

HI 305: THE UNITED STATES IN THE WORLD
TUESDAY & THURSDAY, 10:30AM-11:45AM,
WALC 2127

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Office: University Hall 25
Office Hours: Monday, 2:00pm-3:00pm
Wednesday, 10:00am-11:00am
Or by appointment

COURSE OVERVIEW

This course explores the central issues and themes of American foreign relations during the twentieth century with a primary focus on the expansion of American political, military, economic, and cultural power and the broader global context of Americans' engagement with the world. We will begin by exploring the United States' emergence as a world power at the end of the nineteenth century, a process that culminated in the Spanish-American War and the United States' acquisition of a colonial empire in the Caribbean and the Pacific. We will then turn our attention to Americans' experience in the First World War, and Woodrow Wilson's failed attempt to remake the international state system. We will then assess the United States' role in the world as it languished in economic depression and as tensions intensified in Europe and Asia, culminating in the Second World War and the United States' emergence as the preeminent world power. We will trace the early strategies employed by American policymakers toward the emerging Soviet threat (containment, NSC-68, and Massive Retaliation). We will also explore the United States' increasing involvement in the Middle East, Asia, and Latin America, with particular focus on the Arab-Israeli Conflict, U.S. support for "friendly" dictatorships in the Western Hemisphere, and American involvement in the Vietnam War. We will conclude by addressing the end of the Cold War, the United States' role in the world during the 1990s, and the ongoing global War on Terror.

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. It will also introduce you to some of the innovative ways in which historians are expanding our understanding of Americans' role in the world. Finally, this course will emphasize the often competing and conflicting nature of historical interpretation and encourage you to assess various forms of primary source evidence to form your own conclusions about the United States' place and experience in the world.

REQUIRED TEXTS

- George C. Herring, *The American Century & Beyond: U.S. Foreign Relations, 1893-2014* (2017)
- J. Samuel Walker, *Prompt & Utter Destruction: Truman and the Use of Atomic Bombs Against Japan* (2016)
- Jeffrey A. Engel *et al*, *America in the World: A History in Documents* (2014)

All of the books are available on Amazon and at the campus bookstores. **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. Each book is also available for **2 hour course reserve** at the HSSE library.

COURSE REQUIREMENTS

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

Attendance & Participation	(20%)
Midterm Exam	(25%)
Analytical Paper	(25%)
Final Exam	(30%)

CLASS ATTENDANCE AND PARTICIPATION

Class attendance and participation will account for 20% of your final grade. You are expected to come to class prepared to participate in discussions. Consistent lateness or missed classes will negatively affect your overall grade. You should email me in advance if you know you cannot attend section for any reason other than illness.

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.

EXAMINATIONS

There will be **two** examinations this semester. The midterm examination will be administered in class on **Thursday, February 25**, and will be 1 hour and 15 minutes long. The date of the final examination **will be announced** once the schedule is available. Both examinations will consist of short identification questions reflecting upon the significance of specific individuals or events from the class readings and a longer analytical essay on a broader theme. I will provide further guidelines and information as the semester progresses. If you miss an examination, you must contact me as soon as possible.

In order to prepare for these exams I strongly advise you to take legible, constructive notes throughout the semester, to regularly attend class, and to consistently reflect upon the main themes and issues raised in the course readings.

ANALYTICAL PAPER

An analytical paper of 6 - 7 pages (double-spaced, 12 point font) is due in class on **Thursday, April 9**. If you hand in your paper after the deadline, you will be penalized 5 points for each additional day.

This paper will provide an analysis of a primary source document or a collection of documents (if they all relate to a single theme) **NOT** contained in the Engel reader. There are many published and online document repositories, and I will provide further guidelines during the coming weeks. I will need to approve your document, so you should plan to meet with me sometime in the first six weeks of the semester to discuss your paper topic and document selection. You will be required to interpret and analyze your chosen document(s), analyze the historical context in which the document was written, convey what you understand to be the author's intent—implicit and explicit—and assess to what extent you believe they were successful and/or influential in their goals.

CHEATING / PLAGIARISM

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contain 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:

<https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>

“As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

Students **must submit all papers** written for this class to **SafeAssign**, a web-based plagiarism detection service, prior to submitting a hard copy of the paper to the instructor. Before submitting your paper to SafeAssign, please remove your title page and other personal information. Any student who fails to submit a paper to SafeAssign prior to submission to the instructor must submit an electronic copy of his or her paper to the instructor (e.g., with the Blackboard assignment tool, via email, or on disk). Instructors will submit any such student papers to SafeAssign after removing the title page and all personally identifying information.

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.

LECTURE TOPICS & READING ASSIGNMENTS

- Tues. Jan. 14: **Introduction**
- Thurs. Jan. 16: **A New Imperial Power, 1890-1900**
Herring, pp. 2-37
Engel pp. 1-55
- Tues. Jan. 21: **Challenging & Affirming American Empire at Home and Abroad, 1901-1914**
Herring, pp. 38-78
Engel, pp. 56-78
- Thurs. Jan. 23: **World War One: the Possibilities of Wilsonian Diplomacy, 1914-1918**
Herring, pp. 79-118
Engel, pp. 79-89
- Tues. Jan. 28: **World War One: the Problems of Wilsonian Diplomacy, 1919-1920**
Herring, pp. 118-128
Engel, pp. 89-106
- Thurs. Jan. 30: **The United States & Europe, 1920-1929**
Herring, pp. 128-168
Engel, pp. 107-111
- Tues. Feb. 4: **Depression and the Coming War in Europe, 1929-1939**
Herring, pp. 179-187; 192-197; 202-211; 213-228; 230-238
Engel, pp. 112-130
- Thurs. Feb. 6: **The United States & Asia, 1920-1939**
Herring, pp. 168-171; 187-192; 211-213; 230-233
Engel, pp. 112-130
- Tues. Feb. 11: **The United States & Latin America, 1920-1939**
Herring, pp. 171-179; 198-202; 228-230
Engel, pp. 111-112
- Thurs. Feb. 13: **The Second World War in Europe, 1939-1945**
Herring, pp. 239-273; 279-291
Engel, pp. 131-132; 134-135; 137-154

- Tues. Feb. 18: **The Second World War in Asia, 1937-1945**
Herring, pp. 273-279; 291-294
Engel, pp. 132-134; 135-137
- Thurs. Feb. 20: **The Atomic Bombs & the End of War with Japan, 1945**
J. Samuel Walker, *Prompt & Utter Destruction: Truman and the Use of Atomic Bombs Against Japan*, entire
Engel, pp. 154-156
- Tues. Feb. 25: **MIDTERM EXAMINATION**
- Thurs. Feb. 27: **Truman & the Origins of the Cold War in Europe, 1945-1949**
Herring, pp. 295-326
Engel, pp. 157-181
- Tues. Mar. 3: **The Expansion of the Cold War beyond Europe, 1945-1953**
Herring, pp. 326-351
Engel, pp. 182-194
- Thurs. Mar. 5: **Eisenhower & the Cold War in Europe, 1953-1960**
Herring, pp. 352-361; 390-402
Engel, pp. 195-197; 198-205
- Tues. Mar. 10: **Eisenhower & the Cold War beyond Europe, 1953-1960**
Herring, pp. 361-390
Engel, pp. 194-195; 197; 206-219; 222-224
- Thurs. Mar. 12: **Kennedy & the Cold War, 1961-1963**
Herring, pp. 403-430
Engel, pp. 219-222; 224-226; 231-254
- Tues. Mar. 17: **SPRING BREAK: NO CLASS**
- Thurs. Mar. 19: **SPRING BREAK: NO CLASS**
- Tues. Mar. 24: **Johnson's War in Vietnam, 1963-1968**
Herring, pp. 437-446
Engel, pp. 255-277
- Thurs. Mar. 26: **Johnson & The World Beyond Vietnam, 1963-1968**
Herring, pp. 430-437; 447-460
- Tues. Mar. 31: **Nixon & the War in Vietnam, 1969-1975**
Herring, pp. 466-471; 494-499
Engel, pp. 278-280
- Thurs. Apr. 2: **Nixon & Détente in Europe, 1969-1974**

Herring, pp. 461-466; 472-477; 480-484
Engel, pp. 281-299

Tues. Apr. 7: **Nixon & the World beyond Europe & Vietnam, 1969-1974**
Herring, pp. 477-480; 485-494; 499-510
Engel, pp. 147-163

Thurs. Apr. 9: **Ford & Carter in the World, 1974-1981**
Herring, pp. 511-561
Engel, pp. 301-309

ANALYTICAL PAPER DUE IN CLASS

Tues. Apr. 14: **Reagan & the "Evil Empire," 1981-1985**
Herring, pp. 562-594
Engel, pp. 309-315

Thurs. Apr. 16: **Reagan & the End of the Cold War, 1985-1989**
Herring, pp. 594-600
Engel, 315-323

Tues. Apr. 21: **George H.W. Bush & the New World Order, 1989-1993**
Herring, pp. 600-617
Engel, pp. 324-336

Thurs. Apr. 23: **Clinton & a Post-Cold War World, 1993-2001**
Herring, pp. 618-639
Engel, pp. 331-353

Tues. Apr. 28: **George W. Bush & the World, 2001-2009**
Herring, pp. 640-671
Engel, pp. 354-376

Thurs. Apr. 30: **Final Discussion**

FINAL EXAM: TBD

GRADE SCALE

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

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.

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.

CAPS INFORMATION

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

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*

EMERGENCY RESPONSE PROCEDURES:

- Review the **Emergency Procedures Guidelines**
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