ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 316 20th Century U.S. Foreign Relations 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kent Wright  Phone: 965-8595
   Mail Code: 4302  E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas
- Literacy and Critical Inquiry—L
- Mathematical Studies—MA
- Humanities, Fine Arts and Design—HU
- Social and Behavioral Sciences—SB
- Natural Sciences—SQ

Awareness Areas
- Global Awareness—G
- Historical Awareness—H
- Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☑ No  ☐ Yes; Please identify courses: ________________________________
Is this a multisection course?: ☑ No  ☐ Yes; Is it governed by a common syllabus? __________________

Mark von Hagen
Chair/Director  (Print or Type)
Date: 5/06/09

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
HST 316: 20th-Century U.S. Foreign Relations

Course Description
HST 316 introduces students to the major events and topics in U.S. foreign relations in the 20th-century and beyond. Paying continual attention to both the domestic and the international context in which the U.S. government maneuvered in this period, the course studies the territorial and commercial expansion of the U.S., the rise of U.S. interventionism in the non-industrialized world, and the interplay of between the United States and other core powers, including Great Britain, France, Japan, Germany, and the Soviet Union. Students develop a basic mastery of the important events, themes, and personalities in the field, and are challenged to improve their analytic and critical skills both in the classroom and in written assignments.

Meeting Historical Awareness Criteria
HST 316 meets the criteria for the General Studies “Historical Awareness” designation by introducing students to the history, over the past century and more, of U.S. relations with the wider world of states and peoples; by making a disciplined, systematic study of these relations, as they have developed and changed over time; by making students aware of the variety of explanations for these historical changes – including recourse to US domestic policies, to territorial and economic expansion of the US, to intervention in the developing world, and interaction with other great powers, both diplomatic and military.

Textbooks and Required Readings
The course uses a combination of textbook, reader in primary sources, and books highlighting specific topics in US foreign relations – see Syllabus for list.
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
grade will be determined according to the following point system:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Papers (75 points each)</td>
<td>150</td>
</tr>
<tr>
<td>midterm examination</td>
<td>100</td>
</tr>
<tr>
<td>group Power Point project</td>
<td>100</td>
</tr>
<tr>
<td>final examination</td>
<td>150</td>
</tr>
<tr>
<td>discussion grade (including quizzes)</td>
<td>100</td>
</tr>
</tbody>
</table>

Your grade will be determined by adding your total points earned and broken down according to the following scale:

A+=588-600 points
A=553-587 points
A-=540-552 points
B+=528-539 points
B=493-527 points
B-=480-492 points
C+=468-479 points
C=420-467 points
D=360-419 points
E=everything less than 360

**Classroom Philosophy:** This class will rely on a Socratic method. Student participation in small group discussions and individual discussions will push you to look for major themes and to gather the bigger picture of the history of U.S. foreign relations. However, this does not mean that we will ignore details; they serve as the foundation for understanding concepts and constructing arguments. From the assigned readings, you will be responsible for gathering the Who? What? When? Where? and Why Important? In the case of this class, the lectures and discussion will complement the readings, not vice-versa. This is in large part because of the time limitations. The student needs to develop the skill of learning a large quantity of material and then to synthesize and develop the patterns of behavior of the United States in international relations.

**Classroom Behavior:** You should be forewarned that inappropriate behavior in class will lead to an immediate request for you to leave which will be counted as one of your absences. Such behavior includes talking during the lectures, reading the newspaper or other course work, sleeping, writing notes, answering cell phones (all should be turned off in class unless you provide a legitimate reason for needing it), and other such actions. You should treat the professor and teaching assistant with the same respect with which you would treat anyone in an authority position. In return, we will treat you with the same respect.

For those wanting to use a laptop in the room, it is allowed as long as it is only used for taking notes. There will be no working on other assignments or surfing the Internet. If you are caught doing anything unrelated to the course, you will be prohibited from bringing the laptop to class again.

In addition, proper attire should be worn. You are not going to a beach or toga party. This is a classroom, and you should act that way. If your attire is intended for the swimming pool or gym,
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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 26</td>
<td>Introduction</td>
</tr>
<tr>
<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 2</td>
<td>The United States in the World at the End of the 19th Century, Paterson, et. al. American Foreign Relations, 1-32.</td>
</tr>
<tr>
<td>Thursday, September 4</td>
<td>The Era of the Warrior and the Priest, Paterson, et. al. American Foreign Relations, 33-66. (Short Paper on Hoganson due at the beginning of class).</td>
</tr>
<tr>
<td>Tuesday, September 9</td>
<td>The Road to World War I, Paterson, et. al. American Foreign Relations, 67-82; Paterson and Merrill, Major Problems, 35-36.</td>
</tr>
<tr>
<td>Tuesday, September 16</td>
<td>The Return to Normalcy, Paterson, et. al., American Foreign Relations, 110-125, 139-147, 151-160; Paterson and Merrill, Major Problems, 73-110.</td>
</tr>
<tr>
<td>Thursday, September 18</td>
<td>The Return to Normalcy continued and The Great</td>
</tr>
</tbody>
</table>
Tuesday, September 23

Thursday, September 25

Tuesday, September 30

Thursday, October 2
The Origins of the Cold War continued

Tuesday, October 7
Midterm Examination

Thursday, October 9

Tuesday, October 14
The Era of Eisenhower, Paterson and Merrill, *Major Problems*, 288-324

Thursday, October 16

Tuesday, October 21
The New Frontier, Paterson and Merrill, *Major Problems*, 367-413

Thursday, October 23

Tuesday, October 28
The Vietnam War, Paterson, et. al., *American Foreign Relations*, 391-402

Thursday, October 30

Tuesday, November 4

Thursday, November 6

Tuesday, November 11
Veterans Day

Thursday, November 13
The Age of Reagan

Tuesday, November 18

Thursday, November 20
The 1990s and Beyond, Paterson and Merrill, *Major Problems*, 551-588.
Tuesday, November 25  
catch up day
Thursday, November 27  
Thanksgiving Holiday
Thursday, December 2  
The 21st Century
Tuesday, December 9  
Review Day
Thursday, December 11  
**Final Exam, 7:30-9:30 am**
About this Product

Overview

This best-selling text presents the best synthesis of current scholarship available to emphasize the theme of expansionism and its manifestations. The inclusion of recently declassified documents allows for new perspectives on American intervention in the Bolshevik Revolution, the origins of the Cold War and the Korean War, and the Cuban missile crisis. The Sixth Edition includes strong coverage of gender and culture and explores the racial dimensions of American expansionist ideology. Up-to-date coverage of national security and its implications allows students to examine the government's role in protecting citizens.

About The Author

Thomas G. Paterson

Thomas Paterson is Professor of History Emeritus at the University of Connecticut and received his Ph.D. from the University of California, Berkeley in 1968. In addition to being the General Editor of Houghton Mifflin's Major Problems series, he is co-author of Major Problems in American Foreign Relations, 5/e. (Houghton Mifflin, 2000) and A People and A Nation, 5/e (Houghton Mifflin, 2001). In addition to authoring several books and editing collections of essays on the history of U.S. Foreign Relations, he served as senior editor of the four-volume Encyclopedia of American Foreign Relations (1997). He is part president of the Society for Historians of American Foreign Relations.

J. Garry Clifford

J. Garry Clifford teaches at the University of Connecticut, where he is a professor of political science and the director of its graduate program. He received his Ph.D. in history from Indiana University and won the Frederick Jackson Turner Award of the Organization of American Historians for his book The Citizen Soldiers (1972). His articles have appeared in several noted journals, including the Journal of American History, Review of Politics, and Diplomatic History.

Shane J. Maddock

Shane Maddock is an assistant professor of history at Stonehill College. He received his Ph.D. at the University of Connecticut. His general area of interest is the cultural and political trends of Cold War America. He teaches courses on the history of U.S. foreign relations, U.S. pop culture, contemporary America, and modern Russia. He is editor of The Nuclear Age (HM, ©2001) and has published articles on nuclear nonproliferation policy.

Deborah Kisatsky

Deborah Kisatsky is an assistant professor of history at Assumption College. She received her Ph.D. at the University of Connecticut in 2001. Dr. Kisatsky is the recipient of numerous awards and fellowships, including the 1998-99 Alexander von Humboldt Foundation Bundeskanzler (Federal Chancellor’s) Scholarship for research in Germany, where she also served as a Junior Fellow of the Center for European Integration Studies at the University of Bonn, a Franklin D. Roosevelt Library Lubin-Winant Fellowship (1996), and a Harry S. Truman Institute Research Grant (1996).

Kenneth J. Hagan

Kenneth Hagan, Professor Emeritus of History and Museum Director at the U.S. Naval Academy, Annapolis, is currently an adjunct professor at the U.S. Naval War College, Monterey Program. He received his A.B. and M.A. from the University of California, Berkeley, and his Ph.D. from Claremon Graduate School. He is the author of This People’s Navy: The Making of American Sea Power (©1991), and American Gunboat Diplomacy and the Old Navy, 1877-1889 (©1973).

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   The Venezuelan Crisis of 1895
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Peace and Empire: The Debate in the United States
Imperial Collisions in Asia: The Philippine Insurrection and the Open Door in China
The Elbows of a World Power, 1895-1900
2. Managing, Policing, and Extending the Empire, 1900-1914
Diplomatic Crossroad: Severing Panama from Colombia for the Canal, 1903
The Conservative Shapers of Empire
Cuba's Limited Independence Under the Platt Amendment
The Constable of the Caribbean: The Roosevelt Corollary, Venezuela, and the Dominican Republic
The Quest for Order in Haiti and Nicaragua
The Mexican Revolution Threatens U.S. Interests
Japan, China, and Dollar Diplomacy in Asia
Anglo-American Rapprochement and Empire-Building
3. War, Peace, and Revolution in the Time of Wilson, 1914-1920
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The Travails of Neutrality
Submarines, Neutral Rights, and Mediation Efforts
Wilson Leads America into World War
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The Doughboys Make the Difference in Europe
Wilson Imagines a Better Future: The Fourteen Points and the Peace Conference
Principle, Personality, Health, and Partisanship: The League Fight
Red Scare Abroad: Bolshevism and Intervention in Russia
The Whispering Gallery of Global Disorder
4. Descending into Europe's Maelstrom, 1920-1939
Diplomatic Crossroad: Roosevelt's Attempt to Extend America's Frontier to the Rhine, 1939
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Economic and Cultural Expansion in a Rickety World
Peace Seekers for a World Without War
Cold as Steel: Soviet-American Encounters
Hitler's Germany, Appeasement, and the Outbreak of War
American Isolationism and the Neutrality Acts
Roosevelt Shifts and Congress Balks on the Eve of War
5. Asia, Latin America, and the Vagaries of Power, 1920-1939
Diplomatic Crossroad: The Manchurian Crisis, 1931-1932
A Question of Power
Facing Japan: The Washington Naval Disarmament Conference and China
Japan's Footsteps Toward a New Pacific Order
Making and Managing Good Neighbors in Latin America
Creating Dictators in the Dominican Republic, Nicaragua, and Haiti
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Compromising with Mexico: Oil and Nationalism
Pan Americanism and the Approach of the Second World War
Diplomatic Crossroad: The Atlantic Charter Conference
Juggling Between War and Peace, 1939-1941
Asian Collision Course: Japanese-American Relations, 1939-1941
The Big Three: Strategies and Fissures, 1941-1943
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Bystanders to the Holocaust: Americans and the Murder of the Jews
Planning the Postwar Peace, 1943-1945
Compromises at the Yalta Conference
To Each Its Own: Allied Divergence and Spheres of Influence
The Potsdam Conference and the Legacy of the Second World War
7. All-Embracing Struggle: The Cold War Begins, 1945-1950
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The Big Two and the International System: Sources of the Long War
Challenging the Soviet Sphere in Eastern Europe
Stiffening Up: Early Cold War Crises
The Truman Doctrine, Israel, and Containment
On Its Feet and Off Our Backs: The Marshall Plan, NATO, and the Division of Europe
Asian Allies: Restoring Japan and Backing Jiang in China
The People's Republic of China and U.S. Nonrecognition
A Cold War Culture Emerges
Diplomatic Crossroad: The Decision to Intervene in the Korean War, 1950
Korea, the Cold War, and the "Trojan Horse" of National Security
Ambivalent Cold Warrior: Dwight D. Eisenhower
John Foster Dulles, McCarthyism, and the New Look
The Glacier Grinds On: Krushchev, Eisenhower, and the Cold War
Missile Race, Berlin, and the U-2 Mess
To the Brink with China; To the Market with Japan
The Third World Rises: Revolutionary Nationalism and Nonalignment
Stormy Weather: Nationalism in the Middle East and Latin America
Cultural Expansion and the Globalized Cold War
Vietnamese Wars Before 1961
John F. Kennedy and His "Action Intellectuals"
Nation Building
The Most Dangerous Area in the World: The Cuban Revolution and Latin America
Spinning Out of Control: The Cuban Missile Crisis
Laos, Vietnam, and the Kennedy Legacy
Nose to Nose: Lyndon B. Johnson and the World
"The Biggest Damned Mess": Johnson's Vietnam War
As the Doves Dissent, the Peace Efforts Fail
10. Détente and Disequilibrium, 1969-1977
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Détente, SALT, and the Nuclear Arms Race
Regional Tails Wagging the Superpower Dogs: The Middle East
Covert Action and Economic Relations in Latin America and Africa
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The Many Lessons and Questions of Vietnam
Diplomatic Crossroad: The Iranian Hostage Crisis, 1979-1981
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The Panama Canal and High Voltage Nationalism in Latin America
Carter's Activism in the Middle East and Africa
The Red Thread: SALT-II, Afghanistan, and the Carter Record
Ronald Reagan's Mission to Revive Hegemony
Soviet-American Crises and Antinuclearism
The "Backyard": Central America and the Caribbean
Hornets' Nests in the Middle East, Africa, and Asia
Triumphs and Hazards: The Reagan Legacy
12. Imperial America: The United States and the World Since 1989
Diplomatic Crossroad: 9/11 and After
The Earthquakes of 1989-1991
Indispensable Nation: Bush-Clinton-Bush and Post-Cold War Priorities
Europe Transformed: Russian Disintegration, German Reunification, NATO Expansion, Balkan Hell
Hope and Tragedy in Africa
Markets, Invasions, and Implosions in Latin America
Mideast Quagmires: Gulf Wars and the Arab-Israeli Peace Process
Feuding and Trading with China, Vietnam, and Japan
Global Bewilderments and Opportunities
Appendix: Makers of American Foreign Relations
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[H] CRITERIA**

**THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td>1. History is a major focus of the course.</td>
</tr>
<tr>
<td>☒</td>
<td></td>
<td>2. The course examines and explains human development as a sequence of events.</td>
</tr>
<tr>
<td>☒</td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
</tr>
<tr>
<td>☒</td>
<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
</tr>
</tbody>
</table>

**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 | Designation
---|---|---|---
HST | 316 | 20th Century U.S. 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.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>History a major focus; human development as sequence of events</td>
<td>History is the major focus; U.S. foreign relations understood in developmental context</td>
<td>Throughout syllabus and textbook TOC</td>
</tr>
<tr>
<td>Disciplined systematic study of insinuations over time.</td>
<td>The central focus is in the interaction of the state - U.S. and others - interacting and changing over time.</td>
<td>Textbook, TOC and syllabus. Thursday.</td>
</tr>
<tr>
<td>Relationships among events, ideas, artifacts in social, political, and economic context.</td>
<td>Course books are a variety of approaches for understanding and communicating in U.S. foreign policy over time - social, political, economic.</td>
<td>Syllabus, TOC to textbook, other books on list.</td>
</tr>
</tbody>
</table>