

SYLLABUS

COURSE: HI403/POL403
AMERICAN DIPLOMACY

SEMESTER: FALL 2016 (08/22/16 – 12/15/16)
MWF 11:30 A.M. – 12:20 P.M
HENRY 102

INSTRUCTOR: MICHAEL E. WEAVER
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OFFICE HOURS: MW 9:00 A.M. – 10:00 A.M.
TTH 9:00 A.M. – 11:00 A.M.
BY APPOINTMENT

REQUIRED TEXT: *THE AMERICAN AGE: U.S. FOREIGN POLICY AT HOME AND ABROAD, 1750 TO PRESENT*
BY WALTER LAFEBER
1994, W.W. NORTON & CO., N.Y., 2ND EDITION.
ISBN: 9780393964745

COURSE DESCRIPTION

This course is a historical study of America's role in the world. The course emphasizes analyses of complex questions involving U.S. relations with other nations and peoples, requiring the student to investigate primary sources and conflicting historical points of view. We will survey America's international relations from the founding of the Republic to the present, addressing a broad spectrum of foreign policy initiatives – ranging from benign and peaceful (i.e., negotiations) to coercive and violent (i.e., armed conflict) – in a variety of geographical settings.

COURSE GOAL

Students completing the course should gain a broad grasp of America's role in the world, a greater appreciation of the processes involved in making foreign policy and conducting diplomacy, a deeper understanding of the events themselves, and a keen familiarity with the major primary and secondary sources for the history of U.S. Foreign Relations as well as the most influential interpretations of key events in that history.

COURSE REQUIREMENTS

To be successful in this course, you must be willing to allocate sufficient time to access course materials, participate in class and group discussions, complete all assignments in a timely manner, and satisfactorily complete all exams.

Successful completion of this course depends upon:

- Satisfactory completion of all essay assignments, and term papers.
- Receiving a passing grade on the mid-term and final exams.
- Regularly attend and actively participate in class meetings.

NOTE: Simply earning points for a particular grade does not guarantee that the student will be given that grade. If assignments are missing or attendance is lacking, the final grade may be reduced to a lower level.

CANVAS

This course is listed on CANVAS, Chaminade's online platform. All written assignments are to be submitted to the CANVAS site ONLY according to published deadlines on the site and also announced in class. Copies of all handouts, readings, etc. will also be available on the course website.

EMAIL

I will normally respond within one to three days via email. Weekend emails will most likely not be read until Monday, so schedule accordingly Please note: It is University policy that faculty may only respond to student emails sent via their official Chaminade email address. Therefore, I will not respond to emails sent from other sources.

ATTENDANCE

Students are expected to regularly attend and actively participate in class meetings. University regulations require that attendance be taken and that instances of two (2) consecutive unexcused/unreported absences be reported to the Dean. This policy will be followed. In addition, it is virtually impossible to be successful in this course without attending the classes. It is the responsibility of the student to obtain the information from any missed class or classes.

ESSAY ASSIGNMENTS

- I will periodically assign the class essay topics based on the reading, as well as class lectures, films, etc. Your essays must be 500 words or more in length (typed, double spaced, Times New Roman 12 pt.). A title page is not necessary. A good essay will include a student's personal opinion on the subject matter as well as thoughtful consideration of the readings and the questions posed. Quotations from the readings to back up or refute any aspect of the topic are also encouraged.
- Written assignments submitted after the due date will be eligible for partial credit if submitted within seven (7) days after the due date. Assignments submitted after the seven-day limit will not receive any credit.

EXAMS

A Mid-Term and a Final Exam will be held according to dates posted on the class and school calendars. All students must complete both exams. *PLEASE NOTE:* The Final Exam for this class is scheduled for *Wednesday, December 07, 2016, from 11:00 AM – 1:00 PM*. No exams will be given before this time. Students who do not take the exam at the scheduled time will be given a grade of I (Incomplete) and will be scheduled for a make-up exam to be arranged with the instructor either during the semester break or within the first week of the following semester. Students who do not complete the exam within that time frame will receive a failing grade for the course.

TERM PAPERS/RESEARCH PROJECTS

Two papers will be assigned for the class, one due at Mid-Term and one due at the end of the semester. Details will be forthcoming.

GRADING

A

- 90% or higher on the midterm and final exams
- Satisfactory and timely completion of all written assignments
- Satisfactory attendance
- Satisfactory class participation

B

- 80% or higher on the midterm and final exam
- Satisfactory and timely completion of all written assignments
- Satisfactory attendance
- Satisfactory class participation

C

- 70% or higher on the midterm and final exam
- Satisfactory and timely completion of all written assignments
- Satisfactory attendance
- Satisfactory class participation

D

- 60% or higher on the midterm and final exam
- Non-compliance with written assignment guidelines
- Satisfactory attendance
- Satisfactory class participation

F

- Less than 60% or higher on the midterm and final exam
- Non-compliance with written assignment guidelines
- Unsatisfactory attendance
- Unsatisfactory class participation

CALENDAR

WEEK OF	TOPIC (S)	READING
8/22	Roots of American Foreign Policy	Ch.1
8/29	Diplomacy in the Early Republic	Ch.2
9/5	Monroe Doctrine & Manifest Destiny	Ch. 3 & 4
9/12	Civil War & Foundations of Empire	Ch. 5 & 6
9/19	Beginnings of the American Empire	Ch. 7 & 8
9/26	Wilsonian Diplomacy	Ch. 9 & 10
10/3	Mid Term Review 10/3 Mid-Term Exam, Pt. 1 10/5 Mid-Term Exam, Pt. II 10/7 <i>1st Term Paper due 10/9, 11:59 p.m.</i>	none
10/10	Isolation vs. Intervention	Ch. 11 & 12
10/17	World War II and Aftermath	Ch. 13
10/24	Cold War	Ch.14 & 15
10/31	Viet Nam Era	Ch. 16 & 17
11/7	Post Cold War	Ch. 18 & 19
11/14	Back to the Future	Ch. 20
11/21	*****Topic & Reading TBA*****	
11/28	Final Review Week <i>2nd Term Paper due 12/4, 11:59 p.m.</i>	
12/7	Final Exam 11:00 a.m. -1:00 p.m.	

SCHOOL POLICIES

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own. Plagiarism includes, but is not limited to: copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work; Copying of someone else's exam or paper; Allowing someone to turn in your work as his or her own; Not providing adequate references for cited work; Copying and pasting large quotes or passages without properly citing them
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Disability Access

- The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Syllabus Change Policy.

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton