

AS.100.337 American Foreign Policy, 1914—2016

Sean Delehanty

Email: sdeleha1@jhu.edu

Office Hours: Tuesday and Thursday Noon – 1:00 PM, Online

Class Time and Location

Tuesdays and Thursdays 3:00 PM – 4:15 PM, Online

Course Description

Since the election of President Donald Trump, references to American foreign policy in newspapers, television shows, and opinion pieces are almost a daily occurrence. Terms like “the liberal order” have now become standard talking points in political debates, and the relevancies of multilateral institutions, trade agreements, and collective defense agreements are being seriously questioned for the first time in over half a century. With the election of Joseph Biden in 2020, the United States seems poised to attempt to return to a more traditional foreign policy, but divisions over America’s role in the world remain intense. As American policymakers and the general public reassess the legacy of American foreign policy, it is important to take a detailed look at the actual history of American engagement with the rest of the world in order to gain a better understanding of why American foreign policy took the shape that it did.

This course is designed to provide an historically informed investigation of American foreign policy from the years 1914 to 2016. This investigation will reveal how different generations of foreign policy thinkers and policymakers have articulated American grand strategy, responded to various perceived threats and challenges, and constructed a system of global governance meant to support American security and prosperity.

This course takes a wide look at American foreign policy from 1914-2016 and should not be mistaken for a course on American military history or a history of geopolitics. This course seeks to offset discussions of military and strategic matters with discussions on global economic arrangements, international development, the environment, human rights, and public health. Through this wide-ranging exploration of American foreign policy, students will be able to evaluate the historical trajectory of America’s relationships with the rest of the world; and hopefully will be well-equipped to enter contemporary discussions of America’s role in the world with a detailed understanding of what it has been.

Learning Objectives

- Students will identify the strategic goals behind American foreign policy and evaluate how well American foreign policy did at achieving these goals.
- Students will analyze the role the United States has played in constructing a system of global governance from 1914 to 2015
- Students will generate policy recommendations for historical dilemmas and debate these recommendations with their peers.

Required Readings and Costs

All required readings will be provided electronically on the course's blackboard page. There are no texts that students are required to purchase for this class.

Course Structure

This is an online course with asynchronous readings and lectures posted each week as well as a synchronous weekly class meeting held on Zoom. This course is designed around reading and analyzing primary source documents related to the history of American foreign policy from 1914-2016.

At the start of each week of new content (usually on Friday or Saturday), I will upload a short lecture (around 20 mins) that will provide context for the week's readings and the themes we will be exploring in class. After watching the lecture, you will need to complete all of the week's assigned readings before class on Thursday afternoon. I highly recommend that you take notes either directly in the PDFs of our readings or in a separate notebook so that you can quickly refer back to the readings for assignments and class discussions.

Once you have completed the readings, you will need to submit your weekly primary source analysis assignment before class on Thursday. Note that the primary source analysis is due on Thursday before 3:00 PM, this means that it is a good idea to try to get the readings done before Thursday so that you do not have to rush. This assignment is designed to build your skills at reading and interpreting primary source documents. By doing this assignment each week you will be preparing yourself for the more unstructured primary source research assignment later in the semester.

For your convenience, here is a breakdown of a typical week in this course:

Friday	I post the lecture for the upcoming week on Blackboard. You watch the lecture and take notes.
Saturday to Wednesday	Complete the primary source readings for the week and take notes on each reading. You can always refer back to the lecture if you need context for what you are reading.
After completing your readings, but before Thursday at 3:00 PM	Write a one-to-two-page analysis of one of the primary source documents you read for this week. When you have finished writing, submit your analysis on Blackboard.
Thursday at 3:00 PM	Join the weekly Zoom class. This class will be discussion based, so be sure to have your notes and the readings with you when you join.
Thursday 3:00-4:15 PM	Actively participate in class discussion. Participation can take many forms so feel free to participate through talking, entering comments in the group chat on Zoom, or any other way that we may have discussed.

Academic Integrity

Undergraduate students in the Krieger School of Arts and Sciences or the Whiting School of Engineering at the Johns Hopkins University assume a duty to conduct themselves in a manner appropriate to the University's mission as an institution of higher learning. Students are obliged to refrain from acts which they know, or under circumstances have reason to know, violate the academic integrity of the University. Violations of academic ethics include, but are not limited to:

- Cheating.
- Plagiarism; submitting the same or substantially similar work to satisfy the requirements of more than one course without permission; submitting as one's own the same or substantially similar work of another.
- Knowingly furnishing false information to any agent of the University for inclusion in academic records.
- Falsification, forgery, alternation, destruction or misuse of official University documents or seal.

See the guide on "Academic Ethics for Undergraduates" and the Ethics Board Web site for more information: <https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>).

Disabilities

If you are a student with a registered accommodation for a disability, please let me know. If you believe you might require accommodations, please contact Student Disability Services (studentdisabilityservices@jhu.edu, 410-516-4720) or in-person at 385 Garland Hall.

Assessments

- **Class Attendance and Participation (20 Points)**- The participation grade is a composite of several aspects of students' engagement with the class. Students are expected to be present in class on time and to be active participants in class discussions. To be active participants students will need to do all assigned readings in advance of class. The components of the class participation grade are broken down below:
 - *At the start of class*- Be present in class having done all assigned readings and having taken notes on those readings. Make sure that you have the readings and your notes easily accessible so that you can refer to them during class **Please note**, being present in class means being in the room and ready to begin class at the assigned time. Students who enter class more than five minutes late (without prior notification) will be docked on their class participation grades.
 - *During class*- Actively participate in class discussions about the readings. You do not need to have your camera on during our Zoom session, but you do need to participate in class regardless. You can participate by asking questions, making comments, or answering questions either on the video chat or by inputting your responses into the Zoom chat. See the following for a breakdown of different levels of participation:
 - *Excellent Participation*- Asking insightful questions that reference specific points in the reading, asking questions of fellow students and engaging in constructive debate, linking different readings together or identifying themes that can

extend across multiple weeks of course material, answering questions with specific details.

- *Average Participation*- Asking questions that only reference the text in general ways; not engaging with other students; focusing on narrow parts of the week's readings instead of the whole work; providing vague answers to questions.
- *Poor Participation*- Not asking questions or asking questions that give an impression that you are not familiar with the text; being rude or dismissive to the instructor or fellow students; refusing or being unable to engage with all the week's readings; providing vague or irrelevant answers to questions.
- **Weekly Primary Source Analysis Papers (20 Points)**- Select one of the assigned primary sources from our class readings each week and perform an analysis of the document. Students will need to provide information about who created the document, when the document was created, the circumstances relevant to the document's creation, the intended purpose of the document, and an explanation of what the document's contents mean. Each paper should be between 1 and 2 pages. **Each primary source analysis paper is due by the start of class on Thursday at 3:00 PM**
- **Primary Source Research Assignment (30 Points)**- Using an online archive of primary source documents select three to five primary source documents related to a pre-approved topic. Once you have selected your documents, write a 3-to-5-page report that explains the event you have chosen to research. Your report will need to include a summary of the event you have chosen drawn from the documents you selected, an analysis of the primary source documents you selected, and your own thoughts on how the event you have chosen relates to the themes of the course. To help you do this assignment, I will offer guided tours of some major archives and databases. You will also be required to clear your research topic with me by sending me a brief email identifying your topic before you proceed with writing your report. **You must clear your topic with me by March 25. Your Report is due on April 15.**
- **Final Exam (30 points)**- Write an essay of no more than ten pages that responds to one of two prompts distributed on April 15. **The final exam is due on May 13.**

The primary source research and final exam assignments should be formatted according to the Chicago Manual of Style. For Chicago formatting:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

All assignments must be turned in through blackboard before their due date and time. Late assignments will receive a deduction of 5% of total points available for every day past the deadline that they are not turned in. For example, a paper submitted two days after it was due will automatically lose ten percent of all available points. Requests to extend an assignment's deadline will only be honored if they are made in advance of the deadline. No extensions will be given after an assignment is due.

Communication

I am happy to answer any requests or questions from students. I would especially like to encourage students who worry that they may struggle with the participatory nature of this course to contact me. I realize that everyone learns and participates differently, and I will be happy to discuss potential alternatives for participation or improvements that could be made to the course. I cannot promise that I will honor every request, but I can promise to listen without judgement or prejudice.

I will consider requests for excused absences, extensions, tardiness, and other issues on a case-by-case basis only if they are submitted ahead of time. Please do not make requests after the fact, as I will not take action retroactively. Please send communications via email so that I will be able to have a record of our conversation, and so that we can ensure that we are agreed on the details of our communication.

Course Schedule

Class Date and Week Theme	Readings
1/28 - World War 1 and Wilsonianism	Woodrow Wilson's request for a declaration of war Fourteen Points William Borah's Remarks on the League of Nations Woodrow Wilson's Speech in Pueblo, CO
2/4 - Isolationism and Neutrality	Chinese Exclusion Act Teddy Roosevelt on Hyphenated Americans Immigration Quotas Map Maddison Grant, <i>The Passing of the Great Race</i> , (Intro, Ch 1, Ch 4) Herbert Hoover's Remarks on the Kellogg-Briand Pact
2/11 - World War 2	Henry Luce, "The American Century" FDR, Fireside Chat, 12/29/1940 The Atlantic Charter John Dower, <i>War Without Mercy</i> - Ch 1 <i>Why We Fight-Prelude to War</i> (Film) <i>Know Your Enemy-Japan</i> (Film)
2/18 - Creating the "Liberal Order"	United Nations Monetary and Financial Conference, Final Act and Related Documents- Statements by Franklin Roosevelt and Henry Morgenthau UN Charter- Preamble, Chapters 1-7 The Universal Declaration of Human Rights
2/25 - Origins of the Cold War	2/11/1945, Yalta Conference Agreement, Declaration of a Liberated Europe 3/5/1946, Winston Churchill, "The Sinews of Peace" 3/12/1947, Truman Doctrine Speech X (George Kennan), "The Sources of Soviet Conduct" NSC-68
3/4 - Containment and Rollback	1/12/1950 Dean Acheson, "Speech on the Far East" 2/9/1950 Joseph McCarthy, "Enemies Within" 4/19/1951 Douglas MacArthur's Farewell to Congress 1/17/1961 Dwight Eisenhower's Farewell Address CIA's Summary of Iran Coup, 1953
3/11 - The Development Decade	1959, Walt Rostow, "The Stages of Economic Growth"

	<p>1/20/1961, JFK's Inaugural Address 3/12/1962, JFK Special Message to Congress on Foreign Aid 7/1/1963 State Department Memorandum on Vietnam Strategic Hamlet Program 4/7/1965, LBJ, "Peace Without Conflict"</p>
3/18 - Vietnam	<p>4/7/1954, Eisenhower's Press Conference on Indochina 9/2/1963 and 9/9/1963, JFK Interviews with Walter Cronkite and David Brinkley Documentary History on 11/1/1963 Coup in South Vietnam 8/24/1963, Telegram from the State Department to US Embassy in Saigon. 11/4/1963, JFK's Memoir Dictation on Diem's Death 4/4/1967, MLK "Beyond Vietnam" 2/27/1968, Walter Cronkite on Vietnam 11/3/1969, Richard Nixon's Speech on Vietnamization 4/30/1970, Richard Nixon's Statement on the Invasion of Cambodia</p>
3/25 - Détente	<p>(Research Topic Due By Class Time) 9/8/1970, Intelligence Community Meeting on Chile 9/12/1970, CIA Director Phone Call with Henry Kissinger 9/15/1970, CIA Director Meeting with Nixon 5/29/1972, Richard Nixon's Address to the Soviet People from Moscow 1972, Shanghai Communiqué 1975, Helsinki Final Act- Questions Relating to Security in Europe, (First 10 pages)</p>
4/1 - Human Rights, the Environment, and Foreign Policy	<p>4/22/1970, Gaylord Nelson's Speech to the First Earth Day 9/24/1973, Robert McNamara's Speech to the Board of Governors of the World Bank 5/22/1977, Jimmy Carter's Commencement Speech at Notre Dame 1975, Daniel Patrick Moynihan, "The United States in Opposition" 1979, Jeane Kirkpatrick, "Dictatorships and Double Standards"</p>
4/8 - Ronald Reagan and the "Evil Empire"	<p>6/9/1982, Ronald Reagan's Address to the British Parliament March 23, 1983, Ronald Reagan's Address on National Security 3/8/1983, Ronald Reagan's "Evil Empire" Speech 10/16/1986, Transcript of Summit between Reagan and Gorbachev, Reykjavik, Iceland. Final Day.</p>
4/15 - The end of the Cold War and Globalization	<p>(Primary Source Research Project Due by 11:59 PM on 4/15) 1989, Francis Fukuyama, "The End of History" 9/11/1990, George H.W. Bush "New World Order" Speech Draft, Defense Planning Guidance FY 94-99 5/5/1993, Bill Clinton's Remarks on Operation Restore Hope 10/8/1993, Bill Clinton, Address on Somalia 12/8/1993, Bill Clinton, Remarks on the Signing of NAFTA</p>

	<p>11/27/1995, Bill Clinton, Address on Bosnia</p> <p>3/9/2000, Bill Clinton's Speech on the China Trade Bill</p>
4/29- The War on Terror	<p>9/18/2001, Authorization for the Use of Military Force</p> <p>9/20/2001, George W. Bush Address to Congress</p> <p>2002, U.S. National Defense Strategy</p> <p>3/17/2003, George W. Bush on Iraq</p> <p>3/31/2005, Report of the Commission on Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction, Letter of Transmission and Report Pgs 3-11.</p> <p>1/11/2007, George W. Bush Address on Military Operations in Iraq</p> <p>2007, Barack Obama, "Renewing American Leadership"</p> <p>6/4/2009, Barack Obama, "A New Beginning" June 4, 2009</p> <p>8/5/2015, Barack Obama, Remarks on the Iran Nuclear Deal,</p> <p>9/19/2017, Donald Trump Address to the UN General Assembly</p>
Exam	Final Exam Due by 11:59 PM on May 13