

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2018
Discipline:	Political Science
Course Number and Title:	POLS 435 United States Foreign Policy
Division:	Upper
Faculty Name:	Michael Fowler
Semester Credit Hours:	3

Prerequisites: The standard Colorado State University prerequisite of one (1) international relations course has been waived by the instructor

COURSE DESCRIPTION

As Semester at Sea voyagers undertake their explorations abroad, a question that frequently arises is “How have we been affecting *them*?” In that context this course explores American foreign policymaking in different eras, examining the contrasting approaches of different policy-makers, the development of key doctrines, and the evolution of important institutions. We will focus especially on the interplay of moral, legal, and power-driven motives and themes and their effects on other countries, while analyzing the varying strategies and objectives, errors and accomplishments, of particular American leaders. The course will focus especially on ethical issues that have arisen in different eras. What particular dilemmas have been posed by different sets of international circumstances? To what extent have legal considerations entered foreign policy making? When have American national interests been conceived sufficiently broadly as to encompass contributing to a just and orderly world as well as to the advance of national power? Students will consider why U.S. foreign policy makers have, on occasion, disregarded treaty commitments, stretched the Founders’ constitutional vision, molded public opinion to gain support for war, policed neighboring states, and undertaken covert operations. Ought U.S. foreign policy to have been conducted as it was, or might other approaches have been preferable?

The course, which will be taught using an interdisciplinary perspective that draws on the fields of history and law as well as political science, will be primarily conducted by lecture, capped by questions, comments, and other discussion. To provide students with a thorough understanding of how exactly U.S. foreign policies have evolved, we will proceed according to a roughly chronological time line. Nevertheless, we will constantly be exploring – in our classes and in field work – what relevance past and present policies might have for contemporary issues and crises. This political science class thus challenges students not simply to learn what happened, but to make connections, to use the past to illuminate better the present and the future, and to formulate their own opinions about the foreign policy record of the United States and its effects on others. In reading reports, foreign policymaker report cards, and field

journals, students will write about different aspects of America's relations with foreign countries. In particular, U.S. relations with many of the places we are scheduled to visit or pass by or through will factor into the course narrative, including Germany, Spain, South Africa, Vietnam, China, Japan, and Hawaii and, at sea, the English Channel, the Mediterranean Sea, and the Straits of Malacca as well as the Atlantic, Indian, and Pacific Oceans.

LEARNING OBJECTIVES

This U.S. foreign policy course will aim to expose students to each of the following educational objectives:

- to understand and critically analyze the historical development of U.S. foreign policy;
- to explore the making of American foreign policy in different eras, examining the contrasting approaches of different policy makers, the development of key doctrines, and the evolution of different institutions;
- to analyze the decisions of American foreign policymakers, doing so critically but thoughtfully, with an understanding of the international context and the perspectives of their times;
- to determine what lessons about effective foreign policymaking might be drawn from the evolution of American foreign relations;
- to think about what relevance the record of past policies might have for present and future circumstances;
- to note how powers relevant to foreign policy have evolved, especially with respect to the presidency and Congress; and
- to foster both the critical-thinking and the persuasive writing skills of students.

REQUIRED TEXTBOOKS (and Readings)

There is no textbook for this course. Instead, copies of all required readings as well as lecture outlines, study guides for each class, and points to search for in the readings, will be placed on the ship's electronic reserve, marked (ER) in the Schedule of Topics below.

TOPICAL OUTLINE OF COURSE

I. The Roots of American Foreign Policy and their Later Relevance

Depart Hamburg, Germany – Sunday, September 9

B1. The Colonial and Revolutionary Heritage: Tues. 9/12/18 – What heritage did the American colonial era and the American Revolution leave for America’s first diplomats? How did the war for independence, the peace settlement, and the Articles of Confederation intersect with foreign policymaking?

Required Documents/Readings: ** None.

B2. Post-Independence Diplomacy: Neutrality and Isolation: Thurs. 9/14 – How did the U.S. Constitution divide the key foreign policy powers, and what treaty-making processes were laid out? What international concerns occupied the attention of the country’s first foreign policymakers, and how did they begin to craft U.S. foreign policy? How did the first cornerstones of U.S. foreign policy become *isolationism* and *neutrality*? Were they wise initial steps for a weak young country? Do we see here the beginnings of a promising American foreign policy, or are seeds apparent that might grow into future problems?

Required Documents:

** Felix Gilbert, “Washington’s Final Manuscript of the Farewell Address,” *To the Farewell Address: Ideas of Early American Foreign Policy*, pp. 144-147. (ER)

Required Readings:

** Arthur M. Schlesinger, Jr. (Harvard Univ.), “What the Founding Fathers Intended,” *American Foreign Policy*, 3d ed., pp. 194-98. (ER)

** Burton Spivak, “Thomas Jefferson, Republican Values, and Foreign Commerce,” *Traditions and Values: American Diplomacy, 1790-1865*, Norman Graebner, ed., pp. 29-56. (ER)

Spain

Barcelona, Spain – September 15-16

Valencia, Spain – September 17-18

B3. Federalists, Republicans, and the War of 1812: Wed. 9/20 – How and why did a Federalist-Republican (Jeffersonian) split occur? How did broader issues of international relations affect U.S. policymakers? For instance, we will be sailing through the waters off Spain in which the British and Spanish fleets fought the Battle of Trafalgar (1805). What was its effect on the young U.S.? What might be said of the early U.S. conflicts with North African states, the so-called ‘Barbary pirates,’ and negotiating peace with Morocco, then Algeria, Tunis, and Tripoli? How about the record of U.S. foreign policy with respect to France and the Louisiana Purchase, stumbling into war with Great Britain in 1812, and the eventual Treaty of Ghent?

Required Documents:

** “Madison’s War Message, June 1, 1812,” in *Ideas and Diplomacy: Readings in the Intellectual Tradition of American Foreign Policy*, ed. Norman Graebner, pp. 112-115. (ER)

Required Readings:

** Roger Brown (American Univ.), "The Republic in Peril," in *The Republic in Peril: 1812*, pp. 67-87. (ER)

B4. The Monroe Doctrine and Manifest Destiny: Sat. 9/22 – With our recent visit to Spain in mind, we will consider what are we to make of exceptionally important early U.S. relations with Spain: the status of Florida and Cuba, the No-Transfer Policy and the Monroe Doctrine. We will ask how did the roots of early American expansionism develop? How did the manifest destiny theme come to fruition? What were its chief consequences and motives? What are we to make of America's early northwest and northeast boundary disputes? We will explore the race to populate 'Oregon Country' and think about James K. Polk and injecting brinkmanship into U.S. foreign policy.

Required Documents:

** "[Map] The Adams-Onís Treaty Boundary 1819-1821," in *An Interpretive History of American Foreign Relations*, by Wayne Cole, p. 133. (ER)

** "[Map] United States – 1820," in Norman Graebner, Gilbert Fite, and Philip White, *A History of the American People*, 2d ed., p. 226. (ER)

Required Readings:

** Bradford Perkins (Univ. of Michigan), "To the Monroe Doctrine," *The Cambridge History of American Foreign Relations: The Creation of a Republican Empire, 1776-1865*, Vol. I, pp. 147-169. (ER)

** Norman Graebner (Univ. of Virginia), "Empire on the Pacific," in *United States Diplomatic History*, vol. I, ed. Gerard Clarfield, pp. 167-177. (ER)

II. The Influence of Emerging Power on American Foreign Policy

B5. War with Mexico: Tues. 9/25 – After Mexico gained its independence from Spain in 1821, the mid-19th-century conflict that followed, a quarter-century later, between the U.S. and Mexico took on cardinal importance. Not only did it raise issues of why and how the U.S. goes to war – important in later conflicts – but it set an early tone for the U.S. relations with Latin America. What, then, lay behind the U.S. hostilities with Mexico, and what consequences and continuing controversies ensued? What are we to make of the rebellion in Texas, self-determination for Texans, the controversial annexation issue and its implications for American slavery, and finally the conflict itself with Mexico, the deep splits in American public opinion, and the eventual Treaty of Guadalupe Hidalgo?

Required Documents:

** "[Map] Texas and the Mexican War, 1820s-1848," in *Crucible of Power*, by Howard Jones, p. 146. (ER)

Required Readings:

** Rodolfo Acuña (California State Univ.), “Legacy of Hate: The Myth of a Peaceful Belligerent,” *Myth and the American Experience*, Vol. 1, 3rd ed., Nicholas Cords and Patrick Gerster, eds., pp. 285-301. (ER)

** Norman Graebner (Univ. of Virginia), “The Mexican War: A Study in Causation,” *Foundations of American Foreign Policy*, pp. 223-241. (ER)

Ghana

Tema, Ghana – September 27-28

Takoradi, Ghana – September 29-30

B6. The Diplomacy of the Civil War: Mon. 10/1 – How did international affairs interact with civil war in America? What was the outlook at the start of the fighting? What role did diplomacy and international law play? Since we will have passed through the waters where the Confederate warships, built in Liverpool, were armed and provisioned, we will take a special interest in the war at sea. What characterized the Union blockade? How was the continuing neutrality of France and Great Britain secured? What was the importance of the *Trent* affair? Where did the denouement of the civil war leave the United States?

Required Readings:

** Norman Graebner (Univ. of Virginia), “Northern Diplomacy and European Neutrality,” in *Why the North Won the Civil War*, ed. David Donald, pp. 259-282. (ER)

Community Programming – October 2: No class

B7. The Flourishing of Isolationism: Thur. 10/4 – How might the aftermath of civil war best be characterized, and how did it affect U.S. foreign policy? What was the appeal of American isolationism in this era? What were the consequences of an ‘episodic’ foreign policy? Why did tensions arise regarding neutrality, both the neutrality of the U.S. in foreign conflicts and that of outside powers in the U.S. civil war? How about using international law to resolve differences with Great Britain stemming from the *Alabama* claims? How about the Fenian Brotherhood, rebellion against the Spanish in Cuba, and the *Virginius* provocation? Why did the U.S. not intervene in support of Cuban rebels, trying to break free from Spanish colonial rule, from 1868-78?

Required Readings:

** Gordon Warren, “William Henry Seward and American Destiny,” in *Makers of American Diplomacy*, Frank Merli ed., pp. 195-219. (ER)

B8. Territorial Expansion and Restraint: Sat. 10/6 – How did U.S. foreign policymakers balance the impulses toward territorial expansion and restraint in the latter 19th century? How was the Manifest Destiny philosophy redrawn? What are we to make of the strategic thinking of Secretary of State William Seward regarding the Caribbean and Pacific and the acquisitions of Alaska and Midway Island? As the MV *Odyssey* proceeds down the African coast, we will touch on the first U.S. foreign policies toward that region, and as

we look forward to our eventual visit to Japan, we will consider the dawn of American relations with that country.

Required Documents:

** “President Harrison’s Message on the Annexation of Hawaii,” in *Documents of American Diplomacy*, ed. Michael Gambone, pp. 110-11. (ER)

Required Readings:

** Thomas Bailey (Stanford Univ.), “America’s Emergence as a World Power: The Myth and the Verity,” in *Essays Diplomatic and Undiplomatic of Thomas A. Bailey*, eds. Alexander Deconde and Armin Rappaport, pp. 29-53. (ER)

** Kenneth Shewmaker (Dartmouth College), “Commercial Expansion in China, Hawaii, and Japan,” in *Major Problems in American Foreign Relations*, vol. I: To 1920, eds. Thomas Paterson and Dennis Merrill, pp. 309-330. (ER)

South Africa

Cape Town, South Africa – October 7-12

B9. Emergence as a Global Actor: The Big Stick: Sun. 10/14 – When and how did the U.S. emerge as a first-rate power, how did this affect the making of foreign policy, and what new ethical questions arose? What occurred in the Spanish-American War? How about the Treaty of Paris, and occupation, insurgency, repression, and state-building by the U.S. in the Philippines? Why were the Caribbean Basin, in general, and Cuba, in particular, viewed as so vitally important to U.S. interests? What are we to make of Teddy Roosevelt’s brand of foreign policymaking? How did his philosophy go beyond the concept of carrying a “big stick”?

Required Readings: ** William Appleman Williams (Univ. of Wisconsin-Madison), “The Crisis of the 1890s and the Turn to Imperialism,” *The Tragedy of American Diplomacy*, pp. 27-57. (ER)
** Walter LaFeber (Cornell Univ.), “Theodore Roosevelt: Conservative as Revolutionary,” *The Cambridge History of American Foreign Relations: The American Search for Opportunity, 1865-1913*, vol. II, pp. 183-209. (ER)

B10. Dollar and Missionary Diplomacy: The Open Door in Asia/The Closed Door in Latin

America: Wed. 10/17 – Today, we begin to look forward to our port stay in China, five weeks in the future, by bringing historic American-Chinese relations into our focus. How did American economic expansion play into foreign policy, and how was the institution of the presidency changing in this era? What role did America’s Christian missionaries play in early 20th-century U.S. foreign policy, especially in China? How did the U.S. deal with the development of economic spheres-of-influence and economic imperialism in Asia as well as in Africa? How did the U.S. continue to craft foreign policy in its ‘own backyard’ (Central America and the Caribbean)? We will think about the U.S. foreign policy responses to growing European colonial rivalries in China and Africa. And, we will consider again Teddy Roosevelt as a foreign policymaker – focusing now

on his mediation between Russia and Japan at Portsmouth, New Hampshire and between Germany and France over European rivalries in Morocco at the Algeiras Conference.

Required Documents:

** “Taft on Dollar Diplomacy, Dec. 3, 1912,” in *Basic Documents in United States Foreign Policy*, rev. ed., ed. Thomas Brockway, pp. 59-60. (ER)

** “[Map] Central America and the Caribbean,” in *The United States in the World*, vol. II, by H. William Brands, p. 12. (ER)

Required Readings:

** Henry Kissinger, “The Singularity of China,” *On China* pp. 5-32. (ER)

** Walter Scholes (Univ. of Missouri), “Philander C. Knox,” in *An Uncertain Tradition American Secretaries of State in the Twentieth Century*, Norman Graebner, ed., pp. 59-78. (ER)

** Michael Hunt (Univ. of North Carolina), “The Open Door Constituency’s Pressure for U.S. Activism,” in *Major Proglems in American Foreign Relations, Vol. I: to 1920*, 7th ed., Dennis Merrill and Thomas Paterson, eds., pp. 377-386. (ER)

** Tony Smith (Tufts Univ.), “Wilson and Democracy in Latin America,” *America’s Mission*, pp. 60-83. (ER)

Study Day – October 16: No class

Mauritius

Port Louis, Mauritius – October 19

III. The Foreign Policies of a Great Power and an Emerging Superpower

B11. The Coming of World War, World War I and the Inter-war Period: Sat. 10/20 – How did the U.S. come to enter the ‘Great War’? As the outbreak of the first world war approached, how did Americans perceive the maneuvering of such key European powers as Germany, Russia, Britain, and France? How did the outbreak of fighting via the violation of Belgium neutrality affect U.S. public opinion? How did the course of the fighting in the first world war test and erode U.S. neutrality? What legacy did World War I leave for U.S. foreign policy, and what diplomatic endeavors then dominated the inter-war period? In particular, what might be made of the League of Nations, and the Good Neighbor Policy, including its roots (well before the Franklin Roosevelt administration)?

Required Readings:

** Walter Lippmann, “The Tradition to 1945,” *Isolation and Alliances: An American Speaks to the British*, pp. 1-27. (ER)

** Robert Ferrell (Indiana Univ.), “Alternatives to the League – Treaties of Peaceful Settlement,” *American Diplomacy A History*, pp. 513-17. (ER)

** William Appleman Williams (Univ. of Wisconsin-Madison), “The Legend of Isolationism in the 1920s,” *Myth and the American Experience*, Vol. II, 3d ed., Nicholas Cords and Patrick Gerstner, pp. 232-43. (ER)

Study Day – October 21: No Class

B12. The Diplomacy of World War II: American Entry: Tues. 10/23 – How and why did the U.S. enter World War II? How might we analyze the actions of the Franklin Roosevelt foreign policy team as the fighting in Europe intensified? Did the Roosevelt administration appropriately handle the issue of whether to join in the fighting? What were the key turning points en route to American entry in World War II? What are we to make of the last-minute diplomatic overtures that fizzled just before the Pearl Harbor attack?

Required Documents:

** Michael Fowler, “Timetable of Key Events on the Road to American Entry in World War II.” (ER)

Required Readings:

** Norman Graebner, “Japan: Unanswered Challenge, 1931-1941,” in *Essays on American Foreign Policy*, eds. Margaret Morris and Sandra Myers, pp. 117-44. (ER)

** Akira Iriye (Harvard Univ.), “The Road to Pearl Harbor,” *The Cambridge History of American Foreign Relations: The Globalizing of America, 1913-1945*, Vol. III, pp. 170-90. (ER)

India

Cochin, India – October 25-30

Reflection and Study – October 31: Global Studies Reflection

B13. The Nature of the Grand Alliance: Thur. 11/1 – What significant differences in viewpoints characterized the key Allied leaders, and what other problems plagued the so-called ‘grand alliance’? What issues arose with respect to relieving the Soviet Red Army with a second front in Europe, and what repercussions did the resolution of that issue have? What are we to make of the pledge to fight on until unconditional surrender that had been made at the Casablanca conference, the eventual D-Day invasion, and the island-hopping strategy in the Pacific? Since our port stay in Kobe will put us quite close to Hiroshima, this is an apt time to consider the unleashing of atomic weapons against Japan. Who ordered it, why was it done, and which American leaders argued against it?

Required Readings:

** Cathal Nolan (Boston University), “‘Bodyguard of Lies’: Franklin D. Roosevelt and Defensible Deceit in World War II,” in *Ethics and Statecraft: The Moral Dimension of International Affairs*, Cathal Nolan, ed., pp. 35-58. (ER)

** Willard Matthias (CIA), “Intelligence Triumphs and Failures,” *America’s Strategic Blunders: Intelligence Analysis and National Security Policy, 1936-1991*, pp. 7-42. (ER)

** Due Date for First-Half Field Journals - Thursday, November 1 **

B14. The Cold War Starts and Accelerates: Sat. 11/3 – In the immediate aftermath of World War II, what accounts for the widening rift with the Soviets? How and why did the Cold War then gain momentum?

Required Documents:

** George Kennan (U.S. Department of State), “Excerpts from the Telegraphic Message from Moscow of Feb. 22, 1946,” *Memoirs 1925-1950*, pp. 547-559. (ER)

** Paul Nitze, “The Grand Strategy of NSC-68,” *NSC-68 Forging the Strategy of Containment*, S. Nelson Drew, ed., pp. 1-6. (ER)

Required Readings:

** Daniel Yergin (Harvard Univ.), “The Yalta Axioms: Roosevelt’s Grand Design,” *Shattered Peace: The Origins of the Cold War and the National Security State*, pp. 42-68. (ER)

** Warren Cohen (Univ. of Maryland), “The Origins of the Cold War,” *The Cambridge History of American Foreign Relations: America in the Age of Soviet Power, 1945-1991*, Vol. IV, pp. 21-57. (ER)

Myanmar

Yangon, Myanmar – November 4-8

B15. War in Korea: Sat. 11/10 – Today, we will consider how and why the U.S. government ‘drew the line’ in Korea? What were the preconditions for the conflict, and how might we appraise Soviet and American decisions, policies, statements, and actions amidst Korean turmoil? How did the fighting in the Korean War proceed in terms of diplomatic ventures, key decisions and the outcome and aftermath?

Required Documents:

** “[Map] Conflict in Korea,” in *A History of U.S. Foreign Policy*, by Julius Pratt, p. 472. (ER)

** “Address of President at Lawrence, Massachusetts, Oct. 17, 1952,” and “Farewell Address, Radio Broadcast, Jan. 15, 1953,” in *Documents on Russian-American Relations*, Stanley S. Jados ed., pp. 191-92. (ER)

Required Readings:

** Henry Kissinger, “The Dilemma of Containment: The Korean War,” *Diplomacy*, pp. 473-492. (ER)

** Dennis Wainstock (Fairmont State Univ.), “MacArthur’s Dismissal,” *Truman, MacArthur and the Korean War*, pp. 117-125. (ER)

Community Programming – November 11 - No Class

IV. Modern American Foreign Policy: Power, Law, and Ethics

B16. The Vietnam War: Tues. 11/13 – In light of our upcoming visit to Vietnam, we will examine carefully the conflict in the 1960s and 1970s between Americans and

Vietnamese. What was the legacy of French colonial rule, and what part did the U.S. play in the re-introduction of French forces after World War II? How and why did the United States enter the Vietnam quagmire and stay so long? To U.S. foreign policymakers what perceived Cold War problem developed in Southeast Asia? How exactly did the gradual build-up of forces occur? Specifically, what are we to make of the Viet Cong challenge, turmoil in South Vietnam, the Diem assassination, the U.S. anti-war movement, and the Tet offensive? What, essentially, were the key stages of the fighting, and what diplomatic efforts occurred? What are we to make of the bombing campaigns and Vietnamization, the stalemated peace talks and the crescendo of American peace activism, promises and lies by U.S. officials? How were defeat and withdrawal handled, with what domestic and international repercussions?

Required Documents:

** “[Map] Viet Nam and Southeast Asia,” in Thomas Bailey, *A Diplomatic History of the American People*, p. 900. (ER)

Required Readings:

** Hans J. Morgenthau (University of Chicago), “Hans J. Morgenthau’s Critique of American Involvement in Vietnam,” in *Cold War Diplomacy*, ed. Norman Graebner, pp. 226-235. (ER)

** Robert McNamara (U.S. Department of Defense), “Fundamental Failures by the United States and North Vietnam,” *Argument Without End: In Search of Answers to the Vietnam Tragedy*, pp. 376-398. (ER)

** Timothy Lomperis, “Legitimacy, Insurgency, and the International Context of the Vietnam War,” *From People’s War to People’s Rule: Insurgency, Intervention, and the Lessons of Vietnam*, pp. 30-48. (ER)

Vietnam

Ho Chi Minh City – November 14-18

B17. A Downhill Slide in Latin America and the Cuban Missile Crisis: Tues. 11/20 – What factors contributed to the increasingly difficult U.S. relations with Latin America in the 1950s and early 1960s? What were the rationales for the U.S. covert operations of this era in the region, particularly El Diablo in Guatemala, and the Bay of Pigs and Operation Mongoose in Cuba? How did the world’s most dangerous crisis come about, and how exactly did it get resolved, averting the threat of nuclear holocaust? What drove the Soviet effort to implant nuclear arms in Cuba? What options for resolution presented themselves? What diplomatic efforts occurred at the brink of catastrophe, and what was the aftermath of the missile crisis?

Required Document:

** Dean Acheson, “Homage to Plain Dumb Luck,” in *The Cuban Missile Crisis*, ed. Robert A. Divine, pp. 196-206. (ER)

Required Readings:

** Ernest May (Harvard Univ.) and Philip Zelikow (Univ of Virginia), "Kennedy's Controlled Response to Khrushchev's Cuban Gamble," in *Major Problems in American Foreign Relations*, Vol. II: Since 1914, 5th ed., eds. Thomas Paterson and Dennis Merrill, pp. 409-424. (ER)
** John Lewis Gaddis (Yale Univ.), "The Cuban Missile Crisis," *We Now Know: Rethinking Cold War History*, pp. 260-80. (ER)

Study Day – November 21 - No Class

B18. Triangular Diplomacy, Détente, and War in the Middle East: Fri. 11/23 – Today, we explore the Nixon administration's opening to the People's Republic of China as well as Richard Nixon and Henry Kissinger's policy of détente with the Soviet Union. We will conclude with a look at the October War of 1973 and Kissinger's step-by-step, or shuttle, diplomacy.

Required Documents:

** "Henry Kissinger on the Meaning of Détente," *The Scope and Variety of U.S. Diplomatic History*, Vol. 2, Edward Chester, ed., pp. 80-81. (ER)

Required Readings:

** John Lewis Gaddis, "Nixon, Kissinger, and Détente," *Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy*, pp. 274-308. (ER)

** Raymond Garthoff (Brookings Institution), "Why Détente Failed," in *Major Problems in American Foreign Relations, Vol. II Since 1914*, 6th ed., Dennis Merrill and Thomas Paterson, eds., pp. 480-489. (ER)

China

Shanghai, China – November 24-29

B19. A Post-Vietnam Diplomatic Agenda: Human Rights, Hostages: Sat. 12/1 – What challenges confronted U.S. policy makers after withdrawal from Vietnam? How did the U.S. become further embroiled in Middle Eastern politics with the hostage crisis in Iran? How did President Jimmy Carter incorporate human rights concerns directly into U.S. foreign policy, with significant ramifications for U.S. relations with an array of Latin American states?

Required Readings:

** Gaddis Smith (Yale Univ.), "Iran, the Shah, and the Hostages," *Morality, Reason and Power*, pp. 180-207. (ER)

Japan

Kobe, Japan – December 2-6

B20. Democracy Ascendant?: The Reagan Years: Sat. 12/8 – What new approaches did the Reagan Administration take to the making of U.S. foreign policy, and how might they be

appraised? What was the Reagan Doctrine, and what occurred in the ensuing efforts to promote democracy in places like Nicaragua and Haiti, and the U.S. intervention in Grenada.

Required Readings:

** Robert Ferrell (Indiana Univ.), "Reagan and the World of Our Time," *American Diplomacy: The Twentieth Century*, pp. 386-405. (ER)

** John Lewis Gaddis (Yale Univ.), "The Unexpected Ronald Reagan," *The United States and the End of the Cold War*, pp. 119-132. (ER)

B21. A New World Order?: George H. W. Bush: Mon. 12/10 – How did the Cold War end? What was meant by the phrase 'a New World Order,' and how did post-Cold War circumstances reorient U.S. foreign policy?

Required Readings:

** Steven Hook (Kent State Univ.) and John Spanier (Univ. of Florida), "Old Tensions in a New Order," *American Foreign Policy Since World War II*, pp. 209-233. (ER)

** Daniel Deudney (Univ. of Pennsylvania) and G. John Ikenberry (Univ. of Pennsylvania), "Engagement and Anti-Nuclearism, Not Containment, Brought an End to the Cold War," *Major Problems in American Foreign Relations*, Vol. II: Since 1914, pp. 746-753. (ER)

B22. Foreign Policy Limits Within a Unipolar World: Bill Clinton: Wed. 12/12 – How might the foreign policy challenges facing the Clinton administration best be characterized, and how were they handled? In particular, how did the issue of humanitarian intervention versus non-intervention arise in Somalia, the Balkans, and Rwanda, and with what consequences for U.S. foreign policy?

Required Readings:

** Tony Smith (Tufts Univ.), "After the Cold War: Wilsonianism Resurgent?," *America's Mission*, 2d ed., pp. 311-345. (ER)

**** Due Date for Second-Half Field Assignment Journals - Friday, December 14 ****

B23. The War on Terrorism and its Aftermath: Thur. 12/14 – How did the "War on Terrorism" get launched? How might the difficulties of mounting a collective, worldwide, militarized counter-terrorism effort be appraised, including the launching of war in Afghanistan?

Required Readings:

** Michael Fowler (Univ. of Louisville), "The War on Terrorism and its Consequences for International Law," *Strategic Digest* 33 (August 2003): 722-729. (ER)

** Jerald Combs (San Francisco State Univ.), "George W. Bush, 9/11, and the War in Iraq," *The History of American Foreign Policy Since 1895*, 3d ed., pp. 366-383. (ER)

U.S.

Honolulu, Hawaii – Sunday, December 16

Field Class – Hawaii (see below)

B24. Obama, Trump, and the Future of U.S. Foreign Policy: Mon. 12/17 – How might U.S. foreign policy best be characterized in the recent past, and where does it appear to be headed in the years immediately ahead?

Due Date Field Class Report – Tues. 12/18

B25. Final Exam: Wd. 12/20 – cumulative final examination covering all the course materials.

ASSIGNMENTS

Students will complete the following assignments: (A) two **Reading Reports** (each worth up to 50 points, together providing a grade on a 0-100 scale), (B) four **Foreign Policymaker Report Cards** (each worth up to 25 points each, together providing another grade on a 0-100 point scale), (C) the **Field Class Reflection Paper** (also graded on a 0-100 point scale); (D) a **First-half Field Journal** and a **Second-half Field Journal** (each worth up to 50 points, together providing another grade on a 0-100 scale), and (E) a cumulative **Final Exam** (also graded on a 0-100 scale). In determining your final grade for the course, I will weigh the five grades equally (20% each).

A/B) **Foreign Policymaker Report Cards** and **Reading Reports** are primarily analytical pieces in which students present their thoughts on the foreign policymakers, readings, and key issues we are studying. Each challenges students to come to considered opinions on some key issues raised in the lectures and readings. Essentially, the Foreign Policymaker Report Cards should identify key events and issues, important foreign policies, and the balance of positive achievements and negative drawbacks for the designated U.S. foreign policymakers. The Reading Reports should answer a set of questions posed about a reading, while critically analyzing its content. Report Cards and Reading Reports thus stand as each student's chance to show me that he or she has done, and thought about, the readings as well as listened to the lectures and participated in class discussions. Since I mark up these assignments carefully and return them to the students promptly, these two varieties of writing assignments also serve as my chance to communicate, one-on-one with each student, discussing his or her ideas and perceptions about the development of U.S. foreign policy. A class handout will provide a sample Report Card and a sample Reading Report and will provide additional details on how best to write them.

C) Students will turn in a 3-to-5 page **Field Class Reflection Paper**, discussing what they learned from this field experience and connecting it to other course materials, lectures, and discussions. The due date is **Tuesday, December 18**, though I welcome papers turned in before that time.

D) The **Field Journal** will focus on the following broad question: *How have the foreign policies of the United States government as well as the foreign relations of American people and the foreign activities of American businesses been affecting the countries visited?*

While students are in port, either traveling independently or on Semester at Sea trips and laboratories, I want them to have eyes and ears open for issues and information that somehow relate to that question. In the journals I want students to report on them, defining or delineating the issues and thinking critically and analytically about what they are learning about them. The journal entries are one chance for students to be creative, to make connections between matters arising in the course and things that they are experiencing while in port.

I do not want to constrain thinking by requiring that journals take this or that particular approach. Nevertheless, to stimulate creative thinking, I will list some approaches that a student might take in a journal entry.

- In one entry a student might want to focus on what the people of that country seem to be thinking and saying, these days, about the U.S., its leaders, and its people.
- In another a student might want to reflect on what the prospects are for effective and ethical U.S. foreign policies toward that country, or that region, in future years, perhaps informed by some thoughts about a past U.S. foreign policy that this course touched on.
- In still another entry a student might reflect on a visit made to a particular site, the information gleaned from that port experience, and how it relates to the themes of the course or to historical events, decisions, and policies that we have discussed.
- A student might uncover interesting information for a Field Journal entry from conversations with local people, through attending a Field Class or a Field Trip, through reading local newspapers and magazines, or through dialogue with others somehow associated with the *Odyssey* and its trip all around the globe.
- Just as each student will be doing in his or her Reading Report, a student might raise a question in a journal entry, perhaps one that came to mind since it touched on a point made in the readings or the class discussions. And, then or in a later entry, he or she might couple that question with the way it could be answered, even if only tentatively.

In sum, in the journal I am looking for students to react to what they find as they travel the world. Students should tell me what they really think, after reflection. If there is a way to draw into the analysis any of the points made by scholars in the course readings, that would be a terrific asset. In addition, one excellent time to gather some of this information about a country is in the pre-port diplomatic briefings by U.S. Embassy officials just before everyone departs the ship. So, get up early and attend the diplomatic briefing, perhaps even prepare yourself to pose a pertinent question to the Embassy official.

The Field Journal will be divided into two parts with the First-Half Field Journal due on **Thursday, November 1**, and the Second-Half Field Journal due on **Friday, December 14**.

E) The final hurdle in the course will be a detailed **final exam**, which may include true/false, multiple choice, short answer, and/or identification questions. **The final exam will require the student to be on top of all the most important points found in lectures and readings. Therefore, I strongly encourage students to take very careful, extremely thorough, and highly detailed notes of what occurs in class and the basic points in the readings.** The final exam will be held on **Thursday, December 20**.

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 **Sunday, December 16** in Honolulu, Hawaii.

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.

For our Field Class during the **Honolulu Port Stop** we will visit the U.S. Pacific Command, and we will tour Pearl Harbor, including the USS *Arizona* Memorial and the U.S. Aviation Museum. We will have a briefing from U.S. military personnel that focuses on conflicts in the Pacific Theater and how they relate to U.S. security concerns. We will learn of the latest historical research on the Japanese attack on Pearl Harbor, which included Japanese submarines as well as aircraft. Our tour of Pearl Harbor will provide students a singular, first-hand perspective in assessing the beginning stage for Americans of the World War II conflict. After the Field Class students will write a Field Class Reflection Paper that considers one or more issues related to U.S. foreign policy, stimulated or illuminated by what they learned in their Pearl Harbor visit.

METHODS OF EVALUATION/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	

Normally, final grades will be rounded downward to the nearest whole number (e.g., whether a student's average for the course was an 88.4 or an 88.7, he or she would receive an 88, which would correspond to a B+). When I average together the five grades to compute a final grade, I am sometimes confronted with an average that is within a fraction of a point of a higher grade (e.g., an 89.8 would be within a fraction of a point of an A- average for the course). In such cases I examine three criteria from the course as a whole (on-board class sessions and Field Class) to determine whether to round up or round down: (a) **class attendance**: the balance of classes attended to classes missed, if any; (b) **class participation**: the frequency and insightfulness of the student's comments in class; and (c) **grade trend**: the extent to which the movement of the student's grades was in an upward direction during the semester. If all three criteria are positive, I will definitely round upward to the higher grade; a single positive criterion will not normally warrant rounding up; two positive criteria and one negative factor will result in a judgment call, based on the overall balance of positive versus negative factors.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory, and students must inform their instructors prior to any unanticipated absence. I expect all students to attend all class sessions and to come to class fully prepared and up to date on the readings assigned for each class session.

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 the student's home institution verifying the accommodations received on their home campus (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.

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.

RESERVE BOOKS FOR THE LIBRARY/ELECTRONIC COURSE MATERIALS

The readings, which will be available in the electronic course folder, are listed below:

1. AUTHOR: Felix Gilbert

CHAPTER TITLE: "Washington's Final Manuscript of the Farewell Address"

BOOK TITLE: *To the Farewell Address*

PUBLISHER: Princeton University Press

DATE: 1961

PAGES: 144-147

2. AUTHOR: Bruce Jentleson, ed. (Arthur M. Schlesinger, Jr. chapter author)

CHAPTER TITLE: "What the Founding Fathers Intended"

BOOK TITLE: *American Foreign Policy: The Dynamics of Choice in the 21st Century*
Edition/PUBLISHER: 3rd ed./W.W. Norton & Co.

DATE: 2007

PAGES: 194-98

3. AUTHOR: Norman Graebner, ed. (Burton Spivak chapter author)

CHAPTER TITLE: "Thomas Jefferson, Republican Values, and Foreign Commerce"

BOOK TITLE: *Traditions and Values: American Diplomacy, 1790-1865*

PUBLISHER: University Press of America

DATE: 1985

PAGES: 29-56

4. AUTHOR: Norman Graebner, ed.

CHAPTER TITLE: "Madison's War Message, June 1, 1812"

BOOK TITLE: *Ideas and Diplomacy*

PUBLISHER: Oxford University Press

DATE: 1964

PAGES: 112-115

5. AUTHOR: Roger Brown

CHAPTER TITLE: "The Republic in Peril"
BOOK TITLE: *The Republic in Peril*
PUBLISHER: W.W. Norton & Co.
DATE: 1971
PAGES: 67-87

6. AUTHOR: Wayne S. Cole
CHAPTER TITLE: "[Map] The Adams-Onis Treaty Boundary 1819-1821"
BOOK TITLE: *An Interpretive History of American Foreign Relations*
PUBLISHER: Dorsey Press
DATE: 1974
Page: 133

7. AUTHORS: Norman Graebner, Gilbert Fite, Philip White
CHAPTER TITLE: "[Map] "United States -- 1820"
BOOK TITLE: *A History of the American People*
PUBLISHER: McGraw-Hill Book Company
DATE: 1975
Page: 226

8. AUTHOR: Bradford Perkins
CHAPTER TITLE: "To the Monroe Doctrine"
BOOK TITLE: *The Cambridge History of American Foreign Relations: The Creation of a
Republican Empire, 1776-1865*
PUBLISHER: Cambridge University Press
DATE: 1993
PAGES: 147-169

9. AUTHOR: Gerard Clarfield, ed. (chapter author: Norman Graebner)
Chapter Name: "Empire on the Pacific" *
BOOK TITLE: *United States Diplomatic History*
Vol./PUBLISHER: Vol. I, Houghton Mifflin
DATE: 1973
PAGES: 167-177

10. AUTHOR: Howard Jones
CHAPTER TITLE: "[Map] Texas and the Mexican War, 1820s-1848"
BOOK TITLE: *Crucible of Power: A History of American Foreign Relations to 1913*
PUBLISHER: SR Books
DATE: 2002
PAGE: 146

11. AUTHOR: Nicholas Cords and Patrick Gerster, eds. (chapter author: Rodolfo Acuna)
Chapter Name: "Legacy of Hate: The Myth of a Peaceful Belligerent"

BOOK TITLE: *Myth and the American Experience*
Vol./PUBLISHER: Vol. I/HarperCollins
DATE: 1991
PAGES: 207-211

12. AUTHOR: Norman Graebner
CHAPTER TITLE: "The Mexican War: A Study in Causation"
BOOK TITLE: *Foundations of American Foreign Policy*
PUBLISHER: Scholarly Resources, Inc.
DATE: 1985
PAGES: 223-241

13. AUTHOR: David Donald ed. (chapter author: Norman Graebner)
CHAPTER TITLE: "Northern Diplomacy and European Neutrality"
BOOK TITLE: *Why the North Won the Civil War*
PUBLISHER: Louisiana State University Press
DATE: 1960
PAGES: 49-75

14. AUTHOR: Frank Merli, ed. (Gordon Warren chapter author)
CHAPTER TITLE: "William Henry Seward and American Destiny"
BOOK TITLE: *Makers of American Diplomacy*
PUBLISHER: Scribner
DATE: 1974
PAGES: 195-219

15. AUTHOR: Michael Gambone
CHAPTER TITLE: [Document] - "President Harrison's Message on the Annexation of Hawaii"
BOOK TITLE: *Documents of American Diplomacy*
PUBLISHER: Greenwood Press
DATE: 2002
PAGES: 110-111

16. AUTHOR: Alexander Deconde and Armin Rappaport, eds. (chapter author: Thomas Bailey)
CHAPTER TITLE: "America's Emergence as a World Power"
BOOK TITLE: *Essays Diplomatic and Undiplomatic of Thomas A. Bailey*
PUBLISHER: Appleton-Century-Crofts (Educational Division Meredith Corporation)
DATE: 1969
PAGES: 29-53

17. AUTHOR: Thomas Paterson and Dennis Merrill, eds. (chapter author Kenneth Shewmaker)
CHAPTER TITLE: "Commercial Expansionism in China, Hawaii, and Japan"
BOOK TITLE: *Major Problems in American Foreign Relations: To 1920*
Vol./Ed./PUBLISHER: Vol. I/Ed. 4/Houghton Mifflin

DATE: 1995
PAGES: 309-330

18. AUTHOR: William Appleman Williams
CHAPTER TITLE: "The Crisis of the 1890s and the Turn to Imperialism"
BOOK TITLE: *The Tragedy of American Diplomacy*
Ed./PUBLISHER: 2nd/Dell Publishing Co.
DATE: 1972
PAGES: 27-57

19. AUTHOR: Walter LaFeber
CHAPTER TITLE: "Theodore Roosevelt: Conservative as Revolutionary"
BOOK TITLE: *The Cambridge History of American Foreign Relations: The American Search for Opportunity, 1865-1913*
Vol./PUBLISHER: Vol. II/Cambridge University Press
DATE: 1993
PAGES: 183-209

20. AUTHOR Name: Thomas Brockway, ed.
CHAPTER TITLE: "Taft on Dollar Diplomacy, Dec. 3, 1912"
BOOK TITLE: *Basic Documents in United States Foreign Policy*
PUBLISHER: Van Nostrand Reinhold Company
DATE: 1968
PAGES: 59-60

21. AUTHOR Name: Henry Kissinger
CHAPTER TITLE: "The Singularity of China"
BOOK TITLE: *On China*
PUBLISHER: Penguin Press
DATE: 2011
PAGES: 5-32

22. AUTHOR: Norman Graebner, ed. (Walter Scholes chapter author)
CHAPTER TITLE: "Philander C. Knox, 1909-1913"
BOOK TITLE: *An Uncertain Tradition: American Secretaries of State in the Twentieth Century*
PUBLISHER: McGraw Hill Paperbacks
DATE: 1961
PAGES: 59-78

23. AUTHOR: Dennis Merrill and Thomas Paterson
CHAPTER TITLE: "The Open Door Constituency's Pressure for U.S. Activism"
BOOK TITLE: *Major Problems in American Foreign Relations: to 1920*
Vol./Ed./PUBLISHER: Vol. I/7th ed./Wadsworth Cengage
DATE: 2009

PAGES: 377-386

** N.B. - This is the 7th edition, published in 2009 by Wadsworth, as opposed to the 4th ed. in #17 above published by Houghton Mifflin.

24. AUTHOR: Tony Smith

CHAPTER TITLE: "Wilson and Democracy in Latin America"

BOOK TITLE: *America's Mission*

PUBLISHER: Princeton University Press

DATE: 1994

PAGES: 60-83

25. AUTHOR: Walter Lippmann

CHAPTER TITLE: "The Tradition to 1945"

BOOK TITLE: *Isolation and Alliances: An American Speaks to the British*

PUBLISHER: Little, Brown and Co.

DATE: 1952

PAGES: 1-27

26. AUTHOR: Robert Ferrell

CHAPTER TITLE: "Alternatives to the League -- Treaties of Peaceful Settlement"

BOOK TITLE: *American Diplomacy A History*

Ed./PUBLISHER: 3rd/W.W. Norton & Co.

DATE: 1975

PAGES: 513-517

27. AUTHOR: Nicholas Cords and Patrick Gerstner (William Appleman Williams chapter author)

CHAPTER TITLE: "The Legend of Isolationism in the 1920s"

BOOK TITLE: *Myth and the American Experience*

Vol./Ed./PUBLISHER: Vol. II/3rd ed./Harper Collins

DATE: 1991

PAGES: 232-243

* N.B. - This is Volume II; the selection in #11 above is from Volume I.

28. AUTHOR: Margaret Morris and Sandra Myers (Norman Graebner chapter author)

CHAPTER TITLE: "Japan: Unanswered Challenge, 1931-1941"

BOOK TITLE: *Essays on American Foreign Policy*

PUBLISHER: University of Texas Press

DATE: 1974

PAGES: 117-44

29. AUTHOR: Akira Iriye

CHAPTER TITLE: "The Road to Pearl Harbor"

BOOK TITLE: *The Cambridge History of American Foreign Relations: The Globalizing of America, 1913-1945*

PUBLISHER: Cambridge University Press
DATE: 1993
PAGES: 170-190

30. AUTHOR: Cathal Nolan, ed. (chapter author Cathal Nolan)
CHAPTER TITLE: “‘Bodyguard of Lies’: Franklin D. Roosevelt and Defensible Deceit in World War II”
BOOK TITLE: *Ethics and Statecraft: The Moral Dimension of International Affairs*
PUBLISHER: Praeger
DATE: 1995
PAGES: 35-58

31. AUTHOR: Willard Matthias
CHAPTER TITLE: “Intelligence Triumphs and Failures”
BOOK TITLE: *America’s Strategic Blunders*
PUBLISHER: Pennsylvania State University Press
DATE: 2001
PAGES: 7-42

32. AUTHOR: George Kennan
CHAPTER TITLE: “Excerpts from Telegraphic Message from Moscow”
BOOK TITLE: *Memoirs 1925-1950*
PUBLISHER: Little, Brown & Co.
DATE: 1967
PAGES: 547 to 559

33. AUTHOR: S. Nelson Drew, ed. (Paul Nitze speech author)
CHAPTER TITLE: “[Document - speech - Paul Nitze] The Grand Strategy of NSC-68”
BOOK TITLE: *NSC-68: Forging the Strategy of Containment*
PUBLISHER: National Defense University
DATE: 1994
PAGES: pp. 1-6

34. AUTHOR: Daniel Yergin
CHAPTER TITLE: “The Yalta Axioms: Roosevelt’s Grand Design”
BOOK TITLE: *Shattered Peace*
PUBLISHER: Houghton Mifflin
DATE: 1977
PAGES: 42-68

35. AUTHOR: Warren Cohen
CHAPTER TITLE: “The Origins of the Cold War”
BOOK TITLE: *The Cambridge History of American Foreign Relations: America in the Age of Soviet Power, 1945-1991*

PUBLISHER: Cambridge University Press
DATE: 1993
PAGES: 21-57

36. AUTHOR: Julius Pratt
CHAPTER TITLE: “[Map] Conflict in Korea”
BOOK TITLE: *A History of U.S. Foreign Policy*
PUBLISHER: Prentice Hall
DATE: 1971
Page: 472

37. AUTHOR: Stanley S. Jados. ed.
CHAPTER TITLE: “[Document] Address of President at Lawrence, Massachusetts, Oct. 17, 1952,” and “Farewell Address, Radio Broadcast, Jan. 15, 1953”
BOOK TITLE: *Documents on Russian-American Relations*
PUBLISHER: Catholic University of America Press
DATE: 1965
PAGES: 191-192

38. AUTHOR: Henry Kissinger
CHAPTER TITLE: “The Dilemma of Containment: The Korean War”
BOOK TITLE: *Diplomacy*
PUBLISHER: Simon & Schuster
DATE: 1994
PAGES: 473-492

39. AUTHOR: Dennis Wainstock
CHAPTER TITLE: “MacArthur’s Dismissal”
BOOK TITLE: *Truman, MacArthur and the Korean War*
PUBLISHER: Enigma Books
DATE: 2011
PAGES: 117-125

40. AUTHOR: Thomas Bailey
CHAPTER TITLE: “[Map] “Viet Nam and Southeast Asia”
BOOK TITLE: *A Diplomatic History of the American People*
PUBLISHER: Prentice-Hall, Inc.
DATE: 1980
Page: 900

41. AUTHOR: Norman Graebner, ed. (chapter author Hans Morgenthau)
CHAPTER TITLE: “Hans J. Morgenthau’s Critique of American Involvement”
BOOK TITLE: *Cold War Diplomacy*
PUBLISHER: D. Van Nostrand Co.

DATE: 1977
PAGES: 226 to 235

42. AUTHOR: Robert McNamara
CHAPTER TITLE: "Fundamental Failures by the United States and Vietnam"
BOOK TITLE: *Argument Without End*
PUBLISHER: PublicAffairs (Perseus)
DATE: 1999
PAGES: 376-398

43. AUTHOR: Timothy Lomperis
CHAPTER TITLE: "Legitimacy, Insurgency, and the International Context of the Vietnam War"
BOOK TITLE: *From People's War to People's Rule*
PUBLISHER: University of North Carolina Press
DATE: 1996
PAGES: 30-48

44. AUTHOR: Robert Divine ed. (Dean Acheson chapter author)
CHAPTER TITLE: "Homage to Plain Dumb Luck"
BOOK TITLE: *The Cuban Missile Crisis*
PUBLISHER: M. Wiener
DATE: 1988
PAGES: 196-206

45. AUTHOR: Thomas G. Paterson and Dennis Merrill, eds. (chapter authors: Ernest May and Philip Zelikow)
CHAPTER TITLE: "Kennedy's Controlled Response to Krushchev's Cuban Gamble"
BOOK TITLE: *Major Problems in American Foreign Relations, Since 1914*
Vol./PUBLISHER: Vol. II/5th ed./Houghton Mifflin
DATE: 2000
PAGES: 409-424
** N.B. – This is Volume II, 5th edition; above we have selections from other editions and volumes.

46. AUTHOR: John Lewis Gaddis
CHAPTER TITLE: "The Cuban Missile Crisis"
BOOK TITLE: *We Now Know*
PUBLISHER: Oxford University Press
DATE: 1997
PAGES: 260-280

47. AUTHOR: Edward Chester, ed. (chapter author Henry Kissinger)
CHAPTER TITLE: "Henry Kissinger on the Meaning of Détente"
BOOK TITLE: *The Scope and Variety of U.S. Diplomatic History*

Vol./PUBLISHER: Vol. 2/Prentice Hall PUBLISHERs
DATE: 1990
PAGES: 480-481

48. AUTHOR: John Lewis Gaddis
CHAPTER TITLE: "Nixon, Kissinger, and Détente"
BOOK TITLE: *Strategies of Containment*
PUBLISHER: Oxford University Press
DATE: 1982
PAGES: 274-308

49. AUTHOR: Raymond Garthoff
CHAPTER TITLE: "Why Détente Failed"
BOOK TITLE: *Major Problems in American Foreign Relations, Since 1914*
Vol./PUBLISHER: Vol. II/6th ed./Houghton Mifflin
DATE: 2005
PAGES: 480-489

** N.B. – This is Volume II, 6th edition; above we have selections from other volumes, editions.

50. AUTHOR: Gaddis Smith
CHAPTER TITLE: "Iran, the Shah and the Hostages"
BOOK TITLE: *Morality, Reason and Power*
PUBLISHER: Hill and Wang (Farrar, Straus and Giroux)
DATE: 1986
PAGES: 180-207

51. AUTHOR: Robert Ferrell
CHAPTER TITLE: "Reagan and the World of Our Time"
BOOK TITLE: *American Diplomacy: The Twentieth Century*
PUBLISHER: W. W. Norton & Co.
DATE: 1988
PAGES: 386-405

52. AUTHOR: John Lewis Gaddis
CHAPTER TITLE: "The Unexpected Ronald Reagan"
BOOK TITLE: *The United States and the End of the Cold War*
PUBLISHER: Oxford University Press
DATE: 1992
PAGES: 119-132

53. AUTHOR: Steven Hook and John Spanier
CHAPTER TITLE: "Old Tensions in a New Order"
BOOK TITLE: *American Foreign Policy Since World War II*
PUBLISHER: CQ Press

DATE: 2013
PAGES: 209-233

54. BOOK TITLE: *Major Problems in American Foreign Relations - Vol. 2*
PUBLISHER: D.C. Heath and Company
Chapter Name: "Engagement and Anti-Nuclearism, Not Containment" *
AUTHOR: Thomas Paterson and Dennis Merrill, eds. (chapter authors: Daniel Deudney and G. John Ikenberry)
DATE: 1995
PAGES: 8 - From 746-753

55. AUTHOR: Thomas G. Paterson and Dennis Merrill, eds. (chapter author: Daniel Deudney and G. John Ikenberry)
CHAPTER TITLE: "Engagement and Anti-Nuclearism, Not Containment"
BOOK TITLE: *Major Problems in American Foreign Relations, Volume II*
Ed./PUBLISHER: 4th ed./D.C. Heath and Company
DATE: 1995
PAGES: 746-753
* N.B. – This is vol. II, 4th ed.

56. AUTHOR: Tony Smith
CHAPTER TITLE: "After the Cold War: Wilsonianism Resurgent?"
BOOK TITLE: *America's Mission*
Ed./PUBLISHER: 2nd ed./Princeton University Press
DATE: 2012
PAGES: 311-345
* N.B. - this is a chapter in the 2nd ed. that was not in the 1st ed.

57. AUTHOR: Michael Fowler
Article Title: "The War on Terrorism and its Consequences for International Law"
Journal Title: *Strategic Digest*
Vol./DATE: 33 (August 2003)
PAGES: 722-729

58. AUTHOR: Jerald Combs
CHAPTER TITLE: "George W. Bush, 9/11, and the War in Iraq"
BOOK TITLE: *The History of American Foreign Policy Since 1895*
Ed./PUBLISHER: 3rd ed./M.E. Sharpe
DATE: 2012
PAGES: 366-383

FILM REQUESTS

None

ADDITIONAL RESOURCES

None