



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:

Name	<u>Cindy Baade</u>	Phone	<u>5-7183</u>
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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):	<u></u>		

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. 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.

Revised April 2014

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, table of contents
<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, table of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus, table of contents
<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, table of contents
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• 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	American 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 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)
1.	This is a clearly and simply a history class	The books used in the class highlight historical nature of the course as all books are published by distinguished historian or journalists who focus on historical topics (see syllabus)
2	Multiple factors including economics, politics, and social and cultural issues shape the American interaction with the world.	The opening introduction to the syllabus in the section: Course Objectives for Fall 2008 identifies the focus.
3	The course looks at nearly 400 years of factors that shaped U.S. foreign relations with a heavy emphasis on the 20 th and 21 st Centuries.	The Tentative Daily Schedule in the Syllabus as well as textbook table of contents shows this.
4	The course employs a study of events that often led to conflict as well as collaboration among societies with a heavy emphasis on politics and economics but not devoid of cultural and social factors	The books utilized cover many different facets of societies and U.S. interaction including race and gender as well as economics. The other materials in the class reinforce what the books emphasized through the use of primary documents.

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

**A
VIETCONG
MEMOIR
TRUONG NHU TANG**

WITH DAVID CHANOFF AND DOAN VAN TOAI



VINTAGE BOOKS
A DIVISION OF RANDOM HOUSE NEW YORK



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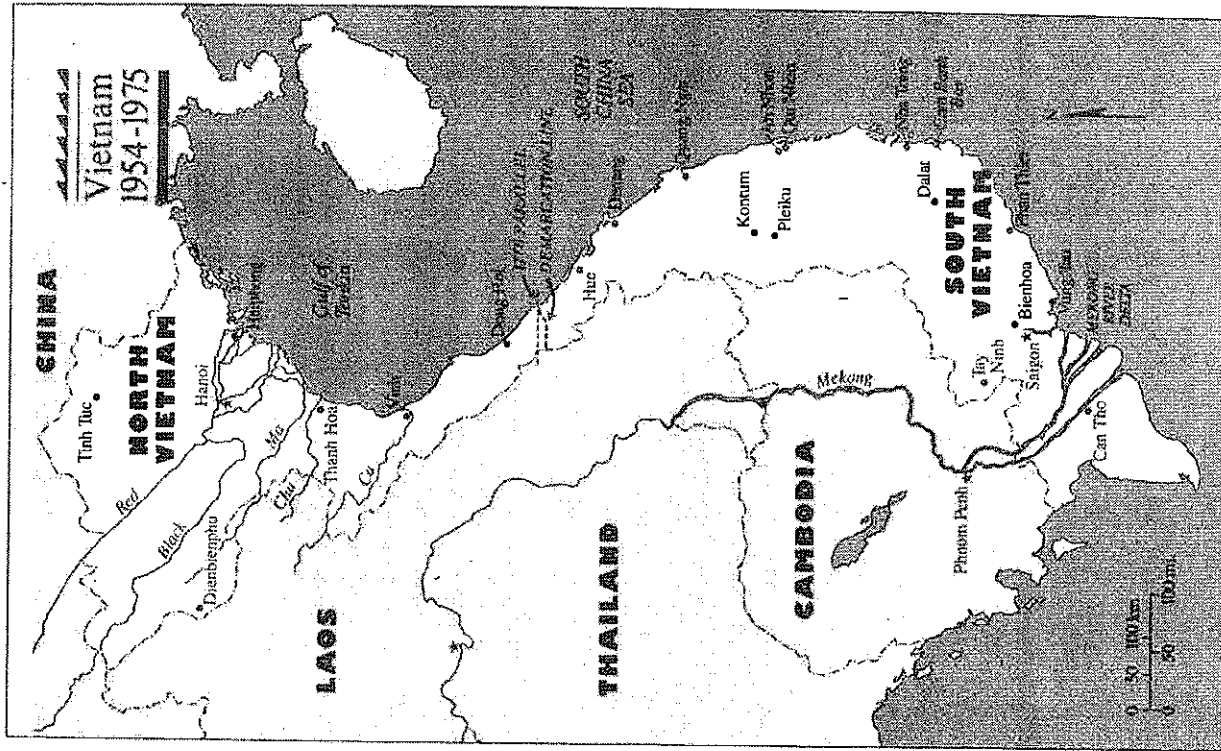
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*Major Problems in American
Foreign Relations*

MAJOR PROBLEMS IN AMERICAN HISTORY SERIES



GENERAL EDITOR

THOMAS G. PATERSON

DOCUMENTS AND ESSAYS

CONCISE EDITION

EDITED BY

DENNIS MERRILL

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UNIVERSITY OF CONNECTICUT

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American Foreign Relations

A History • Since 1895

SIXTH EDITION

Thomas G. Paterson

J. Garry Clifford

Shane J. Maddock

Deborah Kisatsky

Kenneth J. Hagan

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