

History 445: History of American Diplomacy Spring 2011

Instructor: Dr. Christy Snider
Office: Evans Hall 107A
Phone: 706-368-5652
Email: csnyder@berry.edu

Office Hours: M 2-3, W-F
2-3:30, T-Th 9:30-11 and 1-
2:30; & by appointment

Course Description:

This course examines the history of American foreign policy from the eighteenth century to the present, creating a framework within which students can examine the changing role of the United States in world affairs. Subjects covered include the international relations of the Federalists and Republicans, the War of 1812, the Monroe Doctrine, Western annexation, American imperialism, the World Wars, isolationism, the Cold War, Vietnam, and terrorism. Regular attendance and active participation in class discussions are essential if a student wishes to do well.

The format of the class will consist of lectures and discussions. Lectures will provide students with conceptual frameworks and facts for understanding U. S. foreign policy. Students will also be called on to read secondary sources written by prominent American and diplomatic historians and to analyze these texts in weekly discussions.

Course Goals and Learning Outcomes:

The objectives of this course are to help students develop an in-depth understanding of the main issues which have driven America's interaction with the world and familiarize students with the literature on the history of American foreign relations. Examinations, writing assignments, and class discussions are intended to develop students' analytical skills, and improve their writing and verbal communication abilities.

Required and Recommended Texts:

The following required paperback books are available at the campus bookstore.

- Frank Lambert, *The Barbary Wars*
- Nick Cullather, *Secret History: The CIA's Classified Account of Its Operations in Guatemala*
- Dennis Merrill and Thomas Paterson, *Major Problems in American Foreign Relations* (concise ed.)

The following recommended textbook is also available at the campus bookstore.

- Joyce Kaufman, *A Concise History of U.S. Foreign Policy* (2nd edition)
- Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th edition)

Internet:

This course makes use of Viking Web (<https://vikingweb.berry.edu/>) and other internet sources to supplement class lectures. Lecture outlines, discussion readings, additional information on assignments, and other material related to class will be posted on the site. You are required to make active use of these resources. To access Viking Web you will need your student ID number and password. If you do not know your password you can contact the Information Technology Help Desk in Evans Hall or by phone at 238-5838.

The use of electronic devices such as laptop computers, tape recorders or cell phones is strictly prohibited in this class without my prior, explicit approval.

Attendance Policy:

This class meets on Monday, Wednesday, and Friday from 10-10:50 in Evans 135. Class attendance is mandatory and your grade will be lowered by a third of a letter grade for every absence over three. Arriving to class over 5 minutes late will also be counted as an absence. You will be excused from class because of an intercollegiate athletic event or other school sanctioned function *only* if I am informed prior to the absence.

Course Requirements and Assessment Measures:

Your grade for the course will be based on your performance on two exams, class participation, completion of discussion prompts, and a bibliographic essay. The exams will cover material found in the readings and lectures. Neither of the tests will be comprehensive. The final exam will be held during finals week as scheduled by the registrar. Each test is worth 250 points.

Make-up exams are strongly discouraged. You know the test dates ahead of time. Schedule your other activities around them. A student will not be allowed to make-up an exam without a written notice from a doctor or other official.

Class participation will be averaged into your grade. Participation grades will be based on discussion of lecture material and assigned readings, as well as your performance as discussion leader. A discussion leader is in charge of guiding the class through a day's assigned readings and asking questions that will set the discussion in motion. It is the discussion leader's job to see that people understand the ideas of the authors and explore the implications and the contradictions of the works. Discussion leaders will meet with me prior to their discussion and hand in a list of questions they plan to use. Tips for the discussion leaders can be found on Viking Web. Discussion participants will receive high grades for listening attentively and answering questions in a thoughtful and insightful manner. Low marks will be given for being late, unprepared, uncommunicative, inattentive, dismissive, or defensive. A discussion grade worth 100 points of your overall average will be assigned at the end of the semester.

Each discussion day (except for the day you lead discussion) you will be expected to turn in typed, single-spaced answers to a series of short questions on the assigned reading(s). These assignment sheets should reflect that you have read and critically thought about the material. Assignment sheet answers should be between one and two pages in length. Each assignment sheet is worth 15 points. Answers less than one page in length can not receive higher than 8 points. Assignment sheets turned in late or not at all will receive 0 points. The combined average of your discussion prompts is 15% of your final grade. The assignment sheets for the individual readings are located on Viking Web.

Each student is also responsible for completing an 8-10 page bibliographic essay on a topic in American diplomacy. This project will analyze, compare, contrast, and evaluate the relationship among five of the most significant secondary sources written about your chosen subject to discover how and why historians' perceptions of the event have changed over time. Instructions for the project will be posted on Viking Web. An annotated bibliography for the project is due February 18. During the week of March 7-11 all students are required to meet with the instructor to discuss what progress has been made on the essay and any problems that have been encountered. The final paper is due April 15. Late bibliographies and papers will be penalized 10% for every day late. No bibliography or paper will be accepted more than a week overdue. The combined parts of the bibliographic essay are worth 250 points.

Finally, all students are expected to demonstrate academic integrity in their course work. Academic dishonesty includes, cheating on tests, plagiarizing, fabricating information and citations, facilitating the academic dishonesty of others, submitting the work of another person, submitting work done for another course without informing the instructor, and tampering with the academic work of other students. Any instances of academic dishonesty in this course will receive a failing grade for that assignment and will be reported to the Provost.

Course Outline:

Date:	Subject:	Readings:
12 January	No Class – Snow Day	
14 January	Introduction	
17 January	No Class – Martin Luther King, Jr. Day	
19 January	Colonial Background	Kaufman, Ch. 1
21 January	Revolutionary Beginnings, 1770-1787	Kaufman, Ch. 2
24 January	Federalist Era, 1787-1800	Kaufman, Ch. 2
26 January	Jeffersonian Diplomacy, 1801-1809	Kaufman, Ch. 2
28 January	Discussion: What was the driving force behind the Barbary Wars?	Lambert, <i>The Barbary Wars</i>
31 January	War of 1812	Kaufman, Ch. 2
2 February	Hemispheric Order, 1817-1824	Kaufman, Ch. 2
4 February	Discussion: What was the intent and purpose of the Monroe Doctrine?	Merrill and Paterson, <i>Major Problems</i> , Ch. 5
7 February	Anglo-American Intersections, 1825-1842	Kaufman, Ch. 2
9 February	Destiny and Annexation, 1843-1848	Kaufman, Ch. 2
11 February	Discussion: What explains American expansionism in the mid-1800s?	Merrill and Paterson, <i>Major Problems</i> , Ch. 6
14 February	The Civil War, 1860-1865	Kaufman, Ch. 2
16 February	Prelude to Imperialism, 1866-1889	Kaufman, Ch. 2
18 February	Annotated Bibliography Due	
21 February	The New Manifest Destiny, 1890-1900	Kaufman, Ch. 2
23 February	Search for World Order, 1901-1913	Kaufman, Ch. 2
25 February	Discussion: Why did the United States go to war with Spain in 1898?	Merrill and Paterson, <i>Major Problems</i> , Ch. 7
28 February	World War I, 1914-1917	Kaufman, Ch. 2
2 March	Victors without Peace, 1917-1920	Kaufman, Ch. 2
4 March	Mid-Term Exam	
7 March	Retreat into Isolationism, 1920-1932	Kaufman, Ch. 3
9 March	Coming of World War II, 1933-1939	Kaufman, Ch. 3
11 March	Discussion: Was U.S. intervention in World War II essential for American security?	Merrill and Paterson, <i>Major Problems</i> , Ch. 9
14 March	No Class – Spring Break	
16 March	No Class – Spring Break	
18 March	No Class – Spring Break	
21 March	To Pearl Harbor, 1939-1941	Kaufman, Ch. 3
23 March	Wartime Diplomacy, 1942-1945	Kaufman, Ch. 3
25 March	Discussion: Was the United States or the Soviet Union more responsible for the start of the Cold War?	Merrill and Paterson, <i>Major Problems</i> , Ch. 10
28 March	Cold War in Europe, 1945-1950	Kaufman, Ch. 4
30 March	Containment in the Far East, 1945-1953	Kaufman, Ch. 4
1 April	Discussion: What was the United States' role in the successful overthrow of the Guatemalan government in 1954?	Cullather, <i>Secret History</i>
4 April	Eisenhower's Containment, 1953-1960	Kaufman, Ch. 4
6 April	Kennedy on the Brink, 1961-1963	Kaufman, Ch. 4
8 April	Discussion: Who was responsible for the Cuban	Merrill and Paterson, <i>Major</i>

	Missile Crisis?	<i>Problems</i> , Ch. 12
11 April	Johnson and Vietnam, 1963-1968	Kaufman, Ch. 4
13 April	Vietnamization, 1968-1975	Kaufman, Ch. 4
15 April	Bibliographic Essays Due	
18 April	Détente – A New Containment, 1968-1973	Kaufman, Ch. 4
20 April	The New Isolationism, 1976-1980	Kaufman, Ch. 4
22 April	No Class – Good Friday	
25 April	Reagan’s Cold War Revival, 1980-1988	Kaufman, Ch. 4
27 April	Facing a New World Order, 1988-1994	Kaufman, Ch. 5
29 April	Discussion: Was the United States or the Soviet Union primarily responsible for the end of the Cold War?	Merrill and Paterson, <i>Major Problems</i> , Ch. 14
3 May	Final Exam, 1:30-3:30	

Accommodation:

Federal law guarantees all students with disabilities a learning environment that provides reasonable accommodation of their disability. Students with documented disabilities may request accommodations that will enable them to participate in and benefit from all educational programs and activities. For information contact the Academic Support Center in Krannert 329 or by phone at 706-233-4080.

Grading Scale:

	Percentage	Points
A	93-100	930-1000
A-	90-92	900-929
B+	87-89	870-899
B	83-86	830-869
B-	80-82	800-829
C+	77-79	770-799
C	73-76	730-769
C-	70-72	700-729
D+	67-69	670-699
D	60-66	600-669
F	0-59	0-599

History 445: Bibliographic Essay

Students are responsible for completing an 8-10 page bibliographic essay on a topic in American diplomacy. This project will analyze, compare, contrast, and evaluate the relationship among five of the most significant secondary sources written about the chosen topic to discover how and why historians' perceptions of the event have changed over time. This project should not only familiarize students with the vast literature on American foreign policy, but should also provide them with practical skills in critical interpretation, research, and concise writing.

A bibliography essay is an important literary form that provides the reader with a review of the literature about a topic. The bibliographic essay not only reports on the most significant historical works on a subject, but also compares and evaluates the differences among the literature to develop an interpretive point of view about the material.

First Stage - Selecting and Refining a Topic

The first stage of developing your literature is selecting and refining a topic. This stage is vitally important. Many students are inclined to choose a particularly vivid historical incident, such as the Japanese attack on Pearl Harbor or the Cuban Missile Crisis, in the belief that it will prove both interesting and manageable. In this they are not deceived. The intrinsic human drama of such events, as well as their being limited to short and specific spans of time, makes them attractive to the busy undergraduate. But before seizing too readily on one of them, the student should ponder the many alternatives that are open.

You may wish to consider a less traditional topic. For example, there is an abundance of fascinating subjects concerning diplomatic negotiations, women in foreign policy, CIA activities, and international nongovernmental organizations. Selecting something like this may seem less familiar and comfortable than a more traditional topic, but it also offers greater opportunities for expanding intellectual horizons. If you choose a biographical topic, it need not necessarily concern a president or secretary of state. Many thousands of fascinating men and women involved in U.S. foreign policy have been the subject of significant scholarly attention.

The initial selection of a topic usually needs to be followed by a process of refining. Frequently the subject turns out to be too broad; occasionally it is too narrow. One would soon discover, for example, that a topic such as the Vietnam War was extraordinarily vast and complex. It has such an extensive literature that it would not be possible to find, read, and analyze the most significant works within the time constraints of the course and the space limitations of the paper. The solution would be a drastic reduction of scope chronologically, geographically, topically, or biographically. "Nixon and the Vietnamization of the War" is clearly much more manageable than the first choice. The precise scope of one's paper probably will not be defined until one has gained some notion of the scope of the literature on the topic.

Second Stage - Locating Sources

Once you have decided on a topic for the bibliography essay, you need to start looking for secondary sources that focus on this issue. Secondary sources include books by historians, journal articles, and reference books. Your annotated bibliography should include ALL the relevant historical literature. If you can not locate at least five secondary sources on your topic, you will need to choose a new subject.

The most useful place for you to begin this search is in the library. The Berry Library "Web Voyage" will list the books on your topic that the library holds. You will be lucky, however, if the library contains one or two books on your subject. One good way to find books on your topic is by using "WorldCat". Access to WorldCat is available through the library's online database list. You will have to obtain any books you find this way through Inter-Library Loan (ILL).

The best way to find journal articles is to use "America: History & Life" and "ArticleFirst" (articles located in these two sources can be attained either in the library or through ILL). You can also find full text articles history articles in "JSTOR" and "Project Muse." Access to all these programs is available on the library's online database list.

Checking out the footnotes and bibliographies of the books you find will provide you with other secondary sources.

You *may not* use secondary sources that are located only on the internet.

Third Stage - Compiling an Annotated Bibliography

Once you have located all the relevant literature on your topic. You should now compose your "Annotated Bibliography" that is due on **February 18**.

A bibliography is a listing of books on a particular topic, arranged alphabetically by authors' last names. In addition to providing bibliographic information, an annotated bibliography briefly summarizes each book or article and assesses its value for the topic under discussion. Remember that entries in an annotated bibliography should be relatively short (50-100 words); you will not be able to write a full analysis of a book or article.

Use Chicago Manual of Style guidelines for your bibliography entries. For further information on CMS bibliography guidelines see Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, Ch. 9 and Ch. 11.

You will want to list between 8-12 sources in your annotated bibliography. If you cannot locate at least 8 sources for your bibliography, you will need to expand or change your topic.

This assignment is worth between 0-25 points.

Fourth Stage - Taking Research Notes

Once you have located all the relevant secondary sources on your subject, you will need to decide which five books and articles to include in your paper. While I will offer some suggestions when I hand back your annotated bibliographies, you will want to insure that the sources you choose reflect a variety of approaches to and interpretations of the subject. One way to do this is to choose books written in different decades or written in different methodological styles.

After you have chosen the sources you want to include in the bibliographic essay you should begin taking notes. It is important to remember that you are not writing a history of the subject you have chosen, but rather an account of how historians have written about the topic. Some of the questions you will want to think about while taking notes include: Who are the authors (are they academics, professional writers, government officials, amateurs, men or women)? What kind of sources or documentation are the authors using? Who is the intended audience? What is the author's thesis and conclusion about the topic? How does the author present the argument? What methodological approach do they take (political, social, cultural, gender, race, New Left)?

In addition to taking notes on historians' various views of the subject, you will want to account for similarities and differences among works. Be alert for how historians' interpretation of your topic has changed over time. You will need to explain why this change has occurred. Do the authors consult different sources, are they using different historical methodologies, when were they doing their research (right after the 1920s, during the Great Depression, in the midst of the Cold War, or the Clinton presidency)? Which of these circumstances explain why the historian approached the topic in the manner he or she did? All of these questions lead to building the "compare and contrast" structure that characterizes the bibliographic essay.

Fifth Stage – Meeting with the Instructor

During the week of **March 7-11** all students are required to meet with the instructor for 20-30 minutes to discuss how their papers are progressing. Some of the issues students should be prepared to discuss include:

- What topic is being investigated?
- What books or articles are being used and why these particular works were chosen?
- What sources do these books and articles rely on?
- What arguments and conclusions are presented in these books and articles?
- What methodological approach do these books and articles use?
- How the books and articles chosen are similar and different from each other?
- Which books and articles are most convincing and why they are convincing?

It is acceptable to bring in notes about each of the sources, but it is not required.

This assignment is worth 0-25 points.

Sixth Stage – Writing the Paper

Once you are done taking notes on your sources it is time to begin writing your paper. A good method is to pretend you are preparing a guide to the literature for a fellow student who knows something about the period but has a very limited knowledge of the specific topic. The introduction to the paper can set forth some facts about the subject to inform the reader of some basic features of the topic. The introduction should also state forth your paper's thesis. The thesis for a bibliographic essay describes the how the historical approach to your topic has changed, why it changed, and which of the approaches is most valuable.

In the body of the paper you will want to begin with a discussion on the oldest source you are using and then move on to the revisionist views of later scholars. You will want to devote about two pages of analysis to each source you use. Make sure to document where you got your evidence from as you refer to it in your paper. You may use either footnotes or endnotes that follow the Chicago Manual of Style guidelines. Footnote and endnote formats are different than the formats used for bibliographies. Consult Turabian Ch. 8 and 11 for more information.

An effective conclusion for a bibliographic essay sums up clearly the various themes and approaches in the writing about the topic. The reader should be reminded, in brief, of the various subtopics into which the subject has been divided and the differing interpretations that have emerged. The paper should then briefly restate your thesis and sum up your evidence. The final page of your project should be a bibliography that lists the sources consulted for the paper.

Once you have completed a rough draft, you can take the paper to the writing center for comments on grammar and organization, or bring it by my office for review.

Seventh Stage - Revising the Paper

The last stage in your research project is writing the final draft.

The final draft must meet the following guidelines:

- Paper must be typed, have 1-inch margins, 12-point font in Times New Roman Style, be double-spaced, and be around 8-10 pages.
- Paper must have a title page that lists the paper title, the author's name, and the date.
- Paper must have an introduction, body, and conclusion, with either footnotes or endnotes to document sources.
- Quotations must be used very sparingly, no more than 3 lines single-spaced per use.
- Paper must have a bibliography page at the end. The bibliography must be alphabetical by author's last name, and contain all the sources referred to in the paper. It should NOT be annotated.
- Bibliographic essays must be handed in on **April 15**.

The final draft of the research project is worth between 0-200 points.

Assignment Sheet – Spanish-American-Cuban-Filipino War

For each scheduled discussion, you'll need to complete an assignment sheet. You are to answer the questions by writing short paragraphs that demonstrate that you have read and critically thought about each of the readings. It is not necessary to quote directly from the readings; you should instead paraphrase or summarize in your own words the information you wish to discuss. The completed assignments should be typed, single-spaced, and between 1 to 2 pages in length.

1. How do documents 1-4 portray America's interest in Cuba? Why does McKinley in document 5 believe the United States needs to take up arms against Spain?

2. According to documents 7-8 what are the main reasons for colonizing the Philippines? What are the main reasons against growing America's empire?

3. Describe the primary sentiments of documents 6 and 9. To what extent do these documents support each other? To what extent do they work against each other?

4. According to Walter LaFeber, why did the United States go to war with Spain? What evidence does he provide to support his conclusion and how convincing is that evidence?

5. According to Kristin Hoganson, why did the United States go to war with Spain? What evidence does she provide to support her conclusion and how convincing is that evidence?

6. According to Louis Pérez, Jr., why did the United States go to war with Spain? What evidence does he provide to support his conclusion and how convincing is that evidence?

Assignment Sheet – World War II

For each scheduled discussion, you'll need to complete an assignment sheet. You are to answer the questions by writing short paragraphs that demonstrate that you have read and critically thought about each of the readings. It is not necessary to quote directly from the readings; you should instead paraphrase or summarize in your own words the information you wish to discuss. The completed assignments should be typed, single-spaced, and between 1 to 2 pages in length.

1. What arguments did Gerald Nye present to justify arms sales to the Allies on a “cash and carry” basis? In what ways are these justifications mirrored and/or ignored in the later Lend-Lease proposal?

2. How did the Japanese (document 6) and American (document 7) solutions to the freezing of Japanese assets differ?

3. What evidence does Gerhard Weinberg provide to support his view that a reluctant Roosevelt was forced into World War II by Germany and Japan? How convincing is his argument?

4. According to Bruce Russett, why did the United State not need to go to war against Germany in the 1940s?

5. What actions by the United States does Russett believe encouraged the Japanese attack at Pearl Harbor?

Assignment Sheet – Secret History: The CIA in Guatemala

For each scheduled discussion, you'll need to complete an assignment sheet. You are to answer the questions by writing short paragraphs that demonstrate that you have read and critically thought about each of the readings. It is not necessary to quote directly from the readings; you should instead paraphrase or summarize in your own words the information you wish to discuss. The completed assignments should be typed, single-spaced, and between 1 to 2 pages in length.

1. How did Arbenz come to power in Guatemala? Why did he worry the United States?
2. What was PBFORTUNE? Why was it called off? What were the consequences of that failed operation?
3. What was PBSUCCESS? How did it fit into Eisenhower's 'New Look' program? What advantages and disadvantages did the operation face in its preparation stage?
4. After being set in motion in May 1954, what setbacks did operation PBSUCCESS encounter? What ultimately led Arbenz to surrender power?
5. What were the consequences both for the United States and Guatemala of the PBSUCCESS victory? What historical lessons can be drawn from PBSUCCESS?

Assignment Sheet – Cuban Missile Crisis

For each scheduled discussion, you'll need to complete an assignment sheet. You are to answer the questions by writing short paragraphs that demonstrate that you have read and critically thought about each of the readings. It is not necessary to quote directly from the readings; you should instead paraphrase or summarize in your own words the information you wish to discuss. The completed assignments should be typed, single-spaced, and between 1 to 2 pages in length.

1. What U.S. concerns about Cuba are revealed in Documents 1-4? What concerns about the Soviet Union are revealed in these same documents?

2. According to documents 5 & 6, what was the Soviet Union's response to the U.S. quarantine of Cuba? What is the main difference in these two documents?

3. According to documents 7 & 8, how did the U.S. react to the Khrushchev's messages? How did Cuba react to the ending of the Missile Crisis (document 8)?

4. Who does Robert Dallek primarily blame for the Cuban Missile Crisis and how does he support his contention? How does he evaluate John F. Kennedy's diplomacy during the crisis?

5. Who does Thomas Paterson primarily blame for the Cuban Missile Crisis and how does he support his contention? How does he evaluate John F. Kennedy's diplomacy during the crisis?

Assignment Sheet – End of the Cold War

For each scheduled discussion, you'll need to complete an assignment sheet. You are to answer the questions by writing short paragraphs that demonstrate that you have read and critically thought about each of the readings. It is not necessary to quote directly from the readings; you should instead paraphrase or summarize in your own words the information you wish to discuss. The completed assignments should be typed, single-spaced, and between 1 to 2 pages in length.

1. Using documents 1-4, describe how Nixon, Carter, and Reagan differed in their approaches to dealing with the Soviet Union. How did Gorbachev, in document 5, interpret Reagan's more hard-line stance?

2. Using documents 6-8, describe how Paul Kennedy, Georgi Arbatov, and George Bush each accounted for the end of the Cold War?

3. According to documents 9 & 10, what was the United States role in the post-Cold War world?

4. Who does John Gaddis primarily credit with bringing an end to the Cold War? What evidence does he present to support his thesis?

5. Who does Raymond Garthoff credit with bringing an end to the Cold War? What evidence does he present to support his thesis?