

**HI 305: THE UNITED STATES IN THE WORLD**  
**MONDAY, WEDNESDAY, & FRIDAY, 10:30PM-11:20AM,**  
**HAAS G066**

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*Office Hours: Mondays, 2pm-3pm*  
*Thursdays, 2pm-3pm*

**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 online 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.

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 grade. I will be happy to answer any questions you have so do not hesitate to email me (after class...).

## COURSE REQUIREMENTS

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

<b>Primary Source Reading Responses</b>	(5 for a total of 25%)
<b>Midterm Exam</b>	(25%)
<b>Analytical Paper</b>	(25%)
<b>Final Exam</b>	(25%)

### CLASS ATTENDANCE & LECTURES

This year is obviously still going to be a little different than normal. Since this is a face-to-face class, I expect everybody to be in attendance when you are healthy, but on those occasions when you cannot due to quarantine or isolation, contact me and I will provide you with a video of the day's lecture.

I will not make these available on a routine basis, because the experience of the past 4 semesters has shown me—and the majority of my students—that online materials lead to drastically reduced attendance, and, more importantly, drastically reduced attention and performance in the class.

Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student

should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, through Brightspace, or by phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via email or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

### **PRIMARY SOURCE READING RESPONSES**

**Five** primary source reading assignments will account for 25% of your final grade. There will be **nine opportunities** to choose from over the course of the semester. You will input your responses directly into Brightspace, and I will post the prompts a few days before the discussion. **They will always relate to that week's primary source readings from the Engel book.**

You will have multiple opportunities over the course of the semester to complete these primary source reading responses, which will always be due on those Fridays we have a scheduled discussion. You only need to complete five of these over the course of the semester, and it is entirely your choice when you complete these assignments, as long as you complete a total of five.

Each one should be 250 words in length, and each one is worth 0-10 points. Your responses are **due through Brightspace by 9am** on the day of the discussion. These are informal writing assignments. The purpose of these responses is not to improve your writing skills but to stimulate thinking about issues, questions, and problems raised by the primary sources we are discussing that week. The goal is for you to discover, develop, and clarify your own ideas. You should do the appropriate reading; then sit down and write in response to the question for 20-30 minutes. You will not be assessed on things like spelling, organization, and grammar. But I will be looking for evidence that you are thinking seriously about the course materials. Your essays should show that you are wrestling with concepts explained in the reading and in lectures and that you have done your reading and thinking before attempting your essays. For the most part, you will be rewarded for the process of thinking rather than for the end product you deliver.

### **EXAMINATIONS**

There will be two examinations this semester. Given the situation, these will both be **take home examinations**. The first examination will be **due by 5:00pm Monday, February 21**. The due date of the final examination will be announced once the schedule is available. Each examination 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 engage with the course lectures, and to consistently reflect upon the main themes and issues raised in the course readings and lectures. I will share more details as we get closer to the exams.

#### **ANALYTICAL PAPER**

**An analytical paper of 6 - 7 pages** (double-spaced, 12-point font) is due through **Brightspace by 5:00pm on Friday, April 8**. 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 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.”**

#### **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 Brightspace or can be obtained by contacting me via email at [atkinsod@purdue.edu](mailto:atkinsod@purdue.edu).

#### **PROTECT PURDUE GUIDELINES**

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask in classrooms and

campus building, at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights.

#### **IF YOU ARE QUARANTINED OR ISOLATED**

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at [acmq@purdue.edu](mailto:acmq@purdue.edu) and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students ([odos@purdue.edu](mailto:odos@purdue.edu)) is also available to support you should this situation occur.

## LECTURE TOPICS & READING ASSIGNMENTS

- Mon., Jan. 10: **Introduction**
- Wed., Jan. 12: **A New Imperial Power, 1895-1900**  
Herring, pp. 2-37
- Fri., Jan. 14: **Discussion (no reading response)**
- Mon., Jan. 17: **NO CLASS: MLK DAY**
- Wed., Jan. 19: **Challenging & Affirming American Empire at Home and Abroad, 1901-1914**  
Herring, pp. 38-78
- Fri., Jan. 21: **Discussion (reading response option 1)**  
Engel, pp. 56-89
- Mon., Jan. 24: **World War One: The Possibilities of Wilsonian Diplomacy, 1914-1918**  
Herring, pp. 79-118
- Wed., Jan. 26: **World War One: The Problems of Wilsonian Diplomacy, 1919-1920**  
Herring, pp. 118-128
- Fri., Jan. 28: **Discussion (reading response option 2)**  
Engel, pp. 89-111
- Mon., Jan. 31: **The United States & Europe, 1920-1929**  
Herring, pp. 128-168
- Wed., Feb. 2: **Depression and the Coming War in Europe, 1929-1939**  
Herring, pp. 179-187; 192-197; 202-211; 213-228; 230-238
- Fri., Feb. 4: **Discussion (reading response option 3)**  
Engel, pp. 112-130
- Mon., Feb. 7: **The United States & Asia, 1920-1939**  
Herring, pp. 168-171; 187-192; 211-213; 230-233
- Wed., Feb. 9: **The United States & Latin America, 1920-1939**  
Herring, pp. 171-179; 198-202; 228-230
- Fri., Feb. 11: **The Second World War in Europe, 1939-1945**  
Herring, pp. 239-273; 279-291

- Mon., Feb. 14: **The Second World War in Asia, 1937-1945**  
Herring, pp. 273-279; 291-294
- Wed., Feb. 16: **Discussion: The Atomic Bombs & the End of War with Japan, 1945 (No reading response option)**  
J. Samuel Walker, *Prompt & Utter Destruction: Truman and the Use of Atomic Bombs Against Japan*, entire  
Engel, pp. 131-156
- Fri., Feb. 18: **NO CLASS: PREP FOR MIDTERM**
- Mon., Feb. 21: **MIDTERM EXAMINATION  
DUE ON BRIGHTSPACE BY 5:00pm**
- Wed., Feb. 23: **Truman & the Origins of the Cold War in Europe, 1945-1949**  
Herring, pp. 295-326
- Fri., Feb. 25: **Discussion (reading response option 4)**  
Engel, pp. 157-181
- Mon., Feb. 28: **The Expansion of the Cold War beyond Europe, 1945-1953**  
Herring, pp. 326-351
- Wed., Mar. 2: **Eisenhower & the Cold War in Europe, 1953-1960**  
Herring, pp. 352-361; 390-402
- Fri., Mar. 4: **Discussion (reading response option 5)**  
Engel, pp. 182-205
- Mon., Mar. 7: **Eisenhower & the Cold War beyond Europe, 1953-1960**  
Herring, pp. 361-390
- Wed., Mar. 9: **Analytical Paper Discussion (no reading response option)**
- Fri., Mar. 11: **Discussion (reading response option 6)**  
Engel, pp. 194-195; 197; 206-219; 222-224
- Mon., Mar. 14: **NO CLASS: SPRING BREAK**
- Wed., Mar. 16: **NO CLASS: SPRING BREAK**
- Fri., Mar. 18: **NO CLASS: SPRING BREAK**
- Mon., Mar. 21: **Kennedy & the Cold War, 1961-1963**  
Herring, pp. 403-430  
Engel, pp. 219-222; 224-226; 231-254

- Wed., Mar. 23: **Johnson's War in Vietnam, 1963-1968**  
Herring, pp. 437-446
- Fri., Mar. 25: **Discussion (reading response option 7)**  
Engel, pp. 255-277
- Mon., Mar. 28: **Johnson & The World Beyond Vietnam, 1963-1968**  
Herring, pp. 430-437; 447-460
- Wed., Mar. 30: **Nixon & the War in Vietnam, 1969-1975**  
Herring, pp. 466-471; 494-499  
Engel, pp. 278-280
- Fri., Apr. 1: **NO CLASS: I AM AT A CONFERENCE**
- Mon., Apr. 4: **Nixon & Détente in Europe, 1969-1974**  
Herring, pp. 461-466; 472-477; 480-484  
Engel, pp. 281-299
- Wed., Apr. 6: **Nixon & the World beyond Europe & Vietnam, 1969-1974**  
Herring, pp. 477-480; 485-494; 499-510  
Engel, pp. 147-163
- Fri., Apr. 8: **ANALYTICAL PAPER DUE ON BRIGHTSPACE BY 5PM**
- Mon., Apr. 11: **Ford & Carter in the World, 1974-1981**  
Herring, pp. 511-561  
Engel, pp. 301-309
- Wed., Apr. 13: **Reagan & the "Evil Empire," 1981-1985**  
Herring, pp. 562-594
- Fri., Apr. 15: **Discussion (reading response option 8)**  
Engel, 309-323
- Mon., Apr. 18: **Reagan & the End of the Cold War, 1985-1989**  
Herring, pp. 594-600
- Wed., Apr. 20: **George H.W. Bush & the New World Order, 1989-1993**  
Herring, pp. 600-617
- Fri., Apr. 22: **Discussion (reading response option 9)**  
Engel, pp. 324-353
- Mon., Apr. 25: **Clinton & a Post-Cold War World, 1993-2001**  
Herring, pp. 618-639



Wed., Apr. 27: **George W. Bush & the Post-September 11 World, 2001-2009**  
Herring, pp. 640-671

Fri., Apr. 29: **Final Discussion**

**FINAL EXAM: TBD**

## **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.