**COURSE OVERVIEW**

This course explores the central issues and themes of American foreign relations from the First World War to the present. 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 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, the end of the Cold War, and the causes and consequences of the 9/11 attacks. 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.

**REQUIRED TEXTS**

- Additional readings will be posted on the Blackboard site when necessary
COURSE REQUIREMENTS

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

Attendance & Participation (25%)
Analytical Book Review (25%)
Historiographical Paper (50%)

CLASS ATTENDANCE AND PARTICIPATION
Class attendance and participation will account for 25% 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 class 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.

BOOK REVIEW
Undergraduates: You are required to write one two-three page analytical book review during the course of the semester. Your review will be based on one of the five monographs we will be reading this semester (everything excluding the Major Problems text). Depending on the book you choose, the review will be due on the first day we discuss that book in class. Analytical book reviews are not simply summaries of the book under review. You should certainly provide an overview of the author’s main arguments, but you should also analyze the following aspects of the work: how does this book fit into the broader literature? How successfully does this author make her or his argument? What evidence does the author use, and what are some of the advantages and disadvantages of using that source base? What contributions has this author made to our understanding of American foreign relations history? What other issues has this author chosen to ignore? Should the author have addressed other issues? If so what should the author have included and why? Finally, what possibilities for further research does this book suggest?

Graduates: You are required to write one three-five page analytical book review during the course of the semester. Your review will also be based on one of the five monographs we will be reading this semester, but you should review that book in conjunction with another book on the same subject. Depending on the book you choose, the review will be due on the first day we discuss that book in class. Your review will take into consideration the questions highlighted above, except you will also be placing that book in conversation with another text.
**HISTORIOGRAPHICAL PAPER**

**Undergraduates:** You will also be required to write an end of semester **historiographical paper**. Undergraduate papers should be between **15 and 20 pages** (double-spaced, 12 point font). The paper is due in my office on **Monday, April 30 by 5pm**. If you hand in your paper after the deadline, you will be penalized 5 points, and you will continue to incur a 5 point penalization for each additional day that it is late.

The historiographical paper should reflect upon some aspect of the concepts and methodological approaches that we have discussed in class and that you have encountered in your readings. Your paper should be based on a mixture of books and articles (6-8 articles and books should suffice) that address a common theme, issue, or debate. Your paper should focus primarily on the ways in which historians have developed and used new conceptual and methodological frameworks to address any issue raised in this class. **I must approve your paper topic in advance** and I expect you to meet with me to discuss your paper. I will provide a handout with more specific approaches to the historiographical paper within the first few weeks of class.

**Graduates:** Graduate student papers should be between **25 and 30 pages** (double-spaced, 12 point font). In addition to providing a historiographical review as outlined above, you will also be expected to perform some primary source research that explores the possibilities for further research you have outlined in your paper. This should be approximately ten pages in length. The goal is to produce a piece of work that can be presented at an academic conference.

**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.
CLASS TOPICS & READING ASSIGNMENTS

Week of Jan. 9:

**Introduction & Interpretations of American Foreign Relations**

Monday, Jan. 9: Introduction


Friday, Jan. 13: Four responses to Zeiler, Ibid, pp. 1074-1091 [Available online]

Week of Jan. 16:

**Interpretations of American Foreign Relations Continued**

Monday, Jan. 16: MLK DAY: No Class

Wednesday, Jan. 18: *Major Problems*, pp. 1-25

Friday, Jan. 20: Rosenberg, pp. 3-62

Week of Jan. 23:

**The First World War and the Paris Peace Conference, 1914-1919**

Monday, Jan. 23: *Major Problems*, pp. 28-68


Week of Jan. 30:

**American Foreign Relations in the 1920s**

Monday, Jan. 30: *Major Problems*, pp. 69-109

Wednesday, Feb. 1: Rosenberg, pp. 63-160


Week of Feb. 6:

**The Coming Wars: The 1930s**

Monday, Feb. 6: *Major Problems*, pp. 111-151

Wednesday, Feb. 8: Rosenberg, pp. 161-234


Week of Feb. 13:

**World War Two, 1941-45**


Friday, Feb. 17: Bradley, pp. 3-106
| Week of Feb. 20: | **The Origins of the Cold War, 1945-1949**  
**Monday, Feb. 20: Major Problems, pp. 186-232**  
| Week of Feb. 27: | **The Cold War in the “Third World,” 1945-1952**  
**Monday, Feb. 27: Major Problems, pp. 235-274**  
**Wednesday, Feb. 29: Bradley, pp. 107-192**  
**Friday, Mar. 2: Major Problems, pp. 313-357** |
| Week of Mar. 5: | **Cold War & More in the 1950s**  
**Monday, Mar. 5: Major Problems, pp. 276-311**  
**Wednesday, Mar. 7: Dean, 1-145**  
**Friday, Mar. 9: Von Eschen, 1-91** |
| Week of Mar. 12: | **Spring Vacation: NO CLASSES** |
**Monday, Mar. 19: Major Problems, pp. 361-404**  
**Wednesday, Mar. 21: Dean, 147-243**  
**Friday, Mar. 23: Von Eschen, 92-184** |
**Monday, Mar. 26: Major Problems, pp. 406-444**  
**Monday, Apr. 2: Major Problems, pp. 447-497**  
**Wednesday, Apr. 4: Von Eschen, 185-260**  
**Friday, Apr. 6: Jussi Hanhimaki, “Dr. Kissinger” or ‘Mr. Henry’? Kissingerology, Thirty Years and Counting,” Diplomatic History volume 27, issue 5: 637-676 [Available online]** |
Week of Apr. 9:  
**The Final Chapter of the Cold War, 1977-1993**  
**Monday, Apr. 9:** *Major Problems*, pp. 500-548  
**Wednesday, Apr. 11:** NO CLASS  
**Friday, Apr. 13:** NO CLASS

Week of Apr. 16:  
**Carter, Reagan, and the End of the Cold War, 1977-1989 Continued**  
**Monday, Apr. 16:** NO CLASS  
**Wednesday, Apr. 18:** Andrew McKevitt, “You Are Not Alone!”: Anime and the Globalizing of America,” *Diplomatic History* volume 34, issue 5: 893-921 [Available online]  
**Friday, Apr. 20:** Andrew Preston, “The Politics of Realism and Religion: Christian Responses to Bush’s New World Order,” *Diplomatic History* volume 34, issue 1: 95-118 [Available online]

Week of Apr. 23:  
**Clinton & Bush, 1993-2008**  
**Monday, Apr. 23:** *Major Problems*, pp. 551-594  
**Wednesday, Apr. 25:** Bacevich, vii-116  
**Friday, Apr. 27:** Bacevich, 117-244

**Final Paper Due in my office, Monday April 30, by 5pm**
GRADE SCALE

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UNIVERSITY POLICIES

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](http://www.purdue.edu/odos/aboutodos/academicintegrity.php)

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.