

**HI 492: AMERICANS IN THE WORLD**  
**TUESDAY & THURSDAY, 1:30PM-2:45PM**  
**UNIV 319**

*Professor: David C. Atkinson*  
*Email: atkinsod@purdue.edu*  
*Office: University Hall 322*  
*Office Hours: Tuesday, 10:00am-11:00am*  
*Thursday, 10:00am-11:00am*  
*Or by appointment*

**COURSE OVERVIEW**

This course explores the central issues and themes of American foreign relations from the end of the nineteenth century to the end of the Cold War. Our primary focus will be on the expansion of American political, military, economic, and cultural power and influence. We will anchor our discussions in a narrative history of the period, considering problems such as American imperialism, U.S. commercial and cultural expansion in the 1920s, the causes and consequences of the Second World War, the origins of the global Cold War, the war in Vietnam, and the end of the Cold War. But we will also address recent methodological and interpretive trends that go beyond the traditional concerns of diplomatic historians. We will explore new questions of culture, race, gender, transnational movements, non-state actors, and the possibilities and indeed necessity of internationalizing the study of American foreign relations during this period. Ultimately, we will explore the ways in which we can imagine and investigate new interpretive frameworks for this era.

**LEARNING OUTCOMES**

The course is designed to help you understand how and why the United States transformed from a relatively minor regional power in the nineteenth century into the global power we recognize today. That transformation was not solely driven by “traditional” political and military means, and we will explore the innovative conceptual and methodological approaches historians have adopted to enrich our understanding of how Americans’ engaged with the world. This course will also emphasize the often competing and conflicting nature of historical interpretation and encourage you to assess various forms of evidence to form your own conclusions about Americans’ historical experience in the world.

## REQUIRED TEXTS

- Dennis Merrill and Thomas G. Paterson, *Major Problems in American Foreign Relations, Volume II: Since 1914* (2010)

The rest of the readings will be available on our class blackboard site. **All of the reading assignments listed in the course syllabus are required** and it is important that you complete each week's reading before you come to class, since this will allow you to participate effectively in class discussions.

## COURSE REQUIREMENTS

**GRADE BREAKDOWN:** The following elements will constitute your final grade:

<b>Attendance &amp; Participation</b>	(20%)
<b>Short Writing Assignments</b>	(50%)
Primary Source Assessments x2	(10% each)
Film analysis x1	(10%)
Scholarly Article Analysis x2	(10% each)
<b>Policy Briefs x2</b>	(15% each)

### CLASS ATTENDANCE AND PARTICIPATION

**Before every class**, each student will send me **three questions for discussion based on the reading** (unless I tell you otherwise). These questions must be **posted on our Blackboard site by 10am** on the morning of each class meeting. These questions will form the basis of our discussions each day. The timely posting of class discussion questions, along with class **attendance** and consistent **participation**, will account for 20% of your final grade. Consistent lateness or missed classes will negatively affect your overall grade. You should email me in advance if you know you cannot attend class.

You must turn off your cell phone before class begins. Laptop computers are permitted for note-taking only. Persistent texting, internet browsing, and other disruptive behavior will result in a reduction of your overall participation and attendance grade. I will be happy to answer any questions you have so do not hesitate to email me (after class...), or better yet, come to my office hours.

### WRITING ASSIGNMENTS

You will be responsible for **5 small writing assignments** over the course of the semester, and **2 longer writing assignments**. Each assignment is designed to help you think about the material and the core questions of this class. They are also designed to help you develop the kind of writing, analytical, and assessment skills that historians regularly use in their work.

### **Primary Source Assessments x2 (2 pages each)**

**Twice by March 2**, I expect you to compare and contrast two primary sources from the reading. In no more than **2 pages**, you should briefly introduce, explain, contextualize, compare, and contrast both of your sources. How are they similar to one another? How are they different? Why are they similar or different? What accounts for those differences? These short assessments will be due on the day we discuss those particular readings, and you may pick and choose as you see fit, as long as they are finished **by March 2**.

**Film Analysis (3 pages)** On **Tuesday March 7** we will watch a documentary entitled *The Day After Trinity* in class. On **Thursday April 6** we will watch a movie called *Dr. Strangelove* in class. You may choose to write your film analysis on either of these pieces. In either case, in **3 pages** you will identify and analyze a theme related to American foreign policy and nuclear weapons from your chosen film. You should consider how the film engages with that theme, and it compares to other primary and secondary sources we have discussed in the class. In either case, your analysis will be due in the next class. In the case of *Day After Trinity* that means **Thursday March 9**. In the case of *Dr. Strangelove* that means **Tuesday April 11**.

### **Scholarly Article Analysis x2 (2-3 pages each)**

We will read a number of scholarly articles over the course of the semester, and you will write **two article reviews over the course of the semester**. In no more than **3 pages**, you should identify and analyze the author's argument. What is their argument about American foreign relations? How do they support that argument? How successful is their argument? How does their argument differ from that of other scholars we have read? How is it similar to the work of other scholars we have read? These reviews will be **due on the day we discuss that particular reading**, and you may pick and choose as you see fit.

### **Policy Brief x2 (5-6 pages each)**

You will also be responsible for **two longer policy briefs**. The first is due in class on **Thursday, March 23**. The second is due in class on **Thursday, April 27**. If you hand in your paper after the deadline, you will be penalized 5 points for each additional day. These papers will provide both historical context and analysis of an issue facing the new President of the United States and his National Security team. I will provide further guidelines during the coming weeks. I will need to approve your topics, so you should plan to meet with me sometime after the first few weeks of the semester to discuss your first topic. You will be required to contextualize and analyze an issue facing the new president using primary and secondary sources and from a number of perspectives. I will provide further details once the class gets underway.

### **CHEATING / PLAGIARISM**

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. **You are expected to produce your own work and to accurately cite all necessary materials**. Cheating, plagiarism, and

other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office. Please make sure that you are familiar with Purdue's academic integrity policies:

<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>

**DISCLAIMER**

In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Blackboard or can be obtained by contacting me via email at [atkinsod@purdue.edu](mailto:atkinsod@purdue.edu).

## LECTURE TOPICS & READING ASSIGNMENTS

- Tues. Jan. 10: **Introduction**
- Thurs. Jan. 12: **Ways of Thinking about American Foreign Relations**  
Thomas W. Zeiler, "The Diplomatic History Bandwagon: A State of the Field," *The Journal of American History* volume 95, issue 4: pp. 1053-1073; Four responses to Zeiler, *Ibid*, pp. 1074-1091 [Posted online]
- Tues. Jan. 17: **Ways of Thinking about American Foreign Relations (Cont.)**  
*Major Problems*, pp. 1-25

### Part One: American Empire?

- Thurs. Jan 19: **American Empire?**  
Thomas McCormick, "From Old Empire to New: The Changing Dynamics and Tactics of American Empire," *Colonial Crucible: Empire in the Making of the Modern American State*, pp. 63-79
- Tues. Jan. 24: **The Spanish-American War & its Aftermath, 1898**
- Thurs. Jan. 26: **Imperial & Colonial Wars, 1895-1902**  
[See Blackboard]
- Tues. Jan. 31: **Imperial & Colonial Wars, 1895-1902, Continued**  
[See Blackboard]
- Thurs. Feb. 2: **Experiencing Empire**  
Andrew Rotter, "Empires of the Senses: How Seeing, Hearing, Smelling, Tasting, and Touching Shaped Imperial Encounters," *Diplomatic History*, 35, 1 (January 2011): 3-19 [See Blackboard]
- Tues. Feb. 7: **Experiencing Empire, Continued**  
Kristin Hoganson, "Cosmopolitan Domesticity: Importing the American Dream, 1865-1920." *American Historical Review* 107 (2002): 55-83. **[Available on Blackboard]**

### Part Two: The World Wars

- Thurs. Feb. 9: **American & The First World War, 1914-1918**
- Tues. Feb. 14: **The First World War & Wilsonianism**  
*Major Problems*, pp. 28-67

- Thurs. Feb. 16: **The First World War & Wilsonianism Continued**  
Erez Manela, "Imagining Woodrow Wilson in Asia: Dreams of East-West Harmony and the Revolt against Empire in 1919," *The American Historical Review*, 111, 5 (2006): 1327-1351. [Available on Blackboard]
- Tues. Feb. 21: **Isolationism or Internationalism in the 1920s?**  
*Major Problems*, pp. 69-109
- Thurs. Feb. 23: **Isolationism or Internationalism in the 1930s?**  
Barbara Keys, "Spreading Peace, Democracy, and Coca Cola©," *Diplomatic History* 28 (2): 165-196  
[Available online]
- Tues. Feb. 28: **Isolationism or Internationalism in the 1930s? Continued**  
*Major Problems*, pp. 111-151
- Thurs. Mar. 2: **World War II**  
*Major Problems*, pp. 153-184

**Both Primary Source Analyses must be finished by this date**

- Tues. Mar. 7: **The Atomic Bomb**

**Part Three: The Cold War**

- Thurs. Mar. 9: **The Origins of the Cold War, 1945-1947**

**Documentary Analysis on *The Day After Trinity* Due in Class**

- Tues. Mar. 14: **SPRING BREAK: NO CLASS**
- Thurs. Mar. 16: **SPRING BREAK: NO CLASS**
- Tues. Mar. 21: **The Origins of the Cold War, 1945-1947 Continued**  
*Major Problems*, pp. 186-232
- Thurs. Mar. 23: **The Korean War, 1950-1953**
- First Policy Brief due in Class**
- Tues. Mar. 28: **Eisenhower & The Soviet Union**  
*Major Problems*, pp. 276-311
- Thurs. Mar. 30: **Kennedy & the Cuban Missile Crisis**
- Tues. Apr. 4: **Kennedy & the Cuban Missile Crisis Continued**

*Major Problems*, pp. 360-404

Thurs. Apr. 6: *Dr. Strangelove, or How I learned to Stop Worrying & Love the Bomb*

Tues. Apr. 11: **The Vietnam War, 1945-1968**

**Analysis of Dr. Strangelove Due in Class**

Thurs. Apr. 13: **The Vietnam Wars, 1945-1968**  
*Major Problems*, pp. 406-444

Tues. Apr. 18: **Cultural Imperialism & the Cold War**  
Jessica C. E. Gienow-Hecht, "Shame on US? Academics, Cultural Transfer, and the Cold War – A Critical Review,"  
*Diplomatic History* volume 24, issue 3: 465-494

Thurs. Apr. 20: **Nixon & Détente, 1968-1974**  
*Major Problems*, pp. 447-497

Tues. Apr. 25: **Reagan & The End of the Cold War, 1981-1989**  
*Major Problems*, pp. 500-548

Thurs. Apr. 27: **Second Policy Brief Due in Class**

## **GRADE SCALE**

<b>A</b>	<b>93-100</b>
<b>A-</b>	<b>92-90</b>
<b>B+</b>	<b>88-89</b>
<b>B</b>	<b>83-87</b>
<b>B-</b>	<b>82-80</b>
<b>C+</b>	<b>78-79</b>
<b>C</b>	<b>73-77</b>
<b>C-</b>	<b>72-70</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>0-59</b>

## **UNIVERSITY POLICIES**

### **GRIEF ABSENCE POLICY**

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). Students will be excused from classes for funeral leave and given the opportunity to complete missed assignments or assessments in the event of the death of a member of the student's family.

### **STUDENTS WITH DISABILITIES**

Purdue University is committed to providing equal access and equal opportunity to university courses, activities, and programs for students with disabilities. Students with documented disabilities that substantially limit a major life activity, such as learning, walking, or seeing, may qualify for academic adjustments and/or services. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three weeks of the semester in order to discuss any adjustments. It is the student's responsibility to notify the Disability Resource Center of any impairment/condition that may require accommodations and/or classroom modifications. To request information about academic adjustments, auxiliary aids, or services, please contact the Disability Resource Center in the Office of the Dean of Students, 830 Young Hall, (765) 494-1247 (V/TTY), [drc@purdue.edu](mailto:drc@purdue.edu).

### **NONDISCRIMINATION POLICY STATEMENT**

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University

believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies.

#### **VIOLENT BEHAVIOR POLICY**

Purdue University is committed to providing a safe and secure campus environment. Purdue strives to create an educational environment for students and work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any university facility or while participating in any university activity.

**EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.**

**Indoor Fire Alarms** mean to stop class or research and immediately **evacuate** the building. Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

**All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (**Shelter in Place**) in a safe location within the closest building. o “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency\*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

*\*In both cases, you should seek additional clarifying information by all means possible...Purdue Home page, email alert, TV, radio, etc...review the Purdue Emergency Warning Notification System multi-communication layers at [http://www.purdue.edu/ehps/emergency\\_preparedness/warning-system.html](http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html)*

### **EMERGENCY RESPONSE PROCEDURES:**

- Review the **Emergency Procedures Guidelines**  
[https://www.purdue.edu/emergency\\_preparedness/flipchart/index.html](https://www.purdue.edu/emergency_preparedness/flipchart/index.html)
- Review the **Building Emergency Plan** (available from the building deputy) for:
  - o evacuation routes, exit points, and emergency assembly area
  - o when and how to evacuate the building.
  - o shelter in place procedures and locations
  - o additional building specific procedures and requirements.

### **EMERGENCY PREPAREDNESS AWARENESS VIDEOS**

- "Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See:  
<http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm> (Link is also located on the EP website)

### **MORE INFORMATION**

Reference the Emergency Preparedness web site for additional information:  
[http://www.purdue.edu/emergency\\_preparedness](http://www.purdue.edu/emergency_preparedness)