

Junior Historiography Seminar: US Foreign Policy Since 1898
HIST 3500
M/W 12:30—1:45
CRN 12712
Pafford 208

Professor: Dr. Tim Schroer
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Office hours: Mon. 8:30 – 9:15; 11:00 – noon
Wed. 8:30 – 9:15; 11:00 – noon, or by appointment

Course Description

In this course we will practice the skill of analyzing historiography through our study of the historiography of US foreign policy since 1898. We will examine three historiographic debates. The first will concern the origins and significance of the policy of the Open Door in China. The second will consider the origins of the Cold War. The third debate is to be determined, based on student interest.

Each student will also write a three-page prospectus for a research paper in the history of US foreign policy that could be of use in preparing to write a Senior Seminar paper.

Prerequisites

Each student should have already completed HIST 2302 Methodology.

Learning Outcomes

This course is designed to provide students actively engaged in the learning process with the ability:

- to analyze historiographic debates concerning the Open Door and the origins of the Cold War;
- to analyze secondary sources for their interpretations;
- to demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation; and
- to think historically.

Required Materials:

Dennis Merrill and Thomas G. Paterson, ed., *Major Problems in American Foreign Relations*, vol. II *Since 1914*, 7th ed. (Wadsworth Cengage, 2010), ISBN 978-0-547-21823-6

Perry Anderson, *American Foreign Policy and its Thinkers* (Verso), ISBN 9781786630483.

George F. Kennan, *American Diplomacy*, 60th Anniversary Edition (Chicago: University of Chicago Press, 2012), ISBN 9780226431482.

There will also be several additional readings on CourseDen.

Grading

Class Participation:	10 percent
Writing-to-learn exercises:	10 percent
First essay on the Open Door:	20 percent
Essay on the origins of the Cold War:	20 percent
Essay on third question:	20 percent
Prospectus:	15 percent
Oral presentation on prospectus:	5 percent

Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized.

Each student must submit four short writing-to-learn exercises, which are equally weighted. Each writing-to-learn exercise is due at the beginning of the class period in which we discuss the material addressed in it. No late writing-to-learn exercises will be accepted. Each exercise calls for students to write less than a paragraph addressing a particular question.

Each student will write three 5-6 page, typed, double-spaced papers analyzing a historiographical debate. The first paper will examine the historiographical debate concerning the Open Door policy. The second paper will examine the debate concerning the origins of the Cold War. The third paper will examine another debate. The instructor will decide which debate and readings to examine based on student interest.

Each student will write a three-page prospectus for a projected substantial research project related to US foreign policy since 1898. Students are *not* required to research and write the paper proposed in the prospectus, but I encourage students to use the opportunity to explore a possible Senior Seminar paper. The prospectus should identify the question that the paper will address, describe the existing historiography on the question, and indicate the contribution to the debate that the student envisions making. The prospectus should include a bibliography listing at least ten primary and ten secondary sources.

Each student will make a five-minute oral presentation of the prospectus during the last week of the course and answer questions from the class for five minutes. The oral presentations should be clear and lively. Students should not read their prospectuses aloud.

No extra credit will be offered.

Policies

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>.

Academic honesty prohibits taking credit for someone else's work. Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk. In addition, students may wish to consult with the Writing Center (<http://www.westga.edu/~writing>).

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first three weeks of the course and present documentation from the University's Student Development Center.

Late assignments will be penalized by deducting one letter grade for each day the assignment is late.

I strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or even predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. I do not penalize students for absences, but students receive no credit for participating or on any tests or quizzes on missed class days. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as administered except in rare cases of prior approval by the instructor or with a physician's note.

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at: https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Course Schedule

Jan. 10 Introduction

Jan. 15 No class for Martin Luther King Jr. Day

Jan. 22 What is historiography?

Reading: Melvyn P. Leffler, "The Cold War: What Do 'We Now Know'?" *The American Historical Review* 104, no. 2 (Apr. 1999): 501-24.

Writing-to-learn exercise due at the beginning of class: What question does Leffler examine in his essay?

- Jan. 24 Kennan extract, chapters 1-3
Writing-to-learn exercise due at the beginning of class: What central point is Kennan trying to make regarding the adoption by the United States of the Open Door policy in China? (Be sure to cite the pages in the book that support your interpretation.)
- Jan. 29 Williams extract (CourseDen)
Writing-to-learn exercise due at the beginning of class: Identify one important respect in which Williams disagrees with Kennan regarding the Open Door policy and cite the page numbers where that disagreement appears.
- Jan. 31 Hunt on the Open Door (CourseDen); Moore (CourseDen)
- Feb. 5 Keliher (CourseDen)
Writing-to-learn exercise due at the beginning of class: Which section of Keliher's article is most amenable to being skimmed for purposes of this course? Why?
- Feb. 7 Annie Tracy Samuel, "The Open Door and U.S. Policy in Iraq between the World Wars," *Diplomatic History* 38, no. 5 (2014): 926-52.
Writing-to-learn exercise due at the beginning of class: What does this article suggest about the significance of the Open Door policy of 1898 in U.S. foreign policy? Which of Kennan or Williams would tend to agree more with Samuel's argument?
- Feb. 12 **First paper due**
- Feb. 14 Kennan, "The Sources of Soviet Conduct"
- Feb. 19 Kennan, chapters 5 and 6 and rest of Part II
- Feb. 21 Extract from Gregor Dallas, *1945: The War that Never Ended*
- Feb. 26 Merrill and Paterson, pp. 186-87, 205-34
- Feb. 28 Leffler article
- Mar. 5 Part one of Anderson
- Mar. 7 Part two of Anderson
- Mar. 12 Bacevich, Leffler, and Anderson from *Diplomatic History*
Writing-to-learn exercise due at the beginning of class: Are all historical accounts equally valid? How does one tell if one historical account is better than another?
- Mar. 14 **Second paper due**
Readings:

Spring Break!

Mar. 26	TBD
Mar. 28	TBD
Apr. 2	TBD
Apr. 4	Students should bring to class a written statement of the question to be addressed in the prospectus.
Apr. 9	TBD
Apr. 11	TBD
Apr. 16	TBD
Apr. 18	Third paper due
Apr. 23	Discussion
Apr. 25	Presentations of prospectuses
Apr. 30	Presentations of prospectuses Prospectus due