

HI 305: THE UNITED STATES IN THE WORLD
MONDAY, WEDNESDAY, & FRIDAY, 12:30PM-1:20PM,
GRIS 102

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Office Hours: Mondays, 10:30am-11:20am
Fridays, 10:30am-11:20am
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.

In addition, the assignments in this course are designed to help you examine critically, summarize, apply, analyze, and synthesize information as the basis for developing original ideas and claims. You will learn to develop, assert and support a

focused thesis with appropriate reasoning and adequate evidence, and demonstrate proficiency in identifying, reading, evaluating, analyzing, and using reliable sources. You will do this by repeatedly analyzing and evaluating texts, events, and ideas about US foreign relations in their cultural, intellectual, or historical contexts. At the same time, we will analyze diverse narratives and evidence to explore the complexity of responses to American foreign relations across space and time, repeatedly taking cognizance of the history of other world cultures. Finally, you will be able to identify the history and the basic principles and operation of government in the United States or other countries as it pertains to American foreign relations.

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:

Attendance	(10%)
Primary Source Reading Responses	(5 for a total of 25%)
Midterm Exam	(20%)
Analytical Paper	(20%)
Final Exam	(25%)

CLASS ATTENDANCE & LECTURES

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 illness 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 five years has shown me—and the majority of my students—that online materials

lead to drastically reduced attendance, and, more importantly, increased stress levels and drastically reduced performance in the class.

Attendance is mandatory. I will take attendance daily. Ten percent of your final grade is assigned to in class attendance. Every unexcused absence will result in a 5% reduction in your attendance grade, for a total of 10% of the final grade. If you have a good reason to miss class, send me an email as soon as possible and I will excuse that absence, and you will not be penalized for that day.

PRIMARY SOURCE READING RESPONSES

Five primary source reading assignments will account for 25% of your final grade. There will be **ten 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. The purpose of these responses is 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. 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 product you deliver. Specifically, you will be graded on the quality of your analysis, your engagement with the specific reading and lecture materials, and your attention to the specifics of the question posed in the prompt.

EXAMINATIONS

There will be two examinations this semester. The first examination will be in class on **Friday, February 21**. The 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 11**. 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 contact me soon after the midterm 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."

AI POLICY

Students who use AI-generated writing for any portion of their written Assignments will be deemed in violation of the academic integrity expectations for this course. Violations can include a failing grade for the course and restrictions from further class attendance. All suspected incidents of academic dishonesty will also be referred to the Office of Student Rights and Responsibilities for further review of the student's status with the University, which may include being separated from the University.

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.

LECTURE TOPICS & READING ASSIGNMENTS

- Mon., Jan. 13: **Introduction**
- Wed., Jan. 15: **A New Imperial Power, 1895-1900**
Herring, pp. 2-37
- Fri., Jan. 17: **Challenging & Affirming American Empire at Home and Abroad, 1901-1914**
Herring, pp. 38-78
- Mon., Jan. 20: **NO CLASS: MLK DAY**
- Wed., Jan. 22: **World War One: The Possibilities of Wilsonian Diplomacy, 1914-1918**
Herring, pp. 79-118
- Fri., Jan. 24: **Discussion (reading response option 1)**
Engel, pp. 56-78
- Mon., Jan. 27: **World War One: The Problems of Wilsonian Diplomacy, 1919-1920**
Herring, pp. 118-128
- Wed., Jan. 29: **The United States & Europe, 1920-1929**
Herring, pp. 128-168
- Fri., Jan. 31: **Discussion (reading response option 2)**
Engel, pp. 79-111
- Mon., Feb. 3: **Depression and the Coming War in Europe, 1929-1939**
Herring, pp. 179-187; 192-197; 202-211; 213-228; 230-238
- Wed., Feb. 5: **The United States & Asia, 1920-1939**
Herring, pp. 168-171; 187-192; 211-213; 230-233
- Fri., Feb. 7: **Discussion (reading response option 3)**
Engel, pp. 112-130
- Mon., Feb. 10: **The United States & Latin America, 1920-1939**
Herring, pp. 171-179; 198-202; 228-230
- Wed., Feb. 12: **The Second World War in Europe, 1939-1945**
Herring, pp. 239-273; 279-291

- Fri., Feb. 14: **The Second World War in Asia, 1937-1945**
Herring, pp. 273-279; 291-294
- Mon., Feb. 17: **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
- Wed., Feb. 19: **NO CLASS: PREP FOR FIRST EXAM**
- Fri., Feb. 21: **FIRST EXAM**
- Mon., Feb. 24: **Truman & the Origins of the Cold War in Europe, 1945-1949**
Herring, pp. 295-326
- Wed., Feb. 26: **The Expansion of the Cold War beyond Europe, 1945-1953**
Herring, pp. 326-351
- Fri., Feb. 28: **Discussion (reading response option 4)**
Engel, pp. 157-181
- Mon., Mar. 3: **Eisenhower & the Cold War in Europe, 1953-1960**
Herring, pp. 352-361; 390-402
- Wed., Mar. 5: **Eisenhower & the Cold War beyond Europe, 1953-1960**
Herring, pp. 361-390
- Fri., Mar. 7: **Discussion (reading response option 5)**
Engel, pp. 182-205
- Mon., Mar. 10: **Analytical Paper Discussion (no reading response option)**
- Wed., Mar. 12: **Kennedy & the Cold War, 1961-1963**
Herring, pp. 403-430
Engel, pp. 219-222; 224-226; 231-254
- Fri., Mar. 14: **Discussion (reading response option 6)**
Engel, pp. 194-195; 197; 206-219; 222-224
- Mon., Mar. 17: **NO CLASS: SPRING BREAK**
- Wed., Mar. 19: **NO CLASS: SPRING BREAK**
- Fri., Mar. 21: **NO CLASS: SPRING BREAK**
- Mon., Mar. 24: **Johnson's War in Vietnam, 1963-1968**

- Herring, pp. 437-446
- Wed., Mar. 26: **Johnson & The World Beyond Vietnam, 1963-1968**
Herring, pp. 430-437; 447-460
- Fri., Mar. 28: **Discussion (reading response option 7)**
Engel, pp. 255-277
- Mon., Mar. 31: **Nixon & the War in Vietnam, 1969-1975**
Herring, pp. 466-471; 494-499
Engel, pp. 278-280
- Wed., Apr. 2: **Nixon & Détente in Europe, 1969-1974**
Herring, pp. 461-466; 472-477; 480-484
Engel, pp. 281-299
- Fri., Apr. 4: **Discussion (reading response option 8)**
- Mon., Apr. 7: **Nixon & the World beyond Europe & Vietnam, 1969-1974**
Herring, pp. 477-480; 485-494; 499-510
Engel, pp. 147-163
- Wed., Apr. 9: **Ford & Carter in the World, 1974-1981**
Herring, pp. 511-561
Engel, pp. 301-309
- Fri., Apr. 11: **NO CLASS: ANALYTICAL PAPER DUE ON BRIGHTSPACE BY 5PM**
- Mon., Apr. 14: **Reagan & the "Evil Empire," 1981-1985**
Herring, pp. 562-594
- Wed., Apr. 16: **Discussion (reading response option 9)**
Engel, 309-323
- Fri., Apr. 18: **NO CLASS**
- Mon., Apr. 21: **Reagan & the End of the Cold War, 1985-1989**
Herring, pp. 594-600
- Wed., Apr. 23: **George H.W. Bush & the New World Order, 1989-1993**
Herring, pp. 600-617
- Fri., Apr. 25: **Discussion (reading response option 10)**
Engel, pp. 324-353
- Mon., Apr. 28: **Clinton & a Post-Cold War World, 1993-2001**
Herring, pp. 618-639

Wed., Apr. 30: **George W. Bush & the Post-September 11 World, 2001-2009**
Herring, pp. 640-671

Fri., May 2: **Final Discussion**

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.