SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Fall 2019
Discipline: History
Course Number and Title: HIST 350 United States Foreign Relations Since 1914
Division: Upper
Faculty Name: Grant Madsen
Semester Credit Hours: 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)”


**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**


**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)


**Casablanca, Morocco — October 15-20**


**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)

Tema, Ghana — October 28-30
Takoradi, Ghana — October 31 – November 1


Community Programming – November 6 (No Class)


Salvador, Brazil — November 10-15


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


Port of Spain, Trinidad and Tobago — November 24


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

Guayaquil, Ecuador — December 2-7


Puntarenas, Costa Rica — December 11-15


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:

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