

**History 325:
American Foreign Relations to 1914
Mondays/Wednesdays, 3-4:20pm
111 Berkey Hall
Fall 2017**

Prof. Emily Conroy-Krutz

Email: conroyk5@msu.edu

Office Hours: 306A Old Horticulture, Tuesdays 10:30am-12pm or by appointment

Course Summary:

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:

Many of our readings are available as library e-books, as articles through library e-resources, or on the course website (D2L). In addition, there are three books that are available for purchase. Copies of these have also been placed on reserve at the main MSU library.

- Amy Greenberg, *A Wicked War: Polk, Clay, Lincoln, and the 1848 U.S. Invasion of Mexico* (Knopf, 2012)
- Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (Hill and Wang, 2000)
- Dennis Merrill and Thomas G. Paterson, *Major Problems in American Foreign Relations, Vol. 1 to 1920*. 7th Edition (Cengage, 2010)

Readings are listed by week, and are to be completed *before the beginning of class on Wednesday*.

Assignments and Grading:

Reading Journal:

Every Wednesday, we will discuss the readings (see below). To prepare you for these discussions, you will keep a reading journal, uploading your entry to the dropbox on D2L **by 9am on the morning of the reading discussion**. These should be just a paragraph of reflection

on the week's readings. There are TEN possible weeks when we will not be reading longer works (see below), but you are only responsible for writing SIX reflections (or I can drop your lowest grades). **Each of these will be worth 3 points.** I will provide prompts on D2L to help you get started, but feel free to reflect on whatever strikes you in the week's readings. Most weeks, you will read both a selection of primary sources from *Major Problems in American Foreign Relations* (MPAFR) as well as a few chapters or articles from historians reflecting on the themes or eras that we will discuss this week. These reflections should not be simply summary, but should show your critical thinking about the text or the primary sources. How do these readings relate to what we've discussed in class? How do the different authors approach issues similarly or differently? Do you see a difference in the ways that the historians whose articles or chapters you are reading approach the issue from the ways that the historians who edited MPAFR did when they selected primary sources? These and other issues would all be appropriate themes to take up in these responses.

Reading Response Papers:

In addition to the more casual style of the reading reflections, you will also write two short papers in response to the two books that we will be reading in full: *A Wicked War*, by Amy Greenberg, and *Barbarian Virtues*, by Matthew Jacobson. These will be 3-5 pages in length, and will be due to the D2L dropbox **on the Friday following our discussion of the books.** As in your reflection papers, you will be asked to bring the books into conversation with the primary sources that we read in MPAFR and in class. The papers will demonstrate your ability to identify the authors' arguments and your ability to understand their use of primary source evidence. The full prompts for these papers are posted on the course D2L website. **These will be worth 10 points each.**

Pop Quizzes and In-Class Activities

In addition to the graded work you will turn in from home, there will also be four short and unannounced quizzes and in-class activities that will be worth **3 points each.** These will be quick check-ins on your reading and your attention to material covered in lecture. Some will be multiple-choice, and others will ask the class to come up with ID terms that are essential for understanding the material.

Foreign Relations Primary Source Paper

Throughout the semester, we will be discussing the different ways that scholars have understood what constitutes the history of "foreign relations." Different definitions of politics, and different understandings of who the cast of characters is in these histories (diplomats? merchants? missionaries? sailors? How does race or gender factor into these discussions?) can have a major influence on the kinds of stories that we tell about American history. In this paper, you will be responsible for selecting one topic covered in the primary source selections we have discussed in MPAFR and finding a new primary source (through library print and digital resources that we will cover in class) to expand, complement, or challenge the narrative of that era or topic. You will submit the source as well as a 5-7 page paper in which you describe the source you have selected and the ways in which it relates to the other sources. The full prompt is available on the course D2L page. **This will be worth 15 points** and is due **Friday, Dec. 1.**

Discussion

As you will see when you look over the course schedule, this course relies heavily upon reading discussions in class. Just about every Wednesday, we will talk about the reading in depth, and during Monday lectures there will often be participatory components. Participation is accordingly a major part of your grade (**35 points**). Your reading responses are meant to prepare you for these discussions. In class, I expect everyone to come prepared to talk, to listen, and to think. In this class we will be talking about politics, colonialism and empire, race, gender, religion, and other potentially sensitive topics. When we enter the classroom, we commit to learning from each other, listening to each other, and above all respecting each other. If speaking in class is a subject of anxiety for you, please come and discuss this with me early in the semester so that we can talk about strategies and solutions.

Grade breakdown:

Journals (6):	18%
Short Papers (2):	20%
Primary Source Paper:	15%
Participation:	35%
Pop Quizzes/Classwork (4):	12%

Grading:

All papers will be graded according to the rubric posted on the assignment sheets. I will keep the gradebook on D2L up to date, so you can always check your grades on the course website. If you have questions about your grades, please come to office hours to discuss them. As you can see from the above breakdown, the parts of the course that count the most are small assignments and classroom activities that continue throughout the semester as a whole. There are many low-stakes, low-point assignments that together will demonstrate your engagement with and learning in the course. Cramming for a truly excellent paper might get you something on that particular assignment, but success in the course is determined much more by doing the work each week and taking part in the discussion and activities.

Remember: the time to improve your course grade is NOW, not at the end of the semester.

The translation to the 4 Point Scale is as follows:

0-59%:	0	75-79%:	2.5
60-64%:	1.0	80-85%:	3.0
65-69%:	1.5	86-91%:	3.5
70-74%:	2.0	92-100%:	4.0

Course Policies:

Lateness: All late papers (including responses) will be marked down 5 percent per 24 hours from the time that the paper was due. In case of illness or emergency, please be in touch with me as soon as possible so that we can work out a way for you to complete your work.

Technology in the Classroom: You are welcome to use your computer in class to take notes. Indeed, in some sessions we will be using computers to access digital tools and resources. However, if you are using your computer or phone for non-course-related purposes, you will be asked to put them away for the rest of class. Such behavior is distracting to you, to your fellow

classmates, and to the professor. Unless you have specific permission to do so, you may not record class sessions.

Plagiarism and Academic Dishonesty: If you are found to have plagiarized all or portions of your work in this class, you will receive an automatic zero on that assignment. If you are found doing so a second time, you will receive an automatic zero in the course. In accordance with MSU policy, I will also file a report of the incident with the college. Please review MSU's definitions and policies regarding academic integrity here:

<https://www.msu.edu/~ombud/academic-integrity/index.html>

To avoid charges of plagiarism, it is essential that you cite your sources appropriately in your writing! A guide for annotation in the Chicago style can be found here:

<https://owl.english.purdue.edu/owl/resource/717/01/>

Attendance

Your attendance in class is expected at every session, though I understand that legitimate and unexpected absences are sometimes necessary. Accordingly, you have three "free" absences before your participation score is affected. Please use these responsibly. If you need to miss class due to a religious observance, ongoing health issues, or another unavoidable and expected conflict, let me know in advance so that we can plan accordingly.

Resources for Persons with Disabilities

If you have a disability that will require accommodations in this class, I will be happy to help you. The process for this involves working through RCPD on campus and bringing me a VISA form. To make an appointment with a specialist, contact (517)353-9642. The website is

<http://MYProfile.rcpd.msu.edu>

Office Hours

I hold regular office hours every week on Tuesday mornings. In that time, my office door is open and I am here to talk about the course and related issues. If you would like to meet with me but have a conflict on Tuesday mornings, I am more than happy to schedule meetings at a different time. Simply email me or talk to me after class, and we can find a time that works with our schedules. Please do take advantage of office hours. I am here if you have any questions about the course, if you are having trouble with the readings, writing assignments, or classroom activities, or would like to learn more about related topics.

Class Schedule:

Week 1: Beginnings

Wed., August 30: Course Introduction: Key Terms and Themes

Week 2: Founding

Wed., September 6: The Founding as a Foreign Relations Event: Reading Discussion
Reading:

- Major Problems in American Foreign Relations (MPAFR), 30-45
- David Armitage, *The Declaration of Independence: A Global History*, chs. 1-2 (library e-book)

Week 3: U.S. Nationalism in an International Context

Mon., Sept. 11: The French Revolution, the Haitian Revolution, and American Politics

Wed., Sept. 13: Slavery Abroad: Reading Discussion

Reading:

- MPAFR, 61-75; 91-97
- Lawrence Peskin, *Captives and Countrymen: Barbary Slavery and the American Public, 1785-1816*, ch. 5 and 8 (library e-book)
- Ashli White, *Encountering Revolution: Haiti and the Making of the Early Republic*, ch. 4 (on D2L)

Week 4: Neutrality, Free Trade, and a Second War of Independence?

Mon. Sept. 18: Independence, Economics, and Foreign Wars

Wed., Sept. 20: Causes, Consequences, and Contexts of 1812: Reading Discussion

Reading:

- MPAFR, 120-128
- Pietro Nivola, "The 'Party War' of 1812: Yesterday's Lessons for Today's Partisan Politics," in *What So Proudly We Hailed: Essays on the Contemporary Meaning of the War of 1812*, ed. Pietro S. Nivola and Peter J. Kastor (library e-book)
- Alan Taylor, "The Late Loyalists: Northern Reflections of the Early American Republic," *Journal of the Early Republic*, Vol. 27, No. 1 (Spring 2007), 1-34 (via JSTOR)
- Paul Gilje, "Free Trade and Sailor's Rights': The Rhetoric of the War of 1812," *Journal of the Early Republic*, Vol. 30, No. 1 (Spring 2010), 1-23 (via JSTOR)

Week 5: Mapping the World in and from the U.S.

Mon., Sept. 25: Mapping Americans Around the World

If you have one, please bring your laptop to class on Monday! We will be looking at Globalization of the United States, 1789-1861 <http://globalization1789-1861.indiana.edu/exhibit/>

Wed., Sept. 27: Envisioning the World from North America: Reading Discussion

Reading:

- Brian Rouleau, *With Sails Whitening Every Sea: Mariners and the Making of an American Maritime Empire*, chs. 1 and 6 (library e-book)
- Emily Conroy-Krutz, *Christian Imperialism: The Conversion of the World in the Early American Republic*, ch. 1 (library e-book)

Week 6: Foreign Revolutions, the Monroe Doctrine, and the Revolution's Legacy
Mon., Oct. 2: Americans Respond to Latin America and Greek Independence
Wed., Oct. 4: Approaches to Foreign Relations History: Reading Discussion

Reading:

- MPAFR, 142-172 (including the essays by James Lewis, Piero Gleijeses, Ernest May)
- Caitlin Fitz, *Our Sister Republics: The United States in an Age of American Revolutions*, ch. 4 (on D2L)
- Maureen Santelli, "Depart from that Retired Circle: Women's Support of the Greek War for Independence and Antebellum Reform," *Early American Studies*, Vol. 15, No. 1 (Winter 2017), 194-223 (via Project Muse)

Week 7: North American Expansion as/and Settler Colonialism

Mon., Oct. 9: Indian Removal and Manifest Destiny as Foreign Relations Ideas

Wed., Oct. 11: Texas and Mexico: Race, Gender, and Empire

Reading:

- MPAFR, 176-185, 207-219
- Greenberg, *A Wicked War*, 3-112

Week 8: Americans in Asia and a War for Territory in North America

Mon., Oct. 16: The China Trade, the Opium Wars, and American Ideas about China

Wed., Oct. 18: *A Wicked War*: In-Class Discussion

Reading:

- MPAFR 235-247
- Greenberg, *A Wicked War*, 113-280

Friday, Oct. 20: Greenberg Paper Due

Week 9: The Foreign Relations of Slavery

Mon., Oct. 23: Atlantic Anti-Slavery, Colonization, and Abolitionist Diplomacy

Wed., Oct. 25: Southern Diplomacy: Reading Discussion

Reading:

- Caleb McDaniel, *The Problem of Democracy in the Age of Slavery*, chs. 3 and 8 (library e-book)
- Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy*, chs. 8 and 10 (on D2L)

Week 10: The Civil War and Its Aftermath as International Events

Mon., Oct. 30: Civil War Diplomacy

Wed., Nov. 1: The American Civil War as a Global Event: Reading Discussion

Reading:

- MPAFR, 267-277
- Sven Beckert, "Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War," *The American Historical Review*, Vol. 109, No. 5 (Dec. 2004), 1405-1438

Week 11: Migration and Race

Mon., Nov. 6: Markets and International Migration after Slavery

Wed., Nov. 8: Immigration, Quotas, and Blocks

Reading:

- Jacobson, *Barbarian Virtues*, 15-178

Week 12: The Spanish-American War

Mon., Nov. 13: Gender, Race, and the War with Spain

Wed., Nov. 15: *Barbarian Virtues*: Reading Discussion

Reading

- MPAFR 333-341, 367-376
- Jacobson, *Barbarian Virtues*, 179-266

Friday, Nov. 17: Jacobson Paper Due

Week 13: American Empire and TR

Mon., Nov. 20: Teddy Roosevelt: Reading Discussion

Wed., Nov. 22—NO CLASS. Happy Thanksgiving!

Reading:

- MPAFR 398-407
- Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*, ch. 5 (library e-book)

Week 14: American Reformers and International Humanitarianism

Mon., Nov. 27: Civilization and Humanitarianism

Wed., Nov. 29: Forms of Humanitarianism: Reading Discussion

Reading:

- Ian Tyrrel, *Reforming the World: The Creation of America's Moral Empire*, ch. 5 (on D2L)
- Julia Irwin, *Making the World Safe: The American Red Cross and a Nation's Humanitarian Awakening*, ch. 3 and 4 (library e-book)

Friday, Dec. 1: Primary Source Paper Due

Week 15: Isolationism and Internationalism

Mon., Dec. 4: Woodrow Wilson and America's Entry into World War I

Wed., Dec. 6: Internationalism and War: Reading Discussion

Reading:

- MPAFR 429-443, 460-466 (including essay by Erez Manela)