INR 4104 - Topics and Cases in American Foreign Policy

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: TR
Class Meeting Time: 01:30PM - 02:50PM
Class Meeting Location: BA1 O221
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Terry Breese
Title: Adjunct Professor
Office Location: HPH-205
Office Hours
T-Th 3:00-4:00
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Course Description

INR 4104 COS-POLS 3(3,0)Topics and Cases in American Foreign Policy: PR: ENC 1102 or POS 2041 or C.I. General or intensive analysis of problems or aspects of U.S. foreign policy. Issues may include September 11th, homeland security, counter-terrorism, policymaking and decision-making and intelligence. Odd Spring.

This is a highly participatory exploration of the enduring themes in America's foreign relations through eight of the twentieth century's most important and contentious episodes. After a brief look at the main themes of American foreign policy before 1914 and the emergence of the United States as a world power, we will proceed chronologically through our eight case studies, beginning with the American decision in 1917 to enter the Great War. Each module will evaluate a key topic to illuminate the broader trends. As you study these historical events, consider whether the U.S. made the right decision in terms of what American leaders in the Administration and Congress knew and understood at the time. Do we still think they made the right decisions or were other options available to advanceAmerican foreign policy goals? What should American foreign policy goals be? How can the U.S. best use its resources (military, diplomatic, economic and other) to achieve its goals?

Along the way, we will examine the underlying causes behind each episode, the actions and motivations of the primary actors, and assess the decisions they made. We will evaluate and compare the leadership and decision-making styles of such presidents as Woodrow Wilson, Franklin Roosevelt, John F Kennedy, Richard Nixon and Ronald Reagan.

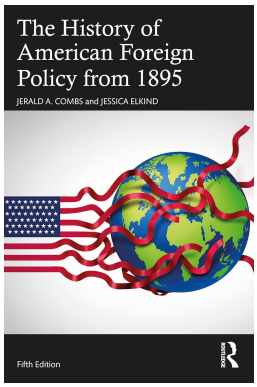
Students will be expected to participate vigorously in the debate on each question. In two cases, you will replay the Congressional debates (for war in 1917 and to reject the Treaty of Versailles in 1919). At Yalta you will decide the future of Europe. Then we will examine the roles of the United States and the USSR in the emergence of the Cold War. Other modules will study the Cuban Missile Crisis, the American decision to escalkate in Vietnam, the end of the Cold War in 1989 and U.S. Relations with China.

Student Learning Outcomes

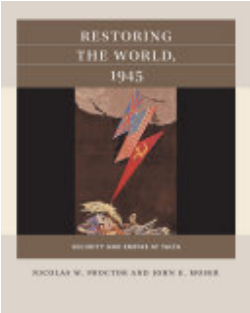
After successful completion of this course, students will be able to:

- Understand and be able to explain the evolution and development of key concepts in American foreign policy through the 20th century.
- Understand and be able to explain the historical events, trends and ideas that produced each of the cases examined and the actions taken by the parties involved.
- Understand and be able to explain the roles played by the executive, the Congress, outside interest groups (both elites and others), and the media in shaping the American response to foreign affairs challenges.

Required Course Materials and Resources

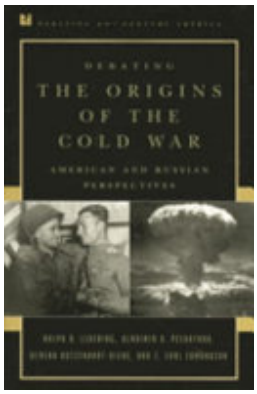


The History of American Foreign Policy from 1895
ISBN: 978-1032108087
Authors: Jerald A. Combs and Jessica Elkind
Publisher: Routledge
Publication Date: 2024
Edition: 5th Edition
Notes: Fourth Edition may be used
Online Access: Leganto



Restoring the World, 1945
ISBN: 9781469659855
Authors: Nicolas W. Proctor, John E. Moser
Publisher: UNC Press
Publication Date: 2020

Debating the Origins of the Cold War
Subtitle: American and Russian Perspectives
ISBN: 9780847694082
Authors: Ralph B. Levering (Editor)
Publisher: Rowman & Littlefield
Publication Date: 2002



Course Assessment and Grading Procedure

Assessment Percent of Final Grade

The U.S, and the Great War 10%

Yalta 1945 15%

Origins of the Cold War 10%

Midterm Exam 15%

Cuban Missile Crisis Micro-Game 10%

Vietnam Simulation 10%

End of the Cold War 7%

The U.S. and China 8%

Final Exam 15%

Total 100%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Vietnam News Story 1	Assignment	60

Due Date	Assignment Name	Assignment Type	Points
	Vietnam News Story 2	Assignment	60
2/17/25	Cuban Missile Crisis Availability	Quiz	0
2/20/25	Class Topic	Quiz	0
1/15/26	US Emergence as a Great Power Reading Quiz	Quiz	10
1/15/26	Roosevelt or Wilson?	Assignment	20
1/20/26	Nothing Less Than War Reading Quiz	Quiz	10
1/21/26	HFAC US Decision to Enter World War I	Assignment	100
1/23/26	Other House Members US Decision to Enter World War I	Assignment	20
1/27/26	Treaty of Versailles Reading Quiz	Quiz	14
1/28/26	SFRC Member for Senate Debate on the Versailles Treaty	Assignment	100
1/29/26	House/Senate Speech	Assignment	20
1/30/26	Other Senators on the Versailles Treaty	Assignment	20
2/3/26	America Between the Wars Reading Quiz	Quiz	12

Due Date	Assignment Name	Assignment Type	Points
2/6/26	Yalta 1945 Reading Quiz	Quiz	50
2/9/26	Yalta Briefing Paper	Assignment	50
2/9/26	Yalta Formal Speech - Written	Assignment	25
2/10/26	Yalta Formal Speech - Spoken	Assignment	25
2/20/26	Yalta Negotiating Outcome	Assignment	0
2/20/26	Yalta Participation	Assignment	40
2/23/26	Yalta Reflective Essay	Assignment	40
2/26/26	Origins of the Cold War Reading Quiz	Quiz	20
3/4/26	Origins of the Cold War	Assignment	100
3/10/26	Eisenhower Reading Quiz	Quiz	16
3/11/26	Mid-Term Exam	Quiz	100
3/12/26	Cuban Missile Crisis Reading Quiz	Quiz	10
3/19/26	Cuban Missile Crisis Character Performance	Assignment	30
3/23/26	Cuban Missile Crisis Advisor Brief	Assignment	30
3/25/26	Cuban Missile Crisis Character Debrief	Assignment	30

Due Date	Assignment Name	Assignment Type	Points
3/31/26	Vietnam Reading Quiz	Quiz	40
4/1/26	Vietnam Briefing (Oral)	Assignment	20
4/1/26	Vietnam Policy Memo	Assignment	100
4/9/26	Vietnam Participation	Assignment	30
4/10/26	Vietnam Bonus	Assignment	0
4/10/26	Vietnam Reflective Essay	Assignment	20
4/14/26	End of the Cold War Reading Quiz	Quiz	20
4/15/26	1989 and the End of the Cold War	Assignment	100
4/21/26	U.S.-China Reading Quiz	Quiz	10
4/22/26	The U.S. and China	Assignment	100
4/29/26	Final Exam	Quiz	100

Grading Scale

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%

Letter Grade	Percentage
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Makeup Work Policy

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Missed/Late Assignments

Assignments are due as stated in each assignment. During the simulations, specific assignments may be later than the posted due date if your assigned role is due to speak later in the simulation. Your role sheet will provide specific guidance. Otherwise, I expect assignments to be submitted on time. Assignments that are less that 24 hours late will be graded with a one letter grade deduction. Assignments more than 24 hours late without the instructor's prior agreement may not be graded at all.

All written assignments are submitted in Webcourse by file upload. MS Word is the preferred file type. Webcourse has issues with Apple's Pages program. Graded discussions will all be in Webcourse but Slack will be used for discussion in the simulations with a new Slack Workspace created for each simulation.

Attendance

I do not take formal attendance or grade for attendance. I rely on your professionalism and desire to learn. Not being present in class will likely affect your performance in the course. Absences during the simulations will affect your own participation grade and can affect the outcome for your delegation or faction.

- If you know you will miss a class session for a legitimate reason (including illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.") please let me know in advance. I will work with you to avoid any problem, including adjusting the schedule of discussions in a simulation if possible.
- Where participation is a graded activity in a simulation, it will be measured by your engagement both in the plenary sessions and in your activity between sessions on Slack discussions.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to

facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assessment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
4. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designated on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu

- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

Campus Safety

At UCF's Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF Classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.

- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your phone is silenced, but do not turn it off.
    - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty, and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Date	Topic	Required Reading (to be completed before the class) Assignment Reminders in bold

Jan 13	**Class Introduction** Lecture: A Forced March through American Foreign Policy to 1895	Kissinger, “The Hinge” from Diplomacy. (Webcourse) SKIM ONLY: Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 1-3 (pages 1-71)
Jan 15	**The Emergence of the U.S. as a World Power** Lecture: America’s Emergence as a World Power	**Assignment Due Jan 15 (Before Class): Emergence of the United States Reading Quiz** **Assignment Due Jan 15: Roosevelt or Wilson?**
Jan 20	**Nothing Less Than War: The U.S. Decision to Enter World War I** Lecture: The Great War and the U.S. Political Debate	**Assignment Due Jan 20 (Before Class): Nothing Less than War Reading Quiz** Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 4 (pages 72-96) Freure, Russell, “When Memory and Reality clash: The First World War and the Myth of American Neutrality,” Northern Mariner, Vol. 22, No. 2, 2012, pages 141-163. (Webcourse) Puong, Fei Yeh, “The Role of the Zimmerman Telegram in Spurring America’s

		Entry into the First Word War," American Intelligence Journal, Vol 32, No. 1, pages 61-64. (Webcourse) Woodrow Wilson's war message to Congress (2 pages) (Webcourse)
Jan 22	**Class Debate: The House of Representatives' Debate on Declaring War**	**Assignment Due 2:00 PM Jan 21: Op-Ed on the Declaration of War (HFAC Members Only)** **Assignment Due 2:00 PM Jan 23: Statement on your vote on the Declaration of War (Other House Members)**
Jan 27	**The Treaty of Versailles** Lecture: The Paris Peace Conference 1919 and America's Debate	**Assignment Due Jan 27 (Before Class): Treaty of Versailles Reading Quiz.** **Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 5 (pages 97-121)** **Hewes, James E. Jr, "Henry Cabot Lodge and the League of Nations," Proceedings of the American Philosophical Society, Vol 114, No. 4, August 1970, pages 245-255. (Webcourse)**
Jan 29	**Class Debate: The Senate Debate on Ratifying the Versailles Treaty**	**Assignment Due 2:00 PM January 28: Op-Ed on the Treaty of Versailles (SFRC Members Only)**

		Assignment Due 2:00 PM January 30: Statement on your vote on the Treaty of Versailles (Other Senators).
Feb 3	**America Between the Wars** Lecture: American Interwar Foreign Policy 1920-1941	**Assignment Due Feb 3 (Before Class): Interwar Foreign Policy Reading Quiz** Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 6-7 (pages 122-171) **Your individuai role sheets and other briefing material for the Yalta 1945 simulation will be distributed in class.**
Feb 5	**Yalta 1945 Introduction** Lecture: Alliance Diplomacy: The U.S., Britain and the USSR in World War II Delegation Meeting	Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 8 (pages 172-182 ONLY – Stop at Yalta) Proctor, John W. and Moser, John E., Restoring the World, 1945, University of North Carolina Press, Chapel Hill, NC, 2020, pages 1-42 Your individual role sheet and national briefing. **Assignment Due Feb 6: Yalta 1945 Reading Quiz.**
Feb 10	Yalta 1945	Assignment Due: Individual Briefing Paper (due the day before your issue comes up for

	First Session Issues 1, 2 and 3* (*The three foreign ministers will set the order of issues. Pay Attention – the agenda determines when your paper and speech are due.)	discussion). **Assignment Due: Individual speeches (due the day before your issue comes up for discussion).** Documents in Restoring the World, 1945 important to your role.
Feb 12	**Yalta 1945** Second Session Issues 4, 5 and 6*	
Feb 17	**Yalta 1945** Third Session Issues 7, 8 and 9*	
Feb 19	**Yalta 1945** Fourth Session Issues 10 and 11*	**Assignment due by end of class: Yalta Final Statement (Special Assistants and Foreign Ministers)**
Feb 24	**Yalta 1945 Readout – What Really Happened**	**Assignment Due 2:00 PM Feb 23: Reflective Essay** "What Really Happened at Yalta" (Webcourse) "What Happened to Individual Characters" (Webcourse). At least read your character's

		fate. Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 8 and 9 (pages 183-235 – Start with Yalta)
Feb 26	**Origins of the Cold War** Lecture: The U.S., Britain and the USSR – From Allies to Containment. The Anglo-American Perspective	Levering, et al, Debating the Origins of the Cold War. The American Perspective (pages 1-64) George F. Kennan, “Long Telegram,” Feb. 22, 1946 (page 69-75 of Debating the Origins of the Cold War and Webcourse) or X, “The Sources of Soviet Conduct,” Foreign Affairs, Volume 25, No. 4, July 1947, pages 566-582. (Webcourse). The latter is a bit longer but much more readable. Truman’s Speech to Congress March 12, 1947, (“Recommendation for Assistance to Greece and Turkey”). (pages 78-80 Debating the Origins of the Cold War and Webcourse) **Assignment Due Feb 26 (Before Class): Origins of the Cold War Reading Quiz.**
Mar 3	**Origins of the Cold War** Lecture: The U.S., Britain and the USSR – From Allies	Levering, et al, Debating the Origins of the Cold War. The Russian Perspective (pages 85-154) Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership dated September 25, 1946. (Webcourse)

	to Containment. The Soviet Perspective	Also available at Wilson Center Archives at http://digitalarchive.wilsoncenter.org/document/110808
Mar 5	**Class Debate: Which Country's Actions Were Most Responsible for the Emergence of the Cold War?**	**Assignment Due 2:00 PM Mar 4: Paper assessing responsibility for the Cold War.**
Mar 10	**Eisenhower's Cold War** Lecture: The Cold War under Eisenhower and Kennedy Mid-Term Review	**Due Mar 10 (Before Class): Eisenhower Reading Quiz.** Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 10 (pages 233-260) **Assignment Due: Mar 11 Mid-Term Exam (on line).**
Mar 12	**The Missiles of October: The Cuban Missile Crisis** Lecture: Different ways of looking at the Cuban Missile Crisis	**Assignment Due 1:00 PM March 12: Cuban Missile Crisis Reading Quiz** Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 11 (pages 261-270 ONLY)
March 14–22	**Spring Break**	
Mar 24	**Cuban Missile Crisis Microgame**	**Assignment Due 2:00 PM March 23: Advisor Brief**

		Game materials and your individual role sheets.
Mar 26	**Microgame Outbrief** Lecture: The Cuban Missile Crisis: What Really Happened and What it Meant Lecture: Détente from LBJ to Carter	**Assignment Due 2:00 PM Mar 25: Character Debrief** Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 11 (pages 284-) Watch the PBS documentary on the crisis. It's 1.5 hours. Accessible on YouTube at: https://www.youtube.com/watch?v=dMYumVM1rZM
Mar 31	**Vietnam: Go Long or Go Home** Lecture: Vietnam to 1964	**Assignment Due March 31 (Before Class): Vietnam Reading Quiz** Proctor, Nicholas, A Different Kind of War: The United States and Vietnam, 1963-65. Sections 1-3 (pages 4-46). (Webcourse)
Apr 2	**Vietnam Session 1 (January 1965)** • NSA Bundy • Ambassador Lodge • General Greene • Deputy SecDef Gilpatrick • Mr. Vann • R. Hilsman	Proctor, Nicholas, A Different Kind of War: The United States and Vietnam, 1963-65. Sections 4 and 5 (readings relevant to your role). (Webcourse) **Assignment Due: Your briefing paper is due 2:00 PM the day BEFORE you are scheduled to brief the NSC.**

	• COS De Silva	
April 7	**Vietnam Session 2 (January 1966)** • W Rostow • Gen LeMay • Forrestal • U/S Ball • Komer • Gen Krulak • McNaughton • Colby	**Assignment Due: News Stories are due as explained in your role sheet (journalists only).**
April 9	**Vietnam Session 3 (January 1967)** • Lansdale • William Bundy • McCone • Adm McDonald • NSC Thomson • Saigon Thompson Lecture: Vietnam – What Went Wrong?	Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 12 (pages 284-308) **Assignment Due April 10 at 2:00 PM: Reflective Essay**
April 14	**1989 and the End of the Cold War**	**Assignment Due April 14 (Before Class): End of the Cold War Reading Quiz**

	Lecture: The Fall of Communism and American Policy	Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 15-16 (pages 358-410) Leffler, Melvyn, “Reagan’s Peace through Strength and Gorbachev’s Reform through Peace,” in Merrill, Dennis, and Patterson, Thomas G., Major Problems in American Foreign Relations, Volume II: Since 1914, pages 524-537. (Webcouse)
April 16	**Class Debate: Why Did the Cold War Suddenly End?**	**Assignment Due 2:00 PM April 15: Who Was Most Responsible for the Cold War’s Sudden End?**
Apr 21	**The U.S. and China: From Nixon to Trump** Lecture: The U.S. and China 1969-Present	**Assignment Due 1:00 PM April 21: U.S.-China Reading Quiz** Combs, Gerald A., The History of American Foreign Relations From 1895, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 13 (pages 309-331) Just the parts about China Westad, Odd Arne, The Sources of Chinese Conduct: Are Washington and Beijing Fighting a New Cold War?, Foreign Affairs, Vol 98, No. 5 (Sept/Oct 2019), pages 86-95. (Webcourse) Gerwitz, Julian, China Thinks America is Losing, Foreign Affairs Vol 99, No 6 (Nov/Dec 2020), Pages 62-72. (Webcourse)

Apr 23	**Class Exercise: How should the U.S. deal with today's China?**	**Assignment Due 2:00 PM April 22: Policy Paper on US-China Relations**
April 29 – May 5	**Final Exam TBD**	