

IAFS 4500-004: Recent US Diplomatic History  
Spring 2019, Tuesdays and Thursdays, 12:30-1:45 p.m.  
HUMANITIES (HUMN) 270

Professor Tom Zeiler  
University Club 214  
Tuesdays/Thursdays, 11-12 and by appointment  
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This course explores the diplomacy of the United States from American entry into World War II 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

**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\\_relig.html](http://www.colorado.edu/policies/fac_relig.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](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](mailto: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 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.

**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 and in-class discussions = 40%  
Briefing/Research paper = 60%

**Discussions:** *Three components:* Discussion Leader, Discussion Summary, and In-Class Participation.

*Discussion Leaders:* Each week, students will be assigned to “discuss” ONLINE the ONLINE Primary Source readings and will post the “review” on CANVAS. Sign up early! Each student must be the Discussion Leader at least THREE times during the semester (and you may do more for extra credit, with clearance from me once you have done your two).

Here’s how to sign up: Go to CANVAS, go to DISCUSSIONS and read through them, choosing the three you want (they appear in the order listed on the syllabus, chronologically as we proceed through the semester). Then, go to PEOPLE and find the discussion you want (they are in alphabetical order). Insert your name, and you’ve claimed that discussion. You will then write your response on that discussion section (no need to send me a paper) and post it. The discussion is due the week we discuss it. Note that only one student may discuss a primary source; two may choose a book chapter).

Each review must be at least 250 words. I am checking grammar and style as well as substance and interpretation. Go to **DISCUSSION LEADER** instructions on CANVAS, go to Files, then Discussion Leader) for the requirements of your post. Note that I notice when somebody participates at the last moment, just to get credit. Be smart and conscientious!!

*Discussion Summary:* Each student, each week, will summarize the Herring, *Colony to Superpower*, reading in 250 words or less. What struck you about the history? What event or figure or movement stands out? How does the history relate to current or recent events?

*In-Class Discussions:* You will all be responsible for the primary source reading, even if you are not a Discussion Leader. Do all the reading!!! I will not take attendance on a regular basis, but you will benefit by coming to class. Much of the material that you will be accountable for on exams is only available from the lectures. In addition, we will spend considerable class time devoted to discussion of the assigned readings, and particularly the books when assignments in them are due. I expect students to have completed the assigned readings and to participate actively in these discussions.

*QUIZZES?* If you are unprepared for discussions, quizzes are possible. So, it is in EVERYONE's interest to make sure everyone is ready for discussion. PARTICIPATE WISELY AND OFTEN!

**Briefing/Research paper:** The paper is 20-25 pages, 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 1941-2019.

Note: The paper will be based on secondary sources and at least 2 primary sources (newspaper articles, documents, etc.) from the period under review, AND at least three 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 – it will be critical and very helpful for your Briefing Paper.

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

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

## **Reading**

George C. Herring, *From Colony to Superpower: U.S. Foreign Relations Since 1776* (New York: Oxford University Press, 2008).  
*Primary Sources* are found in CANVAS

### **Week 1 (Jan 15, 17) Roots: Introduction, Interpretations, World War**

INTERPRETATIONS (in CANVAS)

READ: Herring, *Colony to Superpower*, chp. 12.

Primary Sources: *Roosevelt Postwar Vision; Churchill and Stalin Percentages Deal; Economic Interdependence*

### **Week 2 (Jan 22, 24) Sellout and Atoms**

READ: Herring, *Colony to Superpower*, chp. 13.

Primary Sources: *Atomic Bomb; Sympathetic View of the Soviet Union; Toward a Harder Line*

Film: *CNN Comrades*

### **Week 3 (Jan 29, 31) Containment**

READ: Herring, *Colony to Superpower*, pp.. 595-626.

Primary Sources: *Long Telegram; A Soviet View; Truman Doctrine*

Film: *CNN, Marshall Plan*

### **Week 4 (Feb 5, 7) Militarization**

READ: Herring, *Colony to Superpower*, pp. 626-639.

Primary Sources: *Spy Scares at Home; American Despair Over China; Appeal for Calm*

Film: *CNN Reds*

### **Week 5 (Feb 12, 14) Red Menace**

READ: Herring, *Colony to Superpower*, pp. 639-650.

Primary Source: *Truman Responds to Fighting in Korea*

Film: *CNN Korea*

### **Week 6 (Feb 19, 21) Killing Zones**

READ: Herring, *Colony to Superpower*, chp. 15.

Primary Sources: *Critique of U.S. Policy in the Third World; Temptation of Authoritarian Regimes*

Film: *CNN Backyard*

### **Week 7 (Feb 26, 28) Bearing the Burden**

READ: Herring, *Colony to Superpower*, chp. 15.

Primary Sources: *Eisenhower's Chance for Peace; Sputnik; U.S. Response to Berlin Wall*

Film: *CNN Sputnik*

### **Week 8 (Mar 5, 7) Eyeball to Eyeball**

READ: Herring, *Colony to Superpower*, pp. 702-726.

Primary Sources: *Kennedy's Call to Action; ExCom Considers Stakes in Cuba; Khrushchev Assesses the Cuban Crisis; Pressures For Confrontation; American University Speech*

Film: *CNN Cuba*

## ***MIDTERM EXAM, Tuesday, March 5***

### **Week 9 (Mar 12, 14) America's Second Longest War**

READ: Herring, *Colony to Superpower*, pp. 726-770.

Primary Sources: *Case for Withdrawal; Why North Vietnam Fights; War Had Supporters, Too; We Will Not Be Humiliated.*

Film: *CNN Vietnam*

### **Week 10 (Mar 19, 21) End of the American Century?**

READ: Herring, *Colony to Superpower*, pp. 770-860.

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

Film *CNN China or Détente*

## **SPRING BREAK (Mar 25-29) – NO CLASS**

### **Week 11 (Apr 2, 4) Malaise Then Morning**

READ: Herring, *Colony to Superpower*, pp. 861-893.

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

Film *CNN Middle East/Africa*

## **\*\*BRIEFING PAPER TOPIC (ONE PARAGRAPH) DUE TO ME**

### **Week 12 (Apr 9, 11) Conference on World Affairs): Cold War Winner**

READ: Herring, *Colony to Superpower*, pp. 893-916.

Primary Sources: *Path From Confrontation; Reagan and Thatcher; Gorbachev at*

*the United Nations; Tiananmen Square.*  
*No Film*

**\*\*BRIEFING PAPER BIBLIOGRAPHY DUE TO ME**

**Week 13 (Apr 16, 18) Cold War to Washington Consensus**

READ: Herring, *Colony to Superpower*, pp. 917-938.

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

*Film: Commanding Heights: Agony of Reform/Rules of the Game*

**Week 14 (Apr 23, 25) Terror**

READ: Herring, *Colony to Superpower*, pp. 938-961.

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

*Film: Frontline: The Economic Meltdown*

**Week 15 (April 30/May 2) Markets, Military, Millennials, and Meaning**

READ: Herring, *Colony to Superpower*, pp. 961-964.

Primary Sources: Obama Inaugural Address, 2009; Trump Inaugural Address, 2017.

*Film: Frontline: Putin's Revenge*

***FINAL EXAM*: BRIEFING PAPER DUE**