

## History 433

### American Foreign Relations Before the Twentieth Century

Fall 2004

Lectures: MWF 8:50-9:40 AM – 1651 Humanities

Honors Discussion 301: W 9:55-10:45 – 2231 Humanities

Discussion 302: M 11:00-11:50 – 2221 Humanities

Discussion 303: M 1:20-2:10 – 2251 Humanities

Discussion 304: M 4:35-5:25 – 2251 Humanities

Discussion 305: M 3:30-4:20 – 2241 Humanities

appointment

Teaching Assistant: Jennifer Miller

**All undergraduates must take this course for 4 credits.**

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Office hours:

M 10:00-12:00 PM, or by

#### Course Aims

This is a history course designed to enrich our understanding of America's place in the world since the years before the American Revolution. The course will end at the dawn of the twentieth century. Next semester's continuation (History 434) will take our story through the twentieth century and up to the present.

We will define "foreign relations" broadly to explore the ways in which interactions with peoples and places identified as "foreign" transformed the nature of American society. The course will touch on issues of national power, territorial acquisition, market penetration, warfare, racial subjugation, class conflict, and gender subordination. We will study how America's foreign relations helped determine what it means to be "American." Situating the history of the United States in an international context we will learn how American debates about identity and power reflected and influenced events in distant venues.

This course will also highlight how contemporary assumptions about American society and foreign policy build, for better or for worse, on the past. The history of American foreign relations matters because we live with its consequences every day – at home and abroad. Lectures, readings, and discussions this semester will highlight important historical "legacies."

### Weekly Discussion Meetings

All students are required to attend weekly discussion meetings. Students must complete the assigned readings through the meeting date, **before discussion begins**. The teaching assistant – Jennifer Miller – will lead the discussions, with the exception of the honors discussion section that Professor Suri will lead. Professor Suri will also participate in the regular discussion sections on occasion. We expect all students to attend the weekly meetings prepared for a serious and wide-ranging conversation about the issues raised in the assigned readings and the class lectures. Students are encouraged to think creatively and voice individual opinions. We will not look for “right” answers, as much as thoughtful comments. Informed and active participation in discussions should allow each student to receive full credit for this 20% of the course grade.

### Book Review Assignment

All students will write a 5 to 6 page book review of Lawrence Kaplan’s book: *Alexander Hamilton: Ambivalent Anglophile*. **A printed copy of each student book review is due at the start of class on October 8.** The book review will constitute 20% of the student grade.

Book reviews should follow this form:

Pages 1-2: summarize Kaplan’s main arguments about Hamilton’s approach to foreign policy – how did Hamilton’s views and actions change over time?

Pages 2-3: discuss the policy differences between Alexander Hamilton and Thomas Jefferson – what were their main points of disagreement? What were the consequences of their debate for early American foreign relations?

Pages 3-4: evaluate the strengths and weaknesses of Kaplan’s book – what did you find most and least persuasive?

Pages 4-6: provide your own judgment on Hamilton. How did his policies contribute to the realization of a Federalist vision for the United States? Did his ideas and actions contribute to the long-term strength of the United States? Did Hamilton betray the nation’s “republican” ideals? What role did democracy play in Hamilton’s worldview?

I expect these papers to reflect polished writing. You should proofread them before submission! Make sure that each paragraph contains a topic sentence and offers evidence to support your point. Make sure that each sentence is clear and facilitates the purpose of the paragraph where it is situated. Avoid passive constructions, clichés, and sloppy sentences. Choose your words carefully. Check your grammar.

### **Mid-term Examination**

On October 27 I will distribute two mid-term essay questions in class. Students should write a 1000 to 1200 word answer to each of the two questions. The essays should make use of material from assigned readings, class lectures, and weekly discussions. Students may consult books and discuss their answers with one another. Each essay, however, should reflect **the original writing of each student**. Students should proofread their essays for clarity, substance, and style (grammatical mistakes, passive voice, and sloppy writing will incur grade deductions.) **The mid-term essays are due at 8:50 AM (in class) on October 29. Students should print their essays and bring them to class. I will not accept late submissions.** The mid-term essays will account for 25% of the student grade.

### **Final Examination**

The course will conclude with a take-home final examination. It will cover material from the entire semester. I will distribute the final examination questions at the end of class on December 15. **Students must print and submit their final examination answers by 1:PM on Monday, December 20 in 5119 Humanities Building.** I will not accept late submissions. The final examination will account for 35% of each student's grade.

### **Grades**

Book Review:	20%
Mid-term Examination:	25%
Final Examination:	35%
Participation in Weekly Discussions:	20%

**Assigned Books**

Available in new and used editions at the **University Bookstore**

- Cohen, Warren I. *America's Response to China*, fourth edition  
(New York: Columbia University Press, 2000).
- Dull, Jonathan. *A Diplomatic History of the American Revolution*  
(New Haven: Yale University Press, 1987).
- Ferrer, Ada. *Insurgent Cuba: Race, Nation, and Revolution 1868-1898*  
(Chapel Hill: University of North Carolina Press, 1999).
- Kaplan, Lawrence S. *Alexander Hamilton: Ambivalent Anglophile*  
(Wilmington, Del.: SR Books, 2002).
- LaFeber, Walter. *The New Empire: An Interpretation of American Expansion*  
(Ithaca: Cornell University Press, 1998).
- McDougall, Walter A. *Promised Land, Crusader State: The American Encounter with  
the  
World Since 1776* (Boston: Houghton Mifflin, 1997).
- Weigley, Russell F. *The American Way of War: A History of United States Military  
Strategy and Policy* (New York: Macmillan, 1978).

Week 1:

9/3 Introduction

Week 2:

9/6 Labor Day – NO CLASS

9/8 Myths and Hypotheses about American Diplomacy

9/10 The Origins of American Diplomacy: The International System in the 18<sup>th</sup> Century  
Reading: Dull, *A Diplomatic History of the American Revolution*, 3-72

Week 3

9/13 The Origins of American Diplomacy: Ideas and Interests  
Reading: McDougall, *Promised Land, Crusader State*, 15-38  
Kaplan, *Alexander Hamilton*, 1-22

9/15 The Origins of American Diplomacy: African Slavery and Native Americans

9/17 The Diplomacy of the American Revolution, Part I  
Reading: Dull, *A Diplomatic History of the American Revolution*, 75-174

Week 4:

9/20 The Diplomacy of the American Revolution, Part II  
Reading: Weigley, *The American Way of War*, xvii-xxiii, 3-39

9/22 Early Federalist Diplomacy  
Reading: McDougall, *Promised Land, Crusader State*, 39-56

9/24 Hamilton and the Constitution  
Reading: Kaplan, *Alexander Hamilton*, 47-77

Week 5:

9/27 Hamilton and Washington  
Reading, Kaplan: *Alexander Hamilton*, 79-142

9/29 Jefferson and Revolution  
Reading: Kaplan, *Alexander Hamilton*, 143-65

10/1 Jefferson and Hamilton  
Reading: Kaplan, *Alexander Hamilton*, 167-77

Week 6:

10/4 The War of 1812

Reading: Weigley, *The American Way of War*, 40-55

10/6 The Monroe Doctrine

Reading: McDougall, *Promised Land, Crusader State*, 57-75

10/8 The International System in the Early 19<sup>th</sup> Century

**5-6 page book review of Lawrence Kaplan, *Alexander Hamilton: Ambivalent Anglophile* due at 8:50 (start of class).**

Week 7:

10/11 Manifest Destiny and Nation Building

Reading: Weigley, *The American Way of War*, 59-91

10/13 Manifest Destiny and Race

Reading: McDougall, *Promised Land, Crusader State*, 76-98

10/15 Manifest Destiny, Class, and Gender

Week 8

10/18 The Civil War, Part I

Reading: Weigley, *The American Way of War*, 92-127

10/20 The Civil War, Part II

Reading: Weigley, *The American Way of War*, 128-52

10/22 The Civil War, Part III

Week 9

10/25 Lincoln and Seward's Legacy

10/27 Take-home mid-term examination distributed in class

10/29 **Take-home mid-term examination due at 8:50 (start of class)**

Week 10:

- 11/1 America's Indian Diplomacy after the Civil War  
Reading: Weigley, *The American Way of War*, 153-63
- 11/3 America's "Second Industrial Revolution"  
Reading: LaFeber, *The New Empire*, 1-24
- 11/5 Commerce, Imperialism, and Diplomacy after 1865  
Reading: LaFeber, *The New Empire*, 150-96

Week 11:

- 11/8 William Henry Seward and the "New Empire"  
Reading: LaFeber, *The New Empire*, 24-61
- 11/10 Josiah Strong and "America's Mission"  
Reading: LaFeber, *The New Empire*, 72-80
- 11/12 America and China: Early Relations  
Reading: Cohen, *America's Response to China*, 1-25

Week 12:

- 11/15 America's Emergence as an East Asian power  
Reading: Cohen, *America's Response to China*, 26-54
- 11/17 The Cuban Revolution  
Reading: Ferrer, *Insurgent Cuba*, 1-42, 93-111
- 11/19 Frederick Jackson Turner and the "Closing of the American Frontier"  
Reading: LaFeber, *The New Empire*, 63-72

Week 13:

- 11/22 Alfred Thayer Mahan and America's Emergence as a Global Military Power  
Reading: LaFeber, *The New Empire*, 80-101, 197-283
- 11/24 Imperialism and the War of 1898  
Reading: McDougall, *Promised Land, Crusader State*, 101-21
- 11/26 Thanksgiving Recess: NO CLASS

Week 14:

11/29 Cuba and the War of 1898

Reading: LaFeber, *The New Empire*, 284-406

12/1 The American Occupation of Cuba

Reading: Ferrer, *Insurgent Cuba*, 141-69

12/3 The Philippine War

Reading: Weigley, *The American Way of War*, 167-91

Week 15:

12/6 The Legacy of the War of 1898

Reading: Ferrer, *Insurgent Cuba*, 170-202

12/8 The United States, China, and Japan at the Turn of the Century

Reading: Cohen, *America's Response to China*, 55-81

12/10 Into the Twentieth Century

Week 16:

12/13 Review Session

12/15 Final Examination questions distributed

Warning: The readings for Week 15 will figure prominently on the final exam

**Final Examination Answers due in Hard Copy**

**Monday, December 20 by 1:PM**

**5119 Humanities Building**

**I will not accept late exams.**



This course looks at how authors create and respond to the revolutions that turn our world upside down and then, sometimes, back around again. Excludes ENGL 1000Y. ENGL-1005H. Prerequisite: 4.0 university credits. Students may take only one of ENGL 2152Y or 2153H for credit. ENGL-2609H. Offered Students must obtain the agreement of a faculty member to supervise the course and apply for permission to enrol prior to the commencement of the session in which the course will be offered. Students may take only one of ENGL 3040Y or 3041H for credit. ENGL-3100Y. Offered All it takes is a desire to learn. I hope you'll take the next step to discover how you too can earn college credits towards your degree in less time and with less money. Who this course is for: Any student in an undergraduate degree program seeking a cheaper, faster, and more flexible route to earning college credits. A new student looking to "jump start" his or her college career by getting some of the basic, required subjects out of the way quickly and cheaply. A potential student needing a "shot in the arm" to convince him or her that taking and passing a college-level course is well withi