

IAFS 4500-003: Recent US Diplomatic History
Spring 2022, Tuesdays and Thursdays, 2:00-3:15 pm
Ketchum IB84

Professor Tom Zeiler
Office: University Club 214
Tuesdays/Thursdays, 1:00-2:00 and by appointment
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This course explores the diplomacy of the United States in the world from the post-Vietnam War period to the present. We will study the economic, social, intellectual, moral, technological, and political bases of U.S. foreign relations as the nation emerged as a global leader, and as it maintained that status during and after the Cold War. You will examine the history armed with professional historians' models, and will draw on both secondary and primary sources to make your arguments. The course will explore how and why decisions were made and apply this information, and the lessons of history, to contemporary affairs. We will ask questions, many of them: was there a distinctive American foreign policy? Has America been a force for good or ill in the world? Who hold 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, what does it all mean for today?

Purposes:

- To explore the ways in which the relationship between the United States and the world changed over time
- 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 think about international affairs in a way that does not place the (nation-)state at the center of the analysis
- To develop skills for understanding and analyzing primary sources
- To increase student exposure to scholarly interpretation
- To improve writing skills, particularly in formulating, organizing, and supporting an argument

CLASSROOM BEHAVIOR

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

REQUIREMENTS FOR COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu).

ACCOMMODATION FOR DISABILITIES

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

accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

PREFERRED STUDENT NAMES AND PRONOUNS

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

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 we are experts, 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. We will run papers through a plagiarism check service to ensure that everyone is doing honest labor.

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and the support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

RELIGIOUS HOLIDAYS

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.

See the [campus policy regarding religious observances](#) for full details.

GRADING: NOTE: You must complete all assignments (readings, discussions, and Briefing paper), as well as take vigorous part in discussions, or you will FAIL this course. There are no late penalties; should you not appear for an exam, you will fail the course. Should you be late for a class in which a discussion is occurring, your participation grade will suffer.

Online (Essay) and in-class discussions; attendance = 40 pts

Debate Essays = 30 pts (5 of them, worth 1-6 pts)

Team Debates = 10 pts (3 of them)

Briefing paper = 60 pts

Foreign Affairs review, 10 pt

Prospectus, 10 pts

Bibliography, 5 pts

Presentation, 10 pt

Feedback (on all other Briefing Paper presentations), 5pts

Final Briefing Paper, 20 pts

Debates: Because this is a seminar, and because you are now veterans of scholarship in your major, the discussions are weighted heavily – actually, half your grade. There is no requirement to talk in class, but you must participate with your team in the three debates and I hope you will sound off as well in class when we discuss. And, of course, hand in a weekly written assignment. So, the Discussion assignment has TWO PARTS:

1. **Five Monday DEBATE ESSAYS:** 500-words, 2-pages, double-spaced essay on the **FILM + *Foreign Affairs* article**, due each Monday morning at 9:00 am. Get in the habit!!

The Goal: Use one of the three interpretations and support your response with evidence from the film and article to answer the DEBATE topic posed each week. Check out the **DEBATE ESSAY** document on CANVAS for more information, as well as the prompt on this syllabus under the appropriate date.

Is the ESSAY required? YES! MANDATORY – ALL of THEM! Failure to hand in even ONE = NO CREDIT for this category, a loss of the entire Discussion grade!

NOTE that the discussions are unlocked, then locked (from Tuesday to Monday morning at 9:00 a.m.). I notice when somebody participates at the last moment, just to get credit. Be smart and conscientious!!

LATE PENALTY: we'll figure that out but DON'T BE LATE, and if you are, talk to me.

2. **ATTENDANCE and TEAM DEBATE:** attendance won't be taken but this is such a small class that I will know who isn't there. You are allowed ONE unexcused absences, that is, you simply don't show up. A second unexcused or inexcusable absence will result in a 0 for the attendance category = a deduction of 5 pts from the 40 pts of the discussion grade. Three or more unexcused absences will result in FAILURE of the COURSE. Show up – it's fun and instructive!

TEAM DEBATE: Based on *READINGS* (Herring, *Foreign Affairs* article, Film) – in the team debate. You will be assigned to one of three teams (**Red**, **Green**, **Blue**) and engage in a debate (there are 5 of them). Each team is assigned one of our three interpretations – these will rotate. I will judge which team was most effective in arguing the interpretation, which members of the teams participated sufficiently, etc. So, you need to show up for your team – don't let down your friends!!

Come to class prepared and you will be able to participate, even if you are shy or your neighbor seems intimidating. AND, I will leave time at the beginning of the class for your team to organize (but please be in touch BEFORE class).

See *Debate Team instructions* document on Canvas.

DISCUSSION: there are also days we will simply have a discussion – see topics for each date – and ALL are expected to join in. We will also have some special guests appear – PLEASE be prepared with the reading done and ready to listen and ask questions.

Foreign Affairs Essay/Briefing Paper TOPICS

To access *Foreign Affairs*: <https://www-jstor-org.colorado.idm.oclc.org/journal/foreignaffairs> then scroll down to relevant decades/years OR for our readings, go to CANVAS under Readings

You will write a 4-page (1000), double-spaced essay based on an article from the journal *Foreign Affairs*, on your Briefing Paper topic. Or, test out a topic by writing an essay on it. These must be written from the point of view of a Progressive, Nationalist, or Realist. See ***Foreign Affairs* Essay instructions** in CANVAS.

Check *Foreign Affairs* as soon as you can. The following topics – related to US in the WORLD - are candidates for essays and the Briefing Paper:

1. Dealing with autocracies (pick one)
2. China: economic and/or military threat
3. Free trade and/or protectionism; globalization; corporate power
4. Human rights
5. Nuclear arms
6. Law and institutions
7. Alliance politics and diplomacy; EU and integration/Brexit
8. Regional institutions
9. Russia and Putin
10. Environmental diplomacy
11. Latin America and democracy/development
12. Media
13. Middle East peace, stability – Iran, Iraq
14. Oil politics and economics
15. Terrorism
16. Immigration and migration; demographic change
17. White nationalism and populism
18. Technology
19. Individual leader/analyst/intellectual in history
20. Health/pandemics

BRIEFING PAPER: The paper is 15-20 pages (bibliography and footnotes/endnotes included), narrowly focused on a topic, and presented to a generic president of the United States as a persuasive policy document. You will choose a topic of interest that is a current event and trace the history and policies around that event, movement, person, etc. Argue your case as a Secretary of State to the current president. Topics must be cleared by me – they may include discussion of a crisis, broad policy goals, a look at a region or country. The paper must deal with the period within the years 1970-present.

Note: The paper will be based on secondary sources and at least 2 primary sources (newspaper articles, documents, etc.) from the period under review, perhaps even documents from *Foreign Relations of the United States (FRUS)*. *FRUS* is the diplomatic record of the USA, and can be accessed online at <https://history.state.gov/historicaldocuments/about-frus> at the Office of the Historian of the US Department of State. Check out that website.

Also, check out *The American Presidency Project*, for all speeches by EVERY president, vice president, political party platforms – and they throw in press secretaries and cabinet members – going back to George Washington and forward to the present: <https://www.presidency.ucsb.edu/>. You can search with key words and find out how your topic was covered in history, and even if its terminology changed.

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

See CANVAS for **BRIEFING PAPER Guidelines** and **PROSPECTUS** instructions, and check out the due dates below.

NOTE: Week 10 is totally devoted to Briefing Paper preparation, consultations, etc – a **WORKSHOP** with professional librarians at Norlin. I will ask each of you to present your proposal.

Presentation: And the last two weeks of this course are devoted to you briefing me, the President, in class with a 10-12 minute presentation. I encourage you to use audio/visual aids, including PPT. See Briefing **Paper Presentation** instructions on CANVAS.

Feedback: Your classmates will also assess the project, both at the **WORKSHOP** in Week 6 and at your presentation at the end of the course. In Canvas, see **Feedback** form in Assignments, and also **Feedback Form** in WORD under Files.

READINGS

George C. Herring, *The American Century & Beyond: U.S. Foreign Relations, 1893-2014*, Oxford University Press, 2017 (online)
Foreign Affairs articles are found in CANVAS – Files then Readings

SCHEDULE

WEEK 1 (Jan 11/13) Roots: Introduction and Interpretations

Wednesday, Jan 12, 9:00 am

INTERPRETATIONS (in CANVAS) paragraph (doesn't count for credit so don't worry)

Thursday

READ: Herring, *The American Century*, chps. 7, 8, 9.

Film: *CNN Vietnam AND CNN Backyard*.

(To **ACCESS FILMS**, go to Canvas and FILES, then Films, and find the title. Click on it. You will likely get a message in a color – I get blue – that says Download Film: CNN Vietnam. Click on that. If you get a message that says “this type of file can harm your computer . . .” just say “KEEP” then open file. The video should appear.)

DISCUSSION: Where do you stand – progressive/revisionist, realist, or nationalist?

WEEK 2 (Jan 17/20) End of the American Century?

Monday, Jan 17, 9:00 am

DEBATE ESSAY #1 (SUBMIT CANVAS): Détente gave away American power.

Tuesday

READ: Herring, *The American Century*, chp. 10; Cohen, *Recognizing China*.

Film: *CNN Détente*

Thursday

If you had been there in the 1970s, would you have voted for détente?

WEEK 3 (Jan 24/27) Malaise Then Morning

NO DEBATE ESSAY.

Tuesday

READ: Herring, *The American Century*, chp. 11; Hyland, *U.S.-Soviet Relations*

Film: *CNN Star Wars AND CNN Backyard* (again!)

Thursday

Reagan and the Republicans, past and future.

WEEK 4 (Jan31/Feb 3) Cold War Winner**Monday, Jan 31, 9:00 am****DEBATE ESSAY #2 (SUBMIT CANVAS):** America and Reagan won the Cold War!**Tuesday**READ: Herring, *The American Century*, chp. 12; Howard, *The Springtime of Nations.*Film: CNN *The Wall Comes Down***Thursday**

TEAM DEBATE #1

Red: Progressive

Green: Realist

Blue: Nationalist

WEEK 5 (Feb 7/10) GLOBALIZATION and the Washington Consensus

NO DEBATE ESSAY.

TuesdayREAD: Herring, *The American Century*, chp. 13 (discussion essay on film only)Film: Commanding Heights: Agony of Reform/Rules of the Game (can also be found on Youtube)**Thursday**

Are you a globalizer? Or is globalization simply American imperialism.

WEEK 6 (Feb 14/17) The Biggest Issue of Your Lives: Environment**READ:** Patrick, *The International Order Isn't Ready for the Climate Crisis***Tuesday:** Globalization, governance, and Planet Earth**Thursday:** Dean of Arts and Sciences Jim White (ENVS)

WEEK 7 (Feb 21/24) Terror**Monday, Feb 21, 9:00 am**

DEBATE ESSAY #3 (SUBMIT CANVAS): The War on Terror was not only necessary but a noble crusade to defend the oppressed and democratize the world.

TuesdayREAD: Herring, *The American Century*, chp. 14.Film: *CNN Soldiers of God***Thursday**

Was Afghanistan worth it?

WEEK 8 (Feb 28/Mar 3) Crisis Years**Monday, Feb 28, 9:00 am**

NO DEBATE ESSAY BUT FOREIGN AFFAIRS ESSAY on your briefing paper topic due (SUBMIT CANVAS)

TuesdayFilm: *Frontline: The Economic Meltdown* (watch at least 1 episode); AND *Pandemic*READ: Applebaum, *The Bad Guys Are Winning***Thursday:** Robert Dannenberg, CIA Directorate**WEEK 9 (Mar 7/10) America in Decline?**READ: Ruchir, *The Comeback Nation***Tuesday**

TEAM DEBATE #2 – Has America been in decline since the 1970s, end of the Cold War, or the Great Recession?

Red: Nationalist**Green:** Progressive**Blue:** Realist**Thursday****PAPER CONSULTATIONS** (in-person with me + 1-2 paragraphs of your progress)

Briefing Paper BIBLIOGRAPHY due (SUBMIT ON CANVAS)

WEEK 10 (Mar 14/17) Briefing Paper WORKSHOP**Monday, Mar 14, 9:00 am**Briefing Paper *PROSPECTUS* Due (SUBMIT CANVAS)**Tuesday**

library how-to research seminar – Norlin library, room E303 with librarian, Allan Van Hoye.

Thursday

Prospectus (and presentation) of topic, argument, sources

WEEK 11 (Mar 21-25) SPRING BREAK**WEEK 12 (March 28/31) Great Powers?: Internationalism, Nationalism, Populism****Monday, Mar 28, 9:00 am**DEBATE ESSAY #4 (SUBMIT CANVAS): Obama retreated, Trump advanced to represent the greatness and ideals of the United States.**Tuesday****READ:** Economy, *Xi Jinping's New World Order*; Mearsheimer, *The Inevitable Rivalry*; *Obama Inaugural Address*; *Trump Inaugural Address*Films: *CNN China* AND *Frontline: Putin's Revenge*.**Thursday**

TEAM DEBATE #3

Red: Realist**Green:** Nationalist**Blue:** Progressive**WEEK 13 (Apr 4/7)****Tuesday:** Ambassador Daniel Smith, *Afghanistan Review*.**Thursday:** Conference on World Affairs

WEEK 14 (Apr 11/14) Where have we been, and where are we headed?**Monday, Apr 11, 9:00 am****DEBATE ESSAY #5** Is there a future for internationalism?**Tuesday****READ:** Beckley, *Rogue Superpower*; Haas, *The Age of America First***Thursday**

Is History valuable, relevant, cool?

WEEK 15 (Apr 19/21) Briefing Paper Presentations/Commentary**WEEK 16 (Apr 26/28) Briefing Paper Presentations/Commentary****May 2: BRIEFING PAPER DUE (SUBMIT CANVAS)**