

UNITED STATES AIR FORCE ACADEMY

DEPARTMENT OF HISTORY

SYLLABUS

HISTORY 332

**The History of U.S. Foreign Policy**

Spring 2007



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## **I. Nature and Purpose of the Course.**

History 332 “History of U.S. Foreign Policy” is a one-semester survey of American foreign relations from Colonial days to the present, with an emphasis on the twentieth century. Students in this course should gain an understanding of how Americans have viewed their place in the world, the governmental and non-governmental institutions and practices they have developed to secure that place, and the responses such efforts have received from other nations and peoples.

## **II. Course Objectives.**

### **For each student to:**

A. Demonstrate acquisition of historical knowledge.

Historical knowledge in this course includes names, places, dates, and events associated with the history of U.S. foreign relations. You will demonstrate this knowledge in exams and written assignments.

B. Exhibit understanding of root concepts and apply historical knowledge.

Through exams and written assignments, you will demonstrate an understanding of the historiographical trends regarding the impact and importance of U.S. foreign relations.

You will be able to apply the historical knowledge gained from class and readings to arguments formulated around the various theories and trends in the history of U.S. foreign relations.

C. Analyze established interpretations from a closed context and communicate analysis.

You will accomplish this in daily discussions that will analyze the readings not just for factual content, but also for the way in which authors formulate arguments, such as what evidence they do or do not use. A closed context refers to the students’ use of limited sources provided by the instructor, such as material read in class or gathered from lectures.

D. Formulate original concepts from acquired knowledge.

In your writing assignments you will formulate theses from which you will construct your papers.

E. Frame an interpretive argument from an open context.

In a writing assignment you will present evidence to support the thesis of your paper.

F. Judge multiple interpretations of historical events.

History is interpretation. In your writing assignments, graded material, and class discussions you will be required to analyze the merits of historical arguments. Historians often reach very different conclusions looking at the same body of evidence. By studying the various interpretations of U.S.

foreign relations, you should gain a great deal of understanding of the perspectives and methodologies utilized by historians in reaching those interpretations.

G. Demonstrate understanding not only of different interpretations, but also the methods used to arrive at that understanding.

In your course assignments you will use a variety of methodologies to arrive at your own interpretations as well as to understand the methodologies used by others to reach other conclusions about U.S. foreign relations.

H. Gain proficiency in employing techniques of historical methodology.

In your writing assignments you will learn and perfect methodological-based skills, such as assessing source material and conducting research.

**To achieve these objectives each student must be able to**

I. Read critically and comprehensively.

JF. Analyze ideas effectively in classroom discussion.

K. Apply historical research skills.

L. Write effective scholarly research papers in accordance with Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed.

M. Recognize key works in current American foreign relations historiography.

N. Lead and contribute to discussions of class readings during seminar sessions.

**These objectives and skills directly support the Dean's Educational Outcomes:**

- Officers who possess breadth of integrated, fundamental knowledge in the basic sciences, engineering, the humanities, and social sciences, and depth of knowledge in an area of concentration of their choice
- Officers who are intellectually curious
- Officers who can communicate effectively
- Officers who can frame and resolve ill-defined problems
- Officers who can work effectively with others
- Officers who are independent learners
- Officers who can apply their knowledge and skills to the unique tasks of the military profession

History centers on searching for and accurately analyzing and representing historical facts and themes. As you work through this and all your history courses, you need to be aware of the reliability of your sources. Issues such as the capriciousness of memory, political agendas,

authorial integrity, ethics, and many others affect source and author reliability and credibility. In sifting and judging incomplete and often conflicting information, you will develop critical thinking skills that are crucial to presenting logical, well-constructed, and convincing historical arguments.

### III. Course Structure.

The course is divided into two blocks, the first covering the Foreign Relations of an Emerging Power and the second covering the Foreign Relations of a World Power. The first, moving from the Colonial era to the end of World War I, describes the emerging political and economic strength of the United States and its increasing assertiveness on the world stage. The second, moving from the end of World War I to the present, discusses the trials and tribulations of first a great power, then a superpower, then the only superpower.

### IV. Textbooks and Materials.

All texts for this course are mandatory. You are required to bring to class any and all texts from which you have assigned reading for a given lesson.

Lambert, Frank. *The Barbary Wars: American Independence in the Atlantic World*. New York: Hill and Wang, 2005. (L)

Merrill, Dennis and Thomas Paterson. *Major Problems in American Foreign Relations*, Vol. 1, *To 1920*, 6<sup>th</sup> ed. Boston: Houghton Mifflin, 2005. (MP1)

Merrill, Dennis and Thomas Paterson. *Major Problems in American Foreign Relations*, Vol. 2, *Since 1914*, 6<sup>th</sup> ed. Boston: Houghton Mifflin, 2005. (MP2)

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6<sup>th</sup> ed. Revised by John Grossman and Alice Bennet. Chicago: University of Chicago Press, 1996. (T)

### V. Calendar.

LSN		SUBJECT	ASSIGNMENT
1	9 Jan	Introduction	Course Syllabus
2	11 Jan	Historical Writing: Précis, Turabian, and Research Paper Topic Selection	Précis Handout <i>Read</i> T 8.1 – 8.153, 9.1 – 9.36 <i>Scan</i> T 11.1 – 11.68, 12.1 – 12.33
<b>Block 1: Foreign Relations of a Growing Power</b>			
3	16 Jan	Explaining American Foreign Relations	MP1 xiv – xvi, 1 – 28
4	18 Jan	The Origins of American Foreign Policy in the Revolutionary Era	MP1 29 – 54
5	22 Jan	Library Resources: Reference Librarian <b>Meet in Library</b>	L 3 – 48
6	24 Jan	Library Resources: Government Documents <b>Meet in Library</b>	L 49 – 104

7	26 Jan	The Great Debate of the 1790s	MP1 55 – 79
8	30 Jan	Library Research #1 <b>Meet in Library</b>	L 105 – 156
9	1 Feb	The Louisiana Purchase	MP1 80 – 104
10	5 Feb	Library Research #2 <b>Meet in Library</b>	L 157 – 178
11	7 Feb	The Barbary Wars <b>Precis and Review Due</b>	L 179 – 202
12	9 Feb	The War of 1812	MP1 105 – 130
13	13 Feb	The Monroe Doctrine	MP1 131 – 157
14	15 Feb	Library Research #3 <b>Meet in Library</b>	None
15	20 Feb	Westward Expansion and Indian Removal	MP1 158 – 191
16	22 Feb	Manifest Destiny, Texas, and the War with Mexico	MP1 192 – 227
17	26 Feb	<b>Graded Review</b>	
18	28 Feb	Expansion to the Pacific and Asia	MP1 228 – 259
19	2 Mar	The Diplomacy of the Civil War <b>Research Paper Prospectus and Annotated Bibliography Due</b>	MP1 260 – 289
20	6 Mar	Becoming a World Power in the Late Nineteenth Century	MP1 290 – 324
21	8 Mar	The Spanish-American-Cuban-Filipino War	MP1 325 – 357
22	12 Mar	The Open Door Policy and China	MP1 358 – 393
23	14 Mar	Theodore Roosevelt, the Big Stick, and U.S. Hegemony in the Caribbean	MP1 394 – 425
24	19 Mar	Woodrow Wilson, the First World War, and the League Fight	MP1 426 – 463
<b>Block 2: Foreign Relations of a World Power</b>			
25	21 Mar	Approaching the Study of American Foreign Relations	MP2 xv – xvii, 1 – 32
26	2 Apr	The International History of the 1920s	MP2 71 – 111
27	4 Apr	U.S. Entry into World War II	MP2 112 – 152
28	6 Apr	Defeating the Axis, Planning the Peace: The Second World War	MP2 153 – 185
29	10 Apr	Mr. Roosevelt's Three Wars: FDR as War Leader	<a href="http://www.usafa.af.mil/df/dfh/docs/Harmon06.doc">http://www.usafa.af.mil/df/dfh/docs/Harmon06.doc</a>
30	12 Apr	The Origins of the Cold War	MP2 186 – 244
31	16 Apr	The Korean War and Containment in Asia	MP2 245 – 287
32	18 Apr	Dwight D. Eisenhower and Nuclear Arms	MP2 288 – 324
33	20 Apr	Cold War Culture and the “Third World”	MP2 325 – 366
34	24 Apr	Cuba and the Missile Crisis	MP2 367 – 413
35	26 Apr	The Vietnam War	MP2 414 – 454

36	30 Apr	Richard M. Nixon, Henry A. Kissinger, the Grand Strategy, and Détente	MP2 455 – 495
37	2 May	Library Day	None
38	4 May	The Cold War Ends and the Post-Cold War Era Begins	MP2 496 – 353
39	8 May	Course Critique and Review for Final <b>Research Paper Due</b>	None
40	10 May	September 11, 2001, and Anti-Americanism in the Muslim World	MP2 536 – 590
	Period	<b>Final Exam</b>	

## VI. Course Grading

Event	Lesson	Points
Précis and Review	11	50
Reading Responses 1 – 5	2 – 20	50
Research Paper Prospectus and Annotated Bibliography	19	100
Graded Review	17	150
Instructor Prerogative 1	1 – 20	50
<b>PROG TOTAL</b>		<b>400</b>
Reading Responses 6 – 10	21 – 40	50
Research Paper	39	250
Instructor Prerogative 2	21 – 40	50
<b>Second Half Total Points</b>		<b>350</b>
Final Exam		250
<b>COURSE TOTAL</b>		<b>1000</b>

## VII. Assignments

**General:** All assignments are due at the beginning of the class period unless otherwise noted. If you are going to miss class, you must provide a hard copy of the assignment to your instructor prior to departing. If you are unable to turn in an assignment on time due to illness or emergency, contact your instructor.

**Graded Review / Final:** Both examinations will be in essay format. The questions will require you to draw broad conclusions regarding the history of American foreign relations and support those conclusions with details from your readings and class discussions. The Graded Review will cover material from Lessons 1 – 16. The Final will have sections covering the material from Lessons 17 – 40 and the entire course, Lessons 1 – 40.

**Reading Responses:** Reading Responses are short (2 – 3 pages, typed, double-spaced, 1-inch margins) reflections on the assigned reading for the day. You are not required to refer to any source aside from the day's reading. If you choose to do so you may, but you will receive no special credit. Your papers should be documented in accordance with Turabian. You may turn

in a Reading Response for any lesson other than 1, 2, 5, 6, 8, 10, 14, 17, and 39. You must turn in five Reading Responses on or before Lesson 20. You must turn in a total of ten Reading Responses on or before Lesson 40. Questions for responses will be distributed in class.

**Research Paper Prospectus and Annotated Bibliography:** Give the research question(s) that you are going to ask yourself, then give your projected answer. This may change during the course of your research, but I want you to start focusing. Give a rough outline (very rough--only the top level) of your paper. Finally, explain why you chose your topic and why it is significant. In other words, answer the “So what?” question. Then, provide a list of your sources in correct Turabian format. Each source must include a brief description (one to two sentences) of its usefulness or value. See Turabian paragraph 9.36 for an example. You must give **at least** thirteen sources—three of which must be primary—in your list. Internet secondary sources (web pages) are allowable, but they do not count towards the numbers above. A journal article accessed from JSTOR (or another scholarly electronic repository) is not considered an internet source, since this website provides PDF formatted information from printed journals. Similarly, primary sources accessed via the internet also count towards your total. See your instructor with any questions.

**Précis and Review:** Create a précis for Frank Lambert’s *The Barbary Wars: American Independence in the Atlantic World* in accordance with the format described in your handout. You must also turn in a hard copy of a *scholarly* review of the book (photocopies and printouts are equally acceptable). Unlike other assignments, this one is due at the end of class, so you may use it during your discussion.

**Research Paper:** You will compose a 3,000 – 5,000 word research paper answering a valid historical question (The word count includes footnotes but not your bibliography.) Consult with your instructor in choosing your topic and formulating your question. You may use any mode of historical analysis and choose any topic prior to the year of your birth which involves primarily American foreign relations. You are encouraged to seek the assistance of our Reference Librarians in obtaining source material. Your paper must make extensive use of primary sources.

**Instructor Prerogative:** These points are awarded based on your preparation for and participation in class discussions, and your general classroom demeanor.

## VIII. Course Administration

1. **Plagiarism:** Plagiarism is a serious academic and professional issue. Broadly defined, plagiarism is the failure to give credit in your paper for the original ideas advanced by other writers. Be certain to avoid even the appearance of wrongdoing by carefully consulting your instructor and course materials in order to ensure proper documentation. Your final word for understanding documentation is the style manual listed in this syllabus. (*MLA Guide* for core courses; *A Manual for Writers*, 6<sup>th</sup> ed., by Kate L. Turabian for upper-division courses) We encourage you to discuss your written work with instructors and other cadets before you turn it in, but we require you to document any outside help received. That help may range from developing ideas for a paper to proofreading the final product for content or grammar. You must

specify those individuals who provided any assistance. Statements such as "C1C Ney read my paper" are inadequate. You must cite the exact nature of the help (e.g., "C1C Foch read my paper for grammar and spelling" or "Major Varble helped me develop the idea that technology played an integral role in warfare").

Bear in mind that instructors have the right to award no credit for an assignment that they believe to be intellectually dishonest regardless of any conclusions reached by wing honor boards. A zero on any major assignment can lead to a failing grade in the course regardless of final percentages. The Department of History reserves the right to use any methods at its disposal (including on-line plagiarism software) to detect plagiarism. We take this issue seriously and intend to investigate it to the fullest extent of our capability.

2. Textbook Policy: You must buy your own textbooks. They must be the proper editions and in good condition. If your textbooks are unfit for use, instructors may require you to buy an acceptable copy. If you fail to get an acceptable copy, instructors may suspend you from class and you will receive appropriate military punishment.

3. Paper Policy: Cadets are not allowed to pass in the same paper for two different courses. Cadets may write papers on the same topic for different courses, but there should be no more than 25% commonality between papers. Each paper should include substantially different bibliographies and footnotes that reflect significant additional research.

4. Instructor Conferences: Your instructor will be available Monday through Friday for consultation; an appointment is highly recommended. If you make an appointment and cannot keep it, notify your instructor as early as possible but always prior to the appointed time.

5. Absences from Class: If you miss a class, you must check with a classmate or your instructor to see what was discussed or assigned. Your instructor is NOT responsible for notifying you that you missed important notices or significant course material. You must arrange to take any required make-up exams within 24 hours of your return to duty. If hospitalized, contact the Hospital Cadet Liaison Officer, ext. 5163. The officer will contact your instructor, describe your condition, and pass on requests for instruction in the hospital.

6. Penalties for Late Work: If you are aware of an impending absence or other problem that could prevent you from turning in the project on time, you must make prior arrangements with your instructor. "Late" is defined as any time after the beginning of the period on which your assignment is due or time designated by your instructor. Weekends count as two days late. Late assignments must still be turned in even if they receive no credit. The academic penalty for late work will be a reduction in grade as described below.

Up to One Day Late	25% reduction from grade awarded
Two Days Late	50% reduction from grade awarded
Three Days Late	75% reduction from grade awarded
More than Three Days Late	100% reduction from grade awarded

7. Graduate Scholarship Opportunities: A select number of cadets each year are offered an opportunity to earn a scholarship and pursue a graduate degree immediately following graduation. Applicable scholarships include the following:

**East-West Center Scholarship** - Asian Studies at the University of Hawaii.

**Gerhart Fellowship** - Study at Middlebury College and University of Paris/Sorbonne. Must be proficient in French.

**Wolfe Fellowship** - Awarded to the outstanding student in the Humanities Division.

**Fulbright Scholarship** - Study in a foreign country. Must be proficient in host country language.

**Graduate School Program** - Selected by the department or Dean. A 12-month program in some field of history.

**Harvard University Scholarship** - Study of public policy at the John F. Kennedy School of Government.

**University Of Maryland Scholarship** - Study in public policy and public management.

**Rhodes Scholarship** - Study at Oxford University in England.

**Marshall Scholarship** - Study in a field of value to the USAF or United States at any university in the United Kingdom.

**Truman Scholarship** - Post-graduate public policy scholarship worth up to \$30,000.

8. History Summer Research Programs: The Department of History sends cadets to a variety of summer research programs that provide unique military and academic experiences which will enhance your professionalism as a military officer and expand your academic skills. The programs are specifically designed to help you conduct field historical research in various governmental and non-governmental agencies, to expand your academic knowledge in your field of interest, and to contribute to research efforts at world-renowned organizations.

Eligibility: History majors with 3.00 or better GPA and 2.80 or better MPA. All programs are offered to cadets during firstie summer, usually first period. Programs range from 3 to 6 weeks depending on agreement between Dean and Commandant, on program host constraints, and funding.

Available Programs: The following programs have recently been available: Georgetown University (internships at the White House, US Congress, and Prague); Headquarters, European Command (EUCOM); Los Alamos Research Center; United States Marine Corps Historical Center; Air Force Space Command and US Space Command; US Special Operations Command (USSOCOM); Air Force Special Operations Command (AFSOC); Air Force Historical Research Agency (AFHRA).

9. Cadet Awards:

**Andrews Award** presented to the top History major.

**Bong Award** presented to the top Military History major.

**American History Award** presented to the top American History major.

**The Norstad Award** presented to the outstanding cadet in Area Studies

**Air Force Historical Foundation Award** presented to the author of the best cadet paper on the history of flight.

**The Rupp Award** presented to the outstanding student in interdisciplinary studies related to history.

**The Thiele Award** presented to the winner of DFH's Graduate School Program (GSP) scholarship in honor of Captain Kenneth F. Thiele, a 1989 graduate of the USAF Academy and a former winner of the American History Award who died in a plane crash in January 1999.

10. Cadet Activities:

**Phi Alpha Theta** The International Honor Society in History.

**Cadet History Club** to broaden cadet understanding of history's role in officer professional development, and to have fun in the process.

**Cadet Wargaming Club** to learn military history, tactics, operations, and strategy through simulations.

**Reading Groups** dealing with a variety of historical subjects. Ask your instructor about opportunities to participate.