

## ***21:512:297 History of American Foreign Affairs I: From the Founding of the Republic to World War I***

### **Fall 2016**

**Instructor:** Dr. Susan Carruthers, Conklin 318; scarruth@rutgers.edu

**Meeting times:** Monday, 2.30-3.50pm; Wednesday, 1-2.20pm. **Location:** Hill 106

**Office hours:** Monday, 4.30-5.30pm; Wednesday, 12-1pm. Other times by appointment

### **Course Description**

The history of the United States is one of ongoing contestation: with other nationals in the Americas and beyond, and between different groups residing within the expanding boundaries of the U.S. This course explores the role that these interactions have played in shaping the contours and character of the United States-- as a vast continental state and as an actor on the world stage.

We will look critically at several enduring ideas (or myths?) about U.S. identity: the notion of "exceptionalism;" the role of anticolonialism in shaping Americans' self-image; and the conviction that the United States should, and largely did, avoid "entangling alliances" before the tail end of the nineteenth century. Where do entrenched notions of specialness and "apartness" come from? Why have these ideas about the United States' uniqueness lasted so long, even where historical evidence points in different directions?

Rather than taking the "domestic" and "foreign" realms as pre-given, this course will explore how ideas about inclusion and exclusion have evolved in U.S. history. As Americans pondered precisely how large their country should become in the nineteenth century, they clashed over who was eligible for admission to the polity and on what terms. Ideas about slavery, race, citizenship, and gender will thus loom large in our exploration of a past that continues to reverberate in today's debates over immigration, trade, tariff barriers, military force, and what it takes to "make America great."

### **Course Objectives**

- ♣ to develop an understanding of the evolution of U.S. foreign relations from the founding of the Republic to the onset of World War I
- ♣ to appreciate how early American disputes over foreign relations, and foreigners, have continued to play out in the present era: for example, in debates over isolationism, imperialism, Islam, war powers, "exceptionalism," and immigration
- ♣ to hone critical thinking skills, learning to make informed arguments, based on evidence, about both particular historical episodes and about the broad contours of U.S. foreign affairs
- ♣ to improve oral communication skills by participation in small group exercises and class discussion
- ♣ to sharpen writing skills by producing regular short response papers and exam responses

**Communication:** I hold twice weekly office hours. I encourage you to use them! If you want to discuss material from the class or to review your performance, including pointers for how to improve your grades, please don't hesitate to come and see me. Remember-- it's always better to air concerns sooner rather than later, before an issue turns into a fully fledged problem. My aim is that everyone should do well in this class. So, I will give you my best attention if that is also your goal, and I am happy to make appointments outside my scheduled office hours.

## Required text:

Amy S. Greenberg, *Manifest Destiny and American Territorial Expansion: A Brief History with Documents* (Bedford/St. Martins, 2012), ISBN: 978-0-312-60048-8

This book is available for sale in the campus Barnes & Nobles bookstore, or you can get hold of a second-hand copy online. Other readings are available online and/or posted on BlackBoard.

**\*\*\*PLEASE ALWAYS BRING ASSIGNED READINGS TO CLASS WITH YOU\*\*\***

## Assessment:

- 1) Response papers (40%)
- 2) Mid-term exam (20%)
- 3) Final exam (30%)
- 4) Class participation (10%)

## Response paper policy:

You will be required to complete **EIGHT** short response papers based on the materials assigned for class discussion. Failure to complete all the response papers will result in your overall grade for the class being reduced. If you miss one due to illness/emergency, there will be an opportunity to make up for a missed paper.

### *Response papers must:*

- ⤴ follow the specific prompt given by the instructor
- ⤴ be word processed and printed out
- ⤴ be handed in at the start of class on the day that they're due. Please note that late response papers, emailed to the instructor, will *not* be accepted
- ⤴ be your own work, written in your own words

## Policy on Academic Integrity (Cheating and Plagiarism):

I take all forms of cheating, including plagiarism, very seriously indeed. When you turn in a paper, it should be your own work, written in your own unique language. The minimum penalty for students who engage in any form of academic dishonesty will be award of an **F grade**. Serious violations will be referred for further disciplinary action, which could result in suspension from the university.

For the midterm and final exams, you will be required to sign an Honor Pledge affirming that your written work is your own, produced in conformity with academic integrity standards.

It is your responsibility to familiarize yourself with *Rutgers' Academic Integrity Policy*:  
<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

## Students with Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:  
<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:  
<https://ods.rutgers.edu/students/registration-form>.

For more information please contact Kate Torres at (973)353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

## Attendance Policy:

Rutgers University requires students to attend class. If you miss more than one class for medical or other valid reasons, you should bring evidence (e.g. a doctor's note) to exonerate your absence. **Four or five unexcused absences from class will result in your overall grade for the class being lowered (eg from a B+ to a B). Six absences will result in failure of the class.**

Attendance records will be taken within the first five minutes of class starting. Please be punctual. Late-comers will be marked as absent.

## Classroom etiquette:

Doing well in this class will require your ACTIVE participation. In other words, you need to come to class having done the reading and ready to express your views. I welcome lively discussion. But please treat others respectfully-- whether you agree with their attitudes and judgments or not.

I ask that you give me, and your classmates, your best attention. That means not leaving the class part way through, and not using devices that are distracting to you, me, and your peers. Please keep your phone stowed in a pocket or your bag throughout the class period. Laptops or tablets are permissible for note-taking only. If I see you using your phone or device for texting, chatting etc, I will also you to stop. And if you persist, I will record you as absent for that day, but I'd much rather that you didn't make me do so.

*Being present means being more than just a distracted body at a desk!*

## Schedule of classes, readings, and assignments

### 1 Introduction

9/07 Key ideas, course overview & expectations

### 2 "Making America Great"

9/12 *American Exceptionalism*

Greenberg, *Manifest Destiny*, Intro., pp.1-5; pp.41-45

George Washington's "Farewell Address" (1796)  
[http://avalon.law.yale.edu/18th\\_century/washing.asp](http://avalon.law.yale.edu/18th_century/washing.asp)

Writing assignment #1 due

9/14 *An "Empire for Liberty"?: Jefferson and the Louisiana Purchase*

Greenberg, *Manifest Destiny*, Intro., pp.5-19; ch. 2, pp.46-59

### 3 Early encounters with the Muslim World

9/19 *The Barbary Wars and American Captivity in North Africa*

Martha Elena Rojas, "Insults Unpunished: Barbary Captives, American Slaves, and the Negotiation of Liberty," *Early American Studies, An Interdisciplinary Journal*, vol. 1, ii (Fall 2003), pp.159-186\*

[\* denotes a reading posted on BlackBoard]

9/21 *Americans "enslaved"*

*A Journal of the Captivity and Sufferings of John Foss\**  
*History of the Captivity and Sufferings of Mrs. Maria Martin\**

Writing assignment #2 due

### 4 Indian Removal

9/26 *Westward Expansion and Indian Removal*

Greenberg, *Manifest Destiny*, Intro, pp.19-22; ch. 3, pp.60-83

*Cherokee Nation v. the State of Georgia: The Supreme Court Refuses Jurisdiction over Indian Affairs\**

9/28 In class screening: *We Shall Remain: The Trail of Tears*

Greenberg, *Manifest Destiny*, ch.4, pp.84-102

## 5 **Manifest Destiny**

10/03 *War with Mexico*

Greenberg, *Manifest Destiny*, ch.5, pp.103-119; ch. 6, pp.120-42

10/05 *Filibustering in the Caribbean and Central America*

Robert E. May, "Reconsidering Antebellum U.S. Women's History: Gender, Filibustering, and America's Quest for Empire," *American Quarterly*, vol. 57, 4 (Dec. 2005), pp.1155-88\*

Writing assignment #3 due

## 6 **The Transnational Civil War**

10/17 *Haiti: as inspiration, destination, and threat*

Matthew Clavin, "A Second Haitian Revolution: John Brown, Toussaint Louverture, and the Making of the American Civil War," *Civil War History*, vol. 54, 2 (June 2008), pp.117-145\*

William Seraille, "Afro-American Emigration to Haiti during the American Civil War," *The Americas*, vol. 35, 2 (Oct. 1978), pp.185-200\*

10/19 *Civil War Diplomacy*

Wendy F. Hamand, "'No Voice From England:' Mrs. Stowe, Mr. Lincoln, and the British in the Civil War," *New England Quarterly*, vol. 61, 2 (March 1988), pp.3-24\*

*The Emancipation Proclamation, 1862-1863*\*

James M. McPherson, "British Realpolitik Trumps 'King Cotton'"\*

Writing assignment #4 due

## 7 **MIDTERM**

10/24 Review for midterm

10/26 MIDTERM: In-class exam on material covered to date

8 **Americans Abroad: Missionaries, Merchants and Militarists**

10/31 *The United States as a Pacific Power*

"Expansion to the Pacific and Asia," Dennis Merrill & Thomas G. Patterson, *Major Problems in American Foreign Relations, Vol. 1* (2010), chapter 9, pp.233-263\*

11/02 *Missions to the Middle East*

Thomas Kidd, *American Christians and Islam: Evangelical Culture and Muslims from the Colonial Period to the Age of Terrorism*, chapter 3, pp.57-77\*

9 **Overseas Empire and Anti-Imperialism**

11/07 *The Spanish-American-Cuban War* (1898)

Walter LaFeber, "Preserving the American System" from Merrill and Paterson, pp.342-49\*

Bonnie M. Miller, "The Image-Makers' Arsenal in an Age of War and Empire, 1898-1899: A Cartoon Essay, Featuring the Work of Charles Bartholomew (of the *Minneapolis Journal*) and Albert Wilbur Steele (of the *Denver Post*)," *Journal of American Studies*, 45 (2011), pp.53-75\*

"Senator Redfield Proctor Condemns Spain's *Reconcentrado* Policy" (1898)\*

11/09 *Debating American Colonies*

The Platt Amendment Restricts Cuba's Independence (1903)\*

Documents, including Rudyard Kipling's "The White Man's Burden," from Jeffrey Engel et al (eds.), *America in the World* (Princeton University Press, 2014), pp. 40-55\*

Writing assignment #5 due

10 **The Philippines: America's first counterinsurgency war?**

11/14 In-class viewing *Savage Acts* (DVD) 30 mins

Paul Kramer, "The Water Cure: Debating torture and counterinsurgency—a century ago," *The New Yorker*, Feb. 25, 2008

<http://www.newyorker.com/magazine/2008/02/25/the-water-cure>

"American Soldiers in the Philippines Write Home about the War"

<http://historymatters.gmu.edu/d/58/>

"Cpl. Daniel J. Evans Describes the "Water Cure" (1902)\*  
"Maj. Cornelius Gardner Recalls the Horrors of War" (1902)\*

11/16 *Exhibiting Race at the St. Louis World's Fair* (1904)

Paul Kramer, "Making Concessions: Race and Empire Revisited at the Philippine Exposition, St. Louis, 1901-1905," *Radical History Review*, vol. 73 (1999), pp.75-114\*

Writing assignment #6 due

11 **Immigration: the United States' partially open door**

11/21 Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (New York: Hill & Wang, 2000) ch. 2, "Labor Markets: The World's Peoples as American Workers," pp.59-97\*

11/23 **NO CLASS: THANKSGIVING**

12 The "**Open Door**" Overseas

11/28 *China: a prototype for "Open Door" imperialism?*

"The Open Door Notes Call for Equal Trade Opportunity and China's Independence" (1899-1900)\*

Eileen P. Scully, "Taking the Low Road to Sino-American Relations: 'Open Door' Expansionists and the Two China Markets," *Journal of American History*, vol.82, i (June 1995), pp.62-83\*

11/30 *TR, "Dollar Diplomacy" and the "Big Stick"*

Merrill & Paterson, *Major Problems in American Foreign Relations*, ch. 14\*

Writing assignment #7 due

13 **The United States and World War I**

12/05 *Women, Wilson and the War*

Reading: Susan Zeiger, "She Didn't Raise Her Boy to Be a Slacker: Motherhood, Conscription, and the Culture of the First World War," *Feminist Studies*, 22 (Spring 1996), pp.6-39\*

12/07 *The Birth of the Surveillance State*

Christopher Capozzola, "Enemy Aliens: Loyalty and the Birth of the Surveillance State,"

chapter 6, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*  
(2008) pp.173-205\*

Writing assignment #8 due

14     **REVIEW**

12/12 NO CLASS

12/14 Review for final

**\*\*\*FINAL EXAM\*\*\* MONDAY, 12/19 3-5pm**