

HISTORY OF AMERICAN FOREIGN AFFAIRS II: 1898-PRESENT

21:512:298:01

Spring 2018

Tuesday and Thursday 10AM-11:20AM

Conklin Hall 346

Dr. Lubot

Contact: lubot@rutgers.edu

Office Hours: Conklin Hall 337, by appointment

This course is designed to provide undergraduates with a thorough background in the history of American foreign affairs from 1898 through the present. Students will move chronologically through key events that have involved Americans with (or in) different regions of the world including, but not limited to: the Spanish-American war; the building of the Panama Canal; World Wars I and II; "isolationism"; the dropping of the atomic bomb; the origins and beginning of the Cold War; the Korean war; the Suez; the Bay of Pigs invasion; the Cuban missile crisis; the Vietnam war; détente; the Iranian hostage crisis; the end of the Cold War; the Persian Gulf War; Rwanda; Somalia; September 11, 2001; and the Iraq wars. The course emphasizes a "US in the world" perspective, highlighting the US' emergence as a world power over time. Students will examine the history of American foreign affairs from many different historical perspectives: social, cultural, economic, political, ethical, technological, and environmental. One focus of the course is on United States presidents who have the constitutional duty to conduct foreign policy with "the advice and consent of the Senate." The goals of the course are to give undergraduates an understanding of both pivotal events in the history of American foreign affairs, and to enable them to begin thinking and writing like historians by participating in debate and critically examining sources and methodology.

Required Readings:

Merrill, Dennis and Thomas G. Paterson, eds. *Major Problems in American Foreign Relations Volume II: Since 1914*. 7/e Boston, MA: Wadsworth Cengage, 2010. This book is available to rent through the publisher's website: <https://www.cengagebrain.com/shop/isbn/9780547218236&cid=APL1>. Students who choose to use an earlier edition of the book are responsible for the material in the seventh edition.

Students are required to keep up-to-date on current foreign affairs, which will enable them to draw appropriate historical parallels during class discussion. A list of scholarly, balanced news sources will be outlined in class.

Readings not listed below as "Merrill" will be available on Blackboard or online. Additional readings to be determined.

Students must read the assignment indicated on the syllabus before coming to class on that date, and be prepared to discuss it.

Disabilities Policy

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

Food/Drink Policy:

Drinks of the non-alcoholic variety are allowed. Food is prohibited.

Technology Policy:

No cell phones or similar devices. They are distracting to you, the students around you, and to the professor. Turn them off, keep them off the desk, and wait until after class to resume use. (See attendance policy below.)

Attendance Policy:

Attendance is mandatory. Students are expected to attend every class, arrive on time, and stay for the duration of the class. There will be no makeup opportunities for missed classes.

Arriving late or leaving early is disruptive to other students, and is only acceptable in an emergency situation. If you arrive late (after I take attendance), or miss attendance because you were briefly out of the room or otherwise distracted, you must send me an email *within a half hour* of the class' conclusion *the same day you miss attendance* explaining why you were late and reminding me of your contribution to that class. I will update Blackboard to change your attendance for that day. Note: I will do this only once. If you are coming from another class and are concerned that it may cause you to be late, you must inform me of this fact (in an email containing the location of the class you are registered for prior to this one and the route you take) within the first two weeks of class. Note: you should not be coming and going frequently from the classroom unless you have a valid medical reason. If you leave before the end of a class, it will count as an absence regardless of whether or not you were present for attendance.

Students may be excused for illness, family emergency and similar extreme situations, and religious observance (see the Rutgers Catalog: (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html)). If you plan to claim a religious holiday as an excused absence, you must inform me of this fact via email within the first two weeks of class. As a serious adherent of your faith, you should know at the outset of the semester which holidays are important enough to warrant time away from the civic community of the classroom. The only exception I will make for a belated decision to attend a religious holiday is an unexpected conversion to a new religion (proof of conversion required). Documentation for excused absences must be provided via email. Absences for work, job interviews, travel, and similar events will not be excused.

If you have more than four unexcused absences, your grade will be lower one half grade (from "B+ to "B", for example). If you have more than six unexcused absences, your grade will be lowered one full grade (from "B+" to "C+", for example). Students who miss eight or more sessions through *any* combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course to avoid an "F".

Participation:

Twenty percentage points of the final grade will be earned for participation. Participation during class discussion is expected. The debate will count toward your participation grade as well. Students will be judged on the quantity and quality of their participation.

American history is a story of the rise of and interplay between individual rights and civic duties. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, is prohibited and will be counted against the participation grade. This means, in concrete terms: no talking in private conversations (even in whispers), no cell phone use or any other form of texting, no use of computers (except with my permission) or surfing the web, no working on other course homework. Private conversations draw attention away from the common civic forum – if I have to interrupt the class to ask you to stop a private conversation, you will receive an "F" for your participation grade for the course.

Plagiarism Policy:

Plagiarism, or the copying of someone else's words or ideas, will not be tolerated in this class. You MUST SIGN the FORM on plagiarism pledge before any assignments will be accepted. Use footnotes or endnotes when citing someone else's work at all times. See appended "Citation FAQ" and "Citation Basics."

The Take-Home Exam:

The take-home exam will be given on Blackboard and will be due prior to the start of class on Tuesday, February 20th.

The Papers:

Students will write a paper on a topic to be announced, based on the readings and other course materials. The paper is due at the beginning of class on Tuesday, March 27th. See "Submission Policy" appended.

The Final Exam:

The second paper (below) to be submitted via Blackboard before the start of class on Tuesday, April 24th will count towards your final assessment (i.e. it will be a percentage of your final exam grade). The final exam is cumulative (covering all course material). A review sheet for the final exam will be made available on Blackboard prior to the exam scheduled by the University for May 8th from 8:30AM -11:30AM EST. IF YOU ARE AWARE OF A CONFLICT YOU NOW HAVE WITH THIS EXAM DATE AND TIME AS INDICATED ON THE SYLLABUS, DO NOT TAKE THIS COURSE. MAKE-UP EXAMS WILL ONLY BE ARRANGED IF WRITTEN, ACCEPTABLE EXCUSES ARE PROVIDED. Travel plans do not constitute sufficient reason for missing the exam.

Grading Policy:

Participation: 20%

Take-home Exam: 20%

Paper: 20%

Final Exam (including paper): 40%

Total: 100%

No extra credit will be available in this course.

Week One:

Jan. 16 Course Introduction

Jan. 18 America in the World
Reynolds

Week Two:

Jan. 23 Approaching the Study of American Foreign Relations: Gender Analysis and Foreign Policy
Merrill Ch 1

Jan. 25 Imperialist Leap: the Spanish-American War and the Debate over Philippine Annexation
Williams; LaFeber

Week Three:

Jan. 30 Extending the Empire: TR and the building of the Panama Canal
Hoganson; Gerstle; Cooper

Feb. 1 US Entry into World War I
Merrill Ch 2

Week Four:

Feb. 6 Woodrow Wilson and the League of Nations

	Merrill Ch 2 continued
Feb. 8	The Interwar Years Merrill Ch 3
<u>Week Five:</u>	
Feb. 13	US Entry into WWII Merrill Ch 4; Casey
Feb. 15	Defeating the Axis, FDR's "containment by integration" and Planning the Peace: War in the European Theatre Merrill Ch 5
<u>Week Six:</u>	
Feb. 20	The Dropping of the Atomic Bomb and Origins of the Cold War: War in the Asian Theatre TAKE-HOME EXAM DUE; McCullough; Hammond; Alperovitz
Feb. 22	Superpower Relations During the Cold War DEBATE; Merrill Ch 6
<u>Week Seven:</u>	
Feb. 27	The Korean War and Continued Containment Abroad and At Home Merrill Ch 7; May
Mar. 1	New Frontiers: Space, Technology, and the Debate Over the Uses of Nuclear Energy Merrill Ch 8; Boyer
<u>Week Eight:</u>	
Mar. 6	Cold War Culture and "the Third World" Merrill Ch 9; Rabe
Mar. 8	The Cuban Missile Crisis Merrill Ch 10
<u>Week Nine:</u>	
Mar. 20	The Finite Pie: The Vietnam War, and the Impact of Domestic Politics on US foreign policy Herring; (Ernest) May
Mar. 22	Vietnam in American Memory Suri; O'Brien
<u>Week Ten:</u>	
Mar. 27	Vietnam Continued and Cold War Civil Rights PAPER DUE; Small; (Elaine Tyler May); Dudziak
Mar. 29	Détente and Disequilibrium: Nixon, Kissinger, Grand Strategy and Détente Merrill Ch 12
<u>Week Eleven:</u>	
Apr. 3	The Crisis of Confidence and Fall of Détente: Energy Crisis and Morality as Foreign Policy Merrill Ch 13 "President Condemns Soviet Invasion"; Little

Apr. 5 The End of the Cold War: Ronald Reagan
Merrill Ch 13 continued; Johnson

Week Twelve:

Apr. 10 Post-Cold War Era Begins
Richburg

Apr. 12 September 11th
Merrill Ch 14

Week Thirteen:

Apr. 17 The War on Terror
Merrill Ch 14 Continued "Why Do They Hate Us?" and "The Scholar... Anti-
Americanism in the Middle East"; Chandrasekaran; Jones

Apr. 19 The Denouement (?) of the US
Merrill Ch 14 "Obama"; Tucker

Week Fourteen:

Apr. 24 A New Cold War?: America in the World Conclusions
PAPER DUE; Powell; Ferguson; Assorted articles (online links available on
Blackboard)

Apr. 26 Course Conclusion and Review

May 8 8:30AM -11:30AM EST FINAL EXAM

CITATION FAQ

What do you need to cite?

Any phrase, sentence or paragraph that you have taken from another source, even if it's a sentence fragment. For example, if you use the phrase "to be or not to be: that is the question," you *must* provide a citation to the relevant page in a published edition of William Shakespeare's play *Hamlet*. As a general rule, if you are using words that someone else wrote, you *must* cite. Failure to do so constitutes plagiarism.

Any information that you found in another source (and isn't common knowledge), even if you paraphrase. For example, if you write something like "almost ten per cent of the adult males in the United States in 1924 were members of the Ku Klux Klan," you have to say where you got that information. If you don't, how do I know that you're not making it up?

As a general rule, you don't have to provide citations for information that we covered in class.

What happens if you don't cite?

It depends. The highest grade that a term paper without citations will receive is C+. If you quote substantially from another source and do not (a) indicate that it *is* a quote and (b) indicate *where* the quote came from, I will consider this plagiarism. You will receive a zero (0) on the paper and I will submit it to the Dean's office for review.

If you don't know whether you should cite a passage, quote or information, err on the side of caution and cite it.

What do you need?

As a general rule, you will need a bibliography page, and footnotes or parenthetical notes in text for all of your references. Please use either the University of Chicago/Turabian citation style or follow the basic citation guide on the next page.

SUBMISSION POLICY

All assignments must be submitted *in hard copy* by the beginning of class, and the paper must also be submitted to **turnitin.com** on Blackboard. No assignments will be accepted after the deadline, *except with prior arrangement*. If you miss a class – and a deadline – due to illness or other excused absence, you *must* inform me, and submit the assignment to **turnitin.com** (to be followed with hard copy at the earliest opportunity). *You will not receive credit for assignments unless they are submitted to Turnitin.*

Assignments must be typed double-spaced in 12-point Times on white paper, stapled or bound in a cover. Handwritten submissions will not be accepted.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, *every* assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment."

PRIMARY AND SECONDARY SOURCES

Historians refer to primary and secondary sources. A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study, or by a participant. Primary sources offer an inside view of a particular event. Secondary sources provide interpretation and analysis of primary sources. Secondary sources are usually (though not always) written by professional historians and are one step removed from the original event.

Citation Basics

Book

Bibliography:

Lears, Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: Harper Perennial, 2009.

Footnote First Reference:

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (New York: Harper Perennial, 2009), 236.

Footnote Subsequent References:

Lears, 113.

Lears, *Rebirth of a Nation*, 113. (If you cite more than one work by this author.)

Parenthetical Reference: (Lears, 236)

Parenthetical Reference (if you use more than one source by this author): (Lears 2009, 236)

Article

Bibliography:

Rosenfeld, Sophia. "On Being Heard: A Case for Paying Attention to the Historical Ear." *The American Historical Review* 116 (April 2011): 316-334.

Note that you include the volume number of the journal or publication following the title. Omit it if it is not known.

Footnote First Reference:

Sophia Rosenfeld, "On Being Heard: A Case for Paying Attention to the Historical Ear," *The American Historical Review* 116, April 2011, 317.

Footnote Subsequent References:

Rosenfeld, 318.

Rosenfeld, "On Being Heard," 320.

Parenthetical Reference: As with books.