

Term Information

Effective Term Autumn 2021
Previous Value Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online approval

What is the rationale for the proposed change(s)?

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3501
Course Title	U.S. Diplomacy, 1920-Present
Transcript Abbreviation	US Diplo 1920-Pres
Course Description	The formulation of U.S. foreign policy and foreign relations around the world from the aftermath of World War I to the modern day.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 583.02
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will be introduced to historical controversies and conflicting interpretations of US foreign policy.• Students will develop their analytical and critical thinking skills through writing, discussions, and engaging with primary sources.
Content Topic List	<ul style="list-style-type: none">• U.S. diplomacy• Foreign relations• Involvement in World War II• Cold War• Vietnam War• Persian Gulf Wars• Détente• Truman Doctrine• U.S. in Southeast Asia• Berlin Wall• Containment
Sought Concurrence	No

Attachments

- DL History 3501 syllabus.docx: Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- Hist 3501.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- History 3501 Syllabus.pdf: In person syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

- Please upload the in-person syllabus. *(by Vankeerbergen,Bernadette Chantal on 03/10/2021 04:37 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	02/11/2021 01:45 PM	Submitted for Approval
Approved	Elmore,Bartow J	03/09/2021 01:09 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/10/2021 04:41 PM	College Approval
Submitted	Heikes,Jacklyn Celeste	03/11/2021 10:18 AM	Submitted for Approval
Approved	Elmore,Bartow J	03/11/2021 12:46 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/11/2021 12:49 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	03/11/2021 12:49 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 3501 US DIPLOMACY, 1920-PRESENT AUTUMN 2020

Course overview

Instructor

Instructor: Dr. Zeb Larson
Email address: Larson.432@osu.edu
Office hours: TR 1:00PM-2:00PM
Office Location: CarmenZoom

Course Coordinator

Course description

The 20th Century is often referred to as the “American Century,” a term coined by Henry Luce (publisher of *Life* magazine) in 1941. Even from the vantage point of 2019, it’s easy to assume that the country’s superpower status was inevitable. Perhaps because of its sheer size and economic importance, there was going to be some kind of “American Century.” But what made it so? And what specifically shaped the United States from 1920 onward?

In this course, we will explore a sampling of the issues that shaped U.S. foreign policy, often in profoundly contradictory ways. While focusing on the specific policy history of the United States, we will also assess the impact American actions have had across the globe, foreign responses to the United States, and the changing local and global contexts that transformed official thinking. The course will ultimately seek to have you engage directly with the ways U.S. policymaking has affected and responded to global and domestic events, and what this means for the future of American foreign affairs.

This is an upper level history course and will require active engagement with regular weekly readings and viewing assignments, as well as a short research paper at the end of the term. It fulfills the GE Historical Study requirement.

Course learning outcomes

This course fulfills the GE requirement for Historical Studies. Students will recognize how past events are studied and how they influence today's society and the human condition by constructing an integrated perspective on history and the factors that shape human activity. Successful students will also:

- Speak and write critically about secondary and primary sources by examining diverse interpretations of past events and ideas in their historical contexts
- Describe and analyze the motivations and nature of U.S. foreign relations and develop a foundation for future comparative understanding of strategic and institutional policy
- Analyze how U.S. foreign policy has evolved over the last century, and what this has meant for domestic and international perceptions of the United States
- Conduct, evaluate, and present independent research using cogent historical arguments that include a thesis, supporting themes, and use of concrete evidence
- Analyze how concepts of national security and interest have changed, and explain what this means to historical and contemporary discussions of American international priorities
- Assess the United States' international role in its historical context, as well as the impact world events have had on domestic politics, ideologies, and the economy

GE Course Information

Historical Study:

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Course materials

All required texts are available from the University Bookstore and online booksellers:

John Lewis Gaddis, *Strategies of Containment* (Oxford, 2005)

Michael Hunt, *Ideology and U.S. Foreign Policy* (Yale, 2009)

Barbara J. Keys, *Reclaiming American Virtue: The Human Rights Revolution of the 1970s*
(Harvard, 2014)

All other readings are available on Carmen.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and faculty response

Grades

Assignment or category	Points
Discussion/Participation	10%
Quizzes	10%
Midterm Exam	25%
Reflection Paper	25%
Final Paper	30%
Total	100

See course schedule, below, for due dates

Assignment information

Discussion/Participation (10%)

Because this is an online class, participation will take place through Carmen's discussion feature. Every week, I will release a series of discussion questions relating to the material that we covered that week. All students will be randomly placed in discussion groups. You will each pick **TWO** questions to respond to, and these responses should be between 6-8 sentences. After responding to questions, you will then

respond to **TWO** other students' responses (their questions, not their whole response). These should be between 4-6 sentences long and should either build on what they argued or raise thoughtful criticisms or questions.

Quizzes (10%)

I will conduct seven reading quizzes throughout the semester. They will consist of a mix of ten multiple choice questions. The quizzes will each be timed and are announced on the syllabus. They will cover the readings and lectures for the two weeks immediately prior. I will drop the lowest two grades.

Midterm Exam (25%)

There will be one mid-term during the semester. It will be available from noon on 10/12 to noon on 10/13. It will consist of two sections: multiple choice and an essay. There will be a choice of two essay questions, and you will be expected to complete one. You should craft a cogent, well-articulated response to the prompt that presents a clear thesis and uses evidence drawn from the primary and secondary readings (you do not have to quote), material presented in class, and discussions. There is no final exam.

Reflection Paper (25%)

The papers should be approximately 3-4 pages double-spaced (800-1000 words) in length, include a word count at the end, and have footnote citations including author (of book or document) and page number. You do not need outside sources, but you should cite any using Chicago/Turabian Note Style. You are free to use outside sources, but if you do so, I strongly encourage to check with me first. Choose **ONE** of the prompts below and submit your response on or before the assigned date for that topic via Turnitin (See Reading Schedule below). You should write responses with a clear thesis statement and supporting points that make direct references to ideas, secondary texts, and primary sources from class.

1. "Isolationism" is a term that is commonly used to describe U.S. foreign policy, and William Borah is frequently invoked as an isolationist. However, the term is thrown around so freely and to encompass so many positions that it often ends up meaning nothing at all. Use the primary sources and readings from the first three weeks of class, explain what Borah's foreign policy stood for, and what it opposed. Be sure to draw on specific examples. Are there foreign policy incidents where Borah supported the government's stance?
2. The Cold War is commonly cited as the prime example of domestic politics blending into foreign policy in U.S. history, and vice versa. How were domestic politics in the United States shaped by the Cold War, both in terms of policies and parties?
3. In *The Quiet American*, Fowler and Pyle represent profound disagreements about the conduct of U.S. foreign policy. First, what does Fowler ultimately find so objectionable about Pyle's world view? And secondly, what are the other instances where we can see this in the history of U.S. foreign policy after 1945? Be sure to draw on multiple examples.
4. Understanding the impact of human rights on foreign policy is one of the hot new areas in diplomatic history. In part, this is because its legacy is heavily contested. Draw on class materials

from the 1970s and compare it with materials discussing foreign policy from the 1980s onward. What impact did it have?

Final Paper (30%)

Your final assignment will be to produce a medium-sized research paper utilizing primary documents and secondary sources. In consultation with myself, you will individually research a topic on a specific country, region, or event in a bounded time period – generally a single presidential administration for the sake of simplicity. The specifics of the topic will be at your discretion, with my approval. The paper will have a clear thesis, supporting themes, and evidence that will generally answer one of the following questions:

1. Review the foreign policy of a specific presidential administration. For example: how did the foreign policy of Franklin Roosevelt play out?
2. Look at U.S. foreign policy toward a specific country over the long run. For example: what is the relationship between the United States and Saudi Arabia? How has it been shaped by outside factors, and how has it changed over time?

A good paper will balance the use of outside sources with in-class materials. For example, how does U.S. foreign policy toward Nicaragua fit within the trends described by Hunt and Gaddis? Does it differ at all? If so, how?

Students interested in researching beyond this specific prompt may consult with me individually.

Beginning after the midterm, you will conduct research to complete the essay using primary and secondary sources. Several class periods will introduce you to available digital and print resources, but the majority of this work should be completed outside of class. You should make sure to discuss with me your specific topic before you receive official approval. Each student should email me two updates on the completed research, which will be graded. The first update is due November 3 when you will explain your research plan: the sources you are using, the secondary reading(s) you have identified, and general thoughts on the direction of your paper and argument. The second update is due November 24; you should provide a working thesis and a provisional sentence outline that sets out your rough argument by listing possible topics sentences of individual paragraphs (8-16 sentences total).

The final paper should be 8-12 pages in length, double spaced, in a normal sized font (2200-3200 words). It should include full footnote citations in Chicago/Turabian format (see Carmen/Files), with a word count at the end. There is no minimum number of sources you should reference, but the majority of the paper should be based on primary material, though you should include references to at least two secondary sources – either academic articles or books. The paper is due December 4 at 5pm via Turnitin. Please also place a hard copy outside my office. No extensions will be provided except for extreme circumstances. Late papers (final and response) will be penalized a half letter grade for each day late.

While we will discuss potential avenues for research, you should focus primarily on four sets of printed/digital archives for the purpose of this class:

State Department Foreign Relations of the United States (also available at library)

1945-1980s: <https://history.state.gov/historicaldocuments>

Pre-1945: <https://history.state.gov/historicaldocuments/pre-truman>

Papers of the Presidents, UCSB American Presidency Project

<http://presidency.proxied.lsit.ucsb.edu/ws/>

Digital National Security Archive

Available Via Library Database

Proquest Historical Newspapers

Available Via Library Database

Late assignments

Because this is an online course, it's possible for me to offer a great deal of flexibility on deadlines and assignments. I also like to work with a "stuff happens" clause: sometimes, life just gets in the way. I'm sympathetic. So if something doesn't work for you, please just let me know so we can try and find some resolution. Within reason, I'm happy to make sure that this class isn't the thing that's beating you up all the time.

The downside of all this flexibility is that if you miss something, I'm substantially less likely to let it slide: you have so many opportunities to turn things on time that if you just blow deadlines, I'm not going to accommodate you unless you have a mitigating (and documented) circumstance. So, if you realize that one deadline isn't going to work for you, I suggest you bring it up as soon as you realize it. Coming to me after the fact means that you have to deal with the bad cop.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling,

and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA/?]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 26-Sept 1	<p>Lecture 1: Introduction to the course</p> <p>Lecture 2: Up to 1914</p> <p>Michael H. Hunt, 1-91</p> <p>Primary: Monroe Doctrine (1823) Roosevelt Corollary (1905)</p>
2	Sept 2-8	<p>Lecture 3: World War I</p> <p>Hunt, 92-124</p> <p>Lyngve Throntveit, 243-271 (on Carmen)</p> <p>Primary: Wilson's Fourteen Points (1918)</p> <p>Lecture 4: A Complicated Peace</p> <p>Christopher McKnight Nichols, <i>Promise and Peril</i> (2011), 229-272</p> <p>Primary: William Borah Speech to U.S. Senate (1919); Wilson Speech in Pueblo Colorado (1919)</p> <p>Quiz #1</p>
3	Sept 9-15	<p>Lecture 5: Trying to Return to Normalcy</p> <p>Hunt, 125-170</p> <p>Melvyn Leffler, 158-193 (on Carmen)</p> <p>Primary: NY Times Op-Eds on Kellogg-Briand</p> <p>Lecture 6: The United States in the 1930s</p> <p>Michael Sherry, <i>In the Shadow of War</i> (1995), 15-44 (on Carmen)</p> <p>Primary: Lindbergh Speech (1941): http://www.charleslindbergh.com/americanfirst/speech.asp The Nye Report (1936)</p> <p>Reflection Paper 1 Due via Turnitin (Carmen) at 11:59 PM 9/15</p>

4	Sept 16-22	<p>Lecture 7: The War Years</p> <p>Primary: Henry Luce, "The American Century" (1941)</p> <p>Harold Lasswell, "The Garrison State" (1941)</p> <p>Lecture 8: Ending World War II</p> <p>Frank Costigliola, 205-258 (on Carmen)</p> <p>Quiz #2</p>
5	Sept 23-29	<p>Lecture 9: The Origins of the Cold War</p> <p>William Appleman Williams, 229-243</p> <p>John Lewis Gaddis, "Origins of the Cold War," 353-361</p> <p>Primary: Churchill Iron Curtain Speech (1946); George Kennan Long Telegram (1946)</p> <p>Lecture 10: The Early Cold War-Europe</p> <p>John Lewis Gaddis, Strategies of Containment, 24-52</p> <p>Primary: The Truman Doctrine (1947)</p>
6	Sept 30-Oct 6	<p>Lecture 11: The Domestic Cold War</p> <p>Gaddis, Strategies of Containment, 87-124</p> <p>Michael Hogan, Cross of Iron, 69-118</p> <p>Lecture 12: The Domestic Cold War</p> <p>Gaddis, Strategies of Containment, 125-161</p> <p>Primary: Joseph McCarthy, "Enemies Within" (1950)</p> <p>Dwight Eisenhower Farewell Address (1961)</p> <p>Reflection Paper 2 Due via Turnitin (Carmen)</p> <p>Quiz #3</p>
7	Oct 7-13	<p>Lecture 13: The U.S. responds to decolonization</p> <p><i>The Quiet American</i> (available on Secured Media Library)</p> <p>Gaddis, 162-196</p> <p>Primary: Jawaharlal Nehru Speech to Bandung Conference (1955)</p>

		<p>Mid-Term (Available beginning at 12:00 PM on 10/12, closes at 12:00 PM on 10/13)</p> <p>FALL BREAK-Enjoy only having one lecture</p>
8	Oct 14-20	<p><i>Dr. Strangelove</i> (available on Secured Media Library)</p> <p>Lecture 14: Kennedy and U.S. Foreign Policy</p> <p>Begin reading Keys, 1-31</p> <p>Gaddis, 197-234</p> <p>Quiz #4</p> <p>No second lecture this week</p>
9	Oct 21-27	<p>Lecture 15: Vietnam</p> <p>Keys, 75-126</p> <p>Gaddis, 235-271</p> <p>Primary: The Nixon Doctrine (1969)</p> <p>Lecture 16: Considering a Multipolar World</p> <p>Keys, 127-152</p> <p>Gaddis, 272-306</p> <p><i>**Students should have discussed and received permission for their projects by this point in semester**</i></p> <p>Reflection Paper 3 Due via Turnitin (Carmen)</p>
10	Oct 28-Nov 3	<p>Lecture 17: Détente and human rights</p> <p>Keys, 152-213</p> <p>Lecture 18: American Decline</p> <p>Keys, 214- 277</p> <p>Primary: Ayatollah Khomeini, "We Shall Confront the World with Our Ideology" Excerpts (1980)</p> <p>Update 1 Due</p> <p>Quiz #5</p>
11	Nov 4-10	Lecture 19: Carter and the End of Détente

		<p>Implementing Détente, Strategies of Containment</p> <p>Lecture 20: Reagan's Foreign Policy</p> <p>Gaddis, 342-379</p> <p>Primary: Ronald Reagan's Evil Empire Speech Excerpt (1983) – full audio available: http://millercenter.org/president/speeches/speech-3409</p>
12	Nov 11-17	<p>Lecture 21: End of the Cold War</p> <p>Gaddis, <i>Strategies of Containment</i>, Epilogue</p> <p>John Lewis Gaddis, "Cold War, Long Peace, and the Future."</p> <p>Lecture 22: The 1990s</p> <p>Hal Brands, The Unipolar Moment, 274-317</p> <p>Primary: George H.W. Bush New World Order Speech Excerpts (1990) – full audio available: http://millercenter.org/president/bush/speeches/speech-3425</p> <p>Francis Fukuyama, "The End of History" (1989)</p> <p>Primary: Samuel P. Huntington, "The Clash of Civilizations?" (1993)</p> <p>Reflection Paper 4 Due</p> <p>Quiz #6</p>
13	Nov 18-24	<p>Lecture 23: Clinton's Foreign Policy</p> <p>"Was There a Clinton Doctrine?" On Carmen</p> <p>Primary: "Comes a Time", reflections on the WTO Protests</p> <p>Lecture 24: George W. Bush's Foreign Policy</p> <p>Quiz #7</p> <p>Update 2 Due 11/24</p>
14	Nov 25- Dev 1	<p>Happy Thanksgiving!</p> <p><i>Use this week to research and begin writing your paper.</i></p>
15	Dec 2-8	<p>Lecture 24: Barack Obama's foreign policy</p> <p><i>Final Paper – Due 12/4 at 5:00 PM on Carmen.</i></p>

History 3501
Fall 2014

Page Hall 20
T/R 11:10-12:30

UNITED STATES DIPLOMACY SINCE 1920

Lecturer: Professor Robert J. McMahon

Course Description: Between 1920 and the present, the United States became a global superpower. Boasting vast industrial and economic power, a burgeoning military capability, atomic and nuclear weaponry (after 1945), a stable and liberal political order, and an expansive culture, it became the most powerful country on earth during the second half of the 20th century, and remains so today. For better or worse, U.S. foreign policy directly affected the lives of American citizens and the peoples of many other countries around the world.

In this course, we will study the major trends in U.S. foreign policy since 1920. The first half of the course will examine the U.S. attainment of global power, focusing on economic policy and strategy in the 1920s, the origins and conduct of World War II, and the origins of the Cold War. The second half of the course will examine the U.S. exercise of global power, focusing on the escalation of the Cold War in Europe and Asia, the response to revolutionary nationalism in the Third World, including Vietnam, and the end of the Cold War. The course will culminate with an analysis of post-Cold War diplomacy, including the response to 9/11 and the recent wars against Iraq.

Lectures and readings will introduce you to historical controversies and conflicting interpretations, which you will be expected to analyze critically in writing and discussions.

History majors should note that this course will count as a Group A or Group B course and as a post-1750 course.

Academic Objectives:

From this course you should gain the following skills and competencies:

1. To develop the ability to assess and critically think about historical issues and how people interpret those issues;
2. To gain a basic factual knowledge of this historical

period;

3. To develop some skills in analyzing historical evidence and reaching informed conclusions about it.

Historical Study Expected Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and developments.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Required Books:

The following books are required reading and should be available at campus bookstores.

Michael H. Hunt, ed., Crises in U.S. Foreign Policy: An International History Reader. 0300065973

David Reynolds, From Munich to Pearl Harbor: Roosevelt's America and the Origins of the Second World War. 1-56663-390-7

J. Samuel Walker, Prompt & Utter Destruction: Truman and the Use of Atomic Bombs against Japan. 0-8078-4662-7

Melvyn P. Leffler, The Specter of Communism: The United States and the Origins of the Cold War, 1917-1953. 0-8090-1574-9

Peter L. Hahn, Crisis and Crossfire: The United States and the Middle East Since 1945. 1-57488-820-X

John Prados, How the Cold War Ended: Debating and Doing History.

Meetings:

Classes will meet every Tuesday and Thursday from 11:10 am to 12:30 pm, in Paige Hall, Room 20. Attendance is expected at all class meetings.

Office Hours:

My office is in Dulles Hall ²⁴²332 (telephone 292-2613; e-mail <mcmahon.121@osu.edu>). My office hours are Tuesdays, 9:30-11:00 am, and Thursdays, 10:00-11:00 am, and by appointment. Modifications of these hours will be announced in class as far in advance as possible.

Enrollment:

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Examinations:

The midterm exam will be given during class on Thursday, October 16. The final exam will be administered at the regular, university-scheduled time from classes meeting at this time slot. Both exams will cover material from lectures and assigned readings and will consist primarily of essay questions. The final exam will be comprehensive, though it will emphasize material covered since the mid-term. You will NOT be permitted to consult books, notebooks, or other aids during the exams. Any student with an unexcused absence from an exam will earn an E for that test.

Make-up exam policy:

If for any family or medical reason you find it absolutely necessary to miss an examination, you must contact me before the exam and have my consent to your absence if you wish to take a make-up exam. The date and time of any make-up exam will be announced in class.

Essay:

You must complete one out-of-class writing assignment based on the Prados book. Your essay will be due on Tuesday, December 2. Early submissions are welcome. Papers turned in late will be assessed penalties of a half letter grade per day late; papers will not be accepted more than one week after the due date. To be fair to all students, no exceptions to this rule will be granted.

Information about and general guidelines regarding the essay assignment will be given in class.

Method of determining final grade:

Your course grade will be determined according to the following formula:

Paper 30%

Midterm exam 30%

Final exam 40%

Course grades will be based on the following scale (scores are minimum needed for the grades indicated):

A 93

A- 90

B+ 87

B 83

B- 80

C+ 77

C 73

C- 70

D+ 67

D 60

E less than 60

If a numerical grade is within one percentage point of the next highest threshold, I will round up that grade if the student has attended regularly and participated appropriately in class discussions.

Other expectations:

Your colleagues depend on your cooperation in maintaining a classroom environment conducive to learning. Late arrivals, early departures, and other disruptive behaviors are strongly discouraged. Substantive questions and comments, by contrast, are welcome at all times.

You are expected to maintain the highest standards of academic honesty and integrity. Cheating, plagiarizing, or practicing other forms of academic misconduct will not be tolerated and, consonant with university regulations, may result in failure of the course or other penalties. For university regulations governing academic misconduct, see <http://oaa.osu.edu/coam/home.html>.

Any student who thinks that she or he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. The student should also contact the Office for Disability Services at 292-3307 or in 150

Pomerene Hall to document the disability and to coordinate appropriate accommodations.

Suggestions:

If you do not understand a course requirement or course material, please ask about it. I am here to help you and welcome opportunities to answer your questions.

If you do not understand the grading of your examination, please seek clarification at the earliest opportunity.

Consider the following suggestions to assist you in writing essay exams:

1. Always relate exam points to time. If the exam has three sections of equal value, apportion your time equally. Do not spend longer on one of the sections than the percent of the grade justifies.
2. Before beginning to write, outline your essay to ensure orderliness as you write. Then compose an essay including an introduction, a body of several paragraphs, and a brief concluding paragraph. Following this advice rather than writing down thoughts as they come to mind will help you produce an organized, coherent essay.
3. Remember that the prime concern of history is to analyze change over time. When, why, and how the changes occurred and the significance of the changes to American history are central questions in this course. Bear this in mind as you take notes, read, and review.
4. I want you to succeed on the exams in general proportion to the time and effort you invest in studying. If this does not happen on the midterm, please talk to me at once.

Schedule of assignments:

Lecture topics and reading assignments are tentatively scheduled below. Most classes will consist primarily of lecture,

but ample time will be reserved for questions and discussion. Significant portions of some classes will be devoted exclusively to discussion of required readings (these will be announced in advance). Please be prepared to make thoughtful contributions to each class. Readings are assigned on a weekly basis. You are expected to familiarize yourself with the topics of reading assignments and complete them in conjunction with the appropriate lectures.

1. Week of Aug. 25 Introduction to the course; Wilson's
 Legacy
 READINGS: Hunt, introduction and ch. 1
 (recommended, but not required)
2. Week of Sept. 1 Republican Diplomacy in the 1920s
3. Week of Sept. 8 U.S. Foreign Policy, 1931-1938
 READINGS: Reynolds (entire book); Hunt, ch.
 2
4. Week of Sept. 15 Origins of World War II
 READINGS: review Reynolds
5. Week of Sept. 22 The Diplomacy of a Global War; The
 Decision to Drop the Atom Bomb
 READINGS: Walker (entire book)
6. Week of Sept. 29 The Origins of the Cold War
 READINGS: Leffler (entire book); Hunt,
 ch. 3
7. Week of Oct. 6 Cold War and Reconstruction in Europe,
 1945-1952
 READINGS: review Leffler
8. Week of Oct. 13 Cold War in Asia, 1945-1952
 READINGS: Hunt, ch. 4
9. Week of Oct. 20 Eisenhower's "New Look" Foreign Policy

10. Week of Oct. 27
Kennedy, Johnson, and the Cold War
READINGS: Hunt, ch. 5
11. Week of Nov. 3
The Vietnam War
READINGS: Hunt, ch. 6
12. Week of Nov. 10
Nixon, Kissinger, and Detente
READINGS: Hunt, ch. 7
13. Week of Nov. 17
Jimmy Carter and the World
14. Week of Nov. 24
Ronald Reagan and the Cold War's
Final Phase
READINGS: Prados (entire book)
15. Week of Dec. 1
U.S. Foreign Policy in the Post
Cold War Era
READINGS: Hahn; Hunt, ch. 8

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 3501

Instructor: Zeb Larson

Summary: US Diplomacy 1920-Present

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365 •
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Carmen Message Boards
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools requiring an account are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility links are present
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy is present
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/11/20
- Reviewed by: Ian Anderson

Notes: Note that the class is 100% online.

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.