There are no prerequisites for this course.

This course covers the development of the foreign policy of the United States from the presidency of George Washington to that of Donald J. Trump. Over the course of its history, the United States has gone through three major stages and entered a fourth on the world stage: fragile new nation to 1820; strengthening regional nation with a fundamental flaw (slavery) to 1865; emerging hemispheric power to 1914; global power from 1914 to today.

US foreign policy has been rooted in domestic interests and politics. Because Presidents formulate it and execute it, US foreign policy has been subject to change, even abrupt change. The official distillation of foreign policy and domestic events is the President’s Annual Message to Congress on the state of the Union. These messages will be the bedrock and primary study material for the course.

This course is designed to give students a deep historical perspective on the foreign policy of the US by having them pursue one aspect of the overall policy through the history of the republic down to the present day. Each aspect touches one or several other aspects.

In this one-semester course, students are going to cover in depth one of the following recurring aspects of US foreign policy through all four stages of US history. They will make four (4) brief classroom presentations on this aspect, prepare a bibliography on it, and write a twenty (20)-page term paper on it. In the first class, students will be matched to one of the following subjects with a roll of a 10-sided die:

1. Fishing, whaling, sealing, marine sanctuaries  
2. International commerce, promotion and protection of  
3. Economic development and tariffs  
4. Slavery, and human trafficking  
5. Territorial expansion, including relations with Mexico, Cuba, Puerto Rico, the Philippines, Guam, and Central America  
6. Relations with Great Britain, Canada, and Ireland  
7. Immigration and immigration policy  
8. Indian Affairs and American foreign missionary activity  
9. War  
10. Relations with China
Course objectives will be three:

- to learn a great deal about the United States and its international relations across the history of the republic down to the present;
- to fashion better questions to ask of the data you read and otherwise acquire;
- to present well both orally and in writing your new knowledge.

Ready knowledge is valuable but quickly exhausted unless replenished by diligent study and persistent, skilled questioning. You will have to read a lot and think a lot. Read and study as if you might be presenting your findings in the next class meeting—you might be depending on the throw of a die. You will become more practiced in public speaking and acquainted with the Department’s grading matrix (attached), which is designed to promote clarity of both written and oral expression.

Required Readings:

Students must study very carefully the State of the Union Messages of the president to Congress that are required by Article 2, Section 3 of the United States Constitution. Therein they will find the President’s summary report on the foreign and domestic affairs of the United States for each year. You can find the annual messages on the World Wide Web at [www.presidency.ucsb.edu/#27EF29](http://www.presidency.ucsb.edu/#27EF29).

In addition, there are two (2) required books:


Recommended Readings: You will need to know about the historical background of the presidential messages. For the period down to 1875, annual reports from Executive Departments can be accessed at [memory.loc.gov/ammem/aml#27D7C9](http://memory.loc.gov/ammem/aml#27D7C9). For the period 1860 to 1960 you can find back up primary documentation, the Foreign Relations of the United States, at the website of the Office of the Historian, U.S. Department of State, [https://history.state.gov/historicaldocuments](https://history.state.gov/historicaldocuments). The FIU library has recent paper volumes of this series.

The journal *Diplomatic History* is a source of excellent information and scholarship on the history of American foreign relations. It is also in the FIU library and available online as well through the FIU library. In addition, there are numerous books and journal articles about each president, about American history in general, about American foreign relations in general and specific foreign policies. Many of them are in the FIU library. You will need to consult them for the background information needed for your presentations and term paper. It will not be sufficient to visit a website or two such whitehouse.gov or Wikipedia.
Course Attendance Policy:

REGULAR ATTENDANCE IS HIGHLY DESIRABLE AND UNEXCUSED ABSENCE MAY BE HARMFUL TO YOUR GRADE. Four times in the semester, each student will be called upon to report on the foreign policy of the president being studied that day and on her/his chosen subject and its implications for US foreign policy in the era we are studying in class. The presentations are unscheduled and determined by the throw of a ten-sided die. Unexcused students not in attendance when called on to present their work will lose one-half grade, five points, from a total of 100 points for the course.

Required Presentations:

You will be called on to make four brief (up to 5 minutes) classroom presentations in this course. The subject of your presentations will be the foreign policy of the president(s) being studied that day and your research findings on the topic you are researching. You will be graded according to the appended departmental grading matrix.

Practice makes perfect. So, follow the matrix in preparing yourself to present your work at any class meeting during the semester and practice, out loud, over and over so that you are ready in the event you are called on. Get used to hearing yourself talking out loud and to talking in front of others. Especially if you look forward to a career in law, diplomacy, or politics, you should also consider taking a course in public speaking or in theater (drama). Such a course, however, is not a prerequisite for this course. This course, INR 3102, has no prerequisites.

In each class from Wednesday, January 23, to Friday, April 19, randomly chosen students will present either their research findings to date and a synopsis of the foreign policy of that day’s American president(s) as enunciated in that president’s or those presidents’ annual messages. Each student will have up to five (5) minutes for his or her presentation.

The presentations on the presidents’ foreign policy will be sequential from George Washington to Donald J. Trump.

The professor will score the presentations in accordance with the attached matrix.

Course grading policy: (0-69=F; 70-77=C; 78-79=C+; 80-87=B; 87-89=B+; 90-100=A)

Thirty percent (30%) of your course grade will be the average of your three (3) highest classroom presentation grades. Random presentation dates.

Ten percent (10%) of your course grade will come from your grade on the mid-term examination. It is a closed book examination, so no notes or study materials are
permitted. Please write clearly and answer in no more than one blue book—you must use a blue book—the following question:

**What one question, if answered adequately, would yield the clearest understanding of the history of America’s foreign relations covered so far in class?**

Ten percent (10%) of your grade will come from the approved bibliography that you submit for your term paper by February 21. The subject of the term paper is assigned by chance at the beginning of the course.

Ten percent (10%) of your grade will come from the draft of your term paper that you turn in by March 16. As you develop this paper, please keep in mind the university’s expectation that you will be true to the FIU pledge and observe its academic integrity requirements outlined in the student handbook and at the website, integrity.fiu.edu.

Thirty percent (30%) of your grade will come from your term paper. The professor will use the attached standard grading matrix to grade your term paper. Term papers are due April 6.

Ten percent (10%) of your course grade will come from your grade on the final examination. The two questions on the final, closed book examination will be chosen from the following six questions by a throw of dice at the start of the exam. You must answer both questions in no more than one blue book. Please write clearly.

1. What one question, if answered adequately, would yield the clearest and most adequate understanding of the history of America’s foreign relations? Justify your answer.

2. Considering the ten particular topics emphasized in the course syllabus, which one was the third most important? Justify your answer.

3. Which foreign policy in the period considered by Rauchway was most instrumental in America’s rise to international power?


5. What American president’s foreign policy was most beneficial and least harmful to the United States of America? Justify your answer.
6. What American president’s foreign policy was most harmful and least beneficial to the United States of America? Justify your answer.

Tentative Class Schedule:

Monday, January 6, 2017: Class 1: Orientation; self-introductions; assignment of term paper topics; foreign relations in the northern hemisphere during the Little Ice Age, 1300-1850; the classical balance of power; Machiavellianism and anti-Machiavellianism; state vs. church.

Wednesday, January 8: Class 2: The struggle for North America, a larger version of the struggle for the British Isles: rum and whiskey vs. brandy; relations with aboriginals; the Anglo-Celtic divide; rebellion vs. colonial restrictions.

Friday, January 10: Class 3: The role of weather; confederation and the diplomacy of the United States under the Confederation; white and black servitude.

The First Anglo-American Republic:
Monday: January 13, Class 4: The Presidency of George Washington

Last day to add courses or change grading option
Last day to drop courses or withdraw from the university without incurring financial liability for tuition and fees

Wednesday, January 15, Class 5: The Presidency of John Adams

Friday, January 17, Class 6: The Presidency of Thomas Jefferson
Cancellation of Enrollment for unpaid tuition and fee balances not covered by Payment Plan, Scholarships or other Awards.

Monday, January 20, Martin Luther King, Jr. Holiday (University closed)

Wednesday, January 22, Class 7: The Presidency of James Madison

Friday, January 24, Class 8: The Presidency of James Monroe

Monday, January 27, Class 9: The Presidency of John Quincy Adams

The First Celtic-American Republic

Wednesday, January 29, Class 10: The Presidency of Andrew Jackson

Friday, January 31, Class 11: The Presidency of Martin Van Buren
Last day to apply for Spring 2019 Graduation; last day to withdraw from the University with a 25% refund of tuition
Monday, February 3, Class 12: The Presidency of W. H. Harrison (no messages)
   The Presidency of John Tyler

Wednesday, February 5, Class 13: The Presidency of James K. Polk

Friday, February 7, Class 14: The Presidency of Zachary Taylor
   The Presidency of Millard Fillmore

   Last Day to apply for Spring graduation

Monday, February 10, Class 15: The Presidency of Franklin Pierce
   The Presidency of James Buchanan

The Second Anglo-American Republic
Wednesday, February 12, Class 16: The Presidency of Abraham Lincoln

Friday, February 14, Class 17: The Presidency of Andrew Johnson

Monday, February 17, Class 18: The Presidency of Ulysses S. Grant

Wednesday, February 19, Class 19: The Presidency of Rutherford B. Hayes
   The Presidency of James Garfield
   The Presidency of Chester Arthur

Friday, February 21, Class 20: Term paper bibliography due
   The First Presidency of Grover Cleveland
   The Presidency of Benjamin Harrison
   The Second Presidency of Grover Cleveland

February 24 to February 29: Spring Break (University Open, No classes)

Monday, March 2, Class 21: MID-TERM EXAM

The Second Celtic-American Republic

Wednesday, March 4, Class 22: The Presidency of William McKinley
   Discussion of Rauchway, *Blessed Among Nations*, pp. 1-57

Friday, March 6, Class 23: The Presidency of Theodore Roosevelt
   Discussion of mid-term exams

Monday, March 9, Class 24: The Presidency of William Howard Taft
   Discussion of Rauchway, *Blessed Among Nations*, pp. 58-84

Wednesday, March 11, Class 25: The Presidency of Woodrow Wilson
The Third Anglo-American Republic

Friday, March 13, Class 26: The Presidency of Warren G. Harding
The Presidency of Calvin Coolidge
The Presidency of Herbert Hoover

Discussion of Rauchway, *Blessed Among Nations*, pp. 85-121

Monday March 16, Class 27: TERM PAPER DRAFT DUE
The Presidency of Franklin D. Roosevelt

Discussion of Rauchway, *Blessed Among Nations*, pp. 122-180

The Third Celtic-American Republic

Wednesday, March 18, Class 28: The Presidency of Harry S. Truman


Friday, March 20, Class 29: The Presidency of Dwight D. Eisenhower:

Monday, March 23, Class 30: The Presidency of John F. Kennedy

Wednesday, March 25, Class 31: The Presidency of Lyndon B. Johnson

Discussion of McCartney, *America’s War Machine*, pp. 41-84

Friday, March 27, Class 32: The Presidency of Richard M. Nixon
The Presidency of Gerald Ford

Monday, March 30, Class 33: The Presidency of James E. Carter

Discussion of McCartney, pp. 85-119

Wednesday, April 1, Class 34: The Presidency of Ronald Reagan

Discussion of McCartney, pp. 120-148

The Fourth Anglo-American Republic

Friday, April 3, Class 35: The Presidency of George H. W. Bush

Monday, April 6, Class 36: TERM PAPER DUE
The Presidency of William J. Clinton

Discussion of McCartney, pp. 149-186

Wednesday, April 8, Class 37: The Presidency of George W. Bush
Term Paper presentations

Friday, April 10, Class 38: The Presidency of Barrack H. Obama

Discussion of McCartney, pp. 187-223
Term Paper presentations

Monday, April 13, Class 39: The Presidency of Donald J. Trump
Term Paper presentations

Wednesday, April 15, Class 40: Term Paper presentations

Friday, April 17, Class 41: Term Paper presentations

**Final Exam: WEEK of April 23: TBA**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows little understanding of the material. Barely addresses relevant background material, no effort to draw connections among materials. Topic chosen is irrelevant or marginally relevant to assignment.</td>
<td>Shows general grasp of the material, but portions of paper or presentation may not address the question. Covers most, but not all of the relevant or assigned materials. Makes some effort to synthesize. Topic chosen is somewhat relevant to assignment.</td>
<td>Shows mastery of the material. Synthesizes and integrates all of the relevant literature. Includes a wide range of published or original research and writing, and makes interesting and insightful connections and contrasts. Topic chosen is highly relevant to assignment.</td>
</tr>
<tr>
<td>0 – 20 points</td>
<td>20 – 40 points</td>
<td>40 – 60 points</td>
</tr>
<tr>
<td>Lacks coherence, few or no transitional devices, may clear topic or main idea. Information presented in unrelated bits and pieces.</td>
<td>Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some problems with clarity of topic. While the question is addressed, there may be digressions or unclear connections.</td>
<td>Clear logical structure with an introduction, body, and conclusion. Sophisticated transitional devices. Often develops one idea from the previous one or identifies their logical relations. Guides the reader through a chain of reasoning.</td>
</tr>
<tr>
<td>0 – 3 points</td>
<td>4 – 6 points</td>
<td>7 – 10 points</td>
</tr>
<tr>
<td>Fails generally to follow directions, sloppy. Odd or no pagination and formatting. Little or no sections or subheadings. Contains</td>
<td>Generally follows directions, but one or two problems with formatting or pagination. Some poorly placed or obscure headings and</td>
<td>Headings or subheadings present and logically placed, all directions followed exactly. No spelling or grammatical errors.</td>
</tr>
<tr>
<td>numerous grammatical errors and typos, or poor grammar.</td>
<td>subheadings. Well written but may contain one or two spelling and grammatical errors.</td>
<td>0 – 3 points 4 – 6 points 7 – 10 points</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Fails to follow guidelines for word length, delivery time, minimum number of sources, accurate citation of sources. Deadline(s) not met.</td>
<td>Meets some guidelines and does not meet others for word length, delivery time, minimum number of sources, accurate citation of sources.</td>
<td>0 – 3 points 4 – 6 points 7 – 10 points</td>
</tr>
<tr>
<td>Little or no supporting materials utilized (graphics, maps, charts, tables) are used to explain and reinforce content. Accuracy and / or neatness of supporting materials may be seriously in question.</td>
<td>Some supporting materials utilized (graphics, maps, charts, tables) are used to explain and reinforce content. Accuracy and / or neatness of supporting materials may be marginal</td>
<td>0 – 3 points 4 – 6 points 7 – 10 points</td>
</tr>
</tbody>
</table>

Dec. 15, 2018