

HST 153 – Spring 2010

Topics in Diplomatic History: Foundations of US Foreign Policy

Mondays, Wednesdays, and Fridays from 9:35 am to 10:25 am in Lafayette L300; 3 credits

Dr. Nicole Phelps

email: nphelps@uvm.edu

Office Hours held in Wheeler 209;

Mondays, 11 am – 12 noon

Wednesdays, 2 pm – 3 pm

Fridays, 8:15 am – 9:15 am

and by appointment

COURSE DESCRIPTION AND PURPOSES

The Intellectual Project. This course surveys the history of US foreign policy from the 1780s to the present, focusing particularly on major statements of US policy such as Washington's Farewell Address, the Monroe Doctrine, the Open Door Note, and NSC-68 and their implementation.

Format. Our classroom time will combine lecture with small and large group discussion, as well as instruction in primary source analysis. Regular attendance is crucial.

Skills. The assignments for this class are designed to help you build the following skills:

- analyzing primary sources
- constructing and supporting an argument, both verbally and in writing
- writing in a clear and mechanically sound manner
- managing time effectively
- following directions

MATERIALS

You need to be in possession of the items listed below. They are available at the UVM Bookstore, but online retailers such as Amazon are likely to offer them for considerably lower prices.

1. Assigned primary sources are available on the course Blackboard site. Because the items are in the public domain and the quantity of sources is small, the History Department will make a copy of all of the readings for you for \$5. If you'd like to purchase a course packet, please bring exact change to class, and I will get you a copy.

2. Walter LaFeber, *The American Age: United States Foreign Policy at Home and Abroad 1750 to the Present*, SECOND EDITION (New York: W. W. Norton & Co., 1994).

3. Odd Arne Westad, [*The Global Cold War: Third World Intervention and the Making of Our Times*](#) (New York: Cambridge University Press, 2005).

4. A style guide that deals with CHICAGO STYLE (not MLA). It doesn't really matter which one you have, although it should be as recent as possible and based on the FIFTEENTH edition of the *Chicago Manual of Style*. The major difference between this edition and previous ones is the inclusion of information on how to deal with Internet and other electronic sources. I recommend the following:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007).

5. A stapler and staples.

REQUIREMENTS AND GRADING

The following components will make up your grade. Detailed instructions for assignments will be distributed separately and are available on the course Blackboard site.

Attendance and Participation – 30%

Regular attendance and active participation is expected. To participate actively, you need to have completed the assigned reading before coming to class. Participation will include a variety of in-class activities, including small and large group discussions, quizzes, and various writing assignments; it may also include short homework assignments. **Please bring a hard copy of the assigned reading to class.**

The University's policy on absences for **religious observances** is as follows: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

If you are involved in varsity or junior varsity **sports**, it is your responsibility to provide me with a list of your athletic absences by the end of the second week of classes.

If something happens that seriously affects your ability to attend class, such as a serious, longer-term illness (i.e., mono, depression, etc.), please let me know about the situation and stay in touch so that you can still fulfill the course requirements.

Primary Source Analysis – 15% – due Friday, 19 February at the start of class

You will write a 4-6 page paper that analyzes Polk's 1846 —Special Message to Congress on Mexican Relations. Your paper will be based on the message itself and class lectures and readings; it will not involve outside research. This paper is designed to give you a chance to practice the type of analysis and writing you will need for your midterm and final.

Midterm Paper – 25% – due Friday, 26 March at the start of class

You will write a 5-8 page paper that analyzes William Borah's 1919 remarks to the Senate on the proposed Treaty of Versailles and Covenant of the League of Nations. Your paper will be based on the message itself and class lectures and readings; it will not involve outside research.

Final Paper – 30% – due at the scheduled final exam time

You will write a 6-10 page paper that analyzes an important text in US foreign policy history; the specific text will be announced later in the semester. Your paper will be based on the message itself and class lectures and readings; it will not involve outside research.

Extra Credit

I reserve the right to offer an extra credit assignment, which will be due at some point in the last weeks of the semester. To be eligible to receive extra credit, you need to complete all of the other assignments for the class and have no more than 5 absences.

CLASSROOM ENVIRONMENT

In order to create a pleasant classroom environment that is conducive to learning and respectful interaction, please observe the following:

1. Be tolerant of the opinions and beliefs of others and use appropriate language. We do not need to reach a consensus opinion in class on the subjects under discussion; we do need to respect others and improve our skills in supporting our own arguments.
2. Come to class on time and remain for the entire session.
3. Refrain from surfing the Web, texting, reading the newspaper, or pursuing other activities that are distracting to your fellow students and disrespectful to the professor. I reserve the right to ban the use of laptops and other electronic items in the classroom if necessary.
4. Turn off cell phones, pagers, watch alarms, and any other noisy electronic devices.
5. Be courteous if you opt to eat or drink in class, and throw out any garbage you create.

You and I are also responsible for complying with UVM's codes and policies, including the Classroom Code of Conduct and the University's policies on harassment, sexual harassment, and bias. All of these policies are available online; a link is available on the course Blackboard site.

STUDENTS WITH DISABILITIES

It is important to the University and to me that every student, regardless of disability, be provided with the tools that will make the University a productive learning environment. Please let me know early in the semester if this may apply to you. Our discussions will be confidential and respectful of your privacy. Students who have particular needs should also be in contact with the ACCESS office.

STRATEGIES FOR SUCCESS

1. **Attend class regularly.** If something happens and you fall behind, let me know as soon as possible. It is much easier for me to be flexible if I know about things early on, rather than after the fact.
2. **Take notes.** Although there are no exams in this class, you will need to draw on information provided in lecture to complete your writing assignments. If you're having difficulty keeping up or figuring out what's important, check in with me, and I'll work with you on notetaking strategies.
3. **Do the assigned readings.** Don't just expect to wing it; that wastes everyone's time. If you are having difficulty with the readings, please come and see me so we can discuss reading strategies. The Learning Cooperative is also a great resource for reading assistance.
4. **Read and follow the directions carefully.** I like to write things down, and I almost always have specific reasons for the directions I give. If you don't follow the directions, you're wasting your time, my time, and your classmates' time. Following directions is an important skill that is readily transferable to the world outside the classroom.
5. **Think.** Before you speak, before you write, before you say —I don't know or —I couldn't find it, stop and think. You may very well already have the information you need.

6. **Ask questions.** If you've thought something through and you still have questions, please don't hesitate to ask. Ask before class, after class, during office hours, by email, or at an appointment. I

am more than happy to help you master the material for this class and the skills you need to succeed in this and other classes.

7. Use your time wisely. Once you have all your course syllabi, take a look at your workload for the semester and plan your schedule accordingly. Don't wait until the last minute; assignments and other tasks often take longer to complete than one expects. There's nothing stopping you from doing tasks ahead of time.

8. Consider your audience, especially when writing. I—and many other professors, not to mention a large number of people out there in —the real world—value clear and appropriate communication. Follow the rules of grammar and mechanics, not just in your writing assignments, but in any emails you send to me. It makes you look competent, it shows respect, and it puts me in a better mood.

ACADEMIC INTEGRITY

The UVM Code of Academic Integrity applies to all work done for this course; do not engage in plagiarism, fabrication, collusion, or cheating. We will talk further about proper citation techniques in class, and the entire UVM Code of Academic Integrity is available online; a link is available on the course Blackboard site. If you do your own work and follow directions carefully, you won't have any academic integrity problems. In the event of any form of academic dishonesty, you will receive a —0| on the affected assignment. The type and severity of the dishonest behavior will determine whether or not I choose to report it to the Center for Student Ethics and Standards (CSES). If the case is reported to CSES, you risk receiving a final grade of —XF| for the class.

Class Schedule and Reading Assignments

How to Use LaFeber's *The American Age*. The LaFeber text is to be used primarily as a reference; if you miss a class, read the relevant sections there. It's also a good resource to consult as you're writing your papers over the course of the semester.

Wednesday, 20 January – Introduction to the Course

Friday, 22 January – Washington's Farewell Address in Context

Monday, 25 January – NO CLASS

Use this time to be sure you have the materials for the course.

Wednesday, 27 January – Primary Source Analysis: The Farewell Address

reading: Washington's Farewell Address (1796), paragraphs 1-26

Friday, 29 January – Primary Source Analysis: The Farewell Address

reading: Washington's Farewell Address (1796), paragraphs 27-50

Monday, 1 February – The Monroe Doctrine

reading: The Monroe Doctrine (1823)

Wednesday, 3 February – Manifest Destiny

reading: John L. O'Sullivan, —The Great Nation of Futurity, || *Democratic Review* 6, no. 23
(November 1839): 426-30.

Friday, 5 February – American Expansion

Monday, 8 February – The Mexican War

reading: James K. Polk, —Special Message to Congress on Mexican Relations|| (1846).

Wednesday, 10 February – Private Citizens in International Affairs

Friday, 12 February – Bringing the Government In

reading: First Open Door Note (1899).

Monday, 15 February – NO CLASS: Presidents' Day

Wednesday, 17 February – Naval Expansion & the Spanish-American War

Friday, 19 February – Latin America

PRIMARY SOURCE ANALYSIS DUE at the start of class

Monday, 22 February – The Evolution of the Monroe Doctrine, Part I

reading: The Roosevelt Corollary (1904).

Wednesday, 24 February – The Evolution of the Monroe Doctrine, Part II

Friday, 26 February – The United States and World War I

Monday, 1 March – Wilson's Request for War

reading: Wilson's Request for a Declaration of War (1917).

Wednesday, 3 March – The Fourteen Points

reading: The Fourteen Points (1918).

Friday, 5 March – The League of Nations

readings:

1. Covenant of the League of Nations (1919).
2. Lodge's Reservations with Regard to the Treaty (1919).

SPRING BREAK: 8-12 March

Monday, 15 March – World War II in the Pacific

Wednesday, 17 March – World War II in the Pacific

Friday, 19 March – World War II in the Pacific

reading: Henry L. Stimson, —The Decision to Use the Atomic Bomb,|| *Harper's Magazine* 194, no. 1161 (February 1947): 97-107.

Monday, 22 March – The War in Europe

reading: The Atlantic Charter (1941).

Wednesday, 24 March – The War in Europe

Friday, 26 March – The War in Europe

MIDTERM PAPER DUE at the start of class

Monday, 29 March – Creating the Cold War Enemy

readings:

1. Excerpt from Churchill's —Iron Curtain|| Speech (1946).
2. NSC-68, beginning through Part V.

Wednesday, 31 March – Developing a “Healthy International Community”

readings:

1. Excerpt from —Special Message to the Congress on Greece and Turkey: The Truman Doctrine|| (1947).
2. NSC-68, Parts VI and VII.

Friday, 2 April – The Cold War in the United States

Monday, 5 April – The Korean War

Wednesday, 7 April – The Cold War Military

reading: NSC-68, Part VIII to the end

Friday, 9 April – Covert Ops: Iran, Cuba, Congo

recommended reading: Westad, *Global Cold War*, introduction and chapter 1

Monday, 12 April – Vietnam

recommended reading: Westad, *Global Cold War*, chapter 2

Wednesday, 14 April – Vietnam

recommended reading: Westad, *Global Cold War*, chapter 3

Friday, 16 April – NO CLASS

Use this time to read Westad, *Global Cold War*

Monday, 19 April – Africa in the Cold War

reading: Westad, *Global Cold War*, introduction through chapter 6

There will be an open book/open note quiz on the Westad book through chapter 6 in class.

Wednesday, 21 April – Africa in the Cold War

reading: Westad, *Global Cold War*, chapter 7

Friday, 23 April – The Middle East in the Cold War

reading: Westad, *Global Cold War*, chapter 8

Monday, 26 April – Reagan's Cold War

reading: Westad, *Global Cold War*, chapter 9

Wednesday, 28 April – The End of the Cold War

reading: Westad, *Global Cold War*, chapter 10 and conclusion

Friday, 30 April – The Post-Cold War World

Monday, 3 May – The War on Terror

reading: National Security Strategy (2002).

Monday, 10 May

FINAL PAPER due by 12 noon