



ARIZONA STATE UNIVERSITY

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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

Awareness Areas

- Literacy and Critical Inquiry-L [ ]
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [ ]
Social and Behavioral Sciences-SB [x]
Natural Sciences-SQ [ ] SG [ ]

- 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: [x] No [ ] Yes; Please identify courses: \_\_\_\_\_

Is this amultisection course?: [x] No [ ] Yes; Is it governed by a common syllabus? \_\_\_\_\_

Mark von Hagen
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 3/06/09

## HST 316: 20<sup>th</sup>-Century U.S. Foreign Relations

### Course Description

HST 316 introduces students to the major events and topics in U.S. foreign relations in the 20<sup>th</sup>-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 Social and Behavioral Sciences Criteria

HST 316 meets the criteria for the General Studies “Social and Behavioral Sciences” designation by (1) introducing students to the study of U.S. foreign relations in the 20<sup>th</sup>-century, from a social-sciences perspective – emphasizing the change and development of domestic and international political, economic, and military interaction between the U.S. and other states and people over time; (2) by introducing students to the basic methods of historical analysis, involving the integration of primary sources and secondary explanation, of a number of different kinds – economic, social, cultural, and psychological; and (3) by challenging students to develop their analytic skills in social-scientific understandings, both via classroom interaction and written assignments.

# 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](mailto: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

grade will be determined according to the following point system:

Short Papers (75 points each)	150 points
midterm examination	100 points
group Power Point project	100 points
final examination	150 points
discussion grade (including quizzes)	100 points

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.

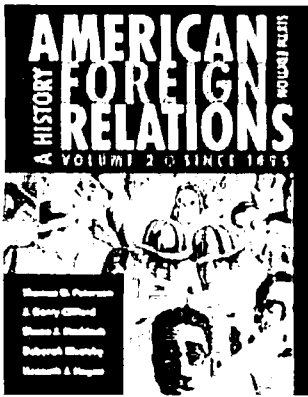
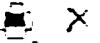
### Tentative Daily Schedule

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 <sup>th</sup> 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. ( <b>Short Paper on Hoganson due at the beginning of class</b> ).
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

	Depression and American Foreign Relations. Paterson, et. al., <u>American Foreign Relations</u> , 106-110, 125-133, 147-151, 161-171; Paterson and Merrill, <u>Major Problems</u> , 117-122.
Tuesday, September 23	The Road to World War II, Paterson, et. al., <u>American Foreign Relations</u> , 173-186; Paterson and Merrill, <u>Major Problems</u> , 122-152.
Thursday, September 25	The Diplomacy of World War II, Paterson, et. al., <u>American Foreign Relations</u> , 186-220; Paterson and Merrill, <u>Major Problems</u> , 155-185. Discussion of Dower, <u>War Without Mercy</u> . (Short paper due at beginning of class)
Tuesday, September 30	The Origins of the Cold War, Paterson, et. al., <u>American Foreign Relations</u> , 221-274; Paterson and Merrill, <u>Major Problems</u> , 186-287.
Thursday, October 2	The Origins of the Cold War continued
Tuesday, October 7	<b>Midterm Examination</b>
Thursday, October 9	The Era of Eisenhower, Paterson, et. al., <u>American Foreign Relations</u> , 275-315, 321-326, Paterson and Merrill, <u>Major Problems</u> , 325-332, 336-348, 355-365, 545-546.
Tuesday, October 14	The Era of Eisenhower, Paterson and Merrill, <u>Major Problems</u> , 288-324
Thursday, October 16	The New Frontier, Paterson, et. al., <u>American Foreign Relations</u> , 326-346; Paterson and Merrill, <u>Major Problems</u> , 332-336, 348-355
Tuesday, October 21	The New Frontier, Paterson and Merrill, <u>Major Problems</u> , 367-413,
Thursday, October 23	The Vietnam War, Paterson, et. al., <u>American Foreign Relations</u> , 316-321, 346-363, Paterson and Merrill, <u>Major Problems</u> , 414-454.
Tuesday, October 28	The Vietnam War, Paterson, et. al., <u>American Foreign Relations</u> , 391-402.
Thursday, October 30	Nixon, Kissinger, and the World, Paterson, et. al., <u>American Foreign Relations</u> , 364-391; Paterson and Merrill, <u>Major Problems</u> , 455-495, 547-548.
Tuesday, November 4	The Carter Years, Paterson, et. al., <u>American Foreign Relations</u> , 408-431, Paterson and Merrill, <u>Major Problems</u> , 548-550.
Thursday, November 6	The Age of Reagan, Paterson, et. al., <u>American Foreign Relations</u> , 431-460, Paterson and Merrill, <u>Major Problems</u> , 496-510, 513-528
Tuesday, November 11	Veterans Day
Thursday, November 13	The Age of Reagan
Tuesday, November 18	The 1990s and Beyond, Paterson, et. al., <u>American Foreign Relations</u> , 461-516, Paterson and Merrill, <u>Major Problems</u> , 510-512, 528-535, 550-551
Thursday, November 20	The 1990s and Beyond, Paterson and Merrill, <u>Major Problems</u> , 551-588.

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

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



## American Foreign Relations: A History, Volume 2: Since 1895, 6th Edition

Thomas G. Paterson - University of Connecticut. General Editor

J. Garry Clifford - University of Connecticut

Shane J. Maddock - Stonehill College

Deborah Kisatsky - Assumption College

Kenneth J. Hagan - U.S. Naval War College. Monterey Program

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### 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, 6/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 Claremont 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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 Appendix: Makers of American Foreign Relations

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

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
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, TOC		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• LINGUISTICS</li> <li>• POLITICAL SCIENCE</li> <li>• SOCIAL PSYCHOLOGY</li> <li>• SOCIOLOGY</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	<ul style="list-style-type: none"> <li>• LINGUISTICS</li> <li>• POLITICAL SCIENCE</li> <li>• SOCIAL PSYCHOLOGY</li> <li>• SOCIOLOGY</li> </ul>	Syllabus, TOC
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	<ul style="list-style-type: none"> <li>• LINGUISTICS</li> <li>• POLITICAL SCIENCE</li> <li>• SOCIAL PSYCHOLOGY</li> <li>• SOCIOLOGY</li> </ul>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p style="margin-left: 20px;">a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center; margin-left: 40px;"><b>OR</b></p> <p style="margin-left: 20px;">b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	Syllabus, TOC		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus, TOC		
		<p style="text-align: center;"><b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b></p> <ul style="list-style-type: none"> <li>• Courses with primarily fine arts, humanities, literary, or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>			

Course Prefix	Number	Title	Designation
HST	316	20th Century U.S. Foreign Relations	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 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)
Social scientific theories as principles, human interaction	HST 316 focus on a central topic in historical interaction - US Foreign Relations	They have the Syllabus -
Student behavior in history - also politics, economics, social psychology	HST 316 introduces students to full range of social scientific explanation	throughout the Syllabus -
Uses social scientific principles and data	HST 316 introduces students to both primary sources and to multiple secondary interpretations	They have the Syllabus -