**Assignment 3: America as a Superpower**

For History 105: Dr. Stansbury’s classes (7 pages here)

**Due Week 9 and worth 120 points**. The formal deadline is on Monday morning at 9am Eastern Time; this is the next day after Week 9 ends. Watch announcements, emails, and postings for exact dates and any holiday notes that sometimes arise.

 [NOTE ON ECREE: *As you know from our first two papers, the university is adopting a tool, called* ***ecree*** *for doing writing assignments in many classes. We are using the* ***ecree*** *program for doing our papers in this class. Instructions on this tool have been posted. You are welcome to type your paper in MS-Word as traditionally done—and then to upload that file to ecree to revise and finish it up. Or, as we suggest, you may type your paper directly into ecree. When using ecree, you should use CHROME as your browser. As posted:* “**Please note that ecree works best in Firefox and Chrome. Please do not use Internet Explorer or mobile devices when using ecree.”**]

**Assignment 3:**America as a Superpower
Due Week 9 and worth 120 points

The previous assignments focused on domestic matters in U.S. history. This last assignment explores America’s international role in recent decades.

BACKGROUND--By the mid-20th century, the United States had become the dominant force in international relations. Some have argued that the United States’ military functions as the world’s “police.” This assignment covers the manner in which this shift occurred and the consequences the United States faces as a result of its status as “policeman of the world.” One can identify early steps this direction well before World War II, but in this paper focus on the period from 1950 to the present. The American international “policing” role developed because of the Cold War, but now terrorists or any power having or trying to get weapons of mass destruction (WMD) are the potential targets of such a role. Examine the statements below and drawing from provided sources, present a paper with specific examples and arguments to demonstrate the validity of your position. Your paper will use specific examples—two from the Cold War years and two from the past two decades.

NOTE: The word “policing” here has nothing to do with traditional law enforcement agencies. It is more about trying to manage parts of the globe—usually by use of military force or the threat of it. The aim of this management may be to maintain stability, remove threats of “rogue” forces or terrorists or weapons, prevent the expansion of autocratic rule, protect a fledgling democracy, etc.

**Choose one of these position statements (make it the last sentence of your introductory paragraph)**:

**THESIS STATEMENT 1**. By examples from different decades since 1950, it is clear that the international policing role and strategy of the United States was once essential, but should now be discarded as ineffective and counterproductive.

**THESIS STATEMENT 2**. By examples from different decades since 1950, it is clear that the international policing role and strategy of the United States during the Cold War has become even more necessary in this period of terrorism and instability.

* Plan to make that thesis statement the last sentence in your introductory paragraph. The general subject is America’s international “policing” role as a superpower for the last 70-plus years. You may moderate the wording slightly to fit more precisely the position you wish to take. This is NOT a simple statement of a topic; it is a statement of a position you are taking about that topic. p.s.—Valid arguments and “A” papers can be made with either thesis. So, you choose the one you think is the stronger position.

In your paper, use specific examples—two from the Cold War years (1950-1991) and two from the past three decades (since 1991).   After giving general consideration to your readings and your research, select one of the positions above as your position—your thesis. (Sometimes after doing more thorough research, you might choose the reverse position. This happens with critical thinking and inquiry. Your final paper might end up taking a different position than you originally envisioned.) **Organize your paper as follows, handling these issues with this FOUR-PART organization**:

* 1. **Part One**—one paragraph. INTRODUCTION AND THESIS STATEMENT. The position you choose will be the thesis statement in your opening paragraph; make it the last sentence of the paragraph.
	2. **Part Two**—two paragraphs normally. FOUR EXAMPLES. To support your thesis, use four specific examples, two from the Cold War years (1950-1991) and two for the recent decades (1991-the present). The examples should be specific and clearly support your thesis. In these paragraphs one generally must have in-text citations to support your specific examples and to show where the information was found. Spread out the examples—different decades. Make the examples SPECIFIC. The FORMAT SAMPLE paper can also help on this part.
	3. **Part Three**—one paragraph normally. DEALING WITH THE OPPOSING VIEW. Identify the opposing view and explain why the opposing view is weak in comparison to yours. No new research needed; just one paragraph of critical thinking suggesting why your thesis/position is stronger than a different view. Approach it this way: You adopted a thesis statement. The opposing view is the thesis statement you did NOT adopt. You might start this paragraph by saying “Some may disagree with my thesis and argue that ------- .” THEN—you spend 3 or 4 sentences giving a reasoned argument why your thesis is stronger than the opposing view.
	4. **Part Four**—one paragraph: LEGACY TODAY AND CONCLUSION: Consider your life today: In what way does the history you have shown shape or impact issues in your workplace or desired profession? This might be unclear at first since it is foreign policy. But, super-power status does inevitably provide advantages in a global economy.) This might be easy if you work in cyber security, criminal justice, IT, etc. You can consider the legal impact of terrorism on justice system, privacy issues, etc. Even a business must now plan accordingly. Every profession now must have security safeguards, plan what to do with data, etc. A few comments on these things for your profession—and some comments on how this impacts our lives in general

Length: The paper should be 500-to-750 words in length.

Research and References: You must use a **MINIMUM of four** quality academic sources; the Schultz textbook must be one of them. **The other three may be from the list below or from other quality sources you find in the university’s online library**. (Sticking with the list is a safe strategy; using other quality sources from the university’s online library is permitted.) This is guided research, not Googling.

**Source list for Assignment 3:**Some sources are “primary” sources from the time period being studied. Some sources below can be accessed via direct link or through the primary sources links on Blackboard. Each week has a different list of primary sources. For others, they are accessible through the permalink to the source in our online library: Sources below having **libdatab.strayer.edu** as part of the URL have a permalink to that source in our university’s online library. (The link takes you to the library log-in; you then log in, and then the source appears for you right away). Each source below is shown in SWS form, so if you use it, you may easily copy the entire entry onto your paper’s sources list. (*On a paper, never list an item as URL only*.)

SWS Form for the textbook:

 Kevin M. Schultz. 2018. HIST: Volume 2: U.S. History since 1865.  5th ed.

**Choose sources relevant to the topic and position you are taking:**

G. H. W. Bush. March 6, 1991. Address before a Joint Session of the Congress on the Cessation of the Persian Gulf Conflict. <http://college.cengage.com/history/wadsworth_9781133309888/unprotected/ps/bushnwo.html>

S. Chace. Summer, 2015. The Cuban Missile Crisis: Leadership as Disturbance, Informed by History. <http://libdatab.strayer.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=110092272&site=eds-live&scope=site>

J. F. Dulles. Jan. 2, 1954. Secretary Dulles’ Strategy of Massive Retaliation. <http://college.cengage.com/history/wadsworth_9781133309888/unprotected/ps/dulles.html>

M. Klare. July 15, 2002. Endless Military Superiority. <http://libdatab.strayer.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=6926412&site=eds-live&scope=site>

T. McCrisken. April/May, 2013. Obama’s Drone War. <http://libdatab.strayer.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=86689166&site=eds-live&scope=site>

C. Paul. 2008. Marines on the Beach: The Politics of U.S. Military Intervention Decision Making. eBook. <http://libdatab.strayer.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=275009&site=eds-live&scope=site>

C. Powell. Feb. 6, 2003. Transcript of Powell’s UN Presentation. <http://www.cnn.com/2003/US/02/05/sprj.irq.powell.transcript/>

R. Reagan. March, 1983. Remarks at the Annual Convention of the National Association of Evangelicals. <http://college.cengage.com/history/wadsworth_9781133309888/unprotected/ps/evilemp.html>

Kevin M. Schultz. 2018. HIST: Volume 2: U.S. History since 1865.  5th ed.

S. M. Tarzi. Sept. 2014. The Folly of a Grand Strategy of Coercive Global Primacy: A Fresh Perspective on the Post-9/11 Bush Doctrine.  <http://libdatab.strayer.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=98323177&site=eds-live&scope=site>

Your assignment must follow these formatting requirements:

* This course requires use of new [Strayer Writing Standards (SWS)](https://blackboard.strayer.edu/bbcswebdav/institution/STANDARDIZED/StrayerWritingStandards/Strayer_Writing_Standards.pdf). The format is different than some other Strayer University courses. Please take a moment to review the SWS documentation for details.
* Be typed, ~~double spaced between lines~~ *[single-spaced for ecree]*, ~~using Times New Roman font (size 12), with one-inch margins on all sides~~; [*font flexibility and margin flexibility with ecree.*]; citations and references must follow SWS format. Check with your professor for any additional instructions.
* ~~Include a cover page containing the title of the assignment, the student’s name, the professor’s name, the course title, and the date.~~ ~~The cover page and~~ *[Title page and name info not needed for ecree. You might make up a title—put it right at start of first paragraph—as part of first paragraph.]* The Sources page is not included in the required assignment length.

The specific course learning outcomes associated with this assignment are:

* Analyze the rise of the United States to a world “superpower” and how that status has shaped its internal developments in recent decades.
* Examine how changes in social and economic conditions and technology can cause corresponding changes in the attitudes of the people and policies of the government
* Summarize and discuss the ways that formal policies of government have influenced the direction of historical and social development in the United States.
* Recognize the major turning points in American history since the Civil War.
* Use technology and information resources to research issues in contemporary U.S. history.
* Write clearly and concisely about contemporary U.S. history using proper writing mechanics.

 --------------------------------------

GRADING RUBRIC: Grading for this assignment will be based on answer quality, logic / organization of the paper, and language and writing skills, using the following rubric.

|  |  |
| --- | --- |
| **Points: 120** | **Assignment 3:  America as a Superpower** |
| **Criteria** |  **Unacceptable** **Below 60% F** | **Meets Minimum Expectations** **60-69% D** |  **Fair** **70-79% C** |  **Proficient** **80-89% B** |  **Exemplary** **90-100% A** |
| 1. Clearly introduce your paper with your thesis. Weight: 10% | Poor or no introduction. No thesis statement used from those provided. | Insufficiently introduced your paper with your thesis statement. | Partially introduced your paper with your thesis statement. | Satisfactorily introduced your paper with your thesis statement, chosen from the list provided. | Thoroughly and clearly introduced your paper with your thesis statement chosen from the list provided. |
| 2. Discuss four specific examples from different decades (between 1950 and the present) to support your thesis. However, two (2) examples must be from the Cold War years (before 1991) and the other two (2) examples must be from the past twenty (20) years. Be persuasive and coherent with sound reasoning; have examples based on solid research. Weight: 30% | Did not submit or incompletely discussed four examples from the correct time period. The examples covered are not supported by research and reason. | Insufficiently discussed four examples from the right time frame. The examples might not all have clear relevance to the thesis or strong support from research and reason. | Partially discussed four examples from the proper time frame. The examples might not be as relevant or as well researched as they should be. | Satisfactorily discussed four clear examples from the proper time frame. Examples are based on good research and are relevant to the thesis. | Thoroughly and coherently discussed four clear examples from the proper time frame (at least one example being from the last ten years). The discussion is persuasive and with sound reasoning and good support. |
| 3. Explain clearly and persuasively why the opposing view to yours would be in error or would be a weaker view. Weight: 20% | Did not submit or incompletely explained why the opposing view to yours would be in error or would be a weaker view. | Insufficiently explained why the opposing view to yours would be in error or would be the weaker view. The reasoning or examples might be flawed. |  Partially explained why the opposing view to yours would be in error or would be the weaker view. The reasoning or examples might be flawed. | Satisfactorily explained why the opposing view to yours would be in error or would be the weaker view. | Thoroughly and clearly explained why the opposing view to yours would be in error or would be the weaker view. Used persuasive reasoning or clear examples. |
| 4. Discuss effectively the ways that the history you have covered shapes or impacts issues in your workplace or desired profession. Weight: 20% | Did not submit or incompletely discussed how the history you have covered shapes or impacts issues in your workplace or desired profession. | Insufficiently discussed how the history you have covered shapes or impacts issues in your workplace or desired profession. | Partially discussed how the history you have covered shapes or impacts issues in your workplace or desired profession | Satisfactorily discussed how the history you have covered shapes or impacts issues in your workplace or desired profession. | Thoroughly and effectively discussed how the history you have covered shapes or impacts issues in your workplace or desired profession. |
| 5. Used the MINIMUM of FOUR references, drawing from the list provided (using at least two sources from our online Library). The class text is one of the sources used. References are listed at the end and matching in-text citations are used.Weight: 10% | No references provided | Does not meet the required number of references; Insufficient on the reference list or in-text citations. | Does not meet the required number of references; some references poor quality choices or not from the list provided. | Meets minimum number of required references; most references come from the list provided. | Meets at least the minimum number of required references; all references high quality choices. Sources are listed at the end and also cited in the body of the paper. Solid research is evident. |
| 6. Writing and Presentation:   Used good grammar. Presentation shows clarity, reason, and critical thinking with proper writing mechanics. SWS format is used for reference entries, in-text citations, paper layout, and organization. Instructions followed. Weight: 10% | More than 8 errors present. | 7–8 errors. | 5–6 errors. | 3–4 errors. | 0–2 errors. |