History 229 – The United States and the World

Fall 2017
MWF 12:50-1:50
Patterson 207

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Office Hours: MWF 10:30-11:30 and 2:00-2:00; TR 10:30-12:30; Or by appointment

*Image: The picture above is a reproduction of John Gast’s “American Progress” (1872).

This course will survey the history of U.S. foreign relations from the Revolutionary era to the present. It will introduce students to various ways to approach the study of foreign relations. Students will examine the rise of the United States as a world power by studying a wide range of sources. The course will cover themes of power, expansion, empire, ideological and cultural hegemony, national security, and globalization among others. Students will be encouraged to analyze current foreign policy initiatives using historical tools.

Course Outcomes (in no particular order):
1. Students will identify and explain key terms and concepts used to study the history of foreign policy.
2. Students will analyze the evolving historical relationship between the United States and the rest of the world, including the rise of the United States as a world power.
3. In small groups, students will research, present, and debate an aspect of American foreign policy (U.S. involvement in World War I) from an assigned perspective.
4. Students will assess cultural expressions of American foreign policy.
5. Students will use primary and secondary sources to research, analyze, and write about one aspect of American foreign relations.

Required Readings:
- Walter L. Hixson, American Foreign Relations: A New Diplomatic History (Routledge, 2016)
- Kurt Vonnegut, Cat’s Cradle (any edition)
- Various readings posted and online

Requirements and Assignments at a Glance:
- Attendance/Participation/Behavior/In-Class assignments: 30 points [Assesses outcomes 1-4.]
- Reading quizzes: 100 points [Assesses outcomes 1-2.]
- World War I simulation assignments: 40 points [Assesses outcome 3.]
- Culture and the Cuban Missile Crisis assignment: 50 points [Assesses outcome 4.]
- Paper: 100 points [Assesses outcome 5.]
- Three exams worth 100 points each: 300 points [Assesses outcomes 1-2.]
Grading Scale:
- **A+** 620-608 points
- **A** 607-577 points
- **A-** 576-558 points
- **B+** 557-546 points
- **B** 545-515 points
- **B-** 514-496 points
- **C+** 495-484 points
- **C** 483-453 points
- **C-** 452-434 points
- **D+** 433-422 points
- **D** 421-391 points
- **D-** 390-372 points
- **F** 371 and below

Accessibility Statement:
Students with documented or suspected disabilities that prevent full access to course resources and/or facilities should contact Faith Craig, Disability Resources Director. Find the Disability Resource Office in 209 Thompson-Clark Hall or call 724-946-7192 for more information and assistance.

Learning and Writing Services:
If you are having trouble in class, you are always welcome to contact me for additional help. Learning and Writing Services is another helpful resource. See https://www.westminster.edu/academics/learning-writing-services.cfm.

Academic Integrity:
An explanation of the Academic Integrity Policy is listed in your Westminster Catalog. You must submit your own work and properly acknowledge anyone else’s work you use. If I determine that a student has violated this policy, they will – at a minimum – fail the assignment. (You should know that I, like most college instructors, am pretty good at detecting cheating or plagiarism. I do make use of “Turn It In.”) In addition, the following might result:

“After reviewing the instructor’s explanation of the violation and penalty, as well as the student’s record of previous offenses, the VPAA (Vice President for Academic Affairs) will take the following additional action:

- **a. FOR A FIRST OFFENSE**, the VPAA may supplement the instructor’s penalty with further action, up to and including suspension and permanent dismissal. . .
- **b. FOR A SECOND OFFENSE**, the VPAA will impose a one-semester suspension. . .
- **c. FOR A THIRD OFFENSE**, the VPAA will impose a penalty of permanent dismissal from the College.”

Diplomacy can be tricky! It helps when there is at least an attempt to listen to others’ ideas as is depicted in this picture of President Reagan and Soviet General Secretary Mikhail Gorbachev at the Reykjavik Summit. Make sure to follow the professional behavior guidelines below to help foster a positive classroom environment.

Learning Environment and Professional Behavior:
The following guidelines revolve around respecting others’ thoughts and ideas. Offenses will result in a penalty to the attendance/behavior grade or in a penalty on a relevant assignment.

- Do not speak when someone else is speaking. (That includes speaking to a neighbor during the lecture.)
- There will be no name-calling or interrupting.
- Please respect everyone’s right to participate in class.
- Do not pack up your things before class is over.
• Try to arrive on time. If you know you will be habitually late, please let me know.
• Plagiarism, using another’s words or ideas without acknowledging them, is unacceptable. It could result in a failing grade for an assignment or for the class. See the section on academic integrity above.
• You may use a laptop or other electronic devices to take notes in class, but you must be taking notes. I reserve the right to ask you to turn it off if you are using it inappropriately or disturbing other students.
• Please turn off your cell phones and keep them out of your reach. Do not engage in text-messaging during class.
• Walking in and out of the room during class is disruptive. Avoid it.
• Please avoid making appointments (etc.) that will require you to leave class early.
• Use common sense. If you disrupt class repeatedly, your grade will be impacted.

**Attendance:**
Your attendance grade will be assessed alongside your participation and behavior. To receive full credit, you should try not to miss more than two classes. Missing more than five sessions could be detrimental to your grade. If you know you will be absent for faith-based holidays, etc., please let me know now. Unless an arrangement has been made with Disability Services, doctor’s appointments, etc. will not be excused. If you know you will be absent for a college-sponsored event, you will need to let me know well in advance. Absences will not only negatively impact your attendance grade, but you will also miss out on quite a bit of course material, making it much more difficult to learn the material and to receive a good grade. Please make every effort to attend every class.

Benjamin Franklin was a hit in France during the Revolutionary War and ultimately helped to secure French support for the Americans. Work to achieve this level of popularity amongst your classmates by coming to class prepared. Participation is much easier when you do the reading assignments! [https://www.archives.gov/research/military/american-revolution/pictures]

**Class participation:**
Attendance, class participation, and professional behavior will be assessed together and that grade is worth 30 points. You are encouraged to participate with relevant and appropriate questions and comments. We might also do in-class assignments that will be graded and will affect your participation grade. If you are absent on these days, you will lose points. Please note that class participation will be assessed for quality as well as quantity. Comments that do not add to the overall discussion or that are habitually disruptive will hurt your grade. I do NOT negotiate attendance/participation grades.

**In-Class Reading Quizzes:**
I will occasionally ask you to complete brief (multiple choice questions for the most part) reading quizzes on the current day’s required readings. These quizzes are meant to help you better retain the material and prepare for class, enhancing your learning experience and making class time more engaging. If you have done the reading carefully, you should have no trouble getting full credit. If you have not done the reading, you will probably not know the answers. There will be twelve of these quizzes and I will count your ten highest scores. Since I will be dropping your two lowest quiz scores, you will not be allowed to make-up any missed quizzes. Please do not ask. If you have been excused because of the reasons listed in the “Attendance” section above, I will allow you to make up a quiz, but the format will probably be different. These assignments are worth a total of 100 points.
Exams:
You will receive a study guide prior to all three exams. The study guide will include a list of terms and a list of essay questions that will reappear on the exam. You will be able to choose which essay question to answer, but I will be expecting thoughtful essays that demonstrate that appropriate time has been spent in preparation. In addition to the essays, I will choose a few terms from the list on the study guide. These will be short answer/identification. You should identify and discuss the significance of each term in a few sentences. The exams will also include a section of multiple-choice questions and a question that will ask you to analyze an excerpt from a primary source relevant to a topic we have studied. You will not be allowed to bring in note cards, etc. I strongly discourage students from leaving during the exam. If an emergency arises, I will of course allow you to use the restroom, but a penalty might be applied. The exams are all worth 100 points.

** Make-up exams will be scheduled at my discretion for any student who participates in a college-sponsored event or who produces a doctor’s note. However, a student who takes a make-up exam should expect a more difficult test (with a different format) in order to take into account the additional study time not granted to the other students in the class. Make-up exams will not have any multiple-choice questions. They will include only short answer/ids and an essay.

Exam Format:
10 Multiple-Choice Questions worth three points each = 30 points
1 question asking you to evaluate a primary source = 10 points
2 Short Answer/Identification worth fifteen points each = 30 points
1 essay worth thirty points = 30 points

World War I Simulation:
We will spend a week simulating a debate over American involvement in World War I. The class will be divided into small groups, and each group will be assigned a historical perspective. You will research your perspective, develop a position on American involvement in World War I, present your position, and debate the other groups.

Your group will be assigned one of the following perspectives on a first-come-first-served basis: Woodrow Wilson, Theodore Roosevelt, William Jennings Bryan, Robert Lansing, Henry Cabot Lodge, the American Federation of Labor (AFL), the Socialist Party of America, the National Association for the Advancement of Colored Persons (NAACP), the Woman’s Peace Party, the Plattsburg Movement, a German American community, an Irish American community.

Assignment #1 - Background: Research your perspective. You may use your textbook, but you should also find AT LEAST three additional credible secondary sources. I have placed two general histories on reserve in the library to help get you started: David Kennedy’s Over Here: The First World War and American Society and G. J. Meyer’s The World Remade: America in World War I. You should also cite at least one New York Times article from early 1917 using the “New York Times Archive” on the library’s site. Use these sources to write a brief 1-2 page research paper on your perspective. Include a bibliography that lists the sources you used. (A sample bibliography is available on D2L for your reference.) Use footnotes or endnotes to cite your sources. (See the handout titled “Citation Help” to guide you.) Your paper should describe your perspective’s biography (if you have been assigned an individual) or history (if you have been assigned a group or organization). It should also identify your perspective’s position on the American entry into World War I as of April 1, 1917. If your perspective is a group, it is acceptable to note that there was some debate on the matter. Every member of your group should submit his or her own paper. It should be double-spaced. Use margins of one inch and ten-to-twelve-point type in Times New Roman font. This assignment is worth a total of ten points, and it will be assessed based on how well you have communicated your perspective’s history and position, the quality of the writing, and the quality of your sources. The paper is due at the beginning of class on Friday, October 6. Upload a copy of your paper to D2L* and bring a paper copy to class. (You will reference your papers in class discussion that day.)

Assignment #2 – Statement of Position: After discussing your perspective, your group will write a position paper in the form of a letter-to-the-editor or a letter to President Wilson. (If Woodrow Wilson is your assigned perspective, write an address to the American people.) Turn in one statement per group, but every group member should contribute. Your statement should explain your position so that a general audience at the time could understand it. Assume it is April 1, 1917. After identifying your position, argue its merit in 1-2 pages. Cite sources if you quote, summarize, or paraphrase them using footnotes or endnotes. This assignment is worth a total of ten points, and it will be assessed based on how well you have communicated and argued your position and on the quality of your writing. Use margins of one inch and ten-to-twelve-point type in Times New Roman font. Upload one copy to D2L and bring a paper copy to class on Monday, October 9.

Assignment #3 - Presentation: On Monday, October 9, each group will deliver a five-minute presentation explaining their position. Your group should NOT present longer than five minutes and each group member should participate in some way. Do not read straight from your statement. Instead, proceed as if you are presenting at a conference debating American involvement in World War I. Explain who you are, your position, and your argument in an engaging and convincing manner. You may use visual aids, but this is not required. Your presentation is worth ten points, and it will be assessed based on clarity of message, accuracy of content, persuasiveness of argument, and group work.

After each group has presented on Monday, October 9, we will hold a debate. Prepare by taking notes on other groups’ presentations and developing questions for groups whose positions oppose your own perspective’s. Be ready to challenge and respond

*To submit your paper to D2L, go to the course page. Select the “Dropbox” tab. Find the corresponding assignment and follow the instructions. Be sure to select the “Submit” button when you are ready. You should get an email confirming your submission. If you are having trouble submitting, try saving your file in pdf format and uploading that.
based on what you know about your perspective and the historical context. Everyone’s participation will be graded (out of ten total points) for quality as well as quantity. This participation grade will also take into account how much you contributed to the group projects throughout the week. Your teammates will assess your level of participation in the simulation.

Culture and the Cuban Missile Crisis Paper: You will write a 2-3-page paper that evaluates two cultural expressions of apocalyptic disaster in the aftermath of the Cuban Missile Crisis: *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* and Kurt Vonnegut’s allegorical novel *Cat’s Cradle*. Your paper should (briefly) summarize the plots of both and answer the following questions. What messages about the Cold War are expressed in both? How are those messages similar and different?

You must use at least three specific examples from both *Cat’s Cradle* and *Dr. Strangelove* (that’s six examples total). Use footnotes or endnotes to cite sources; there are sample citations on the “Citation Help” handout. You may cite other sources, but this is not a requirement. If you do use other sources, you MUST properly cite them. Avoid relying too heavily on others’ commentary on these works. I want to see your analysis. Your paper should be double-spaced. Use margins of one inch and ten-to-twelve-point type in Times New Roman font. This assignment is worth a total of 50 points, and it will be assessed based on your understanding of both works, your evaluations of the works’ commentary on the Cold War, your comparative analysis, and the quality of your writing. You will lose points if you do not include the specified number of examples. Upload an electronic copy of your paper to D2L and bring a paper copy to class on Friday, November 10. Your paper is due at the beginning of class on Friday, November 10. It will not be returned to you until you have uploaded a copy to D2L.

Research Paper:
You will write a 6-8-page research paper on a narrow topic that examines some aspect of the history of American foreign relations. On Monday, November 13, class will be held in the library so that you can get started finding a topic and sources. You should bring to class on that day a list of three potential topics. Think about what interests you about the history of American foreign relations and start there. Use the Hixson book and read a little about a broad topic to begin narrowing. At the beginning of class, we will discuss your topic ideas. I will approve your topic and help you construct a research question. Then you can get started looking for sources. Once you have selected a topic and developed a research question, follow the instructions below.

1. **Gather primary sources.** Find AT LEAST three primary sources that will help you answer your question. This should not be hard to do, but if you are struggling, I can help you. Make use of the links that I have included on the D2L course page. Anything that you find on those sites is acceptable. You might also find other primary sources on the Internet. Before using them, email me the links (at least a week before the paper is due) so that I can approve them. Please consult the “Citation Help” handout posted on D2L for examples of citations. [Review: Primary sources are materials that often come from the period being studied, but they can also include eyewitness accounts collected later. Primary sources are those sources that have not been filtered through interpretation or analysis. Letters, diary entries, legal briefs, laws, photographs, advertisements, etc. might all be primary sources. First-hand accounts are primary sources. Secondary sources are those sources that use primary sources and other secondary sources to present an analysis of a particular topic in the past. Textbooks, historians’ monographs about a particular topic, and scholarly journal articles are all examples of secondary sources.]

2. **Find some outside secondary sources.** You will need to cite at least five secondary sources. One of them can be the Hixson book. See “Requirements at a Glance” below to make sure you incorporate all the required sources. The library will have many appropriate books and articles that will help you. Locate peer-reviewed, academic secondary sources. This means
library books (print books or ebooks) and scholarly journal articles found on library databases like JSTOR. A handout with instructions on how to find articles on JSTOR will be posted on D2L to assist you. Use the WISE search box to type in key terms and phrases appropriate to your topic. To filter your search results, select the appropriate boxes on the left of the page once you have entered a search term. (For example, you may select “eBook” or “Downloadable article” in the “Format” box.) You MUST use three library sources (books or articles). The Hixon book has a select bibliography after each chapter, and these should be especially useful for finding general sources about the period that you will need to establish historical context. If the library does not have these readings, you can make use of Interlibrary Loan. (I can help you with this if necessary.) While you may also cite reference or Internet sources, those should be IN ADDITION TO three scholarly secondary sources. If you do use Internet sources, be sure to verify the credibility of the source.

3. Read. Read your sources closely, keeping the assignment and your research question in mind as you do so. Take notes as you go along, jotting down page numbers so that you can find your evidence easily when it comes time for you to write your paper. If it helps, I find post-it notes useful. I simply mark pages that I might use and write brief comments on them as reminders of the significance of the passages.

4. Construct your argument. Considering what you have learned from your sources, what conclusions about your topic would you draw? How do the sources help you answer your main research question? Compose a few sentences that reflect what you have found. This is your thesis and should ultimately go at the end of your introduction paragraph. Be specific! I will notice a vague thesis. Here is an example of a thesis that is too vague: “George Washington’s farewell address was vastly influential in shaping American foreign policy in the nineteenth century.” This is better: “George Washington’s farewell address provided guidelines for American foreign relations that subsequent policymakers followed. By warning against political alliances and promoting commercial relations, Washington established a set of principles that was largely adhered to throughout the nineteenth century.” … Do you see the difference? The second, better thesis more specifically explains how and why the address was influential. Note that your thesis can be more than one sentence long. You should avoid writing a thesis that is vague and wordy, but you do not have to fit your argument into one sentence.

5. Organize and outline your essay. Look over the evidence you have collected and organize it. I will provide a sample, generic outline that might help you do so.

6. Write your essay. Use your outline to help you. Remember to include the necessary information in the body of your paper when incorporating your primary and secondary sources. For example, if you plan on summarizing an argument from one of your secondary sources, include the author’s name and some brief introductory information on that author. (Historian John Dower points out … ) It is also ESSENTIAL that you include the author, date, and major relevant points of each of your primary sources. It might be necessary for you to comment on the sources’ intended audiences and/or the authors’ biases as well. (Utilize what you have learned about analyzing primary sources in class.) Use footnotes or endnotes to cite your sources and consult the “Citation Help” document posted on D2L for guidance. If you need additional help with formatting your sources, do not hesitate to ask. HINT: Do not wait to insert your citations until after you are finished writing. Insert citations as you go along; it’s much easier in the long run. The paper should be 6-8 pages long. While I will penalize an essay that does not reach the minimum page length, if you need to go over the maximum length, that is fine with me. (Occasionally, a student will tell me that he/she struggled to write enough to meet the minimum page requirement. If you find that this is the case for you, you may not have done enough research. Find some more primary and secondary sources. The more research you do, the more you will discover about your topic.)

Your introduction should include a hook in the beginning (an interesting quote or brief story that interests your reader at the outset), a brief description of the paper’s topic and question, and your thesis. Following your introduction, include a few paragraphs that establish historical context by briefly describing the period. Your secondary sources should help you with this. In the body of your paper, use evidence from your sources to support your thesis and conclusions. In your conclusion paragraph, address why your main points are important to understanding the history of American foreign relations.

Double-space your work, and use ten-to-twelve-point type in Times New Roman font and one-inch margins. As this is a formal writing assignment, grammar, style, spelling, etc. will be considered. Use footnotes or endnotes (Chicago Manual of Style) to cite sources. For those of you who have never used this type of citation, we will go over it in class. I have also posted a detailed handout on D2L that explains how to insert superscripted notes and provides specific examples of format. If you do not try to use footnotes or endnotes, your essay will automatically be deducted. You should avoid using EasyBib and similar programs to generate your notes and/or bibliography. I would much rather you learn how to do this yourself and come to me with questions. Details matter to me, since I believe that learning to pay attention to details will only improve your work not only in this class, but throughout your lives. This means that I will note errors of footnote format on your paper, but I don’t take off points for this. Those comments are only meant to help you improve.

7. Revise your first draft. Read “Dr. Lahr’s Pet Peeves,” posted on D2L, and copyedit your paper. It might help to read it aloud and/or to have a friend copyedit it for you. Make sure to use grammar and spell check and to consult the grading rubric (found on D2L). Make any necessary changes before printing your paper. I am willing to look at drafts but only if you get them to me a full week before the paper is due. If you do submit a draft, understand that that does not guarantee you a particular grade. Turn in an electronic copy. To post your papers, log-on to D2L, go to the History 229 page, select “Dropbox” on the gray tool bar, select the appropriate assignment, and upload your essay by following the instructions. Remember to select “Submit” to finalize your submission. If you are having trouble uploading a file, try to save it as a pdf file first. Then upload that file. You do not need to turn in a paper copy, but watch your email after submitting online in case there is an issue with your submission. You’re finished!
A late essay will be docked one letter grade. You may choose to revise your paper, and since it might take me up to a week to grade your paper, I will give you until noon on Wednesday, December 13 (NO LATER!) to submit a revision on D2L if you so choose. Revisions are not required, but if you do elect to revise, consult the “Revision Guide” on D2L before doing so.

Requirements at a glance:
1. Page length = 6-8 pages (with one-inch margins and ten to twelve-point type in Times New Roman font; double-spaced)
2. An analysis of some topic on the history of American foreign relations
3. Primary sources = Cite at least three primary sources.
4. Secondary sources = Cite at least five secondary sources (one may be the Hixson book)
5. Use footnotes or endnotes to cite your sources. (See the “Citation Help” handout posted on D2L.)
6. Due date = Wednesday, November 29 by 11:59 pm
7. OPTIONAL revisions due = Wednesday, December 13 at noon sharp

Other Items of Note:
- For the most part, I do not post Power Point slides or my notes. If you miss class, it is your responsibility to keep up with the reading and to borrow the notes from someone. The outlines in class are only meant to aid your note taking. Do not assume that you only need to write down what appears on the slides. Part of critical thinking involves listening for and identifying points of significance. Please ASK if you need me to slow down, pause, or repeat something. I’m willing (even eager) to clarify or discuss points and questions.
- I frequently send out important email announcements. In addition to checking the syllabus every day for the reading assignment, you should form a habit of checking your Westminster email account at least once a week.
- I will sometimes announce extra credit opportunities in class or via email, but I do not offer extra credit to individuals that I do not also make available to everyone else. (Please do not ask.)
- You should assume that it will take me at least one week to return exams and papers. If you miss class the day I hand back assignments, you may ask me for those at the end of the next class you attend. After returning your work, I will post the grades on D2L. Please note that I do not assign attendance/participation grades until the very end of the semester.
- If Westminster cancels classes, please check your email account for updates. If the weather is bad and Westminster does not cancel classes, I still might cancel on my own. On those days, you should check your email before coming to class, since I will certainly send out a message if I do cancel. Due dates and exam dates are liable to be changed if weather interferes. You are responsible for knowing about and adhering to any weather-related changes.
Course Schedule

Monday, Aug. 28 – **Course Introduction**

Wednesday, Aug. 30 – **American Foreign Relations and U.S. Foreign Policy**
Read: “Setting the Stage for Understanding U.S. Foreign Policy” [posted on D2L]

Friday, Sept. 1 – **The First Foreign Policy**
Read: Hixson 1-16

Monday, Sept. 4 – **The First Foreign Policy**
Read: Hixson 16-24

Wednesday, Sept. 6 – **The American Revolution and Its Aftermath**
Read: Hixson 25-30 AND “The Colonies Reduced,” [posted on D2L]

Friday, Sept. 8 – **The Diplomacy of the New Republic: Unilateralism or Isolationism**
Read: Hixson 31-36 AND Washington’s Farewell Address 1796, [posted on D2L]

Monday, Sept. 11 – **The Diplomacy of the New Republic: The Louisiana Purchase, Barbary Pirates, and the War of 1812**
Read: Hixson 36-47 AND “I Found Him to Be a Very Intelligent and Feeling Man,” [posted on D2L]

Wednesday, Sept. 13 – **Expansionism and Manifest Destiny: The Monroe Doctrine and Indian Removal**
Read: Hixson 48-60

Friday, Sept. 15 – **Expansionism and Manifest Destiny: War with Mexico**
Read: Hixson 60-76 AND “My Confessions: Recollections of a Rogue,” [posted on D2L]

Monday, Sept. 18 – **The Civil War and Post-Bellum Manifest Destiny**
Read: Hixson 77-105

Wednesday, Sept. 20 – **Exam #1**

Friday, Sept. 22 – **Establishing a Global Empire: The “Spanish-American” War and Its Aftermath**
Read: Hixson 106-119 AND “Shameful Treachery,” [posted on D2L]

Monday, Sept. 25 – **Establishing a Global Empire: Latin America and the Caribbean**
Read: Hixson 119-133

Wednesday, Sept. 27 – **Establishing a Global Empire: The Pacific**
Read: Hixson 134-146

Friday, Sept. 29 – **Establishing a Global Empire: The Pacific**
Read: Hixson 146-159 AND “The White Man’s Burden,” [posted on D2L] AND “The Poor Man’s Burden,” [posted on D2L]

Monday, Oct. 2 – **The War to “End All Wars”**
Read: Hixson 160-175 AND “Cartooning for Victory,” [posted on D2L]

Wednesday, Oct. 4 – **World War I Simulation**
No reading, but bring your laptops or tablets to class.

Friday, Oct. 6 – **World War I Simulation**
**Due: Simulation Assignment #1 - Background**

Monday, Oct. 9 – **World War I Simulation**
**Due: Simulation Assignment #2 – Statement of Position AND Simulation Assignment #3 - Presentation**

Wednesday, Oct. 11 – **Fighting over the Peace**
Read: Hixson 175-179 AND “The Hand of God,” [posted on D2L]
Friday, Oct. 13 – Interwar Diplomacy and Disillusion
Read: Hixson 179-192

Monday, Oct. 16 – World War II

Wednesday, Oct. 18 – World War II
Read: Hixson 213-226

Friday, Oct. 20 – Exam #2

Monday, Oct. 23 – No Class – Mid-break

Wednesday, Oct. 25 – Containing Communism: The Origins of the Cold War

Edwin Marcus’s 1947 cartoon “Can He Block It?” provided commentary on the Marshall Plan during the early years of the Cold War. [https://www.loc.gov/exhibits/marshall/marshall-marsh-exhibition.html]

Friday, Oct. 27 – The Cold War in Asia
Read: Hixson 239-248 AND one document or image from https://trumanlibrary.org/whistlestop/study_collections/koreanwar/index.php?action=docs [Be ready to share the date, author, a summary, and notes on perspective. What does the document/image tell us about the Korean War?]

Monday, Oct. 30 – The Cold War at Home
Read: Hixson 248-262 AND “National Suicide,” http://historymatters.gmu.edu/d/6459

Wednesday, Nov. 1 – The Evolution of the Cold War
Read: Hixson 263-282

Friday, Nov. 3 – Kennedy’s Cold War and the Cuban Climax
Read: Hixson 282-292

Monday, Nov. 6 – Culture and the Cuban Missile Crisis – Dr. Strangelove
Begin reading Cat’s Cradle

Wednesday, Nov. 8 – Culture and the Cuban Missile Crisis – Dr. Strangelove
Begin reading Cat’s Cradle

Friday, Nov. 10 – Culture and the Cuban Missile Crisis
Due: Culture and the Cuban Missile Crisis Paper
Monday, Nov. 13 – **Library Day – Meet in the library (exact location TBA)**
Homework: Bring to class a list of three possible topics for your research paper.

Wednesday, Nov. 15 – **Diplomacy in the “Third World”**
Read: Hixson 293-325

Friday, Nov. 17 – **The United States and Southeast Asia**
Read: Hixson 326-360

Monday, Nov. 20 – **Détente and Its End**
Read: Hixson 361-377

Wednesday, Nov. 22 – **No Class - Thanksgiving**

Friday, Nov. 24 – **No Class - Thanksgiving**

Monday, Nov. 27 – **Reagan’s Cold War**
Read: Hixson 377-392

Wednesday, Nov. 29 – **The End of the Cold War**
Finish Hixson 377-392
**Due: Research Paper**

Friday, Dec. 1 – **New World Order**
Read: Hixson 393-423

Monday, Dec. 4 – **September 11 and American Foreign Relations**
Read: Hixson 424-441

Wednesday, Dec. 6 – **Global War on Terror**
Read: Hixson 441-461

Friday, Dec. 8 – **President Trump and American Foreign Relations**

**Final Exam – Tuesday, December 12, 8:00 – 10:30 a.m.**

**Optional research paper revisions are due by noon sharp on Wednesday, December 13. Upload your revision to D2L.**

Congratulations! You have reached the end of the semester. Celebrate like it’s 1989!