

INR 3102-U01 (16433) American Foreign Policy Spring 2022 MWF 9am PC331 1
Prof. T. A. Breslin SIPA 428 breslint@fiu.edu Office hours: MWF 1-2 pm and by
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INR 3102-U01 (16433) American Foreign Policy
Spring 2022 MWF: 9 –9:50 am Location: Perry Building (PC), Room 331

Final Exam: TBA

Prof. Thomas A. Breslin

Office: SIPA428 Office Hours: MWF 1-2pm; and by appointment

Tel: 305-348-0551/2304 E-mail address: breslint@fiu.edu

Teaching Assistant: Mr. Logan Walker

There are no prerequisites for this course.

Course Overview: This course covers the key foreign affairs and policies of the United States from the presidency of George Washington to that of Joseph R. Biden. In this timespan 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. The Presidents' identification with cultural traditions has had a heavy influence on U.S. foreign policy.

In this one-semester course, students are also going to cover in depth one of ten aspects of US foreign policy running through all four stages of US history. They will make four (4) brief classroom presentations on this aspect, prepare a bibliography for a term paper on it, write and submit a draft term paper on that aspect, and write a final twenty (20)-page term paper on it. In the first class, *students will be matched to one of the following ten aspects 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 Goal: This course is designed to give students a deep historical perspective on the foreign policy of the US.

Course objectives will to 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.

Course Outcomes: If you do the required work, you will have a good understanding of the pattern of America's historical and contemporary foreign policy, the latter in detail. You will have an in-depth understanding of at least one aspect of America's foreign policy and familiarity with others. You will have increased your ability to ask better questions and you will be on the way to making a habit of questioning authority.

Student Well-Being: Your well-being is of utmost importance. So, FIU has instituted formal protocols such as Panthers Protecting Panthers for protecting you and all members of the FIU community during this time of the Covid-19 pandemic. Please observe them faithfully. Life as a student can be very demanding and stressful, even in normal times. You should take good care of yourselves, including eating a balanced diet and getting 8 hours of sleep, adequate physical exercise, and sunshine. Social distancing, mask wearing, and hand washing are especially important as are vaccinations against diseases such as influenza and COVID-19. Don't hesitate to make use of our student health services and psychological counseling services as needed.

Required Readings:

The Annual Messages of the President to Congress are the bedrock and primary study material for the course. In the U.S., Presidents formulate and execute foreign and domestic policy. In many respects foreign and domestic policies are intertwined. The official summary of foreign and domestic policies and events is the President's Annual Message to Congress on the State of the Union. In these Annual Messages, Presidents account to Congress for their foreign and domestic policies and actions. These Messages are required by Article 2, Section 3 of the United States Constitution. Students must study them very carefully. You can find the annual messages on the World Wide Web at www.presidency.ucsb.edu/#27EF29.

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

Eric Rauchway. *Blessed Among Nations: How the World Made America* (New York: Hill & Wang, 2006; ISBN-13:978-0-8090-3047-7; ISBN-10:0-8090-3047-0)

Daniel Immerwahr. *How to Hide an Empire: A History of the Greater United States* (Farrar, Straus & Giroux, 2019; ISBN-9780374172145)

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. 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>. 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 as 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-quarter grade, 2.5 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. Your score will be on a 10-point scale.

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 19, to Friday, April 22, 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 Joseph Biden.

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 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? Justify your answer.

Ten percent (10%) of your grade will come from the approved bibliography that you submit for your term paper by February 25. 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 21. 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 11.

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?

4. Critique Immerwahr's evaluation of American foreign policy toward Japan.

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.

Class Schedule:

Monday, January 10, 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 12: 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 13: 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 17, Martin Luther King, Jr. Holiday (University closed)

Wednesday: January 19, Class 4: The Presidency of George **Washington**
Discussion of Daniel Immerwahr, *How to Hide an Empire*, pp. 3-45.

Friday, January 21 Class 5: The Presidency of John **Adams**

Monday, January 24, Class 6: The Presidency of Thomas **Jefferson**

Wednesday, January 26, Class 7: The Presidency of James **Madison**

Friday, January 28, Class 8: The Presidency of James **Monroe**

Monday, January 31, Class 9: The Presidency of **John Quincy Adams**

The First Celtic-American Republic

Wednesday, February 2, Class 10: The Presidency of **Andrew Jackson**

Friday, February 4, Class 11: The Presidency of Martin **Van Buren**

Monday, February 7, Class 12: The Presidency of W. H. Harrison (no messages)
The Presidency of John **Tyler**

Wednesday, February 9, Class 13: The Presidency of James K. **Polk**

Friday, February 11, Class 14: The Presidencies of Zachary **Taylor** & M. **Fillmore**
Discussion of Immerwahr, *How to Hide and Empire*, pp. 46-58.

Monday, February 14, Class 15: The Presidency of Franklin **Pierce**
The Presidency of James **Buchanan**

The Second Anglo-American Republic

Wednesday, February 16, Class 16: The Presidency of Abraham **Lincoln**

Friday, February 18, Class 17: The Presidency of **Andrew Johnson**

Monday, February 21, Class 18: The Presidency of Ulysses S. **Grant**

Wednesday, February 23, Class 19: The Presidency of Rutherford B. **Hayes**
The Presidency of James **Garfield**
The Presidency of Chester **Arthur**

Discussion of Rauchway, *Blessed Among Nations*, pp. 1-57

Friday, February 25, Class 20: **Term paper bibliography due**
The First Presidency of Grover **Cleveland**
The Presidency of **Benjamin Harrison**
The Second Presidency of Grover **Cleveland**

February 28 to March 5: Spring Break (University Open, No classes)

Monday, March 7, Class 21: **MID-TERM EXAM**

What one question, if answered adequately, would yield the clearest understanding of the history of America's foreign relations covered so far in class? Justify your answer.

The Second Celtic-American Republic

Wednesday, March 9, Class 22: The Presidency of William **McKinley**

Discussion of Rauchway, *Blessed Among Nations*, pp. 58-84

Friday, March 11, Class 23: The Presidency of **Theodore Roosevelt**

Discussion of mid-term exams

Discussion of Immerwahr, *How to Hide an Empire*, pp. 59-107

Monday, March 14, Class 24: The Presidency of William Howard **Taft**

Discussion of Rauchway, pp. 85-121

Wednesday, March 16, Class 25: The Presidency of Woodrow **Wilson**

Discussion of Rauchway, pp. 122-163

The Third Anglo-American Republic

Friday, March 18, Class 26: The Presidency of Warren G. **Harding**

The Presidency of Calvin **Coolidge**

The Presidency of Herbert **Hoover**

Discussion of Immerwahr, *How to Hide an Empire*, pp. 108-153.

Monday March 21, Class 27: **TERM PAPER DRAFT DUE**

The Presidency of Franklin D. **Roosevelt**

Discussion of Immerwahr, *How to Hide an Empire*, pp. 154-212

The Third Celtic-American Republic

Wednesday, March 23, Class 28: The Presidency of Harry S. **Truman**

Friday, March 25, Class 29: The Presidency of Dwight D. **Eisenhower**:

Discussion of Immerwahr, *How to Hide an Empire*, pp. 215-297

Monday, March 28, Class 30: The Presidency of John F. **Kennedy**

Wednesday, March 30, Class 31: The Presidency of **Lyndon B. Johnson**

Discussion of Immerwahr, *How to Hide an Empire*, pp. 298-354

Friday, April 1, Class 32: The Presidency of Richard M. **Nixon**

The Presidency of Gerald **Ford**

Monday, April 4, Class 33: The Presidency of James E. **Carter**

Wednesday, April 6, Class 34: The Presidency of Ronald **Reagan**

The Fourth Anglo-American Republic

Friday, April 8, Class 35: The Presidency of **George H. W. Bush**

Monday, April 11, Class 36: **TERM PAPER DUE**
 The Presidency of William J. **Clinton**

Wednesday, April 13, Class 37: The Presidency of George W. **Bush**
 Term Paper presentations

Friday, April 15, Class 38: The Presidency of Barrack H. **Obama**
Discussion of McCartney, pp. 187-223
 Term Paper presentations

Monday, April 18, Class 39: The Presidency of Donald J. **Trump**
 Term Paper presentations
Discussion of Immerwahr, How to Hide an Empire, pp. 355-401

Wednesday, April 20, Class 40: The Presidency of Joseph Biden
 Term Paper presentations
Discussion of Rauchway, *Blessed Among Nations*, pp. 165-173

Friday, April 22, Class 41: Summary
 Term Paper presentations

Final Exam: WEEK of April 25: TBA

Poor	Good	Excellent
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. 0 – 20 points	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 20 – 40 points	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. 40 – 60 points
Lacks coherence, few or no transitional devices, may clear topic or main idea. Information presented	Shows a logical progression of ideas and uses fairly sophisticated transitional devices.	Clear logical structure with an introduction, body, and conclusion. Sophisticated transitional devices.

<p>in unrelated bits and pieces.</p> <p>0 – 3 points</p>	<p>Some problems with clarity of topic. While the question is addressed, there may be digressions or unclear connections.</p> <p>4 – 6 points</p>	<p>Often develops one idea from the previous one or identifies their logical relations. Guides the reader through a chain of reasoning.</p> <p>7 – 10 points</p>
<p>Fails generally to follow directions, sloppy. Odd or no pagination and formatting. Little or no sections or subheadings. Contains numerous grammatical errors and typos, or poor grammar.</p> <p>0 – 3 points</p>	<p>Generally follows directions, but one or two problems with formatting or pagination. Some poorly placed or obscure headings and subheadings. Well written but may contain one or two spelling and grammatical errors.</p> <p>4 – 6 points</p>	<p>Headings or subheadings present and logically placed, all directions followed exactly. No spelling or grammatical errors.</p> <p>7 – 10 points</p>
<p>Fails to follow guidelines for word length, delivery time, minimum number of sources, accurate citation of sources. Deadline(s) not met.</p> <p>0 – 3 points</p>	<p>Meets some guidelines and does not meet others for word length, delivery time, minimum number of sources, accurate citation of sources.</p> <p>4 – 6 points</p>	<p>Meets all guidelines for word length, delivery time, minimum number of sources, full and accurate citation of sources. Deadline(s) met.</p> <p>7 – 10 points</p>
<p>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.</p> <p>0 – 3 points</p>	<p>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</p> <p>4 – 6 points</p>	<p>Supporting materials utilized (graphics, maps, charts, tables) are used to explain and reinforce content. Supporting materials accurate and neatly presented.</p> <p>7 – 10 points</p>