ideologies and methods of studying foreign policy
4. understand recurrent issues, threats, and opportunities in the history of USFP
5. be able to form educated opinions as to the present and future trends in USFP
6. be a contributing member of American society, be more interesting, and be more successful in the job market

Performance Objectives:

1. to define, apply, and critique basic concepts, basic methods, and recurrent issues, threats, and opportunities of foreign policy in American and world history.
2. to articulate common philosophies applied to foreign policy, including empire and ideology.
3. to identify and explicate basic interactions among foreign policy, economics, domestic politics and culture, technology, and globalization.

4. to demonstrate productive and efficient competency in the research and analysis of aspects of US foreign policy through written and exam work.

Graded Work

Exams

There is a midterm and a final exam. Both will be online in Blackboard, thus both are open book. The Midterm Exam is right before Spring Break and the Final Exam is the day of our normal exam day as per the University, which is Wednesday, May 6.

Research Paper

You must write a research paper (10-12 pages). Specific Instructions can be found in Blackboard. You may not pick any topic. There is a list within the instructions from which to choose.

Weekly Homework

I dread the word homework in an upper-division class, but given the hybrid nature of the course, there is an online element, which I've broadly named homework. Each week will cover some aspect of current events broadly defined (as in "current" will go back 15 years). Sometimes the homework will be in the form of an online discussion board post, sometimes it will be in the form of emailing me a response, sometimes in the form of a one-two page essay.

Ugly American Essay

You will write a brief essay (4-5 pages) based on the novel *The Ugly American*. Instructions can be found in a separate document in Blackboard.

Extra Credit

Occasionally I offer extra credit. It is always offered to the entire class, never only to one individual. Keep an ear out for such an announcement.

Grading

As the following table suggests, all of the work in the course is important because all of it is designed to help you achieve the general learning goals.

Assignment	Points
Homework average	25
Midterm	15
Ugly American Essay	15
Research Paper	25
Final	20
Total	100

- Grades will be based on the following definitions: The grade of C shall indicate competent, acceptable performance and learning [average]; the grade of B shall indicate superior performance and learning [above average]; the grade of A shall indicate excellent performance and learning [superior]. With moderate effort and preparation, a grade of C should be obtainable to everyone in this class. An A will require vigorous effort and preparation.

Course Policies

I have a responsibility to facilitate learning. Your responsibility is to do the assigned reading, thinking, talking, listening, and writing. It will not be easy, but the return on your investment of time and effort can be substantial because an understanding of history will serve you well in all four arenas of life – academic, professional, civic, and personal.

*****Missing Work:** You are responsible for a variety of assignments. However, failure to complete any one of the following will result in a final grade of F for the course, regardless of your numeric grade: *final, research paper*.

Please note that if you do not submit written work, you will receive a zero for that work.

Late Work: If your essay and paper assignments are late, I will reduce your grade by one third of a letter for each day that it is late. For instance, if you earn a “B” on a paper that was due on Wednesday but you turn it in on Friday, I will record “C+” in the grade book.

Time Commitment: The general rule of thumb is that a student should plan to spend two to three hours a week on assignments for every credit hour for a course (e.g., three credit hours equals nine hours a week of work that you should allow time for). The bulk of your time for this particular course is reading the texts and coming to class prepared to discuss the material.

Keeping Your Work: It is always a good idea to keep your work after any course has ended. You may need it for such things as grade appeals.

Labeling Work: To avoid confusion, please label all of your work carefully. Include your name always.

Academic Integrity: Plagiarism in papers is also intolerable and grounds for failure and even expulsion as per University policy. As explained in one writing manual:

Your research paper is collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of these sources. If you don't, you are guilty of plagiarism, a serious academic offense. Three different acts are considered plagiarism: (1) failing to cite quotations **and borrowed ideas**, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.

Diana Hacker, *A Pocket Style Manual*, 3rd Edition, (Boston: Bedford/St. Martin's Press, 2000), 171.

If you are unsure what plagiarism is or how to avoid it, see me before you turn in a paper.

Incomplete Grades: A course grade of "Incomplete" will be given only in extreme situations because the sad story is that most students who request incompletes never finish the course.

Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both Word and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director. The completed form must be filed with Janice Frangella (Santa Catalina Hall) before the grade of "I" is given.

Student Conduct: Students are required to adhere to the behavior standards listed in Arizona Board of Regents Code of Conduct (http://www.asu.edu/studentaffairs/reslife/outreach/abor_code.htm) ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process (http://www.asu.edu/studentaffairs/vp/safety/disruptive_student_behaviour).

Accommodations for Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

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*



DOCUMENTS AND ESSAYS

CONCISE EDITION

EDITED BY

DENNIS MERRILL

UNIVERSITY OF MISSOURI-KANSAS CITY

THOMAS G. PATERSON

UNIVERSITY OF CONNECTICUT

MAJOR PROBLEMS IN AMERICAN HISTORY SERIES

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THOMAS G. PATERSON

HOUGHTON MIFFLIN COMPANY

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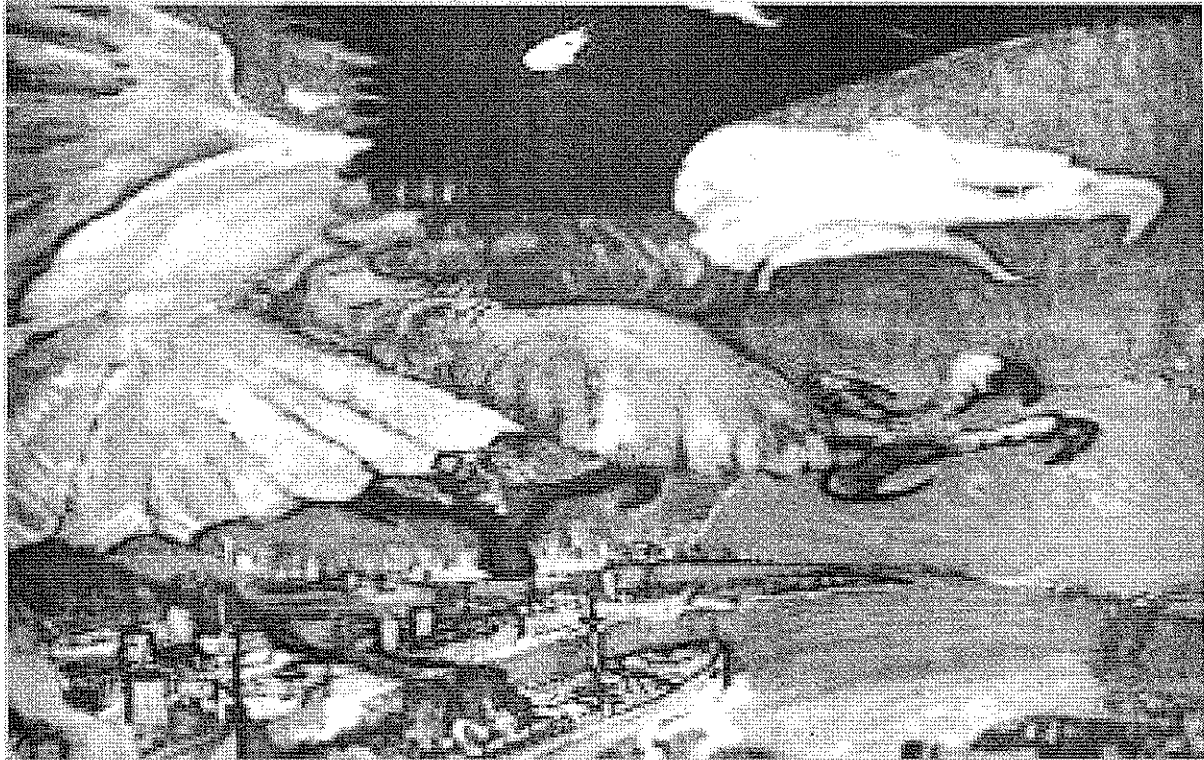
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IF YOU CAN KEEP IT



Power and Principle in American Foreign Policy

THOMAS M. MAGSTADT

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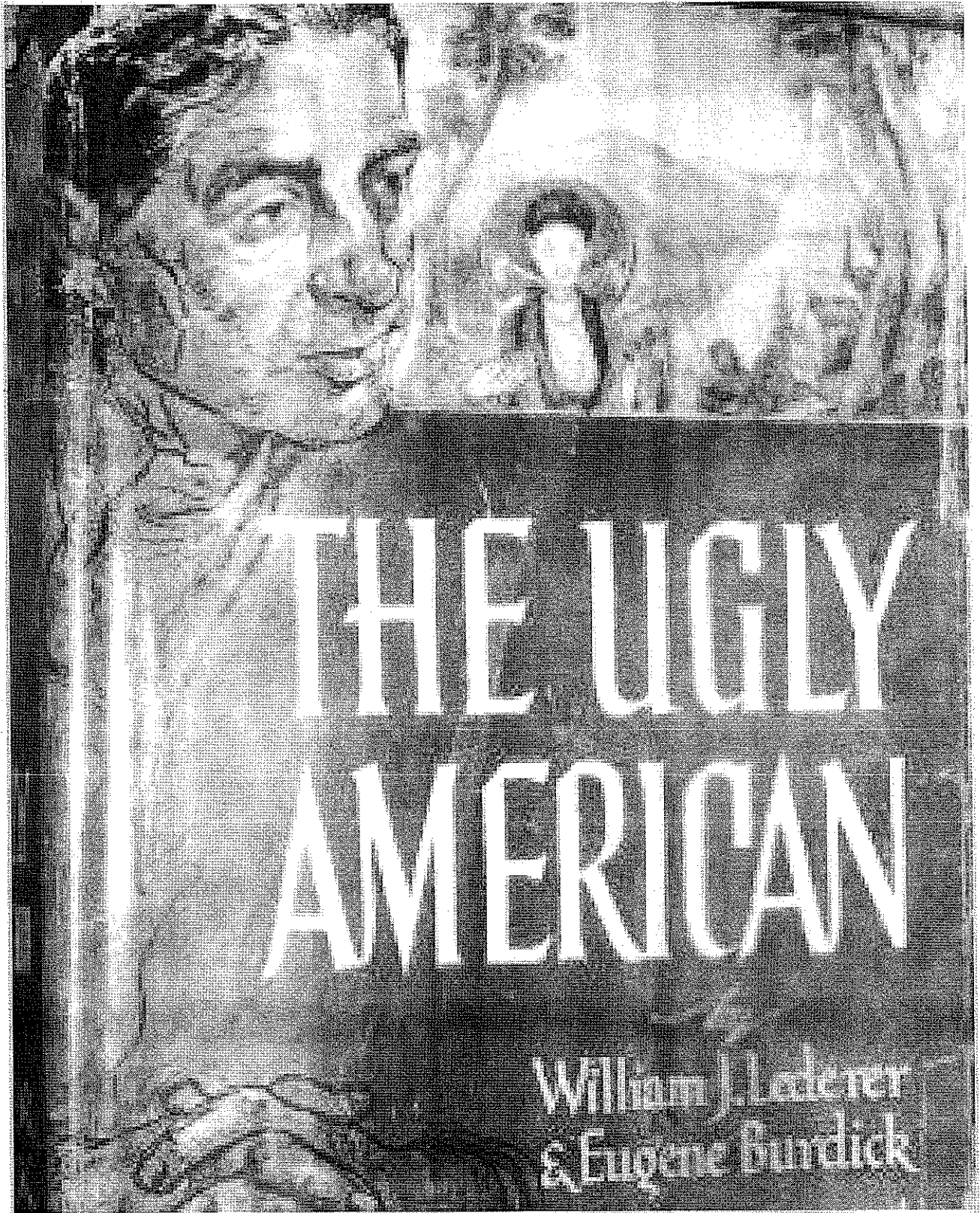
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William J. Lederer
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