

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2019
<b>Discipline:</b>	History
<b>Course Number and Title:</b>	HIST 350 United States Foreign Relations Since 1914
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Grant Madsen
<b>Semester Credit Hours:</b>	3

**Prerequisites:** Completion of three (3) history credits AND no fewer than 45 total credits or by permission of the instructor

### COURSE DESCRIPTION

Over the last century the United States has played a critical role in world affairs. This course investigates American foreign policy since 1914; it considers the aims of Washington policymakers and takes advantage of our voyage to see American policy from the view of affected parts of the globe. In particular, we will address the diplomacy surrounding major international conflicts (World Wars I & II, and the Cold War); global economic events (such as the Great Depression and financial globalization); and the process of decolonization and African independence. In addition, the course will investigate the primary interpretive frameworks historians use to make sense of American foreign relations—as well as the important questions that have preoccupied historical research.

### LEARNING OBJECTIVES

To understand the main historical interpretations of American foreign policy since 1914, especially:

1. the causes and consequences of the two world wars
2. the Great Depression
3. the Cold War
4. decolonization
5. financial globalization and trade

### REQUIRED TEXTBOOKS

All readings can be found in the course folder on the ship's Intranet.

### TOPICAL OUTLINE OF COURSE

## **Depart Amsterdam, The Netherlands – September 9**

**B1 – September 12:** Walt, Stephen M. 1998. International Relations: One World, Many Theories. *Foreign Policy* (Spring).; Woodrow Wilson, “War Message of April 1917 (Making the World Safe for Democracy)”

**B2 – September 14:** Henry Kissinger, “The Nazi-Soviet Pact,” chap 14 of *Diplomacy* (Simon and Schuster, 1991)

## **Gdansk, Poland – September 15-20**

**B3 – September 22:** Marc Trachtenberg, “The United States and Eastern Europe in 1945: A Reassessment,” *Journal of Cold War Studies* 10, 2008, pp. 94-132

**B4 – September 24:** Raymond Carr, “Spain in the 1930s: A Divided Society and the Coming of the Civil War” chap 42 of *The Fascism Reader* (Routledge, 2003)

**B5 – October 2:** Dominic Tierney, “Roosevelt’s Perceptions of the Spanish Civil War, 1938-1939” (Durham: Duke University Press, 2007)

## **Lisbon, Portugal – September 26-28**

## **Cadiz, Spain – September 29 – October 1**

**B6 – October 4:** Kissinger, “The New Face of Diplomacy: Wilson and the Treaty of Versailles,” chap 9 of *Diplomacy*

## **Dubrovnik, Croatia – October 6-10**

**B7 – October 11:** Samantha Power, “Bosnia: ‘No More than Witnesses at a Funeral,’” chap 9 of *“A Problem from Hell”: America and the Age of Genocide*, (Basic Books, 2002)

**B8 – October 13:** John Mearsheimer, “Liberal talk, realist thinking,” *University of Chicago Magazine*, Feb 2002, Volume 94

## **Casablanca, Morocco – October 15-20**

**B9 – October 21:** Brian P. Farrell, “Symbol of Paradox: The Casablanca Conference, 1943,” *Journal of Canadian History*, Volume 28 Issue 1, Spring, pp. 21-40

**B10 – October 23:** Peter J. Schraeder, “Pattern and Process in US Foreign Policy toward Africa,” chap 2 of *United States Foreign Policy toward Africa* (Cambridge, 1994)

**B11 – October 26:** Peter J Katzenstein, “Introduction: Alternative Perspectives on National Security” from *The Culture of National Security: Norms and Identity in World Politics*, (Columbia University Press, 1996)

**Tema, Ghana — October 28-30**

**Takoradi, Ghana — October 31 – November 1**

**B12 — November 2:** Nicolas Van de Walle, “Obama and Africa: Lots of Hope, Little Change,” *Foreign Affairs*, Vol 94 (September/October 2015) No 5

**B13 — November 4:** Stephen Rosen, “An Empire, if You Can Keep It,” *National Interest*, 71 (Spring 2003), p. 1-7 & Joseph S. Nye, “The Future of American Power: Dominance and Decline in Perspective,” *Foreign Affairs*, 89-6 (November-December 2010), pp. 2-12

**Community Programming – November 6 (No Class)**

**B14 — November 7:** Denis M. Tull “China's engagement in Africa: scope, significance and consequences,” *The Journal of Modern African Studies*, Volume 44 (Sep 2006) Issue 3 pp. 459-479

**B15 — November 9:** Peter H. Smith, “Closing Ranks and Making Friends,” chap 4 of *Talons of the Eagle: Latin America and the United States and the World* (Oxford U. Press: 2008)

**Salvador, Brazil — November 10-15**

**B16 — November 17:** William Walker III, “Crucible for Peace: Herbert Hoover, Modernization, and Economic Growth in Latin America,” *Diplomatic History* 30 (2006), pp. 83-117.

**B17 — November 19:** Smith, “Crushing Enemies,” chap 5 of *Talons of the Eagle*

**B18 — November 22:** Robinson, Linda. 1996. "The Price of Military Folly. JFK, the CIA and Cuban Exiles: A Disaster Called the Bay of Pigs" *U.S. News and World Report*, 22 April, pp. 53-56

**Port of Spain, Trinidad and Tobago — November 24**

**B19 — November 25:** Jorge I. Domínguez, “Reshaping the Relations between the United States and Cuba,” *Debating U.S.-Cuban Relations: How Should We Now Play Ball?* (New York: Routledge, 2017) 39-61.

**B20 — November 27:** David G. Victor. 2016. “What the Framework Convention on Climate Change Teaches Us About Cooperation on Climate Change,” *Politics and Governance* 4(3): 133-41.

**B21 — November 30:** Smith, “Latin America: Fighting the Cold War” chap 6 of, *Talons of the Eagle*

**Guayaquil, Ecuador — December 2-7**

**B22 — December 8:** June S. Beittel, “Ecuador: In Brief,” Congressional Research Service: <https://fas.org/sgp/crs/row/R44294.pdf>

**B23 – December 10:** Nancy Birdsall, Nora Lustig, and Lesley O’Connell, “The United States and the Social Challenge in Latin America,” *The United States and the Americas*, (W.W. Norton, 1999) pp. 79-109.

**Puntarenas, Costa Rica – December 11-15**

**B24 – December 17:** “Mearsheimer and Bacevich on the Future of American Foreign Policy,” *Lobe Log* (<https://lobelog.com/mearsheimer-and-bacevich-on-the-future-of-american-foreign-policy/>)

**B25 – December 19: Final Exam**

**Arrive San Diego, California – December 23**

## **FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### **Field Class & Assignment**

The field class for this course is on **Wednesday, October 16** in Casablanca, Morocco.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**

Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

### **Field Class Description**

Title: Ambassador for a Day

Destination: US Embassy, Rabat

Most Americans are unaware of the power exerted by the United States around the globe. They are usually even less aware of how the State Department—the country’s primary foreign policy institution—employs that power at the local level. We will have the rare opportunity to “pull back the curtain” on American foreign policy and see how diplomats operate abroad. We will visit the U.S. embassy in Rabat to speak with embassy staff and officers about their experience in the foreign service and how they influence other governments—particularly the Moroccan government, but also governments in Western Africa generally. In particular, we will get a sense of how directives coming from the Washington become action items for the field operatives in Rabat. From this we will have a clearer view of the power of the American foreign policy establishment as well as the limits to American influence abroad.

## **Independent Field Assignments**

As you visit each port be prepared to write a short essay on what American foreign policy should be for that country.

## **METHODS OF EVALUATION**

### **Thought Piece papers (20%)**

After each port visit write a one-page thought piece on what you imagine American foreign policy should be for that country. What issues struck you as important to the United States? Why? Each paper counts for 2% of your grade. You can drop one paper.

### **Field Report (25%)**

Write a short paper on your field class experience. The paper should answer the following questions:

1. What were the main themes or topics associated with your field experience?
2. What readings seemed relevant most relevant to it?
3. How did the field experience compare or contrast with what you have seen in different ports?
4. What issues did the experience raise that you had not expected?

Top grades will go to those reports that do the best job of connecting the readings to the field work, make good comparisons and contrasts with other port experiences, and express themselves in clear and concise language.

### **Midterm (20%)**

The midterm is “take home” and will involve several short-answer essays about the readings and class discussion.

### **Final (35%)**

The final is conducted in class. It will be cumulative but weighted toward readings and class discussion subsequent to the midterm.

## **GRADING SCALE**

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## **LEARNING ACCOMMODATIONS**

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

## **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

**RESERVE BOOKS FOR THE LIBRARY**

None

**FILM REQUEST**

None

**ELECTRONIC COURSE MATERIALS**

All Readings will be available on the ship's intranet. See listings in the "Topical Outline of the Course" section of this syllabus.

**ADDITIONAL RESOURCES**

None