

HIST 3P45
U.S. Foreign Policy since 1945

Brock University
Winter 2013



Tuesdays, 12-2 p.m, EA 102

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Office hours: Mondays 1-2 p.m.; Tuesdays 2:30-4 p.m.; and by appointment

Seminars	1	Wednesday	12 noon-1 p.m.	MC D303
	2	Wednesday	10-11 a.m.	MC J209

COURSE DESCRIPTION

Throughout U.S. history, the nation's leaders have argued that their dealings with other countries have been driven by a desire to spread freedom and democracy around the globe. The voices emanating from the prisons of Abu Ghraib and Guantánamo, however, have told a different story: a story of torture, violence, and denial of human rights. In Greece and Spain, massive protests have emerged in response to economic austerity programs spearheaded by U.S.-dominated international institutions. Popular uprisings have challenged U.S.-backed regimes in Egypt and elsewhere in what has become known as the "Arab Spring." How do we reconcile these dramatically different depictions of the U.S. role in the world?

In this course, we will investigate U.S. foreign policy since the end of World War II. What strategic interests have motivated U.S. foreign relations in the postwar era? How have these interests coincided, or collided, with the goals of other people and nations? In what ways has the United States influenced other countries and cultures, not only through diplomatic maneuvers and military action but also through economic restructuring and cultural change? How, in turn, have foreign allies and adversaries helped shape U.S. behavior abroad? How have conditions on the “home front” intersected with U.S. foreign policy goals? By exploring these and other questions, we will aim to develop a greater understanding of how U.S. foreign policy has unfolded historically – and how it has affected the balance of power in the world today.

A major goal of this course is to strengthen your ability to read and think critically about the past. We will examine both *primary sources* (documents produced by those who directly experienced or helped shape the events we are studying) and *secondary sources* (writing by historians who have studied primary sources in order to understand and explain the past). You will gain experience in identifying, contextualizing, and comparing the varying perspectives of contemporary historical actors, as well as analyzing and evaluating the validity of scholarly interpretations. You will also refine your research and writing skills by using historical evidence to develop and articulate your own arguments. Finally, the course will help sharpen your verbal communication skills, as you regularly engage in group discussion with peers and work closely with a partner to organize and guide a discussion yourself.

REQUIRED READING

The following **required texts** are available for purchase at the Brock University Campus Store. They also are on three-hour reserve in the James A. Gibson Library:

Walter LaFeber, *America, Russia, and the Cold War, 1945-2006*, 10th ed. New York: McGraw-Hill, 2008. (Be sure to use the correct edition!)

Truong Nhu Tang, *A Viet Cong Memoir: An Inside Account of the Vietnam War and its Aftermath*. New York: Vintage/Random House, 1985.

Additional required readings are in a **course packet** (designated as CP in the “Course Outline” section of this syllabus) available for purchase at the Campus Store.

Strongly recommended

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7th ed. Boston: Bedford/St. Martin’s, 2012. (Please use this edition if possible.)

ASSIGNMENTS

15% Seminar participation You must attend weekly seminars. However, seminar attendance alone will not count significantly toward your seminar grade. You must come to seminar having attended lectures and completed the week’s readings. You are expected to participate actively and thoughtfully in seminar discussions. For help in preparing for seminar, see Rampolla, chapter 2; the reading resources posted on Sakai; and the seminar participation guidelines (handed out and posted on Sakai).

10% Seminar facilitation You will co-facilitate one seminar discussion. You *must* work with your partner ahead of time to plan the seminar, preparing 1) a concise overview that identifies central arguments and key themes in the week's readings (to be used as a guide for introducing your seminar); and 2) a list of discussion questions. You *must* provide me with your overview (1-2 pages, typed, double-spaced) and typed question list **no later than 3 p.m. on the Tuesday before your seminar meets**, so that I can provide feedback. Failure to do so will negatively affect your facilitation grade. You are welcome (and strongly encouraged) to consult with me earlier – over email or in person – about your plans. For more information, see the seminar facilitation guidelines (handed out and on Sakai).

10% Weekly reading reflection papers Starting in Week 2, you will submit a short paper (1 page, typed, double-spaced), **due in seminar each week**, in which you reflect on the readings for that week. You must attend seminar to submit and get credit for your reflection papers, unless you have an excused absence. Your lowest grade will be dropped. *NOTE:* You will NOT submit a reflection paper for the week in which you co-facilitate seminar. (See paper guidelines for details.)

35% Research paper (10-12 pages) You will write a paper on a topic of your choice related to U.S. foreign policy since 1945, in two parts: 1) proposal and annotated bibliography (10% of grade, **due in lecture on Feb. 26**), and 2) final paper (25% of grade, **due in lecture on April 2**). You *must* consult with me about your paper topic **no later than Feb. 13**. You cannot proceed with your proposal/annotated bibliography without approval of your topic, and you cannot proceed with your final paper without approval of your proposal/annotated bibliography. (See paper guidelines.)

30% Final exam TBA The exam will draw on material from lectures, films, and readings.

CLASS POLICIES

- You must complete all components of the course in order to pass the course.
- If an assignment is late, the grade will be reduced by 5% for each day past the due date (including weekend days). Late penalties will be waived only in the event of a documented medical or family emergency, at the discretion of the instructor.
- Assignments that are more than 10 days late (including weekend days) without prior authorization of the instructor will not be accepted.
- Seminar absences will result in a grade of 0 for missed seminars (except for documented emergencies, at the instructor's discretion). There are no "free" missed seminars.
- To be excused from a missed seminar, late assignment, etc., for medical reasons, you must obtain an official medical certificate before the missed seminar, deadline, etc., and submit it to the History Department; see <<http://www.brocku.ca/health-services/policies/exemption>> for details.
- You must keep backup copies of all written work you have turned in.
- You must keep all original assignments that have been graded and returned to you.
- Do not submit your work electronically unless authorized in advance by the instructor.
- Do not submit your work to the History Department drop box. If you cannot turn in an assignment during seminar, contact the instructor to make other arrangements.
- Do not bring laptops to seminar unless absolutely necessary. Instead, bring seminar readings or your detailed notes on the readings.

PLAGIARISM

If you use someone else's words or ideas, you must give credit! Otherwise, you are committing *plagiarism*—a serious form of academic misconduct that can have severe consequences for your academic career. For more information, consult Rampolla, chapter 6; this web page: <<https://www.brocku.ca/webcal/2012/undergrad/areg.html#sec68>>; and the resources on this web page: <<http://www.brocku.ca/library/plagiarism>>.

UNIVERSITY DEADLINES

Please note the following deadlines (see the *Undergraduate Calendar* for other deadlines):

- **Friday, January 18** – last day for late registration and course changes without instructor's permission; last day to drop courses without financial penalty
- **Friday, March 8** – last date for withdrawal without academic penalty; last day to change from Credit to Audit without academic penalty

ACCOMMODATIONS

If you require disability-related accommodations, please obtain the necessary documentation from the Student Development Centre (ext. 3240), so that I can be informed of your needs.

COURSE OUTLINE

Week 1: Jan. 8 – *first seminar meetings this week: sign up for seminar co-facilitation*

- Introduction
- The pre-World War II picture

Seminar reading

- LaFeber, forward, preface, introduction and chapter 1 (1-32)
- (handout) “Draft Registration . . .”

Week 2: Jan. 15

- Origins of the Cold War
- Containment in Europe

Seminar reading

- LaFeber, chapters 2-3 (pp. 35-80)
- (CP) “Excerpts from *Telegraphic Message from Moscow of February 22, 1946*” (George F. Kennan’s “Long Telegram”), in Kennan, *Memoirs: 1925-1950* (New York: Little, Brown, 1967), 547-59
- (CP) President Harry S Truman, “Recommendation for Assistance to Greece and Turkey” (Truman Doctrine), March 12, 1947, 1-5
- (CP) Remarks of Secretary of State George M. Marshall, “European Initiative Essential to Economic Recovery,” *Department of State Bulletin*, June 15, 1947, 1159-60

Week 3: Jan. 22

- Rollback in Asia
- The Red Scare at home

Seminar reading

- LaFeber, chapters 4-5 (pp. 83-131)

- (CP) Excerpts from National Security Council Paper No. 68 (NSC-68), in *Foreign Relations of the United States*, 1950, vol. 1, 235-44, 252-53, 282, 291-92
- (CP) Selected documents on federal loyalty program, in Ellen Schrecker, *The Age of McCarthyism: A Brief History with Documents* (New York: Bedford/St. Martin's, 1994)
 - "The Loyalty-Security Program" (background), 37-40
 - "The Truman Administration Deals with the Communist Menace: The 1947 Loyalty-Security Program" (background), 150
 - Harry S. Truman, "Executive Order 9835," March 21, 1947, 151-54
 - "A Political Test for Employment: The Loyalty-Security Program in Operation" (background), 155-56
 - "The Federal Loyalty-Security Program: Case 1," 156-60
 - "The Federal Loyalty-Security Program: Case 2," 160-64

Week 4: Jan. 29

- In the shadow of the bomb: film, *The Atomic Café* (88 min.)

Seminar reading

- LaFeber, chapter 6 (pp. 133-49)
- (CP) Gregg Herken, "'A Most Deadly Illusion': The Atomic Secret and American Nuclear Weapons Policy, 1945-1950," *Pacific Historical Review*, 49, no. 1 (1980), 51-76
- (CP) Dr. Albert Schweitzer, "Appeal to End Nuclear Tests," and reply, Dr. W. F. Libby, "A Letter from Dr. Libby," in *Bulletin of the Atomic Scientists*, 13 (June 1957), 204-7
- (CP) Kurt Vonnegut, Jr., "The Manned Missiles" (1958), in Vonnegut, *Welcome to the Monkey House* (New York: Dell, reprint 1981), 265-276 [short story]

Week 5: Feb. 5

- Coca-colonization: cultural diplomacy in the 1950s
- The challenge of Third World nationalism: Cold War and "hot spots"

Seminar reading

- LaFeber, chapters 7-8 (pp. 151-99)
- (CP) Reinhold Wagnleitner, "The Irony of American Culture Abroad: Austria and the Cold War," in Lary May, ed., *Recasting America: Culture and Politics in the Age of Cold War* (Chicago: University of Chicago Press, 1989), 285-301
- (CP) Excerpt from "Clandestine Service History: Overthrow of Premier Mossadeq of Iran, November 1952-August 1953" (declassified CIA document), National Security Archive

Week 6: Feb. 12 – consultation about paper topic no later than Feb. 13

- Diplomacy and race: foreign policy confronts the "American dilemma"
- Covert and overt operations: the Cuban case

Seminar reading

- LaFeber, chapter 9 (pp. 201-28), plus pp. 231-39 (in chapter 10) on Cuban missile crisis
- (CP) Brenda Gayle Plummer, "Castro in Harlem: A Cold War Watershed," in Allen Hunter, ed., *Rethinking the Cold War* (Philadelphia: Temple University Press, 1998), 133-53
- (CP) Excerpt from speech by Fidel Castro, "Revolutionary Reforms and U.S. Retaliation," in Martin Kenner and James Petras, eds., *Fidel Castro Speaks* (New York: Grove Press, 1969), 10-13
- (CP) Selected documents on Cuban missile crisis, in Dennis Merrill and Thomas G. Paterson, eds., *Major Problems in American Foreign Relations: Volume II: Since 1914*, 6th ed. (New York: Houghton Mifflin, 2005)

- “Kennedy Addresses the Nation, October 22, 1962,” 379-82
- “Soviet Premier Nikita Khrushchev Asks for a U.S. No-Invasion Pledge, October 26, 1962,” 382-84
- “Khrushchev Requests U.S. Removal of Jupiter Missiles from Turkey, October 27, 1962,” 384
- “Kennedy and ExComm Consider Trading the Jupiter Missiles in Turkey, October 27, 1962,” 385-86
- “Soviet Official Anastas I. Mikoyan and Fidel Castro Debate and Review the Crisis, November 4-5, 1962,” 386-88

Reading Week Feb. 18-22 No class

Week 7: Feb. 26 – paper proposal/annotated bibliography due in lecture this week

- Trade and aid: how to win friends and influence nations
- Shifting alliances, East and West

Seminar reading

- (CP) Elizabeth Cobbs Hoffman, “Cultural Cooperation: The Peace Corps in Ghana,” in Merrill and Paterson, eds., *Major Problems*, 348-355
- (CP) Frank Costigliola, “The Nuclear Family: Tropes of Gender and Pathology in the Western Alliance,” *Diplomatic History*, 21 (Spring 1997), 163-183
- (CP) Vladislav Zuckov and Constantine Pleshakov, *Inside the Kremlin’s Cold War: From Stalin to Khrushchev* (Cambridge, Mass.: Harvard University Press, 1996), chapter 7 (210-35)

Week 8: March 5

- The Vietnam wars
- Sounds of dissent

Seminar reading

- LaFeber, remainder of chapter 10 (pp. 239-65)
- Truong, *Viet Cong Memoir*, chapters 1-12 (pp. 1-144) and appendix (pp. 319-28)
- (CP) Selected documents in William Appleman Williams et al., eds., *America in Vietnam: A Documentary History* (New York: Anchor, 1985)
 - “Johnson’s Dilemma in Early 1965,” 234-36
 - “The Tonkin Gulf Debate and Resolution” (excerpt), 236-37
 - “LBJ Explains His Decision: The Johns Hopkins University Speech, April 7, 1965,” 242-44
 - “Off the Diving Board: The Debates of July 1965,” 248-53

Week 9: March 12

- Vietnam at home and abroad: film, *Two Days in October* (90 min)

Seminar reading

- Truong, *Viet Cong Memoir*, chapters 13-24; epilogue (pp. 145-310); and appendices (329-40)
- (CP) Harold “Light Bulb” Bryant, in Wallace Terry, *Bloods: An Oral History of the Vietnam War by Black Veterans* (New York: Ballantine Books, 1984), 16-30
- (CP) Selected documents in Christian G. Appy, *Patriots: The Vietnam War Remembered From All Sides* (New York: Viking/Penguin, 2003): Richard Houser, 332-34; Nathan Houser, 334-40; and Suzie Scott, 340-41
- (CP) Col. Robert D. Heinl, Jr., “The Collapse of the Armed Forces” (1971), in Marvin E. Gettleman et al., eds., *Vietnam and America: A Documented History* (New York: Grove Press, 1985), 322-31

Week 10: March 19

- Remapping the Middle East
- From Nixon to Reagan

Seminar reading

- LaFeber, chapters 11-12 (pp. 267-346)
- (CP) Ussama Makdisi, "'Anti-Americanism' in the Arab World: An Interpretation of a Brief History," *Journal of American History*, 89 (Sept. 2002), 538-57
- (CP) Peter L. Hahn, "The View from Jerusalem: Revelations about U.S. Diplomacy from the Archives of Israel," *Diplomatic History*, 22, no. 4 (Fall 1998), 509-32

Week 11: March 26

- The end of the Cold War?
- Unleashing a single superpower

Seminar reading

- LaFeber, chapters 13-15 (pp. 349-450)
- (CP) Selected documents on end of Cold War, in Merrill and Paterson, eds., *Major Problems:*
 - "Soviet Reformer Georgi Arbatov Explains the 'New Thinking' in the Soviet Union, 1989," 505-8
 - "President George Bush Proclaims Cold War Victory, 1990," 508-10
- (handout) George F. Kennan, "The G.O.P. Won the Cold War? Ridiculous," *New York Times*, October 28, 1992, A21
- (CP) Ahmed Rashid, "Osama Bin Laden: How the U.S. Helped Midwife a Terrorist," September 13, 2001 (updated May 2, 2011), 1-7
- (CP) George W. Bush, "Address Before a Joint Session of the Congress on the United States Response to the Terrorist Attacks of September 11," Sept. 20, 2001
- (CP) George W. Bush, "Address to the Nation on Iraq," March 17, 2003
- (handout) Excerpt from Anthony Shadid, *Night Draws Near: Iraq's People in the Shadow of America's War* (New York: Picador, 2005), TBA

Week 12: April 2 – *final research paper due in lecture this week*

- Corporate globalization and its discontents
- Summing up

No seminar this week; no reading

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PAPER GUIDELINES

(For all written work, carefully review the logistical requirements in Section III.)

I. Weekly reading reflection papers (10%)

Most weeks, you will submit a short paper (1 page, typed, double-spaced) in which you reflect on the weekly readings. You must attend seminar to submit and get credit for that week's paper.

Reflection papers must clearly demonstrate that you have read the material assigned for the week (to include LaFeber is encouraged but not required). *But they should not be descriptive summaries of the individual readings.* Rather, approach the readings with a critical eye. When reflecting on a primary source, analyze it as an historical document that tells us something about its creator's perspective, intended audience, goals, etc. When reflecting on a secondary source, analyze it as the work of a scholar who has articulated a thesis (which you may or may not find convincing) and marshaled evidence to support it. See if you can find common themes or links between readings.

NOTE: You will NOT submit a reflection in Week 1 or the week in which you co-facilitate.

Reflections will be graded using ✓+, ✓, or ✓-. At the end of term, the lowest of your nine grades will be dropped. The total grade will be calculated as follows:

Predominance of	With	Converts to
✓+	no ✓	95
✓+	at least one ✓	85
✓	at least one ✓+, OR no ✓-	75
✓	at least one ✓-	65
✓-	some ✓	55
✓-	no ✓	0-45 (depending on effort to engage w/readings)

For help in reading and interpreting primary and secondary sources, see Rampolla, chapters 2-3; and the reading resources posted on Sakai.

II. Research paper (35%)

For this assignment, you will write a 10-12 page research paper on (almost) any aspect of post-1945 U.S. foreign policy that interests you. To begin, you may want to consider the broad themes covered in the course; the LaFeber text, the course readings, and the lecture topics listed on the syllabus are good places to start, but there are many other possibilities.

Important: You *must* consult with me about your topic **no later than Feb. 13**. You will not be able to proceed with your proposal/annotated bibliography without consultation, and you will not be able to proceed with your final paper without my approval of your proposal/annotated bibliography.

Once you have identified a general topic of interest (e.g., origins of the Cold War, U.S. policy in the Middle East, the Vietnam War), consider a specific question you'd like to explore. Here are a few examples:

- What were the motives underlying the Marshall Plan?
- How important was the Cold War in shaping U.S. policy in the Middle East?
- How successful was the U.S. government in promoting U.S. cultural influence abroad?
- If John F. Kennedy had lived, would he have ended the war in Vietnam?

The goal of your paper is to answer your question. Your “answer” is your thesis.

Sources

You must use *a minimum of eight sources* for your paper, drawing on both primary and secondary material. At least two of your sources must be book-length secondary sources (preferably by historians), and at least two of your sources must be primary sources (e.g., a memoir or treatise by a key figure important to your topic). The other four sources can be any combination of primary and secondary sources (scholarly books, journal articles, essays, etc.). You are welcome to use more than eight sources if you like.

Of your eight sources, one of them can be an item we are already reading in class. You can certainly use other readings from class, but they will count as extra sources (above the minimum of eight).

Some of the authors whose work we are reading in class have written entire books on their subjects. You should consider using their books for your paper. But, if you use one of their books as a source, you cannot also count as one of your eight sources an article by the same author – if the article is also a chapter from that book or mainly summarizes content from the book.

Sometimes it can be difficult to distinguish between primary and secondary sources, especially since many former U.S. diplomats, politicians, etc., have, in later years, written about their experiences from an historical perspective. If you're not sure how to classify a source, see me.

Also, it can be hard to distinguish scholarly sources by historians from non-scholarly sources by politicians, heads of think tanks, etc. (whose work may seem scholarly but often promotes a policy agenda). You must use secondary sources by *historians* (as opposed to political scientists, journalists, CIA officials, etc.) or scholars who are clearly doing *historical* research. Again, if in doubt about a source, talk to me.

Be sure to look for recent as well as older scholarship. This is especially important in cases where new archival material (from the Soviet Union, for example) has become available in recent years.

Internet sources are acceptable if they are 1) legitimate primary sources, 2) published scholarly articles that are available online, or 3) books that are available in their entirety online (the latter would include E-books to which the campus library subscribes, but would exclude many items on Google Books that are only partially available). When citing online materials, you must supply (along with the standard citation) the URL where you found the item and the date you accessed it.

You can use reference works, such as textbooks or encyclopedias, for background information – but these will count as extra sources (above your minimum of eight). Be sure to consult reference works whose authorship and accuracy can be verified (i.e., not Wikipedia).

NOTE: Some events occurred so recently (e.g., the U.S. war in Afghanistan) that historians have not yet been able to access sufficient evidence to write about them. If you wish to write about a relatively recent topic, you *must* demonstrate the availability of relevant sources, including scholarly work by historians. Otherwise, you will have to find a new topic.

Finding sources

For secondary sources, a good place to start is with the bibliography in LaFeber. Also, if there is an article on the syllabus that deals with your topic, look at the notes to see what sources the author used – and see if s/he has written other articles or books on the topic. I will be placing a number of books on reserve in the library for use in paper-writing; be sure to look through these early on to see if anything grabs your attention. See me for other suggestions about how to conduct book searches.

For journal articles, look at databases available through the Brock library, particularly “America: History and Life” and “Historical Abstracts” (note, however, that these are not all-inclusive). An essential resource is the journal *Diplomatic History*, which you can browse in the library and online.

For primary sources, here are some useful resources (see also websites for relevant individual presidential libraries):

- *The Public Papers of the Presidents*: <http://www.presidency.ucsb.edu/ws/> (also in the library)
- *Foreign Relations of the United States*: several websites (and many volumes in the library)
- Avalon Project: <http://avalon.law.yale.edu>
- Cold War International History Project Digital Archive: <http://www.wilsoncenter.org/digital-archive>
- National Security Archive (declassified documents): <http://www.gwu.edu/~nsarchiv/>
- The website for the *updated 9th edition* of LaFeber: <http://highered.mcgraw-hill.com/sites/0072849037> (click on “Student Center,” then on links for individual chapters)
- The site for the *10th edition* of LaFeber: <http://highered.mcgraw-hill.com/sites/0073534668> (click on “Student Edition,” then select individual chapters and click on “Web Links”)
- Society for Historians of American Foreign Relations: <http://www.shafr.org/teaching/classroom-documents/>

A great resource is H-Diplo, a discussion list dedicated to the study of diplomatic and international history: www.h-net.org/~diplo/. You can browse discussion logs, read book reviews, find article commentaries, and more. NOTE: H-Diplo is not limited to the study of *U.S.* foreign policy.

Part 1: Paper proposal/annotated bibliography (10%)

Your *paper proposal* should be just a few paragraphs long. Be sure to include the following:

- A clear statement of your research question. What do you want to explain, understand, etc.?
- A working thesis (the possible “answer” to your research question)
- A brief explanation of why your topic is significant. Why does it matter? What might your investigation help us explain or understand more fully? When you tell someone about your research and s/he asks, “So what?” what will you say?

NOTE: Be sure to include historical context that will make your proposal make sense.

The *annotated bibliography* will contain the sources you plan to use in your paper. (If you find more sources later, that's fine.) For each source, provide the following:

- A complete, correct bibliographic citation (see Rampolla, chapter 7)
- A few sentences providing basic information about the source (what it is; who wrote it, when, and why; what it is about; etc.)
- A brief explanation of why you are using the source. Be specific! How is the source relevant to your paper? How will it be useful to you in writing your paper?

NOTE: Your bibliography must reflect the requirements for sources indicated on p. 9.

For help preparing a proposal and bibliography, see relevant sections of Rampolla, chapters 3-5.

Part 2: Final research paper (25%)

Your final paper should be 10-12 pages long (longer is okay, but talk to me first). You *must* attach your original paper proposal/annotated bibliography (with comments and grade) to the paper. Remember to prepare a regular (not annotated) bibliography to go along with your final paper.

III. Logistical requirements for all written work

- Review relevant sections of Rampolla for help interpreting sources, writing papers, quoting and citing sources, etc. For more help with reading and writing, see the resources posted on Sakai.
- Type and double-space your paper, using Times New Roman 12-point type and leaving 1-inch margins (please, no padding with extra spacing or giant margins!). Yes, this applies to your paper proposal/annotated bibliography.
- *Paper proposal/annotated bibliography and final research paper*: Include a separate title page, with a title, your name, the course number, my name, and the date. *Give your paper a title that conveys your thesis.* (For reflection papers, include information in an upper corner of the page.)
- Number your pages and staple them together (title pages don't get numbered).
- *Final research paper*: You can use either footnotes or endnotes to cite your sources. The bibliography pages get numbered but aren't part of your official page count. For proper citation style, see Rampolla, chapter 7.

Before turning in any written assignment, ask yourself:

- Do I begin with a strong, clear introduction?
- Does my introduction contain a strong, clear thesis?
- Have I supported my assertion with concrete, relevant evidence and examples?
- Is my paper well organized and clearly written?
- Have I proofread my paper and corrected any grammar and spelling errors?
- Are my sources properly quoted and documented? (See Rampolla, chapter 7.)