

DARTMOUTH COLLEGE
Department of History

History 25.2

The United States and the World, 1865 – 1945

Professor Jennifer M. Miller
Summer 2019

Class Time: MWF 12:50 – 1:55, X hour Tuesday 1:20 – 2:10

Class Location: Carson 60

Office Hours: 410 Carson Hall, Monday 2 – 4 and by appointment

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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 war making; state and nation-building; empire, colonialism, and territorial expansion; the nature of national power; the role of race and gender; concepts of civilization; 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. You must complete all assignments to earn a passing grade in this course:

1. Participation (20%): Throughout the term, one course meeting per unit will be fully devoted to discussion. This course averages 110 – 120 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 1000 – 1200 word paper (approximately 4 pages) examine historical arguments about race, gender, and empire in the wars of 1898. This paper will be based on the readings from Unit 2 and Unit 3. **Due Date: Thursday July 11th by 7PM via Canvas.**
 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: Friday, July 19th.**
 4. Rauner Library Essay (25%): A 1500 - 1700 word essay (approximately 5 - 6 pages) based on materials at Rauner library. Further instructions will be distributed after the midterm. **Due Date: Sunday August 4th by 7PM via Canvas.**
 5. Final exam (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: Monday August 19th.**

Readings:

All readings on the syllabus are **required**. You must complete the readings for each unit **before** discussion and bring them with you to class for discussion. The following books are available for purchase at Amazon and other online booksellers.

Jason Colby, *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America*. Ithaca: Cornell University Press, 2011.

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

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 available on library reserve or via borrow direct. If you do not plan to purchase the books, I suggest taking advantage of borrow direct so that you can easily bring the books to class and use them for writing assignments.

Attendance:

You are expected to attend all classes. However, since unavoidable circumstances do arise, you are allowed to miss **up to two classes**. After two absences, short of extraordinary circumstances and communication with your dean, you will **receive no credit for class participation (20% 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:

Laptops are not allowed in this course. Additionally, all cell phones must be turned off and stowed in your bag for the duration of class.

If you need to use a laptop for accommodation purposes, I am happy to facilitate this. Please come and talk to me.

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/judicialaffairs/honor/index.html>

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 citation 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 the professors **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.

Campus Resources and Wellness:

I recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. In particular, history courses require a large amount of reading and writing that may be different from other classes that you have taken.

If you are struggling to manage the workload for this course, please come and talk to me so that we can discuss strategies for working through course materials effectively. You may also contact the Academic Skills Center, which offers tutoring, academic coaching, and workshops on developing effective study skills: <https://students.dartmouth.edu/academic-skills/>.

Additionally, there are a number of resources available on campus to support your wellness including your Undergraduate Dean (<http://www.dartmouth.edu/~upperde/>), Counseling and Human Development (<http://www.dartmouth.edu/~chd/>), and the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>). Dartmouth also offers resources for survivors of sexual assault and gender-based misconduct (<https://sexual-respect.dartmouth.edu/get-help-now>). I encourage you to utilize these resources as needed throughout the term.

Schedule of Course Meetings and Assignments

[CV] means the reading is available on Canvas. All books are available on library reserve and can also be requested through borrow direct.

Unit 1: National Consolidations

- June 21 (F) Introduction: 10 Myths and 5 Hypotheses about U.S. Foreign Relations
- June 24 (M) The Global 1860s: New States, Renewed States
- June 26 (W) “Closing” the Frontier
- June 28 (F) Discussion

Primary Sources:

- William Henry Seward, Excerpts from Speech about Hemispheric Empire (1860) [CV]
- Excerpts from 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), 102 – 110, 150 – 167. [CV]

Readings:

- Jason Colby, *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America* (Ithaca: Cornell University Press, 2011), 1 – 46.

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

July 1 (M) Thinking about Empire at Home and Abroad

July 3 (W) Across the Pacific: Consumers, Missionaries, and Militaries

July 5 (F) Discussion

Primary Sources:

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

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

Excerpts from Josiah Strong, *Our Country: Its Possible Future and its Present Crisis* (1885) [CV]

Readings:

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

Kornel Chang, “Circulating Race and Empire: Transnational Labor Activism and the Politics of Anti-Asian Agitation in the Anglo-American Pacific World, 1880-1910,” *Journal of American History* 96:3 (Dec. 2009): 678 – 701.

Unit 3: The Wars of 1898

July 8 (M) Why did the U.S. go to war in 1898?

July 10 (W) War and Colonialism in the Philippines

1898 Historiography paper due Thursday July 11th by 7PM via Canvas

July 12 (F) Discussion

Primary Sources:

John M. Thurston, “We Must Act!” (1898) [CV]

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

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

Readings:

Jason Colby, *The Business of Empire United Fruit, Race, and U.S. Expansion in Central America* (Ithaca: Cornell University Press, 2011), 47 – 78.

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]

Paul Kramer, “Race-Making and Colonial Violence in the U.S. Empire: the Philippine-American War as Race War,” *Diplomatic History* Vol. 30, No. 2 (April 2006): 169 – 210. [CV]

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

- July 15 (M) Theodore Roosevelt: Ideas and Interests
July 17 (W) “Globalization” at the Dawn of the Twentieth Century
July 19 (F) **MIDTERM**
July 22 (M) Discussion: Special Session at Rauner Library

Primary Sources:

- Roosevelt Corollary to the Monroe Doctrine (1904) [CV]
Louis E. Meikle, “With the Americans You Must Be White!” (1912) [CV]
Frederick Upham Adams, “The United Fruit Company is More than a Corporation” (1914) [CV]

Reading:

Jason Colby, *The Business of Empire*, 79 – 174.

Unit 5: Wilsonianism and World War I

- July 24 (W) Woodrow Wilson and the Making of his Vision
July 26 (F) Wilsonianism and World War I
July 29 (M) The Global Legacies and Consequences of World War I
July 31 (W) Discussion

Primary Sources:

- W.E.B. Dubois, “Ownership of Materials and Men in the Darker World” (1915) [CV]
Woodrow Wilson, “Peace Without Victory” (1917) [CV]
Woodrow Wilson, “The 14 Points” (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 6: Global Orders, Global Economies

- Aug. 2 (F) Liberal Internationalism in the 1920s

- Aug. 4 (Su) **Rauner library essay due at 7PM via Canvas**
Aug. 5 (M) Three New Deals: Germany, Japan, and the United States
Aug. 6 (Tu) **XHOUR** Discussion

Primary Sources:

- Marcus Garvey, Speech about the Washington Naval Conference (1921) [CV]
Report of the U.S. Senate Overman Committee (1919) [CV]
Franklin D. Roosevelt, Address at the Democratic National Convention (1936) [CV]

Readings:

- Kiran Klaus Patel, *The New Deal: A Global History* (Princeton: Princeton University Press, 2016), 1 – 120. [CV]

Unit 7: The World at War

- Aug. 7 (W) Empires, Utopias, and Extremisms: War in Asia and Europe
Aug. 9 (F) The United States' Path to War
Aug. 12 (M) Discussion

Primary Sources:

- The Atlantic Charter (1941) [CV]
Film: *Why We Fight: Prelude to War*
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:

- James T. Sparrow, *Warfare State: World War II Americans and the Age of Big Government* (New York: Oxford University Press, 2011), 3 – 77, 201 – 241.

Unit 8: Total Destruction

- Aug. 13 (Tu) **XHOUR** Total War, Total Destruction: the Atomic Bomb
Aug. 14 (W) Postwar Settlements: A New International System?
Aug. 16 (F) Discussion and Conclusions
Aug. 19 (M) Final Exam

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]