

# American Foreign Relations to 1914

## HST 325

Fall 2019

Prof. Emily Conroy-Krutz

Berkey 107, Mondays and Wednesdays, 12:40-2pm

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## **Part 1: Course Information**

### **Instructor Information**

Prof. Emily Conroy-Krutz

Office: 306A Old Horticulture

Office Hours: Tuesdays, 10:30am-12pm or by appointment

E-mail: conroyk5@msu.edu

### **Course Description**

This course examines the history of American foreign relations from independence through the beginnings of the first world war. In these decades, traditional histories of the United States tend to emphasize domestic American topics and claim that the United States was focused first on the continent and only gradually upon the hemisphere until 1898 when it emerged as a world power. As we will discover in this course, however, the United States was engaged with the world from its very beginnings. The study of American foreign relations in the long nineteenth century reveals, in fact, a nation that was economically, politically, and culturally connected to the rest of the world. The nature of those connections, however, could be as contested in the past as they can be today, with Americans disagreeing about diplomatic priorities, economic relations, whether and when to go to war, how to regulate immigration, when and how to intervene in moral crises abroad, and how to achieve and project American power.

This semester, we will explore this history of America's relations with the world through readings of primary and secondary sources, lecture, discussion, writing assignments, and in-class activities.

### **Required Texts**

The following are available for purchase at the campus bookstores and at the reserves desk at the Main Library. All additional readings will be available to download through the course D2L page or as in-class handouts.

- Caitlin Fitz, *Our Sister Republics: The United States in an Age of American Revolutions* (Knopf, 2016)
- Amy Greenberg, *A Wicked War: Polk, Clay, Lincoln, and the 1848 U.S. Invasion of Mexico* (Knopf, 2012)
- Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy* (Harvard, 2016)
- Kristin Hoganson, *Consumers' Imperium: The Global Production of American Domesticity, 1865-1920* (UNC, 2007)

### **Course Structure and Online Resources**

This course will be meet in Berkey Room 107 on Mondays and Wednesdays from 12:40-2pm.

I hold regular office hours on Tuesday mornings. Please come to office hours to discuss any course-related issues. If you cannot make my regular office hours, send me an email to request an appointment and I will be happy to find a time that works with your schedule.

On D2L, you can find a copy of this syllabus, course materials and resources, drop boxes for all assignments, and the grade book. I will keep the grade book up to date, but come by office hours if you have any questions

## Part 2: Course Objectives

The primary learning objectives for this course are:

- Develop an understanding of the history of American foreign relations through 1914
- Develop a familiarity with key texts and themes American foreign relations
- Strengthen critical reading comprehension and analysis skills (using both primary and secondary sources)
- Strengthen writing skills: analysis, concision, clarity, argument, and narrative
- Strengthen public speaking skills

You will meet the objectives listed above through a combination of the following activities in this course:

- Regular attendance of class meetings
- Completion of all reading and writing assignments
- Participation in class activities and discussions

## Part 3: Course Schedule

### Week One: Introduction

Wednesday, August 28

### Week Two: The Foreign Relations of the Founding

Wednesday, September 4: The Founding

Reading:

- David Armitage, *The Declaration of Independence: A Global History* (e-book via MSU Library), chs. 1-2
- John Adams, “A Plan of Treaties as Adopted (with Instructions),” (1776) available online at: <http://www.masshist.org/publications/adams-papers/index.php/view/ADMS-06-04-02-0116-0004>
- George Washington, “Farewell Address” (1796) available online at: [https://avalon.law.yale.edu/18th\\_century/washing.asp](https://avalon.law.yale.edu/18th_century/washing.asp)

### Week Three: US Nationalism and International Contexts

Monday, September 9: Atlantic Revolutions, Race, and American Politics

Wednesday, September 11: A Second War of Independence?

Reading:

- Fitz, 1-155

EXTRA CREDIT OPPORTUNITY: Amy Greenberg talk

### Week Four: Foreign Revolutions, The Monroe Doctrine, and the Legacy of the Revolution

Monday, September 16: Monsters to Destroy

Wednesday, September 18: Reading Discussion: Fitz

Reading:

- Fitz, 156-250
- Writing: Fitz response due by 9am Wednesday

### **Week Five: Mapping the World in and from the US**

Monday, September 23: Envisioning the World from North America

Wednesday, September 25: Key Terms–Isolationism Discussion

Reading:

- Christopher McKnight Nichols, “United States in the World: The Significance of an Isolationist Tradition,” in *American Labyrinth* eds. Raymond Haberski and Andrew Hartman, 198-222 (PDF on D2L)
- John Quincy Adams, Monroe Doctrine (1823) available online at: [https://avalon.law.yale.edu/19th\\_century/monroe.asp](https://avalon.law.yale.edu/19th_century/monroe.asp)
- Writing: Nichols and primary source response due by 9am Wednesday

### **Week Six: American Expansion and Nativism**

Monday, September 30: Indian Removal and Manifest Destiny as Foreign Relations Ideas

Wednesday, October 2: Immigration and Nativism

Reading:

- Greenberg, xiii-112

### **Week Seven: Manifest Destiny**

Monday, October 7 Texas and Mexico: Race, Gender, and Empire

Wednesday, October 9: Reading Discussion: Greenberg

Reading:

- Greenberg, 113-280
- Writing: Greenberg response due by 9am Wednesday

### **Week Eight: Americans in Asia and Africa**

Monday, October 14: Commerce

Wednesday, October 16: Colonization

Reading:

- Karp, 1-124

### **Week Nine: The Foreign Relations of Slavery and Civil War**

Monday, October 21: Atlantic Anti-Slavery

Wednesday, October 23: SKYPE conversation with Prof. Matthew Karp

Reading:

- Karp, 125-258
- Writing: Karp response due by 9am Wednesday

### **Week Ten: The Civil War as an International Event**

Monday, October 28: The Civil War

Wednesday, October 30: Religious Missions

Reading:

- Konstantin Dierks, “Americans Overseas in the Early American Republic,” *Diplomatic History* (January 2018), 17-35 (via JSTOR)

- Select one (or more!) of the articles by Rachel Tamar Van, Courtney Fullilove, Emily Conroy-Krutz, or Nancy Shoemaker in “Forum: Globalizing the Early American Republic,” *Diplomatic History* (January 2018), (via JSTOR)
- Explore the website Globalization of the United States, 1789-1861 <http://globalization1789-1861.indiana.edu/exhibit/>
- Writing: “globalization” short paper (3 pages) due by 5pm Friday. How does the author you chose to read think about “globalization” of the US and/or Americans before the Civil War? How do the visualization tools on the Indiana website help you to think through these issues? Is this story different for economic, religious, military, diplomatic, scientific, or other sorts of histories?

### **Week Eleven: Migration and Race**

Monday, November 4: Immigration Restrictions

Wednesday, November 6: World’s Fairs

Reading:

- Hoganson, 1-152

### **Week Twelve: The Wars of 1898 and American Empire**

Monday, November 11: Cuba and the Philippines

Wednesday, November 13: Reading Discussion: Hoganson

Reading:

- Hoganson, 153-256
- Writing: Hoganson response due by 9am Wednesday

### **Week Thirteen: American Empire**

Monday, November 18: Gender, Race, and War

Wednesday, November 20: Colonial Governance

Reading:

- Selections from Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States*, 108-153 (on D2L)

### **Week Fourteen: American Reformers and International Humanitarianism**

Monday, November 25: Anti-Imperialism

Wednesday, November 27—NO CLASS. Happy Thanksgiving!

Reading FOR MONDAY:

- National Archives, “America and the World: Foreign Affairs in Political Cartoons, 1898-1940,” Political Cartoon Packet, 3- 12, 73-79 (PDF on D2L)
- Mark Twain, “To the Person Sitting in Darkness,” (1901) available online: <http://xroads.virginia.edu/~DRBR/sitting.html>

## Week Fifteen: World War

Monday, December 2: Civilization and Humanitarianism

Wednesday, December 4: Woodrow Wilson and America's Entry into WWI

Reading:

- Julia Irwin, *Making the World Safe: The American Red Cross and a Nation's Humanitarian Awakening*, ch. 3 and 4 (library e-book)

**Final Exam: Tuesday, Dec. 10. 12:45-2:45pm, 107 Berkey Hall**

## Part 4: Grading Policy

### Graded Course Activities

The table below describes the graded course activities including points and activity description.

For the reading responses, you will write a paragraph (no more than a page) in advance of our seminar discussion of each book. This is your space to reflect on the themes in the book that stood out most to you, to raise any questions that you might have, and to connect themes in the book to lecture topics.

<i>Points</i>	<i>Description</i>	<i>Due Date</i>
15	Participation and In-class Activities	Ongoing
10	Response: Fitz	Sept. 18
10	Response: Nichols and Primary Sources	Sept. 25
10	Response: Greenberg	Oct. 9
10	Response: Karp	Oct. 23
15	Short Paper: Globalization	Nov. 1
10	Response: Hoganson	Nov. 13
20	Final Exam	Dec. 6
100	Total Points Possible	

### Late Work Policy

Assignments must be submitted by the given deadline or will receive a late penalty of 5% point reduction per day. If you need an extension, **please get in touch as soon as possible** so that we can work something out.

### Viewing Grades

Grades will be posted to the course D2L page, usually within a week of submission. If you have questions or would like to discuss your grades or the comments on assignments, please come to office hours or make an appointment.

### Letter Grade Assignment (Grading Scale)

The table below describes the relationships between the 4.0 scale, percent, and performance. The second column describes the percentage associated with the 4-point scale grade. The third column describes the performance represented by that grade and percentage.

<i>4-Point Scale</i>	<i>Percentage</i>	<i>Performance</i>
4.0	92 to 100%	Excellent Work
3.5	86 to 91%	Very Good Work
3.0	80 to 85%	Good Work
2.5	75 to 79%	Average Work
2.0	70 to 74%	Below Average Work
1.5	65 to 69%	Poor Work
1.0	60 to 64%	Very Poor Work
0	0 to 59%	Failing Work (or No Work)

## Part 5: Course Policies

### Academic Honesty

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Social Science adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#))

You are expected to complete all course assignments without assistance from any uncited source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. If you are found to have violated these expectations, you will receive a penalty grade of zero for that assignment. A second violation will result in a zero for the course. In both cases, I will complete the required paperwork with the college to report academic dishonesty.

To avoid charges of plagiarism, it is essential that you cite your sources appropriately in your writing! For the response papers, since we will be all discussing a single, shared text, you can simply use parentheses to indicate page numbers. However, in your formal papers, I expect you to use footnote citations. A guide for annotation in the Chicago style can be found here: <https://owl.english.purdue.edu/owl/resource/717/01/>

### Limits to Confidentiality

Materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

### **Classroom or Assignment Accommodations**

I am happy to provide any needed accommodations to those students who require them. The Resource Center for Persons with Disabilities (RCPD) states: "Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form." Please present this form to me at the start of the term, or as soon as possible after you have received it.

- [To make an appointment with a specialist, contact: \(517\) 353-9642 Or TTY: \(517\) 355-1293](tel:(517)353-9642)
- [Web site for RCPD: http://MYProfile.rcpd.msu.edu](http://MYProfile.rcpd.msu.edu)

### **Drops and Adds**

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is Feb. 1. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

### **Disruptive Behavior**

Article 2.III.B.4 of the [Academic Freedom Report \(AFR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [AFR](#) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.



**Participation**

Students are expected to participate in all course activities as listed on the course calendar. Participation is worth 10% of your final course grade. This incorporates your attendance and your active engagement in course activities, including discussion (both as a speaking and a listening participant). I will take attendance at each class meeting. After three absences, your participation grade will drop. If you have an ongoing issue that will affect your attendance, please get in touch so that we can plan accordingly to be sure that you can still get as much as possible out of the course. Michigan State University does provide Special Consideration Absences.

**Office Hours**

I hold weekly office hours, and welcome students to come by and discuss any course matters with me then. If you cannot make my scheduled office hours, I am happy to make an appointment. If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. Being proactive will help us to find a solution.