

POL S R125H: HONORS: U.S. FOREIGN POLICY AND COVERT ACTION

Originator

jlieser

College

Oxnard College

Discipline (CB01A)

POL S - Political Science

Course Number (CB01B)

R125H

Course Title (CB02)

Honors: U.S. Foreign Policy and Covert Action

Banner/Short Title

Honors: U.S. Covert Action

Credit Type

Credit

Start Term

Fall 2021

Co-listed (Same-as) Course(s)

HIST R125H

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

SAM Priority Code (CB09)

E - Non-Occupational

Control Number

CCC000580383

Primary Minimum Qualification

HISTORY

Department

History (2213)

Division

Oxnard Liberal Studies

Catalog Course Description

This course is a survey of selected themes, problems, and personalities which have been associated with the creation of both official and covert American relationships with foreign powers. The course examines how U.S. involvements with nations in Europe, Latin America, the Middle East, Africa, and Asia have interacted with and impacted American society, economics, and democratic institutions with an emphasis on CIA actions performed by the U.S. in the latter half of the 20th Century. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better.

Taxonomy of Programs (TOP) Code (CB03)

2207.00 - Political Science

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Evaluate major movements, trends, and developments of American Foreign Relations History |
| 2 | Discuss, either in writing or verbally, the historical forces and themes which have been central to the major movements, trends, and developments of American Foreign Policy History in relations with nations in Europe, Latin America, the Middle East, Africa, and Asia |
| 3 | Consider and evaluate the impact that American foreign policy decisions have had on trends in American economics, immigration, and politics |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Explain how U.S. involvement with nations in Europe, Latin America, the Middle East, Africa, and Asia have been associated with the creation of America's democratic institutions. |
| 2 | Identify the themes which have been central to U.S. relations with nations in Europe, Latin America, the Middle East, Africa, and Asia. |
| 3 | Describe the most significant problems that have beset U.S. relations with nations in Europe, Latin America, the Middle East, Africa, and Asia. |
| 4 | List the major personalities who have contributed to the development of democratic institutions in nations of Europe, Latin America, the Middle East, Africa, and Asia. |
| 5 | Understand how U.S. involvement with nations abroad has both short-term and long-term impacts on those societies, economies, and cultures globally. |
| 6 | Identify long term consequences that American interventionism has had in Europe, Latin America, the Middle East, Africa, and Asia. |
| 7 | Understand how Americans are impacted by trade, politics, and societies the United States interacts with globally. |
| 8 | Students will compare and contrast the experiences and issues of subsets of minorities within the context of foreign policy outcomes with that of mainstream power - including concerns of race, class, and gender. |

Course Content**Lecture/Course Content**

1. Early American Foreign Policy
 - a. Definition of foreign policy, discussion of how policy is created and implemented through American political structures according to the Constitution of the United States.
 - b. Definition and history of American isolationism.
 - c. Restriction of immigrant groups into America and the origins of racial discrimination in the United States.
 - d. The end of mercantilism and early American trade relationships.
 - e. Definitions and history of Manifest Destiny and American Exceptionalism.
 - f. The establishment of the Monroe Doctrine and the long term impact of the policy.
2. The United States as a World Power, 1898-1908
 - a. The impact of the Spanish-American War as American Exceptionalism goes global.
 - b. The meaning and impact of "open door" immigration policy
 - c. The role of race, Social Darwinism, and masculinity in the Filipino-American War.
 - d. The importance of the construction of a deep-water navy in American history due to the impact of Alfred Thayer Mahan's book, *The Influence of Sea Power Upon History*.
 - e. The impact of the construction of the Panama Canal.
 - f. The meaning of "Big-Stick Diplomacy" in the western hemisphere, and the long term impact of the Roosevelt Corollary to the Monroe Doctrine.
3. The Diplomacy of the Dollar, 1909-1920
 - a. Definition of the term "dollar diplomacy" and instrumental role the policy played in foreign relations, especially in Latin America.
 - b. Impact of President Taft on American foreign policies.
 - c. The role of the Russo-Japanese War on America's relationship with Asia, specifically as to pertinence to China.
4. The United States in the Great War, 1914-1920
 - a. President Woodrow Wilson and American isolationism as "Neutrality."
 - b. "Total War" in Europe and the impact on American society and economics.
 - c. The relationship between German Unrestricted Submarine Warfare, the Zimmerman Note, and the American decision to enter World War I.

- d. The communist revolution in Russia and the short and long term impacts of the rise of the Soviet Union in Europe and Asia.
 - e. Woodrow Wilson's Fourteen Points, the Treaty of Versailles, and the failure of the League of Nations as it related to America's return to isolationism.
 - f. The effect of the war on progressive reforms and women's rights in the United States.
5. An Era of Conservative Internationalism, 1921-1929
 - a. Senator Henry Cabot Lodge and its appeal to many Americans.
 - b. The era of German reparations and the impact on the global economy.
 - c. The rise of "nativism" in America and the impact of quotas in American immigration.
 6. The Diplomacy of Depression, 1930-1939
 - a. The failure of isolationist economic policies such as the Smoot-Hawley Tariff.
 - b. The Japanese invasion of Manchuria as the origins of World War II in Asia.
 - c. New Deal Diplomacy: the end of Big Stick Diplomacy and the rise of the Good Neighbor Policy and its impact on American relationships with Latin America.
 - d. Political Recognition of the Soviet Union and the rise of socialism's popularity in the United States during the Great Depression.
 - e. The rise of totalitarianism in Europe as related to America's isolationism and neutrality.
 7. The Politics of Coalition Warfare, 1939-1945
 - a. From neutrality to intervention: how aid for Britain through the Destroyers for Bases Deal and the Lend-Lease Act brought America to the allied side of the conflict in Europe.
 - b. The Atlantic Charter and how British-American political relationships were forever changed.
 - c. The rise of the Empire of Japan and the perceived threat to the United States.
 - d. International planning: Casablanca, Yalta, and Tehran Conferences planning for the postwar world lead to rifts between the great powers.
 - e. The impact of World War II on American society at home as demonstrated by the rise of women in the workforce, migration of African-Americans to northern cities, and Mexican-American immigration into the American southwest.
 - f. Reactions to the Holocaust in the international community and the rise of support for the state of Israel in the British mandate of Palestine.
 - g. The use of the atomic bomb to end the war in Asia and the impact of the decision on world history.
 8. The Early Cold War, 1945-1952
 - a. Definition of Cold War and how it differed from previous foreign policy interactions in American history.
 - b. How negotiations at Yalta and Tehran laid the groundwork for the Cold War.
 - c. The Truman Doctrine, Containment Policy, the Marshall Plan, and how American used economics to attempt to slow influence of the Soviet Union.
 - d. The growing concerns in America of security risks and spies as they led to fear, hysteria, and the rise of McCarthyism.
 - e. American immigration after World War II and how it was impacted by anticommunist feelings.
 - f. The Berlin Crisis, the creation of NATO and the Warsaw Pact as response to perceived aggression by both superpowers (U.S. and Soviet Union.)
 - g. The Korean War as a proxy war, which starts a military conflict trend prominent throughout the Cold War.
 9. Eisenhower's New Look, 1953-1960
 - a. President Eisenhower and Secretary of State Dulles' relationship and the expanded role of the Secretary of State in U.S. Foreign Policy.
 - b. Increased funding for nuclear weapons in the United States and the shifting of resources away from traditional forces.
 - c. Beginnings of American involvement in Indochina sowed the seeds of the eventual Vietnam Conflict and America's role in it.
 - d. United States rise of the use of covert operations in Iran and Guatemala; early perceived successes of the CIA lead to establishment of precedent for future interventions - especially in Latin America.
 - e. Premier Khrushchev's "New Openness" and revolutionary nationalism backlash in Poland and Hungary.
 - f. Suez Crisis in Egypt and origins of oil crises in American history.
 - g. The impact of Sputnik and the rise of science and technology programs in higher education in America, leading to the Space Race.
 10. Cold War Dangers, 1961-1968
 - a. President Kennedy and the Cold War in Latin America as evidenced through events in Cuba, Panama, Dominican Republic, etc.
 - b. The expanded role of the CIA in covert actions in Latin America and Africa.
 - c. Changes in policies in southeast Asia, expansion of American military "advisors" presence in Vietnam.
 - d. President Johnson and escalation of conflict in Vietnam leads to "all necessary action" permission from U.S. Congress.
 - e. Ho Chi Minh's Tet Offensive changes American perception of intervention in Vietnam due in large part to rise of television in coverage of the war. Also leads to Johnson's fall and election of Richard Nixon.
 11. The Rise and Fall of Detente, 1969-1976
 - a. President Richard Nixon's "Secret" plan to end the conflict in Vietnam as both domestic and foreign policy consolidation.
 - b. Opening of China by President Nixon and Secretary of State Kissinger as examples of Cold War maneuvering due to the Sino-Soviet split.

- c. Nixon Administration continuance of CIA involvement in Latin America as evidenced by attempted coup in Chile.
 - d. Yom Kippur War as evidence of difficulty in asserting dominance over the Middle East within the context of the Cold War.
 - e. Rise of OPEC in Iran and the American supply of war materials to Iran's government led by Shah.
 - f. The withdrawal from Vietnam as Cold War defeat and disillusionment amongst America and allies.
12. A Respite and a Renewal of the Cold War, 1977-1980
- a. President Carter's role in turning over the Panama Canal Zone to the Panamanian government by 1999.
 - b. President Carter's role in mediating peace agreement (Camp David Accords) between Israel and Egypt; impact of the treaty on Palestinians.
 - c. Establishment of embassy in Beijing and the impact on American-Soviet relations.
 - d. The Iranian Revolution as rise of Islamic Fundamentalism due in part to American foreign policies. Resulting Iranian Hostage Crisis as ultimate expression of new format of terror.
 - e. Soviet invasion of Afghanistan signals renewed conflict with the Soviet Union and the American armament of Islamic Fundamentalist opposition group there, the Mujahadeen.
13. The End of the Cold War, 1981-1992
- a. Escalation of Cold War rhetoric ("evil empire speech") under President Reagan's first term and reheating of the arms race leads to policy of Mutually Assured Destruction as deterrence.
 - b. Detente returns during President Reagan's second term and U.S.-Soviet summits at Geneva, Reykjavic, Washington DC, Moscow, and New York lead to new arms control agreements.
 - c. CIA actions in El Salvador, Grenada, Nicaragua contradict detente; the United States continues interventionist policies to resist perceived spread of communism in western hemisphere.
 - d. Civil War in Lebanon; attack of PLO there by Israel leads to American troops engaged in fighting there and American embassy attacked as well.
 - e. U.S. attack on Libya in an effort to kill Col. Muammar Khaddafy, sponsor of global terror.
 - f. The Iran-Contra connection and scandal as a demonstration of covert action, slush-fund money, and illegal action by the executive branch.
 - g. President George H.W. Bush and the end of the Cold War and the creation of "a new world order." The end of communism and the creation of free republics behind the former iron curtain.
 - h. U.S. reversal of support for dictators like Noriega in Panama after the end of the Cold War.
 - i. The role of the first Gulf War and Saddam Hussein's invasion of Kuwait and subsequent UN military response led by the United States.
14. The Era of Globalization, 1993-2000
- a. The Clinton administration's North American Free Trade Agreement created a common market for the U.S., Canada, and Mexico in 1993 - to mixed results.
 - b. The United States intervention as part of NATO in the former Yugoslavian Balkan provinces, such as Kosovo.
 - c. American participation in UN action in Somalia, resulting in death of nineteen marines.
 - d. Genocide in Rwanda by Hutu against the Tutsis, lack of U.S. participation with UN forces as result of event in Somalia.
15. Global Disorders in the Twenty-First Century
- a. Events of September 11, 2001, as result of long-term impacts of Cold War policies in the Middle East.
 - b. 2003 invasion of Iraq as evidence of new war on international terrorism, without UN support it was evidence of new unilateral action U.S. would take.
 - c. Hunt for Osama Bin Laden and war against the Taliban in Afghanistan as evidence of new war on international terrorism.
 - d. Congress passed the PATRIOT Act, which expanded the Justice Department's powers to conduct surveillance on terror suspects; evidence of restriction of freedom in the name of security.
 - e. The changing role of the CIA in the era of the War on Terror.

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Objective exams
 Quizzes

Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class discussions
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will use interactive PowerPoint activities centered on course material in class. These lectures will give students a foundation from which to scaffold higher critical thinking skills on the topic.
2. The students will write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.
3. Guided and focused discussions of representative historical events. These discussions will solicit student opinions on the relationship between primary and secondary sources relevant to the topic.

Representative Course Assignments

Writing Assignments

1. Homework assignment such as an analysis of the rise of covert action by the United States during the Cold War.
2. Research paper such as a description and analysis of the use of economic sanctions against other nations by the United States in order to achieve desired foreign-policy outcomes.
3. (Honors) Additional research paper of at least 2000 words.
4. (Honors) Additional historiographical analysis of at least 2000 words for specific topics/articles/documentaries chosen by the instructor.

Critical Thinking Assignments

1. The students will write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position. Additional research by the students will take place beyond the standard class expectations. (Honors)
2. Guided and focused discussions of representative historical events. These discussions will solicit student opinions on the relationship between primary and secondary sources relevant to the topic.
3. Participate in class and small group discussions debating the causes of the Iranian Revolution
4. Students engage in scholarly debates through discussion posts with classmates and instructor on relevant questions and historiography. (Honors)

Reading Assignments

1. Weekly reading of assigned textbook chapters.
2. Study and analyze historical documents such as "Kennedy and ExComm Consider Trading the Jupiter Missiles from Turkey" or "The Tonkin Gulf Resolution Authorizes the President to Use Force."
3. Reading of first person accounts such as "President Obama Seeks a New Beginning with the Muslim World, 2009."

Other assignments (if applicable)

1. Internet research such as the study of articles and documents in the digital archives maintained by Cornell University Library or the Central Intelligence Agency public database.
2. Watching and evaluating documentaries for the purpose of writing a review and also for the purpose of supplementing the perspectives provided by lectures and assigned readings.
3. (Honors) Conduct interviews of persons for oral history projects. Example: Students could interview members of their community to understand how perspectives of history differ over time. For example, students could interview members of their community about historical events related to course materials.
4. (Honors) Required outside of class /office hours consultations regarding research with instructor.

Outside Assignments

Representative Outside Assignments

1. Weekly reading of assigned textbook chapters.
2. Study and analyze historical documents such as "Kennedy and ExComm Consider Trading the Jupiter Missiles from Turkey" or "The Tonkin Gulf Resolution Authorizes the President to Use Force."
3. Reading of first person accounts such as "President Obama Seeks a New Beginning with the Muslim World, 2009."
4. Internet research such as the study of articles and documents in the digital archives maintained by Cornell University Library or the Central Intelligence Agency public database.
5. Watching and evaluating documentaries for the purpose of writing a review and also for the purpose of supplementing the perspectives provided by lectures and assigned readings.
6. (Honors) Conduct interviews of persons for oral history projects. Example: Students could interview members of their community to understand how perspectives of history differ over time. For example, students could interview members of their community about historical events related to course materials.
7. (Honors) Required outside of class /office hours consultations regarding research with instructor.

District General Education

- A. Natural Sciences**
- B. Social and Behavioral Sciences**
- C. Humanities**
- D. Language and Rationality**
- E. Health and Physical Education/Kinesiology**
- F. Ethnic Studies/Gender Studies**

CSU GE-Breadth

- Area A: English Language Communication and Critical Thinking**
- Area B: Scientific Inquiry and Quantitative Reasoning**
- Area C: Arts and Humanities**
- Area D: Social Sciences**
- Area E: Lifelong Learning and Self-Development**
- Area F: Ethnic Studies**

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

- Area 1: English Communication**
- Area 2A: Mathematical Concepts & Quantitative Reasoning**
- Area 3: Arts and Humanities**
- Area 4: Social and Behavioral Sciences**
- Area 5: Physical and Biological Sciences**
- Area 6: Languages Other than English (LOTE)**

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Gregory B. Weeks (2015 or Latest Edition). *U.S. and Latin American Relations* (2nd or Latest Edition). Wiley Blackwell. 1118912522

Resource Type

Textbook

Description

Macmillan, Margaret (1st or Latest Edition). *Nixon and Mao: The Week that Changed the World*. New York Random House 2008 or Latest Edition. 0195320497

Resource Type

Textbook

Description

Merrill, Dennis and Patterson, Thomas G., eds. (2010 or Latest Edition). *Major Problems in American Foreign Relations, Volume II: Since 1914* (7th or Latest Edition). Boston Cengage. 0547218230 (Classic)

Resource Type

Textbook

Description

Schulzinger, Robert D (2008 or Latest Edition). *U.S. Diplomacy since 1900* (9th or Latest Edition). New York Oxford . 0195320497

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Students will post a discussion board topic and they will respond to two classmates with the intent for dialog. |
| Other DE (e.g., recorded lectures) | Students will watch online lecture videos. |
| Video Conferencing | Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged. |

Hybrid (51%–99% online) Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Students will post a discussion board topic and they will respond to two classmates with the intent for dialog. |
| Other DE (e.g., recorded lectures) | Students will watch online lecture videos. |

Video Conferencing

Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction

Document typical activities or assignments for each method of instruction

Asynchronous Dialog (e.g., discussion board)

Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.

Other DE (e.g., recorded lectures)

Students will watch online lecture videos.

Video Conferencing

Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

POLITICAL SCIENCE

Additional Minimum Qualifications

Minimum Qualifications

History

Review and Approval Dates

Department Chair

08/25/2020

Dean

08/26/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

11/25/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000579723

DOE/accreditation approval date

MM/DD/YYYY