Winter 2020
Department of History, Faculty of Arts, University of Waterloo:

History 315: U.S. and the World:

MEETING TIME: Wednesdays from 2:30pm to 5:20pm EST in EV1 350.

INSTRUCTOR: Dr. Dylan A. Cyr, dacyr@uwaterloo.ca.
Office Hours: Mondays and Wednesdays from 1 to 2pm.
Office: PAS 1236, Office ext: 37018.
Teaching Assistant: Graduate student Thomas E. Stroyan, testroyan@uwaterloo.ca.

CALENDAR DESCRIPTION: "This course examines the history of foreign relations of the United States from the Age of Imperialism through the War on Terror. Topics will include the Great War, Wilsonianism, World War II, the Cold War, human rights, and post-9/11 U.S. foreign policies."
- Prerequisite: Level at least 2A. Antirequisite: Hist208/280.

COURSE INTRODUCTION:
Welcome to History 315, a historical survey where we explore U.S. foreign relations, foreign policy, diplomacy, and great power relations from the 1890s until today. Stylized in the format of a student-led seminar, this course combines conventional written assignments and experiential learning in a constructive, amicable, and positive atmosphere. We welcome interdisciplinary perspectives as we hone our skills of the historical discipline. Key features of the long 20th century will be our focus, with discussion, description, and analysis centering on events, eras, concepts, and figures, including presidents, secretaries of state, politicians, national leaders from other states, and so on.

Our pedagogical goals include imprinting the basic knowledge of the subject matter; entrenching critical and analytical thinking; and reinforcing the skills of the historical discipline. Students will be rewarded with an increased understanding of U.S. foreign relations and increased refinement in how historians work with sources and interpret the past. In addition to some conventional assignments that train on discourse analysis, primary and secondary researching, and writing, students will also engage in experiential learning that will increase confidence in public speaking, foster self-reflection, refine working with peers, and zero in on improving our communicating of advanced information.

MEETING STRUCTURE:
As a student-led seminar, History315's class meetings are diverse in differing learning methods. Typically, our structure will be: a lecture by the instructor; a group discussion on assigned readings; student presentations; a current events discussion; and, sometimes, a short workshop on assignments. The order of these components is subject to the instructor's discretion, and can be expected to be mixed or blended often. Please see our Meeting Schedule below for greater detail.
TEXTS:


STUDENT EVALUATION:

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<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
<td>Weekly</td>
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<tr>
<td>Presentation</td>
<td>15%</td>
<td>TBD. Date selected early in the term</td>
</tr>
<tr>
<td>Research Essay Proposal</td>
<td>10%</td>
<td>04-25 March 2020</td>
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<tr>
<td>Research Essay</td>
<td>30%</td>
<td>01 April 2020</td>
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<tr>
<td>Take-Home Final Examination</td>
<td>15%</td>
<td>15 April 2020</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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STUDENT EVALUATION IN DETAIL:
Student assessment, via assignments, is detailed below.

Participation:
Active engagement with in-class participation is key to this course. As such, students earn their Participation grade in several venues: Weekly Readings Discussion; Current Events Discussion; engagement during the question-and-answer section of student Presentations; engagement with the lecture; and paying attention during periodic assignment Workshops. The sequence of these segments is subject to the instructor's discretion, and not all will be present consistently.

Instructor's Lectures:
On occasion, the instructor will pause lecture to seek answers from either one or a few students to all students responding. Students are also free to ask questions during lecture, though should aim to ask questions at natural breaks. On occasion, the instructor might combine the lecture with the assigned readings, which could entail parts of the Weekly Readings Discussion being conducted within the lecture.

Weekly Readings Discussion:
Weekly Readings Discussions are based off of Robert D. Schulzinger's *U.S. Diplomacy Since 1900, Sixth Edition* (Oxford UP, 2008) and/or articles posted to our Learn page. For these discussions, we default to Schulzinger's classic text and remark on: what stood out to you? What connection can be made with today's issues? And what are the limits of Schulzinger's text? For posted articles, are you convinced by the argument and why or why not? In approach, these discussions will be mixed between individual responses to the instructor's questions and small group presentations of the readings. Either way, come prepared by having done the readings.

Presentation Q-and-As:
The last section of a student's Presentation is a question-and-answer ["Q-and-A"] period where students of the audience ask the presenter(s) relevant content and experiential questions. Content questions relate to the material presented, usually: findings, implications, sources, and interpretation. Experiential questions often revolve around relevancy, individual interest, and take-aways from the material. In this,
students build skills on asking constructive questions while presenters sharpen their on-the-spot responses.

Current Events Discussion:

Current Events Discussions give us an opportunity to explore unfolding events in our time. While these events are not yet history, they can connect us to the recent past. Our default source-base is Dr. Cyr's "Hist315 U.S. IR" Flipboard magazine, though it is not mandatory to follow. This application is efficient in providing a fast, easily accessible, and wide range of news sources. Not all sources are trustworthy, so the function of Dr. Cyr's magazine is to help filter out the less than ideal sources. Spanning the political spectrum, suggested news media sources: Foreign Policy; Foreign Affairs; The Guardian; The Atlantic; The New York Times; The Intercept; The Globe and Mail; rabble.ca; and The Huffington Post.

For Current Events Discussions, students' starting questions are what are the historical roots of today's pertinent issues and what level of continuity do we see with the past?

Please note that this aspect of Participation is wholly subject to the instructor's discretion, as in duration and topics discussed, and might not regularly run. The Current Events Discussion typically occurs either first or last in the sequence of learning activities in class.

Workshops:

This term we have an array of short Workshops. More focused on instructor and peer advice on assignments than on group work, these Workshops give students a chance to explore assignments during class time with the instructor and fellow students. Some weeks have no Workshop, topics are modest, and duration will usually be 10-15 minutes.

- The Participation grade is generated holistically by the instructor at the end of the term. Attendance is expected but earns about half of the grade. The quality of participation generates the other half.

Presentation:

The Presentation assignment is a chance for students to partially lead the class on a topic that interests them in relation to that week's theme/era. Students will refine their researching skills as they dive into a topic of their choice to answer the prompts below. Students will then develop presentation skills as they deliver this material to the class in 10 to 20 minutes, utilizing a slideshow and/or handout, and fielding a brief Q-and-A session (no more than 10 minutes) at the end of the overall Presentation.

Due to our healthy enrollment—but subject to the instructor's discretion and goal of evenly spreading presentations throughout the term—students may ask to present as a group. We probably only need three pairs this term. The pairs of students receive the same grade, except in extenuating circumstances subject to the instructor's decision. While individual Presentations are set to be 10-20 minutes, group Presentations are expected to go the full 20 minutes.

Public speaking in history is a foundational skill and will be supplemented by more than one Workshop on this topic at the beginning of term. These Workshops will mostly focus on the instructor's advice on delivering presentations and leadership in an academic group setting. Student selection of their Presentation time is scheduled towards the beginning of our term. Students may also request to present earlier in the class, though Presentations are defaulted to take place towards the middle and end of seminar.

Instructions:

1. Topics are to be chosen from the Presentation Topics List below or, if not on the list, must obtain permission from the instructor;
2. Presentations are expected to last from 10 to 20 minutes, should aim for 15 to 20 minutes, and, in
addition, also have a brief Q-and-A session at the end of the presentation;
3. Please have an accompanying digital slideshow via the podium and/or paper handout;
4. Topics and approach must be vetted by the instructor, typically in person, at least one week before
   the Presentation;
5. Must be professional: objective, reliable, and amicable; and
6. Questions asked by students must be professional as well: positive and constructive.

Content Prompts:
- What is your interest in the topic?
- What surprised you, if anything, about researching this topic?
- What were the challenges of working with this topic?
- What are the most pertinent details?
- What were the immediate impacts of the topic?
- What is the relevance of this topic?
- Optional: What are the long-term implications of the topic?
- Optional: Comment on the advantages and limitations of the common source-bases for the topic?
- Optional: How have historians typically viewed the topic?

Presentations are graded upon:
- Fulfilling the instructions;
- Answering the prompts;
- Demonstrating the public speaking qualities of:
  - Accuracy: attention to detail; avoids inaccuracies; appropriate level of detail;
  - Clarity: precision in terminology and facts; acknowledges personal perspectives;
  - Comprehension: scope and depth of knowledge of the topic; organization; flow;
  - Engagement: leadership (command, magnetism) and interplay with audience; and
  - Creativity: uniqueness in research and presenting.

Research Essay Proposal:
Research Essay Proposals help to direct a student's early stages of a Research Essay, and they can also
help catch potential inefficiencies before they germinate. In this, the Proposal does expect to see
preliminary work done by students, but does not hold students to the particulars as it is understood that
research papers evolve even in short spans of time. Format and style of the Proposal is up to the discretion
of students, while usual lengths range from 1-3 pages, double- or single-spaced.

Research Essay Proposals need to include five components, each worth roughly one-fifth of the
assignment grade:
1. Interest. Interest refers to your own curiosity in the topic.
2. Relevancy. Relevancy is asking you: why is this topic important? The term important is subjective,
   yes, but why do you think it is relevant, to both contemporaries (at the time) and to us today?
3. Thesis / Argument: To help give you direction and focus, it is a good idea to employ an
   argumentative and persuasive approach to your paper. The answer to a research question is often
   an effective way to produce a thesis statement.
4. Primary Sources: What primary sources do you collected? A primary source is typically a
   document created at the time of an event, often by eye-witnesses, data, records, etc.
5. Secondary Sources: What secondary sources do you have you scanned? Secondary source usually
refers to a document that collects, interprets, and analyzes primary sources.

- The Proposal is due within a date range—starting 04 March and ending with the last day being 25 March. The instructor and TA will endeavor to turn-over Proposals as fast as possible, and implore students to get the Proposal done sooner rather than later.

- Please submit an electronic version of the Proposal to the corresponding Dropbox on Learn.

**Research Essay:**
Late in the term, students will submit a standard Research Essay on an appropriate component of U.S. foreign relations, foreign policy, diplomatic, or great power relations since the 1890s. Research Essays give students an opportunity to dig deeper into a topic—on top of developing research, writing, and analytical skills. The topic is of the student's own choosing and students are encouraged to research topics that personally interest them and that are manageable for an undergraduate essay. For topic selection, please see the Course Resources section below, particularly the Suggested Research Essay Topics list.

Please take advantage of the resources on our online library systems, as well, and feel free to contact your instructor and/or TA to discuss appropriate topics, thesis construction tips, and aid in finding optimal resources. For those wanting suggestions on how to construct a thesis, my basic advice is as such: ask a question, read up on the relevant material, and then, when you feel you have an answer, that answer will be your thesis statement.

Some suggestions: keep your scope manageable, like utilizing relatively short spans of years, zeroing in on just one administration or secretary of state, or focusing on the foreign relations of the U.S. with just one other state, as opposed to an entire region, etc.; a compare-and-contrast model is traditionally an effective framework for constructing research essays, like two leaders, two movements, two different years for the same individual or event, etc.; or perhaps try affirming the validity of an academic's thesis as an efficient framework, like do you agree or disagree with a historian's argument in a monograph?

- The length of this assignment should be about 8-9 pages, double-space in length; also have a cover page and bibliography separate from the page count; and use of Chicago-styled citations only.

- For the grading of the essay, a rubric will be employed. The Research Essay grading rubric is available on our Learn page, early in the term.

- Please submit an electronic version of the Research Essay to the corresponding Dropbox on Learn.

**Take-Home Final Examination:**
Towards the end of term, a Take-Home Final Examination will run for several weeks. Our Final Exam consists of three parts. In Segment 1 students choose to answer one question from a selection of broad questions about lecture content, discussions, and reading sources used throughout the course. In segment 2 this repeats. These two essays should each be about 3-4 pages, double-spaced. Segment 3 is a personal reflection on what students have academically and personally gained from this course and should be about 2-4 pages in length. Each section is worth one-third of the assignment's grade value. Citations are either in Chicago-style, like footnotes or endnotes, or can be in-text and part of your discussion.

The personal reflection segment provides the student an opportunity to critically and personally think on their learning experiences in broad strokes and in a manner that places themselves, and their academic growth, at the center of this part of the assignment. This segment of the assignment asks a
series of interrelated questions predicated upon your interpretation of the material and your experiences with the course, in specific cases and holistically. Anticipated questions for the personal reflection:

- What have you academically, and personally, gained from this course?
- What changed, or entrenched, in your personal views of the material?
- What were the most pertinent challenges you faced in regards to the material and course itself?
- What academic value did the readings provide you?

- The Final Exam will not be using a rubric this term, though there will be a Comments document and Guide document (similar to a rubric) regarding the Final, posted on Learn.

- Please submit an electronic version of the Take-Home Final Examination to the corresponding Dropbox on Learn.

**MEETING SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Readings</th>
<th>Presentations</th>
<th>Workshops</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Weds</td>
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<tr>
<td>08Jan</td>
<td><strong>Introduction</strong></td>
<td>Schulzinger, Ch. 1: &quot;The Setting of U.S. Foreign Policy&quot; (read on your own)</td>
<td>Presentation date selection</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>15Jan</td>
<td><strong>Republican Imperialism</strong></td>
<td>Schulzinger, Ch. 2: &quot;The United States as a World Power, 1898-1908&quot;</td>
<td>Additional presentation date selection</td>
<td>Presenting</td>
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<tr>
<td>22Jan</td>
<td><strong>1909-1929</strong></td>
<td>Schulzinger, Ch. 3: &quot;The Diplomacy of the Dollar, 1909-1920&quot; and Ch. 5: &quot;An Era of Conservative Internationalism, 1921-1929&quot;</td>
<td>Presenting</td>
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<tr>
<td>29Jan</td>
<td><strong>The Great War Era</strong></td>
<td>Schulzinger, Ch. 4: &quot;The United States in the Great War, 1914-1920&quot;</td>
<td>Presenting</td>
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<td>05Feb</td>
<td><strong>The Depression Era</strong></td>
<td>Schulzinger, Ch. 6: &quot;The Diplomacy of Depression, 1930-1939&quot;</td>
<td>Presenting</td>
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<td>12Feb</td>
<td><strong>World War II</strong></td>
<td>Schulzinger, Ch. 7: &quot;The Politics of Coalition Warfare, 1939-1945&quot;</td>
<td>Presenting</td>
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<td>19Feb</td>
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<td>Winter Break</td>
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<tr>
<td>26Feb</td>
<td><strong>Cold War Beginnings</strong></td>
<td>Schulzinger, Ch. 8: &quot;The Early Cold War, 1945-survey&quot;</td>
<td>Presenting</td>
<td>Topic Selection</td>
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<td>Date</td>
<td>Period</td>
<td>Source(s)</td>
<td>Activity</td>
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<td>04Mar</td>
<td>1953-1960</td>
<td>Schulzinger, Ch. 9: &quot;Eisenhower's New Look, 1953-1960&quot;</td>
<td>- Sources</td>
<td></td>
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<tr>
<td>01Apr</td>
<td>Early 21st Century</td>
<td>Schulzinger, Ch. 15: &quot;Global Disorders in the Twenty-First Century&quot;</td>
<td>- Broad Perspective / Reflecting - Research Essay due</td>
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<tr>
<td>15Apr</td>
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<td></td>
<td>Take-Home Final Examination due</td>
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**CLASS RESOURCES:**

*Our Learn page:*

UW has provided us with the invaluable resource of our very own UW-operated webpage for Hist315, complete with the syllabus, lecture slides, and other student-centered aids like rubrics and guides. In regards to mass communication between the instructor and all students in Hist315, the Announcements section of our Learn page will be the primary mode. Mass emails may be used as well. You are also expected to check your UW email and our Learn page's Announcements at least once daily during the work week, and especially before class begins.

For maximum accessibility, Dr. Cyr will post all lecture notes and slides. Learning in a lecture environment is important though posted notes help with reinforcing lecture content, preparing for the Final Exam, and helping with absences. Students are expected to read all of the notes.

Our Learn page will also host occasional additional material for reading or links of interest or documents assigned by the instructor. Additionally readings, when they occur, will be posted at least six days prior to class.
Dana Porter Library:
Here at UW our library provides online access to links, primary sources, secondary sources, and resources like citing in regards to U.S. history, including foreign relations. Start by visiting the main webpage at: https://lib.uwaterloo.ca/web/index.php
- Research guides
- History
- Primary sources: United States
- Government & legal information tab

JSTOR:
For just about every assignment that includes working with a published book, it is worth your time to give that title a search on JSTOR, an online journal and review database that academics commonly utilize. To access this useful online database:
- Library homepage: https://library.uwaterloo.ca/
- "Research & journal databases" under Quick Links
- "J" under Browse by database title
- JSTOR is already listed at the bottom of the page
- Login if off campus
- Enter title in the Advanced Search bar and hit enter

The New York Times Digital Archives:
Through our library online, we have access to this searchable index of one of the U.S.’s most prominent newspapers, and stretching back to the 1800s. To access, go to the library's main page:
- Research and journal databases
- Search: New York Times [Digital Archives]
- Will take you to ProQuest Historical Newspapers' New York Times main search page

Foreign Relations of the United States (FRUS) by the Office of the Historian:
The U.S. Department of State maintains primary sources in regards to foreign relations. Please visit their main webpage at: https://history.state.gov/. To find primary documents, go to:
- Historical Documents – Foreign Relations of the United States
- Choose by presidential administration/years

The National Archives and Records Administration (NARA):
The main historical repository of the U.S. is the National Archives and Records Administration in Maryland, though they have an online searchable site as well. Start at their main webpage at: https://www.archives.gov/:
- Research our records
- Guide to Federal Records (under Other Online Research Tools)
- Presidential Libraries (under Search Online)
  …or…
- Access to Archival Databases

Society for History of American Foreign Relations (SHAFR):
Historians specializing in U.S. foreign relations tend to participate with the Society for History of
American Foreign Relations. Please visit their main webpage at https://www.shafr.org/:
- Research
- Archives and Resources
- U.S. Archives and Resources or choose by international region

Dr. Dylan A. Cyr's "Hist315" magazine on Flipboard:
Please regularly follow my "Hist315 U.S. IR" magazine on the Flipboard app, which is a collection of current news articles related to Hist315’s content. If not using the app on mobile, please find the "Hist315" magazine at: https://flipboard.com/@DylanACyr.

The Writing Centre: A helpful resource, online and in-person…
UW's Writing and Communications Centre offers aid to students with writing tips and with helping students get another perspective in understanding the grades their writing assignments received. You can pre-book appointments with WCC staff, or drop in at the Library for quick questions and feedback from WCC peer tutors. To book an appointment and to see drop-in hours, visit www.uwaterloo.ca/wcc and book some time to visit them in person. Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment. For distance learners, co-op students, and students at Stratford, Pharmacy, and Architecture campuses: "We provide a limited number of in-person appointments at the Pharmacy and Architecture campuses. Visit the WCC website for instructions on how to book one. Additionally, online appointments (using video and audio) are available to students who are cannot, for whatever reason, attend an in-person appointment on main campus. Simply request an online appointment when you book."

SUPPLEMENT:
Presentation Topics List / Suggested Research Essay Topics:
Please use the follow list to choose your Presentation Topic from, though feel free to also petition the instructor for a topic not listed here. Please also make use of this list to pick a Research Essay topic.

Republican Imperialism / 1909-1929:
- The U.S. and Pacific Ocean territories; a biography of Emilio Aguinaldo; Roosevelt's conferences; The U.S. and the Chinese Revolution; Caribbean inventions; The U.S. and the reverberations of the Mexico Revolution; The U.S. and Central America, like Panama or Nicaragua; Post-war immigration and foreign policy; the Washington Conference; historiographical review of Kristen L. Hoganson's Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars (2000); the U.S. and enforcing treaty obligations on Germany; a biography of General Valeriano Weyler; the Monroe Doctrine in action; or a topic of your choosing…

29Jan: The Great War Era:
- The U.S., Japan, China, and the Great War; the sinking of the Lusitania and the role of public opinion; the role of the war in the 1916 election or 1918 election; the 1920 election and the role of the peace accords; the creation of the 14 Points; suppression at home; a biography of Woodrow Wilson; initial U.S. reactions to the Russian Revolutions; historiographical review of Emily S. Rosenberg's Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945 (1982); or a topic of your own choosing…
05Feb: **The Depression Era:**
- A biography of Herbert Hoover; reactions to the Japanese invasion of Manchuria or of the 1937 invasion of China; Roosevelt's early diplomacy; Pan-American policy of being a Good Neighbor; recognizing the Soviet Union; neutrality and European authoritarianism in the late-1930s; failure of U.S. to enforce Versailles Treaty on Germany; or a topic of your choosing…

12Feb: **World War II:**
- Neutrality in 1939; aiding Britain; the U.S. and Germany in the Atlantic, 1939-1941; allied conferences (Atlantic Charter, Casablanca, Cairo, Bretton Woods, Quebec, Tehran, Yalta); the diplomatic road to war with Japan; post-war planning; reactions to the Holocaust; the role of atomic bombs in ending the war with Japan; a biography of Franklin Roosevelt; Eleanor Roosevelt and international relations; internment at home; a biography of Jiang Jieshi; what to do with Emperor Hirohito in 1945; the works of historian Robert Dallek; or a topic of your choosing…

26Feb: **Cold War Beginnings:**
- A biography of Harry Truman; the Truman Doctrine; the Marshall Plan; the term "containment"; immigration after 1945; Foreign Service Reform Act of 1946; a biography of Vyacheslav Molotov; the U.S. and the Middle East after WWII; the creation of NATO; the Berlin Crisis; the occupation of Japan; 1949: America and China; President Truman, General MacArthur, and Korea; the Korean War and the American public; the election of 1952; the U.S. and Vietnam in 1945; or a topic of your choosing…

04Mar: **1953-1960:**
- A biography of John Foster Dulles; peace and the Korean War; 1954 conferencing and Vietnam; the U.S. and Taiwan; covert actions in Guatemala; covert actions in Iran; atomic energy commission; post-Stalin Soviet overtures; the creation of CENTO or SEATO; the Suez Crisis; 1958: the U.S. and Lebanon; conformity at home; Vice President Nixon touring South America in 1958; a biography of Fidel Castro or Fulgencio Batista; U-2 plane incident; a biography of Khrushchev; historiographical survey of William Appleman Williams' *The Tragedy of American Diplomacy* (1959) and/or the rise of the Revisionist School on U.S. foreign policy; or a topic of your choosing…

11Mar: **1961-1968:**
- A biography of John F. Kennedy; the CIA and Latin America; the Berlin Crisis of 1961; the Cuban Missile Crisis; the Bay of Pigs invasion; Decolonization and Congo; disarmament efforts; the Kennedy Administration and Vietnam; a biography of Ngo Dinh Diem; Laotian communism; the Johnson Administration escalated the war in Vietnam; foreign policy in the election of 1964; a biography of Ho Chi Minh; historians and the collapse of the Cold War consensus on presidential diplomacy; relations with the Dominican Republic; the Pentagon Papers; the My Lai Massacre; intervention in Cambodia; COINTELPRO; Reverend Martin Luther King, Jr. criticizing the Vietnam War and the Johnson Admin; Secretary Acheson's legacy; the Six Day War; or a topic of your own choosing…

18Mar: **Détente and Revival:**
- Nixon's initial moves on domestic dissent or the Vietnam War; a biography of Henry Kissinger; a biography of Norodom Sihanouk; the Khmer Rouge and the U.S.; Nixon's 1972 trip to China; Strategic Arms Limitations Agreement (SALT I); Nixon's détente with the Soviets; intercontinental ballistic missiles; negotiating the end of the Vietnam War; Kissinger and Chile; the 1973 wars of the Middle East; the Oil Embargo; U.S. policy towards Vietnam after 1975; the U.S. and the Angola Crisis; Election of
1976 and the fading of détente; human rights and President Carter; Amnesty International; piracy in the seas; Central American issues; Israeli and Egyptian mediation with the U.S.; 1979 recognition of China; SALT II; 1979 economic woes; the U.S. and Iran; the election of 1980 and the role of the late-Cold War; or a topic of your choosing…

25Mar: The End of the Cold War:
- Reagan and the "evil empire"; arms reduction; Mikhail Gorbachev and Reagan's summits; El Salvador and U.S. intervention; the Kissinger Commission; the bombing of Beirut; the Palestinian Liberation Organization; Muammar Khadafy; the Iran-Contra Affair; biography of George W. H. Bush; collapse of the Soviet Union; the works of historian Emily Rosenberg; or a topic of your choosing…

01Apr: 21st Century:
- Somalia's troubles; Serbia and Kosovo; Haiti; the Clinton Administration, Northern Ireland, the Irish Republican Army, and peace; NATO at the end of the Cold War; Bush's foreign policy before 9/11; September 11, 2001; the rise of Al Qaeda; Osama bin Laden and the U.S.; the Iraq War and the election of 2004; the 2003 invasion of Iraq; a biography of Condoleezza Rice; unilateralism; the works of historian John Lewis Gaddis; or a topic of your choosing…

OTHER:
Modifications: Instructor retains the ability to modify lecture titles and learning activities without prior notification. Instructor may make use of "volume 2" (living) syllabus, posted on our Learn page adjacent the original syllabus, which updates and corrects any unforeseeable issues or inconsistencies, like due dates extended or scheduled activity changes.

Late Work: Marks will be deducted for assignments that are submitted after the due date. Deductions for all assignments except the Take-Home Final Examination, is 2% per day including weekends. Deductions for the end-of-term Final Exam are 10% a day including weekends. Extensions are only available with acceptable medical (or other emergency-related) documentation—which must be obtained through the office of Academic Counselling—or at the instructor's discretion.

Extensions: For those seeking extensions, email the instructor with your legitimate issue.

Grade Contestations: While students are welcomed to seek additional feedback, students must have a legitimate reason to seek an audience for grade contestation.

Contact after Grades Released: Please wait at least 36 hours after grades have been released to contact the instructor and/or teaching assistant(s) regarding relevant grade and feedback.

Note on Plagiarism: Plagiarism is a serious offence that can result in severe penalties. Please read the attached plagiarism policy. If you have any questions about proper citation styles or other related matters, please feel free to consult the instructor. It is prudent to obtain a writing guide and one is recommended above.

Note on Electronic Devices: Students are free to use a variety of noting-taking devices, from trusty old pens and pencils with paper to laptops and cutting-edge tablets. Sound recording is also permissible in this course. However, note that the use of electronic devices is for course purposes only and students should
refrain from distracting websites, personal communications, gaming (unless it's like signing in for daily rewards), and other non-course related activities.

**Children and the Classroom:** A distraction-free learning environment is one of our top priorities, yet this course understands that our lives are sometimes filled with challenges to our academic schedule. In regards to students who have little ones, our classroom is accepting and non-judgemental of the presence of children (during extenuating circumstances only), including children who nurse.

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for their actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean.

For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline](http://wwwadm.uwaterloo.cainfosecPolicies-policy71.htm).

For typical penalties check: [Guidelines for the Assessment of Penalties](http://wwwadm.uwaterloo.cainfosecguidelinespenaltyguidelines.htm).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariatpolicies-procedures-guidelinespolicy-70). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](http://wwwadm.uwaterloo.cainfosecPolicies-policy72.htm).

**Note for Students with Disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.