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

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<th>Department</th>
<th>History</th>
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<td>316</td>
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<tr>
<td>Number</td>
<td></td>
<td>Title</td>
<td>20th-Century U.S. Foreign Relations</td>
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Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? Yes
If so, list all academic units offering this course

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 (SQ/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 Cindy Baade
Phone 5-7183
Mail code 4302

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Matthew J. Garcia
Date: 2/18/15
Chair/Director (Signature): [Signature]

Rev. 1/94, 4/95, 7/96, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
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.

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<tr>
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<td>2.</td>
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<td>Course content emphasizes the study of social behavior such as that found in:</td>
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<td>Syllabus</td>
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<td></td>
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<td>ANTHROPOLOGY</td>
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<td>ECONOMICS</td>
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<td></td>
<td>CULTURAL GEOGRAPHY</td>
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<td></td>
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<td>HISTORY</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<tr>
<td></td>
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<td>Syllabus</td>
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<tr>
<td>4.</td>
<td></td>
<td>Course illustrates use of social and behavioral science perspectives and data.</td>
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<tr>
<td></td>
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<td>Syllabus</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- 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.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>Human interaction</td>
<td>The whole course is about interaction between people of different nation states and cultures at a global and local levels.</td>
<td>For example, one of books used, The Death of Eduardo Gutierrez talks about immigration from Mexico to the United States and focuses on migration, economics, and cultural interchanges on a human level.</td>
</tr>
<tr>
<td>Social Behavior in History</td>
<td>The course is about social interactions and societies often in conflict over resources.</td>
<td>For example, the book, War Without Mercy looks at race and how it shaped the interactions between the United States and Japan during World War II. It looks at macro and micro issues of race on both sides of the Pacific.</td>
</tr>
<tr>
<td>distinct methods of inquiry</td>
<td>The course relies heavily on historical methodologies but also incorporates other fields including race and gender studies</td>
<td>The book, Fighting for American Manhood employs a heavy emphasis on gender and how it shaped U.S. reactions to the wars in the Philippines and Cuba. This form of analysis is employed throughout the course in lectures, assignments, and discussions.</td>
</tr>
<tr>
<td>Social or behavioral science</td>
<td>The course relies heavily on social science models of the study of international relations.</td>
<td>The course relies heavily on readings strongly influenced by political science, especially the field of international relations. One of the co-authors of the text is Garry Clifford, a political scientist at the University of Connecticut who uses models in the narrative of issues such as the Cuban Missile Crisis.</td>
</tr>
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</table>
20th-Century U.S. Foreign Relations

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

Allow multiple Primary course enrollments: No
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
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


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**

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<td>Tuesday, August 26</td>
<td>Introduction</td>
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<td>Thursday, August 28</td>
<td>Patterns of Analysis in U.S. Foreign Relations, Paterson and Merrill, Major Problems, 2-32.</td>
</tr>
<tr>
<td>Tuesday, September 9</td>
<td>The Road to World War I, Paterson, et. al, <em>American Foreign Relations</em>, 67-82; Paterson and Merrill, Major Problems, 35-36.</td>
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<td>Tuesday, September 16</td>
<td>The Return to Normalcy, Paterson, et. al., <em>American Foreign Relations</em>, 110-125, 139-147, 151-160; Paterson and Merrill, Major Problems, 73-110.</td>
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<td>Thursday, September 18</td>
<td>The Return to Normalcy continued and The Great</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>Tuesday, November 25</td>
<td>catch up day</td>
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<tr>
<td>Thursday, November 27</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Thursday, December 2</td>
<td>The 21st Century</td>
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<tr>
<td>Tuesday, December 9</td>
<td>Review Day</td>
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<tr>
<td>Thursday, December 11</td>
<td><strong>Final Exam, 7:30-9:30 am</strong></td>
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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 to gether 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 Manichaean 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
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J. Garry Clifford  •  Bureaucratic Politics and Policy Outcomes  

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6. Jay's Treaty, 1794  
7. A Democratic-Republican Society Blasts Jay's Treaty, 1795  
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