

IAFS 4500-001: Recent US Diplomatic History
Spring 2017, Thursdays, 3:30-6:00 p.m.
University Club 6

Professor Tom Zeiler
University Club 214
Thursdays, 1:30-3:30 and by appointment
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This course explores the diplomacy of the United States in the post-World War II era to the present. We will study history – political, security, economic, intellectual, social, technological - as a means of understanding our current times. We will ask questions, many of them, but they all revolve around *your* understanding of America's *core values* and how they were put into practice. What were these core values – security, profits, morality, etc.? Was there a distinctive American foreign policy? Has America been a force for good or ill in the world? Who holds the power to make decisions in foreign policy? What were the internal debates over foreign policy and how were they resolved? What was the reception abroad of U.S. ideas, policies, and power? How were the domestic and international arenas linked? *And how does history inform the present, especially in light of a new, perhaps revolutionary administration coming into office?* You will examine the history armed with professional historians' models, and will draw on both secondary and primary sources to make your arguments.

Purpose of the Course:

To explore the ways in which the relationship between the United States and the world changed over time;
To weigh the importance of American core values in decisions regarding foreign policy;
To investigate several aspects of international relations, including the relationship between states/governments and non-state actors, the relationship between politics and economics, and the role that individual people – including diplomats – play in the day-to-day conduct of international affairs;
To familiarize students with the basic chronology of U.S. history, particularly in the realm of international affairs;
To develop skills for understanding and analyzing primary sources;
To increase student exposure to scholarly interpretation;
To improve writing skills in formulating, organizing, and supporting an argument;
To graduate.

GRADING

Discussions: online and in-class) = 60%
 Online = 50%; In-class = 50%
Briefing paper = 40%

NOTE: You must complete all assignments (and especially the readings) as well as take vigorous part in discussions, or you will FAIL this course. **NOTE:** should you not participate in an online discussion, you will lose all credit for the ENTIRE discussion grade (50% of your total grade). Should you be late for a class in which a discussion is occurring, or have an unexcused absence, your participation grade will suffer.

Discussions: you are expected to attend every lecture. If you must be absent, email me prior to the start of class. Absences will only be excused for documented medical, religious, and athletic-related reasons. Don't schedule job interviews during our class period. Once in class, students are expected to be active and attentive participants – both as listeners and talkers. This is a SEMINAR, which means it depends on student participation and not teacher lectures. Sleeping in class, playing on laptops or phones, talking out of turn, or carrying on private, disruptive discussions are not acceptable classroom behavior. Students are expected to ask and answer questions, and especially be responsive about the readings and other presentations. Don't let discussion lag in class!!

Periodically, I will give you a grade and comments, online, on your discussion performance – a progress report. I will accumulate these over the semester. I will give you a final grade based, in part, on these evaluations.

QUIZZES? What?? I reserve the right to give quizzes and/or other in-class assignments that will make up a portion of your discussion grade, if I find that you are unprepared for discussions. So, it is in EVERYONE's interest to make sure everyone is ready for discussion. PARTICIPATE WISELY AND OFTEN!

EACH WEEK includes four tasks:

1. Formulating your discussion response(s) by using the readings;
2. Participating in the discussion on D2L (go to *Communication* tab then to *Discussion* tab, and find the *Week's* discussion questions/statements);
3. IN CLASS, I might choose two or three of you will start the discussion by raising questions, giving your interpretation of the issues, etc., or do some sort of small-group or entire class exercise. Or, I will survey the class in some form.
4. Finally, we will all discuss the issue. You may draw on your D2L discussion for the in-class discussion.

Bring a NOTEBOOK to record your thoughts and prepare for surveys.

Is online discussion required? YES! Those who participate every week, with meaningful comments (at least 50 words, for example) and responses, will receive higher grades in this category than those who participate infrequently or sporadically. For an A in this category, you must participate EACH week by DRAWING ON THE READINGS. Your independent opinion matters, but less so than analysis of the readings.

The discussions for the next week are unlocked on Thursday after class then locked on the following Thursday before class, at noon. NOTE that I notice when somebody participates at the last moment just to get credit. Be smart and conscientious!!

Likewise, you will be graded on your in-class participation as well. In fact, it is just as important to participate in class as it is on D2L!! BRING A COPY OF YOUR ONLINE DISCUSSION ANSWERS EACH WEEK – you can draw on them.

Briefing Paper: you will assume the role of the U.S. Secretary of State who will brief the President on a key issue. Papers are 15-20 pages, narrowly focused on a topic, and presented to the President as a persuasive policy document. *Topics must be cleared by me* – they may include discussion of a crisis, broad policy goals, or a look at a region or country. The paper must be historical, tracing your topic back in time (to World War II, if appropriate) and extending to the present. It must end with a policy recommendation. See D2L for Briefing Research Paper Topics, but you may come up with your own pending approval from me.

The paper will be based on secondary sources, at least 2 primary sources (*FRUS* documents (see below), newspaper articles, other documents, etc.) from the period under review.

PLEASE NOTE: regardless of the topic, you are also required to use *Foreign Relations of the United States* (also known as *FRUS*) documentation. This is actually a great opportunity to use documents from an administration – check out the FRUS site (with tons of primary sources), at <https://history.state.gov/historicaldocuments/about-frus>. In fact, you should check out the entire site for the Department of State's Office of the Historian, which covers all the administrations, in some fashion: <https://history.state.gov/>. Click on the tabs: Historical Documents, Key Milestones, Guide to Countries, More Resources, for a huge number of documents – speeches, visits, conversations, etc.).

The paper will include a bibliography, and Executive Summary, and at least one image (map, photo, etc.).

See D2L for Briefing Paper instructions, and check out the due dates below.

READING

George C. Herring, *From Colony to Superpower: US Foreign Relations Since 1776*. (*Herring will serve as our textbook, with readings assigned each week).

Primary Sources are found in D2L.

Week 1 (Jan 19): Introduction and Interpretations

Film: *Iron Curtain*

Week 2 (January 26): Containment and the Red Menace

“Preface” (Interpretations)

Herring, 538-650.

Primary Sources: *Economic Interdependence; Sympathetic View of the Soviet Union; Long Telegram; A Soviet View; Truman Doctrine; Toward a Harder Line.*

Film: *Reds*

Week 3 (February 2): Coexistence?

Herring, 651-701.

Primary Sources: *Spy Scares at Home; American Despair Over China; Appeal for Calm; Eisenhower’s Chance for Peace; Sputnik.*

Film: *After Stalin*

Week 4 (February 9): Bearing the Burden

Herring, pp. 702-729.

Primary Sources: *U.S. Response to the Berlin Wall; Kennedy’s Call to Action; ExCom Considers Stakes in Cuba; Khrushchev Assesses the Cuban Crisis; Pressures For Confrontation; American University Speech*

Film: *Cuba*

Week 5 (February 16): A Third World

Herring, 729-770.

Primary Sources: *Critique of U.S. Policy in the Third World; Temptation of Authoritarian Regimes; Case for Withdrawal; Why North Vietnam Fights; War Had Supporters, Too; We Will Not Be Humiliated.*

Film: *Vietnam*

Week 6 (February 23): Human Rights or Realism?

Herring, 771-829.

Primary Sources: *Détente with the Soviet Union; Opening to China; Détente and Human Rights; Palestinian-Israeli Peace Process; American in Iran.*

Film: *Good Guys, Bad Guys*

Week 7 (March 2): Malaise Then Morning in America

Herring, 829-880.

Primary Sources: *Soviet Troubles and Fears; Reagan at Westminster.*

Film: *Backyard*

Week 8 (March 9): Cold War Winner

Herring, 881-916.

Primary Sources: *Path From Confrontation; Reagan and Thatcher; Gorbachev at the United Nations; Tiananmen Square.*

Film: *The Wall Comes Down*

BRIEFING PAPER TOPIC DUE BY CLASS (deposit in D2L Dropbox)
(1-PAGE)

Week 9 (March 16): Washington Consensus

Herring, 917-938.

Primary Sources: *Asian Values vs. the Washington Consensus; No Logo; Indispensable Nation.*

Film: *The Commanding Heights: New Ideas*

BRIEFING PAPER BIBLIOGRAPHY DUE BY CLASS (Dropbox) (2 pages, including primary sources)

Week 10 (March 23): Terror

Herring, 938-951.

Primary Sources: *Rise of al Qaeda; We Will Not Fail; Grand Strategy; Democracy's Paradox; Moral Maze; Occupation and its Discontents.*

Film: *Soldiers of God*

BRIEFING PAPER PROSPECTUS DUE (Dropbox) (3 pages: topic summary, argument, what sources show, policy suggestions)

SPRING BREAK (Mar 27-31) – NO CLASS

Week 11 (April 6): Markets, Military, Millennials

Herring, 951-964.

Primary Sources: *Obama and the Long War Continues; Ideology and Security (Trump); Temperament, Experience, and Security (Clinton)*

Film: *The Commanding Heights: New Rules of the Game*

Week 12 (April 13): Meaning

Week 13 (April 20): Briefing Paper consultation with me

Week 14 (April 27): Visit by Ambassador Mary Ann Casey

Week 15 (May 4): BRIEFING PRESENTATIONS (Written outline to to me)

MAY 11 (THURSDAY), 4:00 p.m.: BRIEFING PAPER DUE (Dropbox)

CU REGULATIONS

If you qualify for accommodations because of a *disability*, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed.

Disability Services determines accommodations based on documented disabilities.

Contact: 303-492-8671, Center for Community N200, and

<http://www.colorado.edu/disabilityservices>.

If you have a temporary medical condition or injury, see guidelines at

<http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>

Campus policy regarding *religious observances* requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I will make every accommodation – please let me know if you have an issue related to religious observances. See full details at http://www.colorado.edu/policies/fac_religh.html

Students and faculty each have responsibility for maintaining an appropriate *learning environment*. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder *Discrimination and Harassment Policy and*

Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the *academic integrity* policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

PLAGIARISM: If it is determined that you have utilized or copied material (from ANY source, including the web), you will be reported for academic dishonesty, and the sanctions can range from a failing grade to expulsion from any further University of Colorado courses. Your assignments will make it fairly difficult to plagiarize but I'm an expert, nonetheless, at checking for cheating. Good rule: better to do your own work no matter how boring and or average the product is than cheat with supposedly exciting, original, and A+ work. I will run papers through a plagiarism check service to ensure that everyone is doing honest labor.