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Course Description

An examination of the historical evolution of American foreign policy since the turn of the twentieth century as seen from the perspective of the strategic beliefs, normative values and political considerations that have guided American statecraft. Particular attention is devoted to the challenges which decision makers have faced when it comes to the management of regionally-based security threats to American national interests.

HIS 224 is a three credit course which serves as an introduction to the subject of American foreign policy. Hence, there are no prerequisites for the course and the instructor assumes that students possess little, if any, formal background in regard to national security or international economic issues. Within the context of the general education curriculum, HIS 224 qualifies as a Humanities offering.

Learning Objectives

Upon completion of the course, students will have demonstrated the following skills and aptitudes:

1. The ability to knowledgably discuss the key challenges the United States has faced in regard to the management of major regionally-based national security concerns since 1898.
2. The ability to articulate the value-tradeoffs that decision makers face when it comes to the management of regionally-based, national security threats.
3. The ability to evaluate the relative merits of policy proposals which are designed to manage regionally-based, national security problems.
4. The ability to articulate the strategic beliefs, normative values and political considerations which have served as the foundation for the grand strategies of Isolationism, Containment and Enlargement.
5. The ability to compare, contrast, and evaluate major schools of thought on the subject of American national security policy.

Assessment

Student performance in regard to the learning objectives will be evaluated on the basis of a student's level of engagement in the class (20%) and a student's performance on two, equally-weighted take-home exercises (80%). There will not be a final exam in this course. Please note that students must earn a grade of "C" or better in order for the course to count toward the fulfillment of general education requirements or the History major.

Student engagement in the course will be evaluated on the basis of two considerations: 1) Class Attendance and 2) Participation in class discussions and decision-making exercises.

Student performance on the take-home exercises will be evaluated on the basis of the demonstrated ability to address exercise questions by explicitly drawing upon the key ideas, perspectives, interpretations and/or empirical evidence presented in class and in the required readings.

Final submissions of all written work must be typed, double spaced, paginated and stapled together. Please use the APA format for all assignments. The following site constitutes a convenient place to find reliable information about this style: www.dianahacker.com/resdoc/. Students also are strongly encouraged to make use of the assistance and resources available through the Writing Center maintained by the Office of Academic Services (109 Curtis Hall).

Students are expected to submit a hard copy of written work directly to the instructor at the designated due date and time. However, if this is not possible, exercises may be submitted electronically via e-mail (formatted as a Word attachment) or by fax (610-606-4614). In all cases, students bear full responsibility for ensuring that such submissions reach the instructor by the scheduled due date. Late submissions will not be accepted except in the case of an extenuating personal circumstance that can be verified by college personnel.

Plagiarism is a legally punishable offense, a serious breach of academic and professional ethics, and an egregious violation of the college's Honor Code. Documented cases of plagiarism will result in a grade of "zero" for the assignment in question.

Class Conduct

Students with documented disabilities who may need academic accommodations should discuss these needs with the instructor during the first weekend of classes. Students with disabilities who wish to request accommodations should contact the Advising Center.

Students wishing to arrange an incomplete for the course should discuss this option with the instructor prior to the end of the course.

To maintain an environment conducive to learning, everyone is expected to arrive on time for class, act with respect toward other students and refrain from behavior that could serve to disrupt the class or infringe upon the rights of other members of the class. Students also are expected to abide by the letter and spirit of the college's Honor Code

The instructor will adhere to the Code of Ethics established by the American Political Science Association, as these principles relate to a faculty member's responsibilities in the classroom and to students. Given the nature of this course, the instructor is mindful of his obligation:

- To not impose partisan views, conventional or otherwise, upon students.
- To faithfully represent the normative values, policy positions, and academic work of others.
- To respect and defend the intellectual freedom and procedural rights of students.
- To evaluate the performance of students equitably on the basis of criteria which are applied uniformly and in a nondiscriminatory manner.

Required Text:

Thomas Patterson et al. (2006) *American Foreign Relations, Vol. 2 since 1895* (Houghton Mifflin, 978-0-618-38222-4).

Weekend Outline:

May 21 st	The United States at the Turn of the 20 th Century	(P – chapters 1/2)
May 22 nd	World War I and the Interwar Period	(P – chapters 3/4)
May 23 rd	World War II & the Post-War Order	(P – chapters 5/6)

Exercise #1 Due – May 28th

May 28 th	The Cold War and Containment	(P – chapters 7/8)
May 29 th	The Vietnam War and Peaceful Coexistence	(P – chapters 9/10)
May 30 th	The United States at the Turn of the 21 st Century	(P – chapters 11/12)

Exercise #2 Due – June 7th by 6 p.m.