

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, table of contents
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus, table of contents

Course Prefix	Number	Title	Designation
HST	316	American Foreign Relations	Global Awareness (G)

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	The course stresses the U.S. interaction with global cultures across the world including Europe, Africa, Asia, the Middle East, Latin America, and other nations and people in the periphery. It stresses the agency of those actors.	The readings in the textbook stress this issue as well as those including the Viet Cong Memoir and The Short Sweet Dream of Eduardo Gutierrez which look at issues related to the Vietnam War and Mexican migration primarily from the viewpoint of actors from Vietnam and Mexico.
2d	The best issue of this matter beyond the obvious ones including economics and foreign policy which are issues for all nations and peoples is immigration.	The Short, Sweet Dream of Eduardo Gutierrez is a prime example of the use of immigration as a major issue that shapes life beyond the world capitals.

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

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HISTORY 316: U.S. FOREIGN RELATIONS IN THE TWENTIETH CENTURY AND BEYOND

Coor Office Building, Room L1-20

Lectures: Tuesday and Thursday, 9-10:30

Professor Kyle Longley

Snell Family Dean's Distinguished Professor

Professor of History

Coor Office Building 4510, Phone: 965-3524

e-mail: Kyle.Longley@asu.edu Website: <http://www.public.asu.edu/~longley>

Office Hours: 10:30-12:30 Tuesday, and by appointment.

Course Objective for Fall 2008

This course is an introduction to major topics in U.S. foreign relations in the twentieth century and beyond. It will cover the main themes of the period, emphasizing the domestic and international context in which the United States rose to world power status, dominating social, cultural, economic and political relations in the post-World War I era. The class will stress commercial and territorial expansion and the rise of U.S. interventionism in the non-industrialized world, emphasizing the interplay between the United States and other core powers, primarily Great Britain, France, Japan, the Soviet Union, and Germany. The goal of the class is to teach you about modern U.S. foreign relations and to help you develop a basic mastery of the important historical themes, events, and personalities, and simultaneously challenge you to improve your analytical skills in both the classroom and on written assignments.

Texts

1. Thomas Paterson, et. al., American Foreign Relations: A History, vol. 2, sixth edition (2005)
2. Thomas Paterson and Dennis Merrill, Major Problems in American Foreign Relations: Since 1914, vol. 2., sixth edition (2005)
3. Kristin Hoganson, Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine American War (2000).
4. John Dower, War Without Mercy: Race and Power in the Pacific War (1987)
5. Troung Nhu Tang, Viet Cong Memoir (1986)
6. Jimmy Breslin, The Short Sweet Dream of Eduardo Gutierrez (2003)

Assignments

Your grade will be determined by your performance on a number of assignments. You will write two short papers (3-4 pages) on Hoganson and Dower. You will have a midterm examination and comprehensive final examination that will include questions from lectures, the text, and additional readings. You will have a group project, one ultimately that will require an extensive Power Point presentation (more on details to come) that will become a class designed website. Finally, a discussion grade will be determined by classroom participation and quizzes. Your

wear it there, not in class. You will be given a warning and should it happen again, you will be asked to leave and an absence added to your record.

Finally, you should not record the lectures and discussions without permission. The lectures are copyrighted by the professor and are not for the use of others. Only those with special needs will be allowed to tape any in class comments.

Attendance: Attendance is mandatory. Studies demonstrate that there is a direct correlation between attendance and performance, and I cannot teach you if you do not attend class. I promise to try to make the class worth your time and help you toward developing needed skills for historical and general skills in any profession. As a result, after two unexcused absences (the equivalent of a week of classes) the students will lose ten points for each for additional absence. In addition, I encourage you to be to class on time. If you are not here at the time that the roll is taken without a legitimate excuse, you are considered absent.

Participation Grade: Approximately 20% of your grade will be determined by your participation in the class. Since I rely heavily on a Socratic method, which emphasizes question and answer, I encourage you to come to class prepared to talk about the materials assigned for that day. To promote your reading and preparation, I will administer quizzes over the assigned materials during the semester.

Plagiarism and Cheating: You will receive all the help you need to succeed in this course. Submitting work that is not your own will not be tolerated. Plagiarism and cheating in any form (please refer to your student handbook if you are unclear on the definition of either) will result in failure in the course as well as any other disciplinary action that can be taken through appropriate university channels.

Tentative Daily Schedule

Tuesday, August 26	Introduction
Thursday, August 28	Patterns of Analysis in U.S. Foreign Relations, Paterson and Merrill, <u>Major Problems</u> , 2-32.
Tuesday, September 2	The United States in the World at the End of the 19 th Century, Paterson, et. al, <u>American Foreign Relations</u> , 1-32.
Thursday, September 4	The Era of the Warrior and the Priest, Paterson, et. al, <u>American Foreign Relations</u> , 33-66. (Short Paper on Hoganson due at the beginning of class).
Tuesday, September 9	The Road to World War I, Paterson, et. al, <u>American Foreign Relations</u> , 67-82; Paterson and Merrill, <u>Major Problems</u> , 35-36.
Thursday, September 11	Politics of World War I and Versailles, Paterson, et. al, <u>American Foreign Relations</u> , 82-105, Paterson and Merrill, <u>Major Problems</u> , 36-70.
Tuesday, September 16	The Return to Normalcy, Paterson, et. al., <u>American Foreign Relations</u> , 110-125, 139-147, 151-160; Paterson and Merrill, <u>Major Problems</u> , 73-110.
Thursday, September 18	The Return to Normalcy continued and The Great

Tuesday, November 25
Thursday, November 27
Thursday, December 2
Tuesday, December 9
Thursday, December 11

catch up day
Thanksgiving Holiday
The 21st Century
Review Day
Final Exam, 7:30-9:30 am

WAR WITHOUT MERCY

RACE AND POWER IN
THE PACIFIC WAR



JOHN W. DOWER
PANTHEON BOOKS
NEW YORK

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PREFACE

Some five years ago, while drafting the opening chapter to a projected book about the occupation of Japan that followed World War Two I found myself mentioning in passing the race hates and merciless fighting that had been so conspicuous in the war in Asia and the Pacific. One of the impressive features of the occupation, after all, was that the defeated Japanese and victorious Allies, predominantly Americans, worked together so amicably and constructively. War-crimes trials were conducted after Japan's surrender; reports of wartime atrocities preoccupied journalists and jurists for many months; and there was hardly a corner of Japanese society that was not subjected to critical scrutiny. The war hates themselves, however, seemed to disappear almost overnight—so quickly, in fact, that they are easily forgotten now.

In a world that continues to experience so much violence and racial hatred, such a dramatic transformation from bitter enmity to genuine cooperation is heartening, and thus the fading memories of the war pose a paradox. It is fortunate that people on all sides can put such a terrible conflict behind them, but dangerous to forget how easily war came about between Japan and the Western Allies, and how extraordinarily fierce and Manichaeic it was. We can never hope to understand the nature of World War Two in Asia, or international and interracial conflict in general, if we fail to work constantly at correcting and re-creating the historical memory. At a more modest level, the significance of the occupation of Japan and postwar rapprochement between the Japanese and their

JIMMY
BRESLIN


THREE RIVERS PRESS
NEW YORK

The Short
Sweet Dream
of Eduardo
Gutiérrez

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WITH DAVID CHANOFF AND DOAN VAN TOAI



VINTAGE BOOKS
A DIVISION OF RANDOM HOUSE NEW YORK



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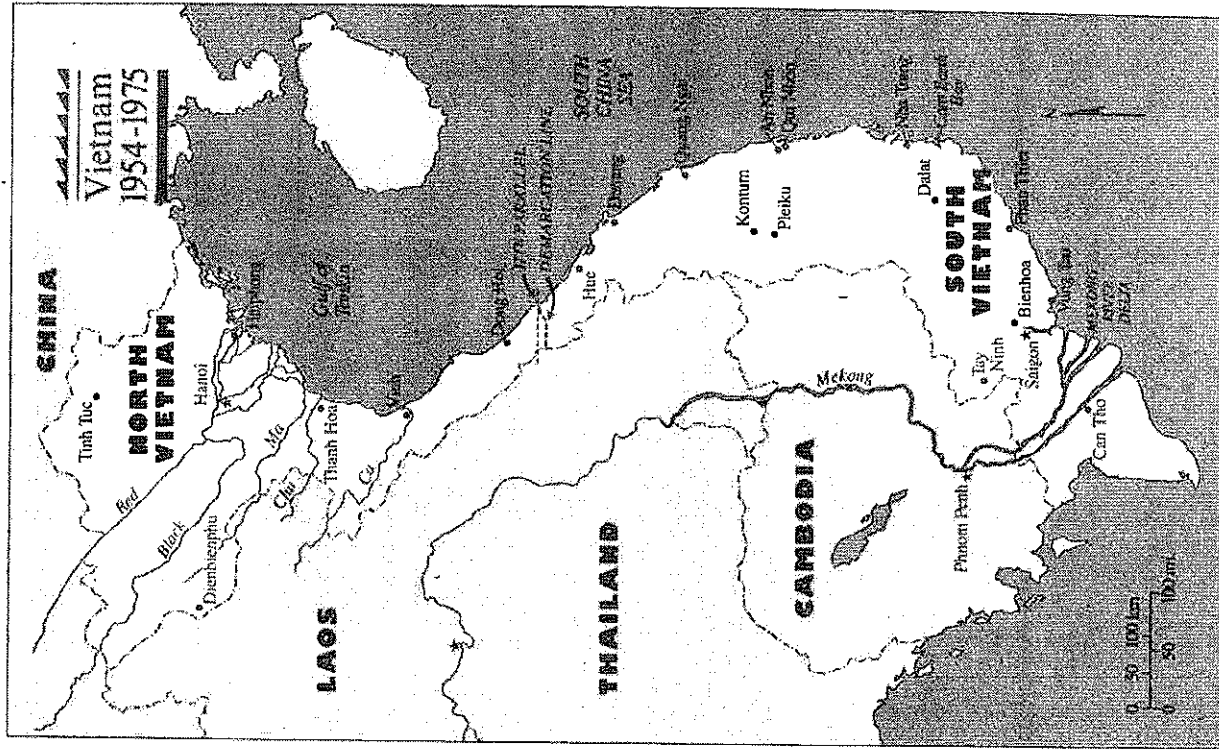
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*Major Problems in American
Foreign Relations*

MAJOR PROBLEMS IN AMERICAN HISTORY SERIES



GENERAL EDITOR
THOMAS G. PATERSON

DOCUMENTS AND ESSAYS

CONCISE EDITION

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