

**History 484-002 and 592-002: U.S. Foreign Relations to 1920  
Towson University  
Spring 2009**

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Linthicum 119C

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Office hours: M, 10:30–11:30 a.m.

W, 10:30–11:30 a.m.

and by appointment

M W, 3:30–4:45 p.m.

Linthicum 112

Office: 410-704-2917

**Content objectives:**

Between the American Revolution and 1920, the U. S. underwent tremendous expansion. The American population grew from 2 million to 106 million. The nation grew from thirteen colonies to forty-eight states plus noncontiguous acquisitions including Alaska, Hawaii, Puerto Rico, Guam, and the Philippines. Canals, railroads, telegraphs, and high-speed printing presses sped the transmission of news and brought the nation closer together. Cheap land and the lure of riches encouraged overland emigration, and commercial expansion brought markets in Asia and Latin America. U.S. control in the Americas increased, and the U. S. fought alongside the Allies in World War I.

- Students will learn about this expansion and its consequences, which included the removal of Indians and wars with Great Britain, Mexico, Spain, and Europe's Central Powers.
- Students will gain an understanding of the link between American foreign relations and American society and culture. Expansion required public support and willingness to go to war; to move west; to travel abroad; to serve as missionaries overseas; to participate in scientific expeditions; and to engage in international trade as producers, merchants, and customers. It also required adherence to ideology that justified American expansion and control over foreign peoples. Commentary on American foreign policy appeared in political writings but is also evident in the nation's art, literature, journals, histories, ethnographies, and travel writings, and even in writings intended to challenge American expansion.
- Students will learn about the origins of enduring aspects of American foreign policy, such as leanness of alliances, belief in American "exceptionalism," emphasis on trade, an inclination to expand, and attitudes toward race and gender that shaped policy.

**Skill objectives:**

- The course will strengthen students' skills of writing, research, and analysis.
- The course will enhance students' ability to analyze and understand more recent foreign policy in a historical context.

**Books to purchase:**

- John Lewis Gaddis, *Surprise, Security, and the American Experience* (Harvard, 2004)
- Thomas Hietala, *Manifest Design: American Exceptionalism & Empire* (Cornell, 1985)
- Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876–1917* (Hill and Wang, 2000)
- Thomas G. Paterson, J. Garry Clifford, Shane J. Maddock, Deborah Kisatsky, and Kenneth J. Hagan, *American Foreign Relations: Volume 1, to 1920*, brief edition (Houghton Mifflin, 2006)

Additional required sources will be available on Blackboard.

**Assignments and grading:**

**Class participation.** Students are expected to attend every class and to arrive prepared. “Class participation” comprises posting comments on the Blackboard website and participating in class discussions. **20%**

- By 2 p.m. on each class day, each student will post to the Blackboard website (<http://bbweb.towson.edu>) a comment or question that the readings raised—the more perceptive, the better. These posts will help form the basis of class discussions. If you cannot post your comment to Blackboard, e-mail your comment to me or call my office number (410-704-2917) and leave your comment on my voicemail.
- Participation in a seminar class is crucial, so I look forward to everybody contributing to class discussions.

**Midterm exam.** The midterm exam will be an in-class exam on Wednesday, Mar. 11. **20%**

**Research paper.** Each student will write a 12–15 page research paper on a topic of some aspect of American foreign relations between 1776 and 1920. Students will turn in topics and annotated bibliographies on Monday, Mar. 30, and final drafts are due on Monday, Apr. 27. **30%**

**Final exam.** I will administer the final exam from 3 to 5 p.m. on Monday, May 18. It will mainly—if not exclusively—cover material from the second half of the course. **I DO NOT HAVE THE AUTHORITY TO RESCHEDULE A FINAL EXAM. 30%**

**Attendance.** Each student’s final grade will be reduced by one step (e.g., from a B- to a C+) for every two unexcused absences.

In class, we should treat each other with courtesy and focus on the discussion and lecture. If you listen to an iPod in class or use your cell phone or another device to check or send messages during class, I will ask you to leave class for the day and will mark your absence as unexcused.

**Graduate students.** Graduate students will take the exams with their classmates but will also complete take-home portions of the exams. Their research papers should be 20 pages long. They will also write 10-page historiography papers, which will be due in class on Monday, Apr. 13. The quality of their class participation should be commensurate with their graduate status. The breakdown of their grade will be thus: Class participation, 20%; midterm, 20%; historiographical paper, 15%; research paper 25%; and final exam, 20% of their grade.

**Any student will fail the class who neglects to complete a paper or either of the exams.**

Grades on all assignments will be numeric, but your final grade will be a letter grade, and I will include pluses and minuses.

93–100 = A	80–82 = B-	67–69 = D+
90–92 = A-	77–79 = C+	60–66 = D
87–89 = B+	70–76 = C	Below 59.5 = F
83–86 = B		

To ascertain the numeric value of the letter grade to calculate your GPA (i.e., on the 4.0 scale), see me or see the conversion chart on page 23 in the *2008–2009 Undergraduate Catalog*.

### **Repeating a course:**

According to University policy, you may repeat this course only once without the prior permission of the Academic Standards Committee. If you have taken this course twice before and have not received written permission from the Committee to take it a third time, you should not be registered for the course. Please consult Enrollment Services (410-704-4351) about the procedure for petitioning the Academic Standards Committee to take it again.

### **Disability support:**

I will provide (or help arrange) accommodations for students with disabilities. If you need accommodation due to a disability, please make an appointment to see me and bring a statement from Disability Support Services authorizing your accommodation. For additional information, visit their office (Administration Building 232), call 410-704-2638, or go to <http://www.towson.edu/tu/dss/>

### **Making up missed work:**

If you miss an exam, it is your responsibility to contact me and explain the reason for your absence. If I accept your absence as excused, you may make up the missed work without penalty but must do so in a timely fashion. All authorized makeup work for History courses is completed in department-wide proctored sessions, which are held on Fridays from 1 to 4 p.m. throughout the semester and on the first and third Thursdays of each month, from 5 to 7 p.m. I will give the proctor a copy of the test, to administer to you. Please bring a photo ID with you to the session. Thursday sessions will be held in Linthicum 107, and Friday sessions in Linthicum 112.

### **Academic dishonesty:**

It is crucial that students do their own work. In order for you to benefit from the course—and to be fair to all students—I will not tolerate academic dishonesty, whether it is in the form of cheating, plagiarism, or other dishonest behaviors. If you lift material from the Internet and paste it into your paper without giving credit to the source, that is a form of plagiarism. If I believe that you have cheated or borrowed another person's work for an assignment, I will confront you on the matter. If I am not satisfied with your explanation, you will fail the assignment—the paper, the midterm, or the final exam—and **you may fail the course due to that single infraction.**

If you are uncertain as to what the different violations are, it is your responsibility to find out. If you have any questions or concerns about this policy, please feel free to see me. I will be happy to explain. For additional information, see <http://wwwnew.towson.edu/provost/facultyhandbook>, ch. 7, section 30, pg. 23.

Your continued enrollment in the course beyond the first week of class signifies that you have read and understood and agree to abide by the aforementioned policies.

**Daily schedule:**

The assigned reading for each class is listed *below* its due date.

**Mon., Jan. 26: Introduction**

**Wed., Jan. 28: The American Revolution**

Paterson, et al, *American Foreign Relations*, pgs. 1–38

Leslie Lipson, “European Responses to the American Revolution,” *Annals of the American Academy of Political and Social Science* 428 (1976): 22–32. **Blackboard.**

**Mon., Feb. 2: The 1790s and the Louisiana Purchase**

Paterson, et al, *American Foreign Relations*, pgs. 43–63

Charles J. G. Griffin, “Sins of the Fathers: The Jeremiad and the Franco-American Crisis in the Fast Day Sermons of 1798,” *Southern Speech Communication Journal* 47 (Summer 1982): 389–401. **Blackboard.**

Excerpts of Washington’s Farewell Address (1796). **Blackboard.**

Thomas Jefferson on the French Threat in New Orleans (1802). **Blackboard.**

President Jefferson’s Secret Message to Congress (1803). **Blackboard.**

**Wed., Feb. 4: The U. S. and the Muslim World, 1776–1815**

Thomas S. Kidd, “Is It Worse to Follow Mahomet than the Devil?: Early American Uses of Islam,” *Church History* 72 (December 2003): 766–90. **Blackboard.**

Michael Kitzen, “Money Bags or Cannon Balls: The Origins of the Tripolitan War, 1795–1801,” *Journal of the Early Republic* 16 (Winter 1996): 601–24. **Blackboard.**

**Mon., Feb. 9: The War of 1812**

Paterson, et al, *American Foreign Relations*, pgs. 39–43, 63–82

Donald R. Hickey, “American Trade Restrictions during the War of 1812,” *Journal of American History* 68 (December 1981): 517–38. **Blackboard.**

**Wed., Feb. 11: The U. S. Expands its Control in the Americas**

Paterson, et al, *American Foreign Relations*, pgs. 86–107

Hietala, *Manifest Design*, Preface to the Revised Edition and ch. 1, “Magnificent Distances, Magnificent Intentions,” pgs. vii–xviii, 1–9

**Mon., Feb. 16: Policies toward Native Americans**

Paterson, et al, *American Foreign Relations*, pgs. 61–65, 67–70, 73–77

Hietala, *Manifest Design*, ch. 5, “Continentalism and the Color Line,” pgs. 132–72

**Wed., Feb. 18: Antebellum Commercial Expansion**

Hietala, *Manifest Design*, ch. 3, “Of Swords and Plowshares: Coercion through Commerce,” pgs. 55–94

“The Peaceful and Civilizing Mission of Commerce,” *Hunt’s Merchants’ Magazine* (April 1859): 518–19. **Blackboard.**

**Mon., Feb. 23: The International Impact of Slavery**

Paterson, et al, *American Foreign Relations*, pgs. 107–13

Hietala, *Manifest Design*, ch. 2, “Texas, the Black Peril, and Alternatives to Abolitionism,” pgs. 10–54

Samuel Houston, “To the Troops of the Department of Nacogdoches” (1835). **Blackboard.**

**Wed., Feb. 25: Expansion into Asia**

Paterson, et al, *American Foreign Relations*, pgs. 93–95, 137–42

Jacques M. Downs, “Fair Game: Exploitive Role-Myths and the American Opium Trade,” *Pacific Historical Review* 41 (May 1972): 133–49. **Blackboard.**

Victor Fell Yellin, “Mrs. Belmont, Matthew Perry, and the Japanese Minstrels,” *American Music* 14 (Autumn 1996): 257–75. **Blackboard.**

**Mon., Mar. 2: The Perils of Modernization**

Hietala, *Manifest Design*, ch. 4, “Jefferson *Redivivus*: The Perils of Modernization,” pgs. 95–131

Malcolm Rohrbough, “The California Gold Discoveries,” *Common-place* 6 (April 2006).

**Blackboard.**

**Wed., Mar. 4: War with Mexico**

Paterson, et al, *American Foreign Relations*, pgs. 83–86, 113–24

Hietala, *Manifest Design*, ch. 6, “American Exceptionalism, American Empire,” pgs. 173–214

Message of President Polk, May 11, 1846. **Blackboard.**

*New York Evangelist*, “Our Country, Right or Wrong” (1846). **Blackboard.**

**Mon., Mar. 9: Expansion into Latin America**

Paterson, et al, *American Foreign Relations*, pgs. 125–37, 142–44

Robert E. May, “Young American Males in the Age of Manifest Destiny: The United States Army as a Cultural Mirror,” *Journal of American History* 78 (December 1991): 857–86. **Blackboard.**

**Wed., Mar. 11: MIDTERM EXAM**

**SPRING BREAK, MAR. 15–22**

**Mon., Mar. 23: Civil War Diplomacy**

Paterson, et al, *American Foreign Relations*, pgs. 144–57

Wendy F. Hamand, “‘No Voice from England’: Mrs. Stowe, Mr. Lincoln, and the British in the Civil War,” *New England Quarterly* 61 (March 1988): 3–24. **Blackboard.**

“Washington—The Alabama Claims—What has and What has not Been Done,” *New York Times*, Nov. 20, 1868. **Blackboard.**

**Wed., Mar. 25: Assessing Expansion as a Solution**

Hietala, *Manifest Design*, chs. 7 and 8, “Divided They Fell: The Demise of Democratic Expansionism” and “The Myths of Manifest Destiny,” pgs. 215–72

**Mon., Mar. 30: From the Old Diplomacy to the New**

**PAPER TOPIC STATEMENT AND ANNOTATED BIBLIOGRAPHY DUE**

Paterson, et al, *American Foreign Relations*, pgs. 158–96

**Wed., Apr. 1: The Spanish-American-Cuban War**

Paterson, et al, *American Foreign Relations*, pgs. 197–216

Willard B. Gatewood, Jr., “Black Americans and the Quest for Empire, 1898–1903,” *Journal of Southern History* 38 (November 1972): 545–66. **Blackboard.**

William McKinley’s War Message (1898). **Blackboard.**

**Mon., Apr. 6: Commercial Expansion in Asia and Latin America**

Jacobson, *Barbarian Virtues*, Introduction and ch. 1, “Export Markets: The World’s Peoples as Consumers,” pgs. 3–57

**Wed., Apr. 8: The Immigrant Experience**

Jacobson, *Barbarian Virtues*, ch. 5, “Accents of Menace: Immigrants in the Republic,” pgs. 173–219

**Mon., Apr. 13: The War in the Philippines and the Open Door Policy  
HISTORIOGRAPHY PAPER DUE (FOR GRADUATE STUDENTS)**

Paterson, et al, *American Foreign Relations*, pgs. 217–28

Jacobson, *Barbarian Virtues*, ch. 6, “Children of Barbarism: Republican Imperatives and Imperial Wards,” and Conclusion, pgs. 221–65

Mark Twain, “The War Prayer.” **Blackboard.**

**Wed., Apr. 15: Managing the Empire**

Paterson, et al, *American Foreign Relations*, pgs. 229–62

**Mon., Apr. 20: Immigrant Laborers**

Jacobson, *Barbarian Virtues*, ch. 2, “Labor Markets: The World’s Peoples as American Workers,” pgs. 59–97

“Our Misery and Despair: Kearney Blasts Chinese Immigration” (1878). **Blackboard.**

“Fair’s Fair: McDonnell Argues for Acceptance of Aliens” (1878). **Blackboard.**

**Wed., Apr. 22: Travelogues, at Home and Abroad**

Jacobson, *Barbarian Virtues*, ch. 3, “Parables of Progress: Travelogues, Ghetto Sketches, and Fictions of the Foreigner,” pgs. 99–138

Excerpt from Theodore Roosevelt, *African Game Trails* (1910). **Blackboard.**

**Mon., Apr. 27: World’s Fairs and Cultural Representation  
RESEARCH PAPERS DUE IN CLASS**

In-class movie: “A World on Display: The St. Louis World’s Fair of 1904”

**Wed., Apr. 29: Explaining Race**

Jacobson, *Barbarian Virtues*, ch. 4, “Theories of Development: Scholarly Disciplines and the Hierarchy of Peoples,” pgs. 139–72

“Josiah Strong on the Superiority of the ‘Anglo-American Race’” (1891). **Blackboard.**

**Mon., May 4: World War I**

Paterson, et al, *American Foreign Relations*, pgs. 263–301

Letters from the Great Migration (1917). **Blackboard.**

**Wed., May 6: Early American Foreign Policy in a Larger Context**

Gaddis, *Surprise, Security, and the American Experience*, chs. 1–3, pgs. 1–67

**Mon., May 11: Conclusion**

Gaddis, *Surprise, Security, and the American Experience*, chs. 4 and 5, pgs. 69–118

**I will administer the final exam from 3 to 5 p.m. on Monday, May 18.**