

DARTMOUTH COLLEGE
Department of History

History 25.2

The United States and the World, 1865 – 1945

Professor Jennifer M. Miller
Fall 2014

Class Time: MWF 11:15 – 12:20, X hour Tuesday, 12:00 – 12:50

Class Location: 105 Thornton Hall

Office Hours: 407 Carson Hall, Friday 1 – 3 and by appointment

Contact: Jennifer.M.Miller@dartmouth.edu/(603) 646-2523

Course Overview:

This course examines the United States' interactions with the world from 1865 to 1945, a time of vast changes within the United States and throughout the international system. It begins with a newly reunited United States at the end of the Civil War, and ends with the close of World War II. A major theme of this course is the United States' growth as a world power. How did the United States become a global power? Why did the United States use its growing power in certain ways? How did Americans understand the United States' changing global role?

In this course, we will explore themes such as state and nation-building; empire, colonialism, and territorial expansion; the nature of national power; the evolution of international law; the role of race and gender; concepts of civilization and development; and economic growth and market penetration. Throughout the term, we will develop a broad definition of foreign relations. First, we will look at how U.S. actions have affected and changed the wider world and examine how interactions with people, places, events, and ideas defined as “foreign” have transformed American life. How did interactions with foreign places and people shape understandings of what it meant to be “American”? Second, we will consider how the United States' international interactions have been shaped by specific ideas, ideologies, and cultural values. Lectures, readings, films, and discussions will explore how Americans have imagined and pursued their relationships with other nations and peoples. Finally, we will focus on placing the United States in a broader international context by examining intersections with larger global trends and by comparing American experiences to those of other states and peoples.

Course Requirements and Grades:

Your grade in this course will be based on the following requirements:

1. Participation (15%): Throughout the term, our Monday course meeting will be fully devoted to discussion. This course averages 100 – 110 pages of reading per week. All students are expected to complete all the readings for each unit before this meeting and to actively participate in all discussions. To help prepare for discussion, I will pre-circulate

- a set of questions to guide your reading. Any absence from discussion will result in a reduction of your overall participation grade.
2. 1898 Historiography Paper (15%): A 1200 – 1500 word paper (approximately 4 - 5 pages) comparing and contrasting historical arguments about U.S. involvement in the wars of 1898. This paper will be based on the readings from Unit 2 and Unit 3. **Due Date: Sunday, October 5th, 7PM**
 3. Midterm (20%): A 65-minute in-class exam. This exam will contain identifications and short-answer questions and will be based on both lectures and course readings. **Date: Wednesday, October 15th.**
 4. Question Essay (25%): A 2000 word essay (approximately 7 pages) based on a question handed out in class. **Due Date: Thursday, November 6th, 7PM**
 5. Final exam (25%): This exam consists of two parts:
 - a. A take-home essay of up to 1500 words, **due Monday, November 24th by 2 PM**. This is worth 12.5% of your final grade. You must submit this essay to me in person in my office.
 - b. A 90-minute in-class exam on **Friday, November 21st at 8 AM**. This is worth 12.5% of your final grade.

Readings:

All readings on the syllabus are **required**. You must complete the readings for each unit before Monday discussions.

The following books are available for purchase at Wheelock Books:

Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (New York: Oxford University Press, 2009).

Emily Rosenberg: *Spreading the American Dream: American Economic and Cultural Expansion, 1890 - 1945* (New York: Hill and Wang, 1982).

In addition to the books listed above, the reading assignments for each unit also include articles, book excerpts, and primary source documents. These shorter texts will be available for viewing and download via Canvas. All books assigned in this course, regardless of whether we are reading the full book or an excerpt, are also available on library reserve.

Attendance:

You are expected to attend all classes. However, since unavoidable circumstances do arise, you are allowed to miss **up to three classes**. After three absences, short of extraordinary circumstances and communication with your dean, you will **receive no credit for class participation (15% of your grade)**. Any absence from discussion will result in a reduction of your overall participation grade. If you do miss class, it is your responsibility to get the missed

material from a classmate. I also expect you to arrive to class on time. A pattern of late arrivals will adversely affect your grade.

Technology Policy:

All cell phones must be turned off and stowed in your bag for the duration of class. Laptops are allowed during lectures but must only be used for note taking purposes. Laptops are not allowed on discussion days.

Recording Policy:

It is forbidden to record course lectures without my consent. If you need to record lectures from accommodation purposes, you must consult with me and provide the proper documentation.

Honor principle:

All students should read the Dartmouth Academic Honor Principle, which can be found here: <http://www.dartmouth.edu/~uja/honor/>

As per the Honor Principle, all work submitted for this course must be your own independent work, work that you have completed solely for this course. You may not collaborate or work together on papers or during course exams. You may not pass other peoples' work or ideas as your own – that is, you may not submit papers that are cut and pasted, copied, or paraphrased from an outside source, whether that source is another student, an internet source, or another text. You may not submit work that you have completed for another course.

When completing writing assignments, you must properly document each and every outside source from which you have obtained information or ideas (there is a handout about proper documentation format posted on Canvas). This includes direct quotations, statistics, maps and images, and other author's ideas rewritten in your own words (paraphrasing). For more information on plagiarism and how to avoid it, consult: <http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

If you are confused about how to properly cite sources or about what constitutes plagiarism, consult with me **BEFORE** submitting your assignment. It is **YOUR** responsibility to understand and follow the honor code.

Accommodations:

All students who may need academic adjustments or accommodations during the term are strongly encouraged to convey those needs to me as soon as possible. Early communication is especially important in cases in which students will miss class due to athletic events or religious holidays; it is also important in cases involving disabilities, which may require in-class or other accommodations. All communications will remain confidential, although it may be necessary to consult with the Student Disabilities Coordinator in some cases involving documented disabilities

Schedule of Course Meetings and Assignments

[CV] means the reading is available on Canvas. All books are also available on library reserve.

Unit 1: National Consolidations

Sept. 15 (M) Introduction: 10 Myths and 5 Hypotheses about U.S. Foreign Relations

Sept. 17 (W) The Global 1860s: New States, Renewed States

Sept. 19 (F) “Closing” the Frontier

Sept. 22 (M) Discussion

Primary Sources:

William Henry Seward, Excerpts from Speech about Hemispheric Empire (1860) [CV]

Readings:

Colin G. Calloway, ed., *Our Hearts fell to the Ground: Plains Indians Views of How the West was Lost* (Boston: Bedford Books of St. Martin's Press, 1996), 111 – 181.

[CV]

Nicholas Guyatt, “America’s Conservatory: Race, Reconstruction, and the Santo Domingo Debate,” *The Journal of American History* (2011): 974 – 1000. [CV]

Unit 2: Empires Old and New

Sept. 24 (W) Thinking about Empire at Home and Abroad

Sept. 26 (F) Across the Pacific: Consumers, Missionaries, and Militaries

Sept. 29 (M) Discussion

Primary Sources:

John Hay, The Open Door Notes (1899, 1900) [CV]

Letter by a Missionary in China (1886) [CV]

Readings:

William Appleman Williams, *The Tragedy of American Diplomacy* [50th Anniversary Edition], (New York: W.W. Norton & Co., 2009), 18 – 58. [CV]

Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876 – 1917* (New York: Hill and Wang, 2000), 59 – 105. [CV]

Unit 3: The Wars of 1898

Oct. 1 (W) Why did the U.S. go to war in 1898?

Oct. 3 (F) War and Colonialism in the Philippines

1898 Historiography Paper Due by 7PM, Sunday October 5th via Canvas

Oct. 6 (M) Discussion

Primary Sources:

William McKinley, “Account of Decision to Occupy the Philippines” (1898) [CV]

José Martí, “Letter to the *New York Evening Post*” (1899) [CV]

Readings:

Kristin L. Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (New Haven: Yale University Press, 1998), 1 – 14, 88 – 106, 210 – 214. [CV]

Ada Ferrer, “Cuba, 1898: Rethinking Race, Nation, and Empire,” *Radical History Review* 73 (1999): 22 – 46. [CV]

Michael Hunt, *Ideology and U.S. Foreign Policy* (New Haven: Yale University Press, 1987), 46 – 91. [CV]

Unit 4: U.S. Power at the Dawn of the Twentieth Century

Oct. 8 (W) Theodore Roosevelt: Ideas and Interests

Oct. 10 (F) “Globalization” in the early 20th Century

Oct. 13 (M) Discussion

Primary Sources:

Roosevelt Corollary to the Monroe Doctrine (1904) [CV]

Liang Qichao, Commentary on American Diplomacy (1903) [CV]

William Howard Taft, Message to the Senate (1911) [CV]

Readings:

Emily Rosenberg, *Spreading the American Dream: American Economic and Cultural Expansion, 1890 – 1945* (New York: Hill and Wang, 1982), 3 – 63.

Unit 5: Woodrow Wilson and Liberal Internationalism

Oct. 14 (Tu) **X HOUR** Woodrow Wilson and the Making of his Vision

Oct. 15 (W) Midterm Exam

Oct. 17 (F) No Class – Homecoming Weekend

Oct. 20 (M) Discussion

Primary Sources:

Jane Addams, “Critique of American Militarism” (1902) [CV]

Woodrow Wilson, “Peace Without Victory” (1917) [CV]

Readings:

- William Appleman Williams, *The Tragedy of American Diplomacy*, 90 – 107. [CV]
Thomas J. Knock, *To End all Wars: Woodrow Wilson and the Quest for a New World Order* (New York: Oxford University Press, 1992), Preface, 31 – 70, 105 – 122. [CV]
Emily Rosenberg, *Spreading the American Dream*, 63 – 87.

Unit 6: World War I

- Oct. 22 (W) Wilsonianism and World War I
Oct. 24 (F) The Global Legacies and Consequences of World War I
Oct. 27 (M) Discussion

Primary Sources:

- Woodrow Wilson, “The 14 Points” (1918) [CV]
W.E.B. Dubois, Comments on the First World War, the Treaty of Versailles, and the Politics of Race (1918) [CV]

Reading:

- Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (New York: Oxford University Press, 2009), 3 – 62, 77 – 118, 159 – 196, 215 – 225.

Unit 7: Global Orders, Global Economies

- Oct. 29 (W) Liberal Internationalism in the 1920s
Oct. 31 (F) Three New Deals: Germany, Japan, and the United States
Nov. 3 (M) Discussion

Primary Sources:

- Marcus Garvey, Speech about the Washington Naval Conference (1921) [CV]
The Kellogg-Briand Pact (1928) [CV]

Readings:

- Emily Rosenberg, *Spreading the American Dream*, 108 – 161.
David Schmitz, *Thank God They're on Our Side: The United States and Right Wing Dictators* (Chapel Hill: University of North Carolina Press, 1999), 1 – 86. [CV]

Unit 8: The World at War

- Nov. 5 (W) Empires, Utopias, and Extremisms: War in Asia and Europe

Question essay due Thursday, November 6th, 7PM via Canvas

Nov. 7 (F) The United States' Path to War

Nov. 10 (M) Showing of *Why We Fight*

Nov. 11 (Tu) **XHOUR** Discussion

Primary Sources:

The Atlantic Charter (1941) [CV]

Hashimoto Kingoro, "Japan and Overpopulation" (1939) [CV]

Arita Hachiro, "A Greater East Asia Co-Prosperity Sphere" (1940) [CV]

Adolf Hitler, Germany's Declaration of War Against the United States (1941) [CV]

Readings:

Brooke L. Blower, "From Isolationism to Neutrality: A New Framework for Understanding American Political Culture, 1919 – 1941," *Diplomatic History* (2013): 1 – 32. [CV]

Emily Rosenberg, *Spreading the American Dream*, pp. 161 – 201, 229 - 234.

Unit 9: Total Destruction

Nov. 12 (W) Total War, Total Destruction: the Dropping of the Atomic Bomb

Nov. 14 (F) Postwar Settlements: A New International System?

Nov. 17 (M) Discussion and Conclusions

Primary Sources:

Truman Diary Entries on the Decision to Drop the Atomic Bomb (1945) [CV]

Yamaoka Michiko, "Eight Hundred Meters from the Hypocenter" [CV]

Readings:

John W. Dower, *War without Mercy: Race and Power in the Pacific War* (New York: Pantheon Books, 1986), 3 – 14, 33 – 73, 181 – 200 (Images) [CV]

Tsuyoshi Hasegawa, "Were the Atomic Bombings of Hiroshima and Nagasaki Justified?" in *Bombing Civilians: A Twentieth-Century History*, ed. Yuki Tanaka and Marilyn B. Young (New York: The New Press, 2009), 97 – 134. [CV]

Final Exam: In-class exam on Friday, November 21st at 8AM, Location TBA

Take-home essay due Monday, November 24th by 2PM in my office