

In light of focused discussions about sustainability during the Magnolia Project, I have revised the attached syllabus for HST256, which I am currently teaching in Fall 2015. My goal is to help students understand how the expansion of the United States was shaped by features of the natural landscape and ideas about its use, while at the same time bringing fundamental changes to that landscape.

The major additions to the course fall under two categories:

First, throughout the course I ask students to think about the intersections between US foreign relations and the environment between 1763 and 1914. The course objectives include being able to explain how the natural environment (including geographic features, agricultural landscapes, animal & mineral resources) both impacted and was impacted by American expansion. Students post relevant examples on a course wiki hosted on our Sakai site. In order to ensure a surfeit of qualifying examples, I have focused on incorporating these issues into various class sessions. For instance, discussions of Jeffersonian and Jacksonian traditions explore the linkages between political ideology, territorial expansion, and agricultural development.

Second, I devote particular attention to the natural environment in three class sessions. The first, Class 11, concerns the spread of American governmental and nongovernmental influence into the Pacific in the mid-19th century. It explores how the pursuit of guano deposits, whales, and gold drove imperial processes in the Western and Central Pacific. The second, Class 25, explores the “Empire of commodities” by tracking how the consumption of sugar and bananas shaped America’s Caribbean empire. Finally, part of our last class will discuss how the long history of intersections between US expansion and the natural environment can inform modern concerns about sustainability and American policy.

-Ben Coates, 17 Sep 2015

The United States and the World, 1763-1914

Fall 2015 - HST 256
Wake Forest University
T/Th 12:30-1:45
Tribble A-102

Prof. Ben Coates
coatesba@wfu.edu
x4517
Office: Tribble B-111

Office Hours: T,W,Th 2-3pm or by appointment

Course Overview, Objectives, and Expectations:

This course analyzes American foreign relations—including diplomacy and war, but also trade, immigration, and the transmission of ideas and culture—from the end of the Seven Years War to the outbreak of World War I. To highlight global contexts, we will examine the U.S. experience through the lens of empire. From the American Revolution through Manifest Destiny, the Monroe Doctrine, and the diplomacy of the Civil War, to the emergence of the U.S. as a “Great Power” in 1898, American policymakers and citizens grappled with foreign empires (Britain, France, Spain) and with the idea of empire itself. Was the United States to be a democratic republic, an Empire of Liberty, a settler empire, or an imperial power? Where should its boundaries lie, and how should the rights of governments and individuals be defined within them? Through extensive use of primary source materials, we will examine how these debates themselves reflected the intersection of national and global forces.

The course is designed to prepare students to:

- Explain the causes and consequences of American expansion; in particular, how expansion shaped and was shaped by:
 - The natural environment (including geographic features, agricultural landscapes, animal & mineral resources)
 - Ideas & belief systems (including ideology, national identity, religion, notions of race & gender)
 - The actions of surrounding peoples (including European empires, indigenous polities, cross-border flows of people, capital, and goods)
 - The domestic political & legal system (including the Constitution, territorial laws, partisan politics, and economic structure)
- Analyze how American foreign relations changed over the long nineteenth century, and reflect on the role of individuals and structural factors in causing and managing this change.
- Consider the modern-day implications of this history for politics, memory, and citizenship
- Analyze primary source documents, and evaluate historical writings
- Deliver a cogent and engaging oral presentation
- Write effective analytical essays that feature evidence-based arguments

This class is a three-credit class. As such, the University’s expectation is that students will spend three hours in class per week and a minimum of six hours of work outside of class each week for fifteen weeks; thus this class requires a minimum of 135 hours of required work by students.

Assignments

Final grades will be determined based on the following assignments. Further instructions and suggestions for papers and exams will be distributed.

1. Participation – 15%

Multiple studies indicate that we learn best when we learn actively: when we work through the material ourselves, rather than passively acquiring knowledge. Therefore, your active and thoughtful participation is a required part of the course. Those receiving an “A” grade in this part of the course will complete and reflect on the readings, and contribute frequent and high quality comments and questions to class discussion. A grade of “B” will be awarded to those who attend class regularly, complete the readings, and make an effort to contribute at least most of the time. Even perfect attendance without participation will result in a participation grade no higher than a “C.”

Participation grades may also include, at the discretion of the instructor, brief quizzes designed to test reading comprehension.

2. Class Presentation – 5%

After selecting a relevant article from a reputable online source, deliver a five minute presentation that analyzes its depiction of history. Students will also be responsible for updating the course Wiki page for one class session.

3. Diplomatic Correspondence assignment – 5%

Write a 1-2 page analysis of a document or short series of documents from official government publications. You may choose any document so long as it was published between 1763 and 1914. **Due September 3**

4. Articles Review – 10%

With the help of the instructor, choose two scholarly articles relevant to the class and analyze their arguments, use of sources, and persuasiveness in 3-5 pages. **Due October 22**

5. Midterm Exam – 15%

A mixture of short answers and essays. **Administered in class on October 6**

6. Research Paper – 20%

Choose an extensive primary source related to any aspect of the history of the U.S. in the World from 1763-1914. With the help of 3 secondary sources (one of which may be from the assigned readings, and the other two which may be from the articles review paper), write a 10-12 page analysis of the primary document(s). Suggestions for sources will be given throughout the semester, and on October 8 we will visit ZSR’s Special Collections & Archives for further investigations. **Primary source analysis due November 10, draft due November 24, final paper due December 3**

7. Final Exam – 30%

Schedule and Details TBD

Grade scale:

A 100-93 (exceptional); **A-** 92-90 (superior); **B+** 89-87 (excellent); **B** 86-83 (very good); **B-** 82-80 (good); **C+** 79-77; **C** 76-73 (satisfactory), **C-** 72-70; **D+** 69-67; **D** 66-63; **D-** 62-60; **F** below 60.

Readings:

The majority of your learning in this course will come through your reading of, and reaction to, the assigned books, essays, and documents. Please complete the assignments by the date they are listed on the syllabus. Keep in mind that the reading load is uneven and some weeks are heavier than others. Plan ahead. Readings on the schedule below marked with an asterisk will be available from the class site on Sakai. In addition, the following books are required and available for purchase at the campus bookstore and from online retailers:

- Adam Jortner, *The Gods of Prophetstown: The Battle of Tippecanoe and the Holy War for the American Frontier* (New York: Oxford University Press, 2012) ISBN 978-0199765294
- Amy S. Greenberg, *A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico* (New York: Vintage, 2012) 978-0307475992
- Aims McGuiness, *Path of Empire: Panama and the California Gold Rush* (Ithaca, NY: Cornell University Press, 2008) 978-0801475382
- Don H. Doyle, *The Cause of All Nations: An International History of the American Civil War* (New York: Basic Books, 2015) 978-0465029679
- Louis A. Pérez, Jr., *The War of 1898: The United States and Cuba in History and Historiography* (Chapel Hill: University of North Carolina Press, 1998) 978-0807847428
- George C. Herring, *From Colony to Superpower: U.S. Foreign Relations Since 1776* (New York: Oxford University Press, 2008) 978-0199765539

Depending on the progression of the class, I reserve the right to alter or add additional materials. In that case I will notify the class via email.

Policies:

1. **Electronics:** Because they tend to distract the user and others, laptops and tablets are not allowed for in-class use except to access electronic copies of Sakai readings during periods of class discussion. Use of phones and text messaging is distracting to the instructor and other students, and will result in a lowered participation grade. To supplement your own note-taking, I will post copies of the powerpoint slides I use in class on Sakai.
2. **Grade Policy:** Late assignments will be penalized one third of a grade per 24 hours late: i.e., from A- to B+, from B to B-, etc. Extensions may be granted in exceptional circumstances, but only with previous notification. Should you disagree with a grade, send me via email a paragraph explaining your reasons why, and schedule a time to meet in my office to discuss it. I will not debate grades over email.
3. **Absences:** Excused absences with an opportunity to do make up work will be allowed only with proper documentation and advance notice. If your extra-curricular

athletics or club schedule will require you to miss one or more classes, you must inform me, in writing and in advance, within the first two weeks of the semester. Should an emergency situation arise that prevents your attendance, you must notify me as soon as possible and provide documentation.

4. Plagiarism: As per our department guidelines:

Plagiarism is a serious offense, one that results in the suspension of a student. Plagiarism is the attempt to pass off as one's own the work of another person, whether it be one sentence or whole paragraphs, and includes material taken from the internet, books, periodicals, or other students' work. Replacing a few words with your own verbiage is not paraphrasing; it is plagiarism. Paraphrasing is understanding another's argument, restating it in your own words, and properly citing it. Submitting your own paper for credit in two different classes is also plagiarism. Ignorance of plagiarism is not a defense. For a review of what actions constitute plagiarism, please consult the following website:

<http://hnn.us/articles/514.html> You can also take a quiz on what constitutes plagiarism here: <http://abacus.bates.edu/cbb/quiz/index.html>

We will discuss proper citation procedures when the first paper is assigned. Do not hesitate to ask me if you have any questions or are unclear about what does or does not constitute plagiarism.

5. Additional accommodations: If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (758-5929) within the first 2 weeks of the semester.

6. Office Hours. I encourage you to come meet with me during my office hours. If your schedule conflicts with mine, email me to arrange an alternate time.

7. University Closure: In case of a Pandemic Flu or other situation that causes the university to close, I will base final grades on the completed assignments to that point, including exams, papers, quizzes, and participation. If the university is closed during exam periods, I will send take-home exams for the mid-term and/or final.

8. Class Discussion. Respectful disagreement with your colleagues (and the instructor) is welcome; mean-spirited denigration is not. If you are confused about some aspect of the material in lecture or discussion, please do not hesitate to ask a question: it is likely that others would also benefit from the clarification.

Course Schedule

PART I: AMERICA BETWEEN EMPIRES, 1763-1815

Week 1

1. T 8/25 – Introduction

2. Th 8/27 - The Imperial Setting

Herring, 1-10

*“Washington’s Apprenticeship: Imperial Victory and Collapse,” in Fred Anderson and Andrew Cayton, *The Dominion of War: Empire and Liberty in North America, 1500-2000* (New York: Viking, 2005), 104-159

Week 2

3. T 9/1 – The Declaration of Independence and the Constitution

Herring, 11-55

*Peter S. Onuf and Leonard J. Sadofsky, *Jeffersonian America* (Malden, MA: Blackwell, 2002), 172-189

*George Washington, The Farewell Address (1796)

4. Th 9/3 – Jefferson’s “Empire of Liberty”

Herring, 56-92, 93-114

*Hamilton vs. Jefferson, documents

Diplomatic Correspondence assignment due

Week 3

5. T 9/8 – (Mid)Western Expansion and the Dispossession of Indian Lands

Jortner, 3-13, 51-107, 138-141, 143-165

6. Th 9/10 – War of 1812 Origins: West and East

Herring 114-127

Jortner, 167-200

Week 4

7. T 9/15 – War of 1812 and its Aftermaths

Herring, 127-133

Jortner, 201-232

*James A. Carr, “The Battle of New Orleans and the Treaty of Ghent,” *Diplomatic History* 3:3 (1979): 273-282

PART II: IMPERIAL EXPANSION, 1815-1860

8. Th 9/17 – Indian Removal and the Empire of Slavery

*“Jackson’s Vision,” in Anderson & Cayton, *Dominion of War*, 207-246

Herring, 134-75 (optional)

Week 5

9. T 9/22 – Manifest Destiny and the American West
Herring, 176-207 (optional)
Greenberg, xiii-xix, 1-79, 84-85, 91-110
10. Th 9/24 – The Mexican American War & American Identity
Greenberg, 111-136, 168-176, 184-271

Week 6

11. T 9/29 – To the Pacific
McGuinness, 1-83
Herring, 207-214
12. Th 10/1 – Filibustering and the Sectional Crisis
McGuinness, 123-204
Herring, 214-223

Week 7

13. T 10/6 - midterm
14. Th 10/8 – Library workshop on historical research with Megan Mulder
Meet at Office of Special Collections & Archives, 6th Floor ZSR @12:30

PART III: AMERICA IN AN AGE OF EMPIRE & NATIONALISM, 1861-1898

Week 8

15. T 10/13 – Nationalism and Sectionalism
Doyle, 1-105
16. Th 10/15 – The Diplomacy of Civil War
Doyle, 106-130; 185-209; 257-313

Week 9

17. T 10/20 – An American exception to the Age of Empire?
*Fareed Zakaria, *From Wealth to Power: The Unusual Origins of America's World Role* (Princeton, NJ: Princeton University Press, 1998), 44-89.
*Treaty of Berlin (1885)
*President Grant's proposal to annex the Dominican Republic
Herring, 265-290 (optional)
18. Th 10/22 – Subjects and Citizens in the United States

- *Richard H. Pratt, "The Advantages of Mingling Indians with Whites" (1892)
- *Matthew Frye Jacobsen, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (New York: Hill & Wang, 2000), 179-217.

Articles Review Paper due

Week 10

- 19. T 10/27 – Missionaries and Businessmen in the Pacific
 - *Barry Rigby, "The Origins of American Expansion in Hawaii and Samoa, 1865-1900," *The International History Review* 10:2 (1988): 221-237
- 20. Th 10/29 – Globalization, Borders, and the Expansion of the American State
 - *Katherine Unterman, "Boodle over the Border: Embezzlement and the Crisis of International Mobility, 1880-1890," *Journal of the Gilded Age and Progressive Era* 11:2 (2012): 151-189

Week 11

- 21. T 11/3 – 1890s: Economic Anxiety and Imperial Dreams
 - Herring, 290-309
 - *1890s documents
 - *Josiah Strong, *Our Country: Its Possible Future and its Present Crisis*, excerpts

PART IV: ADMINISTERING EMPIRE, 1898-1914

- 22. Th 11/5 – Spanish-American-Cuban-Filipino War
 - Pérez, all
 - Herring, 309-324 (optional)

Week 12

- 23. T 11/10 – Debating Empire
 - *The Empire Debate, documents

Research Paper primary source analysis due

- 24. Th 11/12 – The US in the Philippines
 - Herring, 324-336
 - *Michael Salman, "'The Prison that Makes Men Free': The Iwahig Penal Colony and the Simulacra of the American State in the Philippines"
 - *Joshua Gedacht, "Mohammedan Religion Made it Necessary to Fire"
 - *Paul Hutchcroft, "Hazards of Jeffersonianism"
 - *Glenn Anthony May, "The Business of Education"

Week 13

25. T 11/17 – An Empire of Commodities

*Richard P. Tucker, "America's Sweet Tooth: Cane Sugar Transforms Tropical Lowlands," in *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World* (New York: Rowman & Littlefield, 2007), 7-41

26. Th 11/19 – Roosevelt and the Big Stick

Herring, 337-372

*The Roosevelt Corollary

Week 14

27. T 11/24 – Paper peer review

Research Paper draft due online 11/23 @ 8:00pm

Th 11/26 – Thanksgiving holiday – no class

Week 15

28. T 12/1 – Taft & Wilson in Latin America

Herring, 372-398

*William Howard Taft, Annual Message for 1912, excerpts

*Woodrow Wilson, Mobile Address (1913)

29. Th 12/3 – Reflections: Exceptionalism, Sustainability, Isolation, and the Constitution

Research Paper due in class