



**Department of History & Social Sciences**

**Course No. HSS5055**



**United States Foreign Policy since 1895**

**Fall 2019**

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## Overview

*America, with the same voice which spoke herself into existence as a nation, proclaimed to mankind the inextinguishable rights of human nature, and the only lawful foundations of government. America, in the assembly of nations, since her admission among them, has invariably, though often fruitlessly, held forth to them the hand of honest friendship, of equal freedom, of generous reciprocity.... Wherever the standard of freedom and Independence has been or shall be unfurled, there will her heart, her benedictions and her prayers be. But she goes not abroad, in search of monsters to destroy... She well knows that by once enlisting under other banners than her own, were they even the banners of foreign independence, she would involve herself beyond the power of extrication, in all the wars of interest and intrigue, of individual avarice, envy, and ambition, which assume the colors and usurp the standard of freedom. The fundamental maxims of her policy would insensibly change from liberty to force.... She might become the dictatress of the world. She would be no longer the ruler of her own spirit....*

---John Q. Adams, 1821

Writing in the February 17, 1941, issue of *Times Magazine*, Henry Luce, the son of an American missionary, issued a challenge to his fellow citizens that the 20th century must be “the first great American Century.” Through the foreign policy of the United States since 1898, students will explore the key events and processes that defined how the United States engaged with and, at times, reshaped the world during Luce’s American Century. Starting with the rise of the Imperial Presidency under Theodore Roosevelt, students will examine not only the means of American foreign policy—the diplomats, consular officials, experts, military personnel—but also the theoretical justifications of America’s interactions abroad, including imperialism, realism, liberal internationalism, isolationism, neorealism, nation-building, and counterterrorism. At the end of the course, students will reflect on the nature of American greatness during the 20th century and the challenges the United States will face in the 21st century.

Students will explore these processes through a variety of skills-building activities. Through guided reading exercises and note taking modelling, students will engage with a variety of textual sources, including a pre-collegiate textbook, peer reviewed scholarly articles, and primary sources. Students will be required to take Cornell Notes in order to deepen their engagement with the assigned materials. Routinely, students will demonstrate content understanding through protocol structured discussions, document-based essay prompts, and info-graphics. Course understanding will further be demonstrated through a scaffolded independent research project in which students will apply a political theory to United States Foreign Policy. After reading an exploration of political theory through zombies, students will select one of three prompts that will challenge them to imagine how the international problems of the past will shape not just the future, but their future.



## Objectives

Course lessons and assignments will assess students on the following pre-collegiate objectives:

- Introductory content understanding of the major themes and processes of United States foreign policy since 1898, including,
  - the development and implications of the Imperial Presidency, including,
    - the Spanish-American War;
    - the creation of an overseas colonial empire;
    - Open Door Policy;
    - Dollar and Moral Diplomacy;
  - the causes, course, and consequences of American involvement in the First World War, including,
    - the origins of the First World War;
    - idea of freedom of the seas;
    - Wilsonian Moment and early colonial national movements;
    - and, the failure of Wilsonian Internationalism;
  - interwar foreign policy, including,
    - the tautological ramifications of the Second World War;
    - Good Neighbor Policy;
    - foreign policy through non-governmental actors;
    - and the redevelopment of an activist foreign policy;
  - the causes, course, and consequences of the Second World War, including,
    - evaluating the Grand Alliance;
    - assessing the perception of American power during and after the war;
    - and the institutions of the post-war order;
  - the foreign policy of the Cold War Era, including;
    - causes, course, and consequences of the Korean War;
    - causes, course, and consequences of the Vietnam War;
    - the impact of technology, including nuclear weapons, on foreign policy;
    - decolonization and American foreign policy;
    - evaluating the impact of American foreign policy in the Middle East;
    - the opening of communist China;
    - and, the ending of the Cold War;
  - the causes, course, and consequences of the War on Terrorism on American foreign policy, including,
    - the September 11, 2001, terrorist attacks;
    - the invasion of Afghanistan;
    - the invasion of Iraq;
    - and, the challenges of an increasingly re-nationalized multipolar world.
- Mastery of critical life-long learning skills, including:
  - reading, assessing, and analyzing secondary and primary sources through Cornell Notes;
  - developing focus questions and problem statements to guide research-based inquiries;
  - developing evidence-based arguments in both academic written responses, formal classroom discussions, and individual peer-to-peer presentations;
  - citing a variety of sources according to the principles of the *Chicago Manual of Style*.



### Assessments

<b>Grade Apportionment</b>			
<i>All dates are approximate and subject to change.</i>			
Categories	Assessments	Point Value	Due Date
<b>Course Preparedness, Participation, and Classwork</b>	Micro-Seminars	<b>200</b>	
	Academic Journal	<b>200</b>	
	Cornell Notes (Additional Readings)	<b>200</b>	
	Engagement	<b>200</b>	
	Additional Classwork Opportunities	<b>500</b>	
	Preparedness	<b>100</b>	
<b>Course Assessments</b>	First Seminar	<b>200</b>	
	First Debate	<b>200</b>	
	First Document Based Question	<b>200</b>	
	Second Seminar	<b>200</b>	
	Second Debate	<b>200</b>	
	Second Document Based Question	<b>200</b>	
	Third Seminar	<b>200</b>	
	Third Debate	<b>200</b>	
	Third Document Based Question	<b>200</b>	
<b>Course Research Project</b>	Project Proposal	<b>200</b>	
	Workshop & Discussion Participation	<b>400</b>	
	Outline	<b>100</b>	
	First Draft	<b>200</b>	
	Presentation	<b>100</b>	
	Final Draft	<b>400</b>	
	<b>Course Total</b>	<b>5000</b>	



*Participation**Micro-Seminars*

Students will be assessed once per full week of school on participation in micro-seminar discussions. Micro-seminar discussions will require students to orally respond to directed questions, as well as individually and collaboratively generate questions and analysis, in order to deeply engage with assigned reading selections. Micro-seminar discussions will require having completed in advance the primary and secondary document readings with notes (see **Cornell Notes**) assigned for that week. Student participation in the seminar discussion will be assessed using the provided **Academic Conversation Rubric**. The rubric outlines the course's academic conversation learning objectives, which includes the ability to elaborate and clarify, to support ideas with examples and sources, to respectfully further and challenge ideas presented by peers, and to synthesize and paraphrase the assigned sources and the active conversation.

*Cornell Notes (Additional Readings)*

Students will present notes at the commencement of class on the reading assigned for that session. The first-class period of each week will highlight content development and will, when possible, present conflicting historiographic interpretations. The second-class period each week will present primary documents related to the topical case study. The third-class period each week will, during the first term, be a selection from Hugh Thomas' *The Slave Trade* and David Eltis and David Richardson's *Atlas of the Transatlantic Slave Trade*, the academic monographs that the whole class will "deep read." Notes will be assessed using the provided **Reading Notes Rubric**. Students are required to use the provided note taking template, which is a modification of the Cornell Notes System. Please remember, notes should be shortened paraphrasings of the assigned readings occasionally including exact quotations. **As outlined in the rubric, notes must include reference to the author's hypothesis, source base, and relevance to the course. Notes should be originally taken in the preferred Universal Note Taking System notebook by the BookFactory, which can be purchased through Amazon.com.**



*Academic Journals*

To facilitate student development of essential source analysis and academic writing skills, students will create and maintain an Academic Journal that will be routinely added to during class. The Academic Journal will be created as a Google Document that will be titled, Student Name, US Foreign Policy-Fall Term Academic Journal. As an example, John Smith, US Foreign Policy-Fall Term, Academic Journal. All Academic Journals will be shared with the instructor. During provided journaling time, students will respond to an instructor given prompt by analyzing the provided or indicated sources. Student responses should take the form of an argumentative paragraph of between 300 and 500 words comprising,

1. topic sentence responding to the prompt;
2. a contextualizing introduction to the topic;
3. detailed analysis of the source;
4. supporting or contrasting outside information, including but not limited to your textbook readings, course presentations, documentaries;
5. a concluding sentence that connects the provided prompt and document to the broader themes of the course.

At the end of the writing time, students will voluntarily share their responses with their peers and provide constructive feedback, thereby developing positive peer editing skills. All responses should include a clear thesis statement and direct source citations formatted according to the Chicago Manual of Style as footnotes (**see Course Policies, Citations**). Academic Journals will be graded at the conclusion of the term and will be scored using the **Academic Journal Rubric**, which emphasizes positive writing growth.



*Engagement*

For the purposes of US Foreign Policy, engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students demonstrate when directly instructed through lectures, participating in class discussions, or either independently or collaboratively completing course tasks. Student engagement extends to the level of motivation they have to learn and progress through the course. Engagement will be assessed through the following criteria:

1. Intellectual Engagement: Students routinely demonstrate through directed and voluntary responses that they have completed the assigned materials, that they have taken adequate notes on those materials, and that they have actively thought about how those materials relate to the major themes of the course. Active intellectual engagement will include, but not be limited to, asking pertinent questions, connecting materials reviewed individually to course content, and responding to peer questions with appropriate and respectful responses.
2. Emotional Engagement: Students routinely demonstrate positive emotional engagement by attempting readings and tasks independently before requesting instructor assistance, by removing as much as possible outside distractions during class time, and by respectfully engaging with their peers.
3. Behavioral Engagement: Students routinely demonstrate understanding and compliance with classroom expectations, including, but not limited to, the maintaining of assigned seating, quickly establishing “learning readiness” by taking-out readings, writing implements, and notebooks at the start of class, removing headphones, by responding quickly to instructor redirections, as well as listening to instructions. Students do not attempt to talk over one another or the instructor, but instead engage in classroom dialogue respectfully and purposefully.
4. Physical Engagement: Students routinely demonstrate positive presence in the classroom through physical engagement. Students arrive to class on time. Students do not excuse themselves unnecessarily for prolonged bathroom or water breaks. Students do not extend such breaks to include foraging for food in the dining hall. Students do not engage in disruptive eating or drinking during class time (for example, highly crunchy, odorous chips or a badly sweating cold beverage). Students do not sleep, doze, or remain for prolonged periods of time with their eyes closed during class time. Students respect the physical space of their peers and of the instructor despite potentially crowded conditions.
5. Social Engagement: Students routinely interact with peers in productive manners that advance the objectives of the class, either through instructor directed tasks or through independent work time. Positive Social Engagement requires students to avoid becoming distracted or off-topic with their peers and to refrain from asking the instructor non-pertinent questions.
6. Cultural Engagement: Students will demonstrate positive Cultural Engagement through empathetically interacting with their peers, the instructor, and the course material. Students should demonstrate an understanding that World History brings together many different viewpoints, cultures, and historic processes that may challenge their own individual understandings. The deepest cultural engagement can be maintained through an open mind, a commitment to evidence driven argumentation, and the realization that history comprises the experiences of people who lived, loved, hated, and died.



*Preparedness**Reading and Maintaining Coursework*

As reflected in the grade apportionment, students are expected to actively participate in the intellectual community of the course. A significant part of doing so is arriving to class having completed the readings and having prepared notes on the readings to assist you in participating in course discussions. As electronic device use is restricted, students should arrive to class with physical copies of their reading notes.

*Absences*

The following is adapted from the Worcester Academy Student Handbook:

Students who miss school for any reason are responsible for the work covered and making it up in a timely fashion. Students should expect to take make-up tests and quizzes within a week of returning to school during some combination of CCL and their free periods. Should these periods be insufficient to make up the work promptly, students will be asked to forego extracurricular commitments until the work is completed.

For absences of more than three days, students may check their course pages on myHILLTOP for assignments or the Upper School Office during the academic day to request assignments from their teachers. Students are encouraged to directly email their teachers.

*Policy on Late Assignments*

The following is adapted from the Worcester Academy Student Handbook:

1. All such assignments for a course must be completed satisfactorily in order to earn credit.
2. If such an assignment is not submitted on time, the instructor may impose a penalty of up to 10% for each school day the assignment is late.
3. If such an assignment is more than one week overdue, the instructor must notify the student's advisor and Upper School Office. Parents will be contacted by the Upper School Office.



*Additional Classwork Opportunities*

Students will also complete during class sessions a variety of activities to focus attention on the content or methodological topic being presented or discussed. Some of these activities are described below.

*Timeline Construction*

Students will regularly demonstrate their understanding of historical causality by constructing at the beginning of each case study a timeline of major events. Timelines might also include the lives of important individuals and contextualizing events indirectly pertinent to the case study.

*Infographics*

Students will collaborate in small teams to create three Spark based Infographics. According to Adobe, the platform developer,

“Spark Page turns stories into modern, professional, attention-grabbing web pages. With Page, [...] students can bring words and images together [...], turning essays, assignments, reports, and more into engaging visual stories. Play with a variety of layouts, and add text. Use your own photos, or pick from thousands of free online images (with appropriate filtering applied). Simply tap on one of the professional themes and beautiful fonts, and magazine-style design and motion transforms the story. The end result is a modern, responsive web page, one that looks great on any device and any size screen.” (“Adobe Spark: A Guide for Schools and Educators,” <https://spark.adobe.com/images/Adobe%20Spark%20Edu%20Guide.pdf>, last accessed July 29, 2019).

Each Spark Infographic will challenge students to collaboratively convey complex information with brevity through visual imagery and some text. Students will be assessed on Collaboration, Research Integrity, Preliminary Textual Draft, and the final Spark Infographic.

As a team project, students will be assessed on their individual contribution to the productivity and success of the group. The entire group will receive a single score for the quality and accuracy of their research through the Research Integrity score and will receive peer and instructor feedback on their Preliminary Textual Draft prior to developing a media rich Spark Infographic. Final Spark Infographics will be assessed using the [Spark Page Assessment Rubric](#).



***Word Clouds***

Periodically at the start of a session, students will be asked to react to a provided quotation, historic image, audio recording, or video clip by entering the word or words they most associated with the provide source in a Word Cloud generated by PollEverywhere and accessible via the provided url link. Once the word cloud is generated, students will have an opportunity to discuss the results. Students will lose class activity points for facetious entries in the Word Cloud.

***Visual Reactions***

Periodically at the start of session, students will be asked to react to an historic image or quotation by writing three questions the image could be used to answer. Students will then share and discuss at least one of their questions with the class.

***Reflective Note Typing***

During guided discussions, students will not be permitted to use electronic devices unless required as part of an approved instructional plan. Students will take notes using a pen or pencil and paper. At the end of class, students will spend the final ten minutes typing and expanding their notes. Notes will be subject to frequent spot checks by the instructor.



*Reading Assessments**Document Based Questions*

During the second term, students will demonstrate their developing writing skills by completing three document based questions. Each document based question will challenge students to recognize political argumentation, to analyze political sources for thesis development, and to formulate academic analyses of complex theoretical and structural issues. For each document based question students will be given three (3) to nine (9) sources, including both primary and secondary materials. Students will be expected to respond to the provided prompt using these sources under timed circumstances.

**Students who miss class on document based question days are still responsible for making-up the document based question. Students must schedule in writing via email an alternative testing time with the course instructor. Failure to complete the document based question within five school days will result in a zero (0) for that assessment.**

*Seminar Discussions*

Students will participate in three formal Socratic Seminars. As per the Department of History & Social Sciences definition of a Socratic Seminar, the student participants carry the burden of responsibility for the discussion. Informative discussions occur when participants study the text closely in advance, listen actively, share ideas and questions in response to others, and base responses on textual evidence. Students are encouraged to think out loud and to exchange ideas openly, while examining ideas in a rigorous, thoughtful, manner.

Students will be assessed on their Preparation, Participation, and Reflection. Students will demonstrate Preparation through submission of bullet pointed responses to provided seminar prompts and questions. Student Participation during the Socratic Seminars will be assessed using the **Academic Conversation Rubric**. Finally, students will submit a paragraph length analysis of their own performance in the seminar and that of the collective group. As a growth opportunity, students will be expected to use a positive tone when completing their Reflections.

**Students not present in class during the Socratic Seminar will submit a five-paragraph essay responding to the provided seminar prompts and questions. The essay will be due within one week of the student returning to school unless otherwise indicated by the Upper School Office or the Center for Learning Success.**



*Debates*

Students will participate in three formal debates. Each debate will require students to collaboratively work in a small team to develop an argument supporting a side on an assigned issue. Students must willingly and positively engage with the side assigned by the instructor even if the student does not personally support that side. The purpose of assigning sides is to encourage students to engage with empathetic argument construction in order to fully critically analyze political issues. Informative discussions occur when participants study the text closely in advance, listen actively, share ideas and questions in response to others, and base responses on textual evidence. Students are encouraged to think out loud and to exchange ideas openly, while examining ideas in a rigorous, thoughtful, manner.

Students will be assessed on their Preparation, Participation, and Reflection. Students will demonstrate Preparation through submission of bullet pointed responses to provided debate prompts and questions. Student Participation during the debates will be assessed using the **Academic Conversation Rubric**. Finally, students will submit a paragraph length analysis of their own performance in the debate and that of the collective group. As a growth opportunity, students will be expected to use a positive tone when completing their Reflections.

**Students not present in class during the debates will submit a four-paragraph essay responding to the provided debate prompts and questions. The essay will be due within one week of the student returning to school unless otherwise indicated by the Upper School Office or the Center for Learning Success.**



### *Research Project*

Students will demonstrate their understanding of the course's major themes and processes, as well as various methodologies of conducting academic research and of transforming such research into formative argumentative essays, through a term long project. The Research Project is intended to mimic at a developmentally appropriate level the essential research process expected at the post-secondary collegiate level. As such, the project allows students to develop Project Proposals, Research Notes, Outlines, First Drafts, Colloquial Presentations, and Final Drafts.

### *Evaluating International Relations Theories through US Foreign Policy*

<i>Research Project Requirements at a Glance</i>		
<b>Essay Length</b>	<b>1500 to 2500 words</b>	<b>Times New Roman or Similar Font, Size 12</b>
<b>Number of Sources</b>	3 secondary sources  9 primary sources	<ul style="list-style-type: none"> <li>• sources must be academic (peer reviewed) or from accredited journalists</li> <li>• no more than 2 sources can be from a website (exclusive of digital academic journals)</li> </ul>
<b>PowerPoint</b>	<b>4-6 Slides</b>	
<b>Presentation</b>	<b>10 minutes</b>	

### *Project Overview*

As a class, students will read Daniel W. Drezner's *Theories of International Politics and Zombies*, Revised Edition, and will reflect upon his essential question regarding how different international relations theories can construct different perceived realities. Students will engage deeply with one of the political theories from the text in order to respond to one of the following prompts.

**Choose one (1) of the following prompts for the Term Research Project:**

- 1. Utilizing an international relations theory, explain the causes, course, and consequences of a single event from American foreign policy between 1898 and 2016.**
- 2. Which theory of international relations most fully explains the causes, course, and consequences of American foreign policy from 1898 to 2016?**
- 3. Utilizing multiple theories of international relations and your understanding of American foreign policy, identify the causes, probable course, and potential consequences for the greatest foreign policy challenge facing the United States in the next century.**

*Pre-Research and Proposal*

Students will review the textbook and an encyclopedia article(s), like Wikipedia, on a topic of individual interest. Using these resources students will compose the Project Pre-Research report, which will include:

1. a topic statement and a narrative summary of the proposed content;
2. the applicable course theme(s);
3. the essential guiding question for the research project;
4. a list of English language sources cited according to the *Chicago Manual of Style* and including repositories (Worcester Academy library, public library, e-book like Kindle, personal collection, or url);
5. a detailed—week by week—schedule for completing readings with research notes between the Project Pre-Research report due date and the due date of the Project Outline, including three formal research note checks with the instructor between January and March.

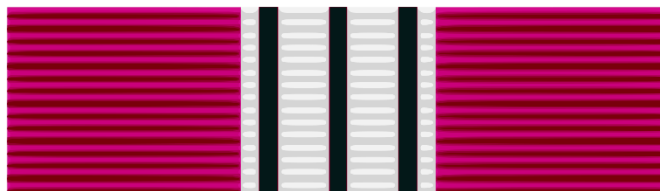
Students should consult and utilize the [Pre-Research Report Template](#) and the [Pre-Research Report Rubric](#).

*Research Notes*

Students must complete three (3) research note checks with the instructor. Notes will be assessed using the provided [Reading Notes Rubric](#). Students are required to use the provided note taking template, which is a modification of the Cornell Notes System. Please remember, notes should be shortened paraphrasings of the assigned readings occasionally including exact quotations. **As outlined in the rubric, notes must include reference to the author's hypothesis, source base, and relevance to the prompt.**

*Outline*

Students will submit an outline including an opening statement, thesis statement, topic sentences with supporting evidence, and a concluding statement. Students must include a complete bibliography with sources formatted in both footnote and bibliography styles.



***First Draft***

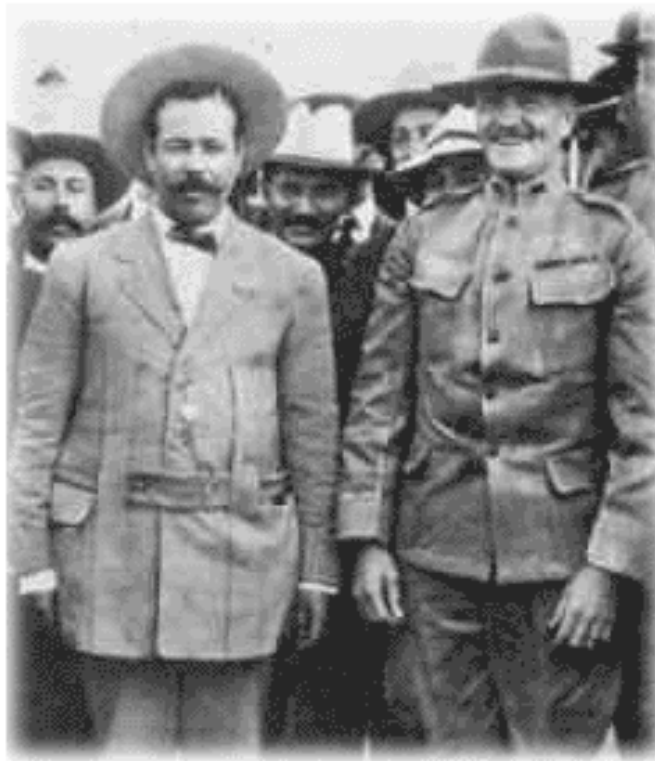
Students will submit a first draft of the essay. The first draft should be at least 60% completed. Students will participate in a Peer Review Workshop wherein students will receive peer feedback from colleagues. All students must make any appropriate revisions to their essay to be eligible for B-level or higher grades on their Final Drafts.

***Presentation***

Students will prepare a ten-minute presentation that introduces their peers to their project, presents their thesis statement, and outlines the arguments supporting their conclusions. A four (4) to six (6) slide PowerPoint Presentation must accompany all presentations. Additionally, students should demonstrate mastery of their chosen topic by professionally responding to audience questions. Presentations will be assessed using the **Presentation Rubric**.

***Final Draft***

Final Drafts will be scored according to the **Research Paper Rubric**. As per the rubric, final drafts must include a cover page, page numbers, footnotes, a bibliography/works cited page, and demonstrate revisions from the first draft.





## Course Policies

### *Mindfulness & Respect*

Students are expected to demonstrate respect towards both the content presented in US Foreign Policy and to their peers. Many of the topics covered are fraught with emotion and should be approached with an awareness that the participants—often victims—were real, that their experiences—including suffering—were real. The course material and assessments will challenge students to expand their ability to empathize with historical subjects as more than mere academic units. If at any point, you feel emotionally overwhelmed by the nature of the course material, please reach out to the instructor immediately.

### *Well-being*

Students may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish student academic performance and/or reduce student abilities to participate in daily activities.

Students must take care of themselves. Students should endeavor to maintain a healthy lifestyle during the semester by eating well, exercising, getting enough sleep, and taking time to relax. Leading a balanced life will enable students to achieve their goals and positively cope with stress. If the class causes undue stress on you, please come discuss your concerns with the instructor so that steps can be made to create a stress management plan.

If you or anyone you know experiences serious academic stress, difficult life events or feelings of anxiety or depression, the instructor strongly encourages students to seek support from a parent, teacher, advisor, coach, or to make an appointment with the Worcester Academy Counseling Office.



*Plagiarism*

The following is adapted from the Worcester Academy Student Handbook:

It is expected that all student work will cite sources used in its preparation properly and to the specifications of the teacher assigning it. Any student who submits written work which is not his or her own and is not properly cited is guilty of plagiarism. This includes copying, paraphrasing, and using quotations from another source without proper referencing. Any student suspected of plagiarism will be brought before the Class Dean and the Dean of Students. Likely consequences for a first offense include Behavioral Warning and suspension. Further acts of plagiarism may be grounds for dismissal from the Academy. Any plagiarized assignment is given a zero.

Cheating – It is expected that all student work will reflect the individual's academic efforts and that students will refrain from any type of cheating. Cheating includes the use or possession of another student's notes, copying another student's work, or overtly permitting a student to copy from another student. Students suspected of cheating will be brought before the Student Life Office and/or the Division Director. Likely consequences for a first offense include Behavioral Warning and suspension through a Core Values Committee hearing. A second incidence of cheating involving a student can result in dismissal from the Academy. Any student found to be cheating receives a zero for the assignment in question.

Plagiarism – It is expected that all student work will cite sources used in its preparation properly and to the specifications of the teacher assigning it. Any student who submits written work which is not his or her own and is not properly cited is guilty of plagiarism. This includes copying, paraphrasing, and using quotations from another source without proper referencing. Any student suspected of plagiarism will be brought before the Student Life Office and/or the Division Director. Likely consequences for a first offense include Behavioral Warning and suspension through a Core Values Committee hearing. Further acts of plagiarism can result in dismissal from the Academy. Any plagiarized assignment is given a zero.

Generally, any two acts of academic dishonesty are grounds for dismissal from the Academy.



### *Electronic Devices*

Multiple studies conducted by sociologists and educational psychologists have indicated that the use of laptops and tablets as notetaking devices are cognitively inferior to writing notes by hand. Students are encouraged to review the studies in question here: Pam A. Mueller & Daniel M. Oppenheimer, “The Pen is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25. 6 (June 2014), 1159-1168, accessed via <https://doi.org/10.1177/0956797614524581>; Cindi May, “A Learning Secret: Don’t Take Notes with a Laptop: Students Who Used Longhand Remembered More and Had a Deeper Understanding of the Material,” *Scientific American* (June 3, 2014), <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>.

To this end, all electronic devices (laptops, tablets, cellphones, e-readers) should be away (in backpacks, satchels, purses, etc., or in some other way removed from tables and desktops) unless students have been directed to the contrary by the instructor.

Students with academic accommodations plans requiring electronic use should inform the instructor as soon as possible to receive an exemption from this policy.

### *Citations*

Students are required to utilize the Chicago Manual of Style 17<sup>th</sup> Edition for all footnotes and work cited pages. A general citations guide can be found here:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html).

Some examples are below:

#### **Notes**

1. Zadie Smith, *Swing Time* (New York: Penguin Press, 2016), 315–16.
2. Brian Grazer and Charles Fishman, *A Curious Mind: The Secret to a Bigger Life* (New York: Simon & Schuster, 2015), 12.

#### **Shortened Notes**

1. Smith, *Swing Time*, 320.
2. Grazer and Fishman, *Curious Mind*, 37.

#### **Works Cited Entries (in alphabetical order)**

- Grazer, Brian, and Charles Fishman. *A Curious Mind: The Secret to a Bigger Life*. New York: Simon & Schuster, 2015.
- Smith, Zadie. *Swing Time*. New York: Penguin Press, 2016.

## Required Texts

In addition to the reading selections distributed in class and digitally, students are expected to acquire the following texts.

- Combs, Jerald A. *The History of American Foreign Policy from 1895*. 4<sup>th</sup> Edition. New York: Routledge, 2012.
- Merrill, Dennis, and Thomas G. Patterson, eds. *Major Problems in American Foreign Relations, Volume II: Since 1914*. 7<sup>th</sup> Edition. Belmont, California: Cengage, 2010.
- Drezner, Daniel W. *Theories of International Politics and Zombies*. Revised Edition. Princeton: Princeton University Press, 2015.



**Scope & Sequence**

*Homework is listed under the day assigned, so an assignment listed under Day 1 would be due on Day 2, unless otherwise indicated.*


**Course Introductions  
 August 2019**


	<b>Wednesday, August 28</b>	<b>Friday, August 30</b>
	<b>Day 1                  Introductions, Part I</b>	<b>Day 2                  Introductions, Part II</b>
	Syllabus Introduction  Understanding Foreign Policy  Understanding Historical Causality	Notetaking Skills Workshop with MPIFRVII, Chapter 1  Introduction to First Term Guided Research Project
	Read: Syllabus	Read & Note: Combs, Chapter 1: The Spanish-American War


**Unit I: The Spanish-American War  
 September 2019**

<b>Tuesday, September 3</b>	<b>Wednesday, September 4</b>	<b>Friday, September 6</b>
<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Guided Discussion: The Hyphenated War	<b>Seminar 1: Was there an imperial turn?</b>	Discussion of Drezner's <i>Theories of International Politics and Zombies</i>
Read & Note: Selections from MPIFRVI, Spanish-American War	Read & Note: Drezner, Preface, Introduction, The Zombie Literature, Distracting Debates	Read & Note: Combs, Chapter 2





<b>Unit II: Kerosene, Sewing Machines, and the China Dream</b>		
<b>September 2019</b>		
<b>Tuesday, September 10</b>	<b>Wednesday, September 11</b>	<b>Friday, September 13</b>
<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>
Guided Discussion: Fantasies and Policies in Fin Siècle Asia	<b>Debate 1: Evaluate Gunboat, Dollar, and Missionary Diplomacy in Asia</b>	Discussion of Drezner's <i>Theories of International Politics and Zombies</i>  Reading for Evidence Workshop
Read & Note: Selections from MPIFRVI, Open Door Policy	Read & Note: Drezner, <i>The Realpolitik of the Living Dead</i>	Read & Note: Combs, Chapter 3
<b>Unit III: Shades of Empire in Latin America</b>		
<b>September 2019</b>		
<b>Tuesday, September 17</b>	<b>Wednesday, September 18</b>	<b>Friday, September 20</b>
<b>Day 9</b>	<b>Day 10</b>	<b>Day 11</b>
Guided Discussion: Shades of Empire in Latin America	<b>Document Based Question 1: Comparing Gunboat, Dollar, and Missionary Diplomacy in Asia and Latin America</b>	Discussion of Drezner's <i>Theories of International Politics and Zombies</i>  Reading for Evidence Workshop, Continued
Read & Note: Selections from MPIFRVI, Latin America	Read & Note: Drezner, <i>Regulating the Undead</i>	Read & Note: Combs, Chapters 4 & 5
		


Unit IV: The Wilsonian Moment September 2019		
Tuesday, September 24 Day 12	Wednesday, September 25 Day 13	
Guided Discussion: The First World War and the Wilsonian Moment	<b>Seminar II: Evaluate Wilsonian Internationalism</b>	
Read & Note: MPIFRVII, Chapter 2	Read & Note: Combs, Chapter 6	
Unit V: Interwar Diplomacy October 2019		
Tuesday, October 1 Day 14	Wednesday, October 2 Day 15	Friday, October 4 Day 16
Guided Discussion: Government Failures, Non-government Success	<b>Debate II: How Isolationist was Isolationism?</b>	Discussion of Drezner's <i>Theories of International Politics and Zombies</i>
Read & Note: MPIFRVII, Chapter 3	Read & Note: Drezner, The Social Construction of Zombies; The Supergendered Politics	Developing an Essential Question Workshop Read & Note: Combs, Chapter 7
		

<b>Unit VI: Towards the Second World War</b>		
<b>October 2019</b>		
<b>Tuesday, October 8</b>	<b>Wednesday, October 9</b>	
<b>Day 17</b>	<b>Day 18</b>	
Guided Discussion: The Appeal of Appeasement	<b>Document Based Question II: FDR &amp; the Path to War</b>	
Read & Note: MPIFRVII, Chapter 4	Read & Note: Combs, Chapter 8	
		
<b>Unit VII: The Second World War</b>		
<b>October 2019</b>		
<b>Tuesday, October 15</b>	<b>Wednesday, October 16</b>	<b>Friday, October 18</b>
<b>Day 19</b>	<b>Day 20</b>	<b>Day 21</b>
Guided Discussion: Forging the Greatest Generation	<b>Debate III: The Decision to Drop the Atomic Bomb</b>	Discussion of Drezner's <i>Theories of International Politics and Zombies</i>
		Pre-Research Peer Workshop
Read & Note: MPIFRVII, Chapter 5	Read & Note: A Very Important Note, Neoconservatism and the Axis of Evil Dead	Read & Note: Combs, Chapters 9 & 10



<b>Unit VIII: Origins of the Cold War</b>		
<b>Tuesday, October 22</b>	<b>Wednesday, October 23</b>	<b>Friday, October 25</b>
<b>Day 22</b>	<b>Day 23</b>	<b>Day 24</b>
Guided Discussion: European Problems, Asian Wars: Communism, Nationalism, and Decolonization	<b>Seminar III: Was the Cold War Necessary?</b>	Discussion of Drezner’s <i>Theories of International Politics and Zombies</i>  Term Project Research Check
Read & Note: MPIFRVII, Chapters 6-8	Read & Note: Domestic Politics, Bureaucratic Politics	Read & Note: Combs, Chapter 11
		
<b>Unit IX: Camelot’s Foreign Policy</b>		
<b>October 2019</b>		
<b>Tuesday, October 29</b>	<b>Wednesday, October 30</b>	<b>Friday, November 2</b>
<b>Day 25</b>	<b>Day 26</b>	<b>Day 27</b>
Guided Discussion: Flexible Response and the Escalation of the Cold War	Discussion with Protocols: Was Flexible Response a Change or Continuity in American Foreign Policy?	Discussion of Drezner’s <i>Theories of International Politics and Zombies</i>  <b>Reflection Essay on Drezner</b>
Read & Note: MPIFRVII, Chapters 9-10	Read & Note: We’re Only Human, Conclusion, Epilogue	Read & Note: Combs, Chapter 11

<b>Unit XI: Vietnam</b> <b>November 2019</b>		
<b>Tuesday, November 5</b>	<b>Wednesday, November 6</b>	<b>Friday, November 8</b>
<b>Day 28</b>	<b>Day 29</b>	<b>Day 30</b>
Guided Discussion: The Vietnam War	<b>Document Based Question III: Evaluating the Vietnam War</b>	TBD
Read & Note: MPIFRVII, Chapter 11	Term Research	Read & Note: Combs, Chapter 13
		
<b>Unit XII: Détente</b> <b>November 2019</b>		
<b>Tuesday, November 12</b>	<b>Wednesday, November 13</b>	<b>Friday, November 15</b>
<b>Day 31</b>	<b>Day 32</b>	<b>Day 33</b>
Guided Discussion: (Re)-Opening China	Discussion with Protocols: Nixon's Foreign Policy and the Constitution	TBD
Read & Note: MPIFRVII, Chapter 12	Term Research	Read & Note: Combs, Chapter 14

Unit XIII: Peace in the Middle East November 2019		
Tuesday, November 19 Day 34	Wednesday, November 20 Day 35	
Guided Discussion: The Search for Peace in the Middle East	Discussion with Protocols: American Support for Israel	
Read & Note: <b>Camp David Packet</b>	Read & Note: Combs, Chapters 15 & 16	
		
Unit XIV: The End of History... Maybe December 2019		
Tuesday, December 3 Day 36	Wednesday, December 4 Day 37	Friday, December 6 Day 38
Guided Discussion: Cold War Conclusions and Consequences	Discussion with Protocols: Evaluating the Cold War	TBD
Read & Note: MPIFRVII, Chapter 13	Term Research	Read & Note: Combs, Chapter 17

<b>Unit XV: The Return to Multipolarity</b> <b>December 2019</b>		
<b>Tuesday, December 10</b>	<b>Wednesday, December 11</b>	<b>Friday, December 13</b>
<b>Day 39</b>	<b>Day 40</b>	<b>Day 41</b>
Guided Discussion: Bombing from Above as American Foreign Policy	Discussion with Protocols: The Rwandan Genocide	TBD
Read & Note: <b>Rwanda Genocide Packet</b>	Term Research	Read & Note: Combs, Chapters 18 & 19
<b>Unit XVI: Blowback</b> <b>December 2019</b>		
<b>Tuesday, December 17</b>	<b>Wednesday, December 18</b>	<b>Friday, December 20</b>
<b>Day 42</b>	<b>Day 43</b>	<b>Day 44</b>
Guided Discussion: The War on Terrorism  <b>Reading Quiz</b>	Discussion with Protocols: Challenges and Consequences of the Bush Doctrine	Discussion with Protocols: Foreign Policy and the Return of Extreme Nationalism
Read & Note: MPIFRVII, Chapter 14	Term Research	Term Research
<b>Unit XVII: Foreign Policy Today</b> <b>January 2020</b>		
<b>Tuesday, January 7</b>	<b>Wednesday, January 8</b>	<b>Friday, January 10</b>
<b>Day 45</b>	<b>Day 46</b>	<b>Day 47</b>
Contemporary Foreign Policy Issues	Contemporary Foreign Policy Issues	Term Research Presentations
Term Research	Term Research	<i>C'est fini!</i>