

HISTORY 245 – US Foreign Relations

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Office Hours: T/Th – 9-10am, and 4-5pm
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Course Description: This course examines the history, motives, and effects of US foreign policy in the 20th century. This includes wars, but even more so economic expansionism, foreign interventions, and motives for international actions. This will include such things as the Spanish-American War, Caribbean imperialism, WWI, dealings with Europeans and Japanese between the wars, WWII, the Cold War, Korean War, Vietnam, support for anti-Communist dictators, neo-colonialism, Gulf and Middle East wars, and causes/effects of “terrorism”.

Philosophy- Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available during office hours to facilitate your learning and projects, but the responsibility is yours. Finally, toleration must be observed. Viewpoints may be criticized, but criticizing individuals FOR their views (or anything else) will not. Open debate must not lead to personal attacks.

Course Outcomes:

*I. **Learn Actively** - Learning is a personal, interactive process that results in greater expertise and a more comprehensive understanding of the world.*

- Recognize the role and impact United States history plays in our lives
- Enhance knowledge of key events, eras, and individuals in 20th c. American history
- Recognize the significant questions, themes, and issues in American history
- Analyze, interpret, and draw meaning from primary historical documents (evidence)
- Critically evaluate a historical document, assess its meaning, and relate it to other information sources
- Critically evaluate 20th Century United States foreign policy and recognize ambiguities and uncertainty in documentation
- Identify and evaluate historical interpretations
- To identify the broad themes and forces at work in American policy in the 20th c.
- Articulate conclusions about the United States policy drawn from competing and contradictory evidence
- To relate and compare American developments to global ones.
- To advance critical thinking (incl. of the text, instructor, and “American values”)
- To hone the skills of reading comprehension, clear writing, and useful note taking.

Acceptable Use Policy on Information Technology: In general, the same ethical conduct that applies to the use of all college resources and facilities applies to the use of Bellevue’s systems and technology. These systems may only be used for authorized purposes, using only legal versions of copyrighted software, and with consideration and respect for the conservations of resources and the rights of other users.

***Academic Honesty:** The College regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students' rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exists. A description of all such incidents shall be forwarded to the Vice President for Student Success, where a file of such occurrences will be maintained. The vice president may institute action against a student according to the college's disciplinary policies and procedures as described in the *Student Handbook*.

Plagiarism – Special Note: For all assignments, **NO PLAGIARISM** (direct copying, or close paraphrasing from any published material without *mention of the source*) will be tolerated, and no credit will be given for any assignment in which I find it. **If discovered, plagiarism will result in a zero score for that assignment, and raise the level of scrutiny for future assignments. A second example will result in a minimum 1.0 reduction (ex., 2.0 to a 1.0) in final grade. If egregious second offense may result in failure of the entire course.** I expect you to look on-line or elsewhere in order to fully understand just what plagiarism is. **THIS IS YOUR RESPONSIBILITY.** Below are some resources to do this.

For a description of plagiarism see the statement by the American Historical Association
<<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>.

You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*)

Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:

http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm

Additionally, check out the following links to make sure there is no confusion relating to this topic:

University of Washington – Bothell Library <http://www.uwb.edu/library/guides/research/plagiarism.html>

<<http://library.csusm.edu/plagiarism/>>

<http://owl.english.purdue.edu/handouts/research/r_plagiar.html>

<http://bcs.bedfordstmartins.com/pocket5e/Player/pages/login.aspx?sViewAs=S>

TEXTBOOK: A History of American Foreign Relations. Vol 2 – since 1895.

7th edition. Tom Patterson, JG Clifford, et. al. Houghton Mifflin

Plus On-line Documents

Grading Overview: The individual portions of grading include the following:

Exams -----	40%
Quizzes -----	15%
Research Paper -----	15%
<u>Discussions -----</u>	<u>30%</u>
	100%

GRADING PARAMETERS:

Exams: 40%

There will be exams, a midterm and a final. Check the class Schedule for dates.

- Final not cumulative.
- All consist of combination of objective, identification and essay questions.
- Study sheet and list of essay questions given out approx. one week before.

Identification terms (“IDs”) will consist of individuals, places, programs, and events. Lists of terms will be given out at stages in the course. They will also be related to group and discussion activities at various points. For EXAMs you will **describe terms in a full paragraphs and explain their historical significance**, and including time, place, and key facets. You will usually want to connect a term to other material we are studying, such as larger themes or issues. Worth between 40-50% of exams.

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth between 30%-40% of exams. There will also be several (no more than 10) objective questions on exams. Worth between 20-30% of exams.

Make-up exams will not be given except under extraordinary circumstances. Students who must miss an exam because of illness or family emergency **must leave me an email or phone message PRIOR to class on the day of the exam.**

IMPORTANT NOTE: While the Midterm will be taken wholly on line, the written portion of the FINAL EXAM will be taken on campus (likely March 21 or 22 in the evening). If you can’t make it to campus you will have to get a proctor. Let me know if you choose this option ASAP.

Quizzes: 15%

There will be three quizzes based on readings and lectures. Quizzes will be primarily objective questions (T/F, Multiple choice), usually between 10-15 total, as well as 1 or 2 IDs (see exams for description).

Final Paper: 15%

Due during week 10. Topics and possibilities will be discussed early in the quarter.

- Will involve research
- Grammar and spelling count, as do organization and clarity.

Discussions 30%

There will be weekly graded discussions based on assigned readings. Each week there will be questions to choose from based on that week's readings. You are to choose one and respond in c. 400-500 words. These will always be due Monday evenings. Also, you will respond to two person's answers by Thursday evenings, at least one of which not a question you answered. These responses should be c.150-200 words each. You are required only to answer **6** weekly questions, and post responses in **6** weeks – three of each before Midterm, and three of each after. Of those 6, at least 4 weeks you must answer a question AND respond to two in the same week. The other two of each MAY be in separate weeks (though you certainly may do both in 6 weeks). Each answer will be worth 30 points, and each response worth 10, for a maximum of 300 possible points.

Calendar: Dates, Readings, Topics, and Assessments (subject to adjustments)

T: = Textbook readings. There will also be regular handouts.

<u>WEEK</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>ASSIGNMENT</u>
<u>Week 1</u>	Introduction, 1890s, Spanish-Am. War	T: Ch. 1	
<u>Week 2</u>	Philippines and Caribbean imperialism	Ch. 2	
<u>Week 3</u>	1910s: Road to WWI and its effects	Ch. 3	
<u>Week 4</u>	1920s: Latin-America and Europe	T: pp. 111-19, 151-67	
<u>Week 5</u>	1930s: Dealing with Europe and Japan	T: Ch. 4 (pp. 107-10, 120-33), 140-42 T: pp. 142-51, Ch. 6 to p. 185	
<u>Week 6</u>	1940s: WWII and start of Cold War	T: Ch. 6 (pp. 186-209) T: pp. 210-13, 222-35	
<u>Week 7</u>	1950s: Korean War, USSR, and 3 rd World Nationalism	T: Rest of Ch. 7 T: Ch. 8 to p. 295 T: pp. 295-308, 316-29	
<u>Week 8</u>	1960s: Cuba and Vietnam	T: Ch. 9 (pp. 329-51)	
<u>Week 9</u>	1970s: Post- Vietnam and 3 rd World Issues	T: pp. 353-56, 365-72, 391-402 T: pp. 372-91, 409-13	
<u>Week 10</u>	1980s: Carter, Reagan and End of Cold War	T: Ch. 11 to p. 446 T: pp. 442-54, 462-81	
<u>Week 11</u>	Post Cold War, Gulf Wars, Future	T: Rest of Ch. 9	
<u>Final Exam</u>	Catchup,		