

Bowie State University
Department of History and Government
Diplomatic History of the United States
History 402 Fall 2021 3 Credits
Time: 1:00 – 1:50
Virtual

Instructor: Dr. Roger Davidson
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Office: MLK O247
Office Hours:
M.W.& F: 10:00 – 10:50; 12:00 – 12:50,
2:00 – 3:00 or by appointment

COURSE DESCRIPTION

This course will examine United States Diplomatic from the American Revolution to present. In short, we will examine, in a socio-political context, the development, evolution, and implementation of U.S. foreign policy over time

PREREQUISITES: *Hist 201 or Hist 202.*

REQUIRED TEXTS:

- LaFeber, Walter, *The American Age: U.S. Foreign Policy at Home and Abroad, 1750 – Present*, (New York: W.W. Norton, 1994) ISBN – 0 – 393-96474-4
- McPherson, Alan., *A Short History of U.S. Intervention in Latin America and the Caribbean*, (Malden, MA.: Wiley Blackwell, 2016) ISBN-13: 978-1118954003

EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

GENERAL EDUCATION COMPETENCIES:

- I. *Written and Oral Communications:*
 - a. Analyze and discuss critical issues and recurring themes in the discipline;
 - f. Conduct research and evaluate information using the appropriate methods of the discipline;
- II. *Scientific and Quantitative Reasoning:*
 - a. Analyze and understand the physical and biological world as they relate to the historical discipline;
- III. *Critical Analysis and Reasoning:*
 - b. Apply skill in analysis, synthesis, and problem solving;
 - c. Apply logical reasoning in the examination and resolution of tasks.
- IV. *Technological Competency:*
 - a. Create a document using word processing software;
- V. *Information Literacy:*
 - a. Identification of key concepts and terms that describe the information needed;
 - d. Understanding of the ethical, legal and socioeconomic issues surrounding information and information technology.

TECHNOLOGY REQUIREMENTS: This course is web enhanced and has components on University's Blackboard system. As with any computer system, there **may/will be** glitches during the semester. To access the course go to <https://bsuonline.blackboard.com>, or click on the BSU online tab from the BSU homepage or see the Technical

Requirements folder in the “Start Here!” content area in Blackboard.

LIBRARY REQUIREMENTS: Students will be required to utilize the holdings of the University’s library as well as other accessible repositories to complete the assigned research project. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

STUDENT EXPECTED OUTCOMES:

Students will:

1. be acquainted with the historian’s craft (*Ia, If, IIa, IIIb, IIIc, IVa, Va, Vd*);
2. be exposed to various historiographical writings (*Ia, If, IIa, IIIb, IIIc*);
3. demonstrate a general understanding of the international and domestic forces which shaped the development of U.S. foreign relations from independence to the present. (*Ia, If, IIa, IIIb, IIIc*);
4. be able to critique the motives and policies of governmental officials in regard to global events and crisis. (*Ia, If, IIa, IIIb, IIIc*); and
5. be able to provide basic discussions (oral or written) of U.S. foreign policy shifts in the various periods of U.S. history from independence to the end of 20th century (*Ia, If, IIa, IIIb, IIIc*).

SPECIFIC LEARNING OBJECTIVES:

1. explain the methodology and techniques of the historian’s craft by utilizing primary sources and historiographical essays that focus on Diplomatic History and the foreign policy of the United States ;
2. examine, appraise and/or critique issues in U.S. Diplomatic History as a means enhancing student’s critical thinking skills and abstract reasoning;
3. craft written and oral analysis using primary, published primary, and secondary documents contained in libraries and archives (actual and virtual) as a means of strengthening research and communication skills;
4. through the study of U.S. Diplomatic History, exhibit a broader connection between the larger plight of humanity and the interactions of nation-states..

NCATE Competencies	
Curriculum Themes Objectives	Corresponding Outcomes or
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:

- Lectures, written assignments, and discussions of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material (*Ia, IIa, IIIb, IIIc, IVa, Va, Vd*):
 - to help students’ reading and comprehension skills through synthesizing large amounts of information from required reading materials;
 - to develop historical analysis skills and relate the past to contemporary events;
 - to help students develop listening and note taking skills.
- Examinations (*Ia, IIa, IIb, IIIb, IIIc*):
 - to test the retention of historical knowledge.
- Research Project (*Ia, If, IIa, IIIb, IIIc, IIIc, IVa, Va, Vd*):
 - to assist students in developing a thesis emphasizing critical thought with regard to a historical problem or question;
 - to assist students in the synthesis of gathered detailed or factual information in a comprehensive and structured fashion;
 - to assist students in the analysis of a historical question or problem;
 - to draw conclusions for the development of individual perspectives and interpretations of historical problems or questions.

TEACHING MODES:

A working knowledge of history is essential to scholarly growth and development. In fact, the vast majority, if not all, of today's most pressing social, political, and economic issues have deep historical roots. Accordingly, the study of history offers students an opportunity to analyze these roots in courses that deal with Environmental History, Women's History, Civil Rights, etc. This course, however, will examine United States foreign policy from independence to the present. In short, we will examine, in a socio-political context, the development, evolution, and implementation of United States foreign relations over time. The importance of this course rests in the linkages between yesterday's problems and today's concerns. "What is Past is Prologue . . . Study the Past."

This course will focus on critical thinking skills. These relate to students' ability to comprehend, analyze, synthesize, and communicate information from a variety of sources about the American past. Students will apply these skills as a means of solving problems or answering questions concerning Diplomatic History. In the process, students will learn how to relate detailed or factual information within conceptual frameworks. This will be accomplished by asking questions such as how do historians know? Students will learn how to ask questions about the past and then to begin the process of learning to address these questions. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of written and oral presentations. The course also emphasizes reading historical texts as well as listening to other's ideas—all of which are important in the learning process.

The course information will be conveyed to students through lectures, assigned readings, written assignments, and computer work. Corresponding assignments will develop critical thinking, communication, and problem solving skills. In addition, students will produce an original research project to improve their communication and problem solving skills. Lectures will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students with a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation.

STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge. *In case of inclement weather or the cancellation of class, students should check Blackboard for corresponding assignments. **Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 079 in the Thurgood Marshall Library or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.***

ATTENDANCE

Attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) and participate in all scheduled classes and activities. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of

knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the “Code of Student Conduct” for students as outlined by Bowie State University. “In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland.” **Students engaging in academic dishonesty will fail this course!**

CLASSROOM DECORUM

Bowie State University “prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations.” Students must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Please refrain from the use of cellular phones (talking and text messaging), pagers and other similar electronic devices (e.g., iPods or other MP3 players) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

COURSE REQUIREMENTS

Examination questions may be short answer/essay, true or false, or multiple choice. There will be two in-class examinations—a midterm and a final as well as an essay assignment (research based).. Students are required to research and present an Essay/ research project (specific guidelines to follow) based on the assigned topic and guidelines relevant to Diplomatic History. Students must complete and turn in all homework at the stipulated time. Optional extra-credit assignments may be assigned during the semester

Evaluations

Weekly Quizzes (10 @ 5pts ea)	50 pts	50%
WeeklyBlogs (10 @ 2pts ea)	20 pts	20%
Research Essay (3 -5 pgs)	10 pts	10%
Final Exam	20 pts	20%

Total	100 pts	100%
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Grading Scale

90 -100	— A
80 - 89	— B
70 - 79	— C
60 - 69	— D
59 & under	— F

Course Outline

ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY. ALL CHAPTER ASSIGNMENTS CORRESPOND TO THE REQUIRED TEXT.

August 30 Introduction

Sept 1st – 3rd Discussion of Syllabus and Foreign Relations

September 6th – September 10th

❖ The American Age – Chapter 3 (Focus on the Monroe Doctrine)

September 13th - September 17th

❖ The American Age – Chapters 4 and 6 (pages 165 – 187)

❖ **Blog and Quiz 1 to be completed by Sunday, Sept 19 at 11:59 p.m.**

September 20th – September 24th

❖ The American Age – Chapter 7 and Primary

Documents on Blackboard

❖ **Blog and Quiz 2 to be completed by Sunday, Sept 26 at 11:59 p.m.**

September 27th – October 1st

❖ The American Age – Chapters 8 and Primary

Documents on Blackboard

❖ **Class Discussion On Essay Topics**

❖ **Blog and Quiz 3 to be completed by Sunday, Oct 3rd at 11:59 p.m.**

October 4th - October 8th

❖ The American Age – Chapters 9

❖ **Blog and Quiz 4 to be completed by Sunday, Oct 10 th at 11:59 p.m.**

❖ Discuss Thesis, 3 Secondary Sources, and 3 Primary sources for proposed Essay

October 11th - October 15th

❖ The American Age – Chapter 10

❖ **Discuss Essay progress.**

❖ **Blog and Quiz 5 to be completed by Sunday, Oct 17 at 11:59 p.m.**

October 18th - October 22nd

- ❖ **The American Age** – Chapter 11 (emphasis on pp 352 -362)
- ❖ **Blog and Quiz 6 to be completed by Sunday, Oct 24 at 11:59 p.m.**

October 25th – October 29th

- ❖ **The American Age** – Chapter 12 and pages 413 – 421 in Chapter 13
- ❖ **Blog and Quiz 7 to be completed by Sunday, October 31st**
- ❖ **Discuss Essay Progress**

November 1st - 5th

- ❖ **The American Age** – Chapter 14
- ❖ **Discuss Essay progress.**
- ❖ **Blog and Quiz 8 to be completed by Sunday, Nov. 7 at 11:59 p.m.**

November 8th – November 12th

- ❖ **The American Age** – Chapters 15
- Blog and Quiz 9 to be completed by Sunday, Nov. 14 at 11:59 p.m.**

November 15th – November 19th

- ❖ **The American Age** – Chapters 16
- ❖ **Blog and Quiz 10 to be completed by Sunday, Nov. 21st at 11:59 p.m.**



Thanksgiving Break Nov 22 – 28

November 29th – December 3rd

- ❖ **The American Age** – Chapters 17
- ❖ **No Blogs or Quiz. This information will be on the Final Exam**

November 20th -- November 22nd

WRITE!!!! WRITE!!!! And write some more!!!!

*****ESSAY is Due on ** Sunday December 12th**

December 6th

- **I will post the Final Exam on Monday December 6th. It must be completed by Wednesday December 15th at 11:59 p.m.**

**Research Essay is Due – Sunday December 12th @11:59 p.m.
via Turn-it-In**

NOTE; AFTER COMPLETING ENGLISH 101 AND 102, STUDENTS MUST TAKE AND PASS THE BOWIE STATE UNIVERSITY ENGLISH PROFICIENCY EXAMINATION. TRANSFER STUDENTS WHO COMPLETED THEIR ENGLISH COMPOSITION REQUIREMENTS AT ANOTHER UNIVERSITY SHOULD TAKE THE ENGLISH PROFICIENCY EXAMINATION DURING THEIR FIRST SEMESTER OF ENROLLMENT AT BOWIE STATE UNIVERSITY. THE ENGLISH PROFICIENCY EXAM WILL BE ADMINISTERED FEBRUARY 14-15, 2008.

GENERAL REFERENCE SOURCES

(THESE ARE SEMINAL WORKS RECOGNIZED FOR THEIR TIMELESSNESS TO THE DISCIPLINE)

- ◆ Bennett, Lerone, Jr. *Before the Mayflower: A History of Black America*. Chicago: Johnson, 1982.
- ◆ Du Bois, W. E. B. *The Souls of Black Folk*. New York: New American Library, 1969.
- ◆ Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper and Row, 1988.
- ◆ Franklin, John Hope. *From Slavery to Freedom: A History of African Americans*. New York: McGraw-Hill, 2000.
- ◆ Hine, Darlene Clark, ed. *The State of Afro-American History: Past, Present, and Future*. Baton Rouge: Louisiana State University Press, 1986.
- ◆ _____. *Black Women in United States History*. Brooklyn, NY: Carlson, 1990.
- ◆ Lincoln, Eric C., and Lawrence H. Mamiya. *The Black Church in the African-American Experience*. Durham, NC: Duke University Press, 1990.
- ◆ Litwack, Leon F. *Been in the Storm So Long: The Aftermath of Slavery*. New York: Alfred A. Knopf, 1979.
- ◆ Logan, Rayford. *The Negro in American Life and Thought: The Nadir, 1877-1901*. New York: Collier Books, 1965.
- ◆ Meier, August. *Negro Thought in America, 1880-1915*. Ann Arbor: University of Michigan Press, 1963.
- ◆ Myrdal, Gunnar. *An American Dilemma: The Negro Problem and Modern Democracy*. New York: Pantheon Books, 1975.
- ◆ Quarles, Benjamin. *Black Mosaic: Essays in Afro-American History and Historiography*. Amherst: University of Massachusetts Press, 1988.
- ◆ Sterling, Dorothy, and Benjamin Quarles. *Lift Every Voice: The Lives of Booker T. Washington, W. E. B. Du Bois, Mary Church Terrell, and James Weldon Johnson*. Garden City, NY: Doubleday, 1965.
- ◆ Woodson, Carter G. *The Mind of the Negro as Reflected in Letters Written during the Crisis, 1800-1860*. New York: Russell & Russell, 1969.
- ◆ Woodward, C. Vann. *The Strange Career of Jim Crow*. New York: Oxford University Press, 1974.

REFERENCE AND BIBLIOGRAPHIC BOOKS

- ◆ Aptheker, Herbert, ed. *A Documentary History of the Negro People in the United States*. New York: Citadel Press, 1951.
- ◆ Davis, Nathaniel, ed. *Afro-American Reference: An Annotated Bibliography of Selected Resources*. Westport, CT: Greenwood Press, 1985.
- ◆ Logan, Rayford W., and Michael R. Winston. *Dictionary of American Negro Biography*. New York: Norton, 1982.
- ◆ McPherson, James M., ed. *Blacks in America; Bibliographical Essays*. Garden City, NY: Doubleday, 1971.
- ◆ Newman, Richard, comp. *Black Access: A Bibliography of Afro-American Bibliographies*. Westport, CT: Greenwood Press, 1984.
- ◆ Porter, Dorothy B., ed. *The Negro in the United States: A Selected Bibliography*. Washington, DC: Library of Congress, 1970.
- ◆ Sims, Janet L., comp. *The Progress of Afro-American Women: A Selected Bibliography and Resource Guide*. Westport, CT: Greenwood Press, 1980.
- ◆ Work, Monroe Nathan, comp. *A Bibliography of the Negro in Africa and America*. New York: Octagon Books, 1965.

NOTED JOURNALS AND PERIODICALS

- ◆ *American Historical Review* [American Historical Association]
- ◆ *Black (Negro) History Bulletin* [Association of the Study of African American Life and History]
- ◆ *International Journal of Africana Studies* [National Council of Black Studies]

- ◆ *Journal of African American (Negro) History* [Association of the Study of African American Life and History]
- ◆ *Journal of African American Studies* [Transaction Publishers]
- ◆ *Journal of American History* [Organization of American Historians]
- ◆ *Journal of Black Studies* [Sage Publications]
- ◆ *Journal of Southern History* [Southern Historical Association]
- ◆ *OAH Magazine of History* [Organization of American Historians]
- ◆ *The Black Scholar* [Black World Foundation]
- ◆ *Western Journal of Black Studies* [Washington State University]

SUPPLEMENTAL READINGS & TEXTS

Thomas A. Bailey. **A Diplomatic History of the American People.**

Howard Jones. **The Course of American Diplomacy.**

Robert Ferrell. **American Diplomacy: A History**

Robert D. Schulzinger. **American Diplomacy in the 20th Century.**

Elliott P. Skinner. **African Americans and U.S. Policy Toward Africa, 1850-1924**

Stephen Ambrose. **Rise of Globalism: American Foreign Policy Since 1938.**

Harry Ammon. **The Genet Mission.**

Alexander De Conde. **This Affair of Louisiana.**

Robert A. Divine. **The Reluctant Belligerent: American Entry into World War II.**

Otis Graham. **A Limited Bounty: The U.S. Since World War II.**

Lewis L Gould. **The Spanish-American War and President McKinley.**

George Herring. **America's Longest War: The United States and Vietnam.**

Howard Jones. **Mutiny on the Amistad: The Saga of a Slave Revolt and its Impact on American Abolition, Law & Diplomacy.**

Walter La Feber. **America, Russia, and the Cold War, 1945-1992.**

David McCullough. **The Path Between the Seas: The Creation of the Panama Canal, 1870-1914.**

Thomas G. Paterson. **On Every Front: the Making and Unmaking of the Cold War.**

Robert E. Quirk. **An Affair of Honor: Woodrow Wilson and the Occupation of Veracruz.**

Otis A. Singletary. **The Mexican War.**

John Spanier. **American Foreign Policy Since World War II**

Barbara Tuckman. **The Zimmeram Telegram.**

Paul A. Varg. **Foreign Policies of the Founding Fathers.**

William A. Williams. **The Tragedy of American Diplomacy.**

Randall B. Woods and Howard Jones. **Dawning of the Cold War: The United States' Quest for Order.**