

Term Information

Effective Term Autumn 2024
[Previous Value](#) Autumn 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding Citizenship and MMI categories to the course

What is the rationale for the proposed change(s)?

This course is a good fit for both GE categories.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3500
Course Title U.S. Diplomacy from Independence to 1920
Transcript Abbreviation US Diplomacy 1
[Previous Value](#) *US Diplo to 1920*
Course Description Between 1776 and 1920, the United States transformed from a fragile confederacy of bickering states into a globe-spanning empire. This class will consider American foreign relations exploring the contested ideas of ideology and expansion that motivated official policy and international affairs, with a particular emphasis on themes of citizenship, expansion, immigration, and migration.
[Previous Value](#) *The formulation of U.S. foreign policy and foreign relations around the world from the independence of the republic to the aftermath of World War I.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value *Prereq or concur: English 1110.xx, GE foundation writing and info literacy course, or permission of instructor.*

Exclusions

Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Historical Study; Citizenship for a Diverse and Just World; Migration, Mobility, and Immobility

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will gain knowledge and understanding of diplomatic affairs in the United States between the Revolution and 1920.
- Students will understand how the US diplomatic outlook shifted from internal and isolationist to expansionist and eventually global.
- Students will learn how to think critically about the historical narrative in order to understand different historical interpretations of the past.
- Students will learn how to communicate their analysis and understanding through writing and speaking.

COURSE CHANGE REQUEST
3500 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/22/2024

Content Topic List

- U.S. diplomacy
- Foreign relations
- Independence
- Territorial expansion
- Involvement in Mexican-American War
- Spanish-American War
- World War I
- Monroe Doctrine
- Relations with France
- Haiti

Sought Concurrence

No

Attachments

- 3500 GE Form Citizenship (doc) v2.docx: GE Form - Citizenship
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 3500 GE Form MMI.docx: GE Form - MMI
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- HIS 3500 (Parrott) Cit MMI JG 2.9.2024 JP Edits.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded revised syllabus. *(by Getson, Jennifer L. on 02/12/2024 10:59 AM)*
- Returned to dept at Jennifer's request. *(by Vankeerbergen, Bernadette Chantal on 02/12/2024 10:36 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	02/09/2024 11:28 AM	Submitted for Approval
Approved	Soland, Birgitte	02/09/2024 01:04 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/12/2024 10:36 AM	College Approval
Submitted	Getson, Jennifer L.	02/12/2024 10:59 AM	Submitted for Approval
Approved	Soland, Birgitte	02/12/2024 08:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/22/2024 02:36 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/22/2024 02:36 PM	ASCCAO Approval

History 3500 (34174)

Diplomacy of the United States to 1920

Course Description:

Between 1776 and 1920, the United States transformed from a fragile confederacy of bickering states into a globe-spanning empire, incorporating new lands and people within its borders while expanding its commercial, cultural, and political reach. This class will consider American foreign relations broadly, exploring the contested ideas of ideology and expansion that motivated both official policy and international affairs, with a particular emphasis on the intersecting themes of citizenship, expansion, empire, and migration.

Diplomatic history is a study in how definitions of citizenship shape structures of power. In other words, the core citizenry of a country defines and sets diplomatic policy, and diplomatic policy is an expression of a country's power in its various relationships. This means that diplomatic policy in the US changed as the citizenry, power structures, and social milieu of the US changed across time. Immigration and migration played enormous roles in this story as not only did immigration into colonial America shape the newly-emerging nation, but over time continued immigration of new populations into the US continued to redefine society, politics, conceptions of citizenship, and thus diplomatic policy both domestically and abroad.

We will consider many questions throughout this class, but some of our central concerns will include: How did this experiment in democratic republicanism manage to survive amidst hostile empires? How did the country use its military might, rapidly growing population, wealth, and cultural appeal to become a great power in a little more than a century? And how did this process of territorial acquisition and internationalization transform concepts of citizenship and national identity as webs of empire, migration, and cultural exchange expanded? This class will seek to answer these broad questions, exploring the foundational concepts of American foreign relations and the ways in which various actors adapted, discarded, transformed, or balanced them as American self-perception, politics, and security needs changed over time.

Legacy GE: Historical Studies

Goals

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes

Students construct an integrated perspective on history and the factors that shape human activity.

Students describe and analyze the origins and nature of contemporary issues.

Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale:

Students will think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. They will also engage in critical and logical thinking about the history of American diplomatic policy since the colonial era in North America through the American Revolution, the Civil War, the shift in American diplomatic policy at the turn of the 20th century, American intervention in World War I, and then the rise of isolationism in the interwar era. Students will engage in in-class discussions that cover key topics in American diplomatic history, not just official state policies adopted over time but how those policies, and American political/economic policy, impacted society, both across the American continent and around the world. In addition to these in-class assessments, students will complete a reflection paper addressing a topic/question of their choice. The goal of this reflection paper is to engage critically with course content to present an argument in response to a given prompt and then defend that stance using historical evidence covered in the course. This assignment not only requires that students think critically about the past but demonstrate their ability to both formulate and defend their stance in written form. The course includes a midterm essay exam and a final essay exam, both of which force the students to engage critically with the key themes surrounding U.S. diplomatic history from the colonial era to 1920. Finally, students will complete a written project in the course. This project allows students to pick a series of political cartoons of their choosing and then use them to explore a facet of American diplomatic policy. Students get to choose their specific cartoon(s) and topic of choice, allowing them to research something that interests them in particular. They will then present an argument about how that/those cartoon(s) demonstrate a particular debate, issue, or aspect of American diplomatic policy during our period of consideration.

New GE: Citizenship for a Diverse and Just World

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

Rationale

Students will study how the United States formed and developed its diplomatic policy over time, and then how that policy worked to shape the continuing development of the American government. All of these factors shaped, and were shaped by, American citizenship and the citizenry, both in terms of who diplomatic policies benefited and those who were at times marginalized by them. Overall, both the course content and course assignments will allow students to learn about how the US citizenry, and the diplomatic policies the US state adopted, shifted and expanded over time from the very origins of the United States through to the isolationist period in the interwar era. These themes will be explored throughout the class in lectures, assigned readings, and the supplemental media assigned.

New GE: Migration, Mobility, and Immobility

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.
4. Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
- 3.2. Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
- 4.1. Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
- 4.2. Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

Rationale:

Throughout this course, we will explore how US diplomatic policy from the establishment of the republic through 1920 was shaped by, and shaped migration, mobility, and immobility. The required readings introduce students to various modes of mobility, including immigration into the United States from Europe and Asia; migration across the United States over land as a function of Manifest Destiny; forced migration through indigenous relocation; and American political-diplomatic emigration across the globe as a function of American economic imperialism. The forced immobility of enslaved populations also played a major role in American diplomatic policy, and students will explore all of these aspects of migration, mobility, and immobility best through the reading of and exposure to primary sources by those who experienced it.

Texts:

Amy S. Greenberg, *Manifest Destiny and American Territorial Expansion: A Brief History with Documents*, 2nd Edition (Bedford/St. Martin's, 2017)

Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876–1917* (Hill and Wang, 2000)

Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy* (Harvard, 2016)

Leonard J. Sadosky, *Revolutionary Negotiations: Indians, Empires, and Diplomats in the Founding of America* (Virginia, 2010)

Additional readings and media are posted to Carmen unless other location provided

Assignments: Discussion/Participation (10%)

Students should be prepared to discuss the texts on the day they are assigned and for the rest of the week. Please consider the online media and printed images as seriously as you would written documents. The class will analyze images and videos together in lecture, and I expect you to treat this media and any other material distributed in class as required reading for use in essays and on exams.

During class discussions, you should reference texts, documents, and media when making points. I expect you to argue your opinions cogently and concisely but remember to maintain a respectful and civil attitude toward opposing viewpoints.

In addition to discussions, I reserve the right to use small in-class assignments, brief homework, and impromptu online responses to supplement or extend in-class discussion and gauge student engagement with the material intermittently throughout the semester. I may grade these contributions using a system of “V±” With a “V+” denoting excellent (A+), “V” denoting good work (A-/B+), and a “V-“ denoting the need for additional work (B-/C+). Most students should expect to receive a V if they demonstrate an understanding of the reading. Failing to complete one of these small assignments or doing so with obvious lack of reading will earn a 0 for that part of the participation grade. I will use parts of certain class periods to talk about the general practice of history. I do not plan on taking attendance but you will not be allowed to make up missed discussion/participation assignments unless you have provided a valid reason for missing the class in advance (or in rare cases, within 24 hours). I also reserve the right to take attendance if this becomes an issue.

As a final note, I expect students to arrive to class on time and remain for the entire class unless given permission in advance. This is a small enough class that I will know all your names by the end, and I will consider consistent tardiness, early exits, or absences as part of your participation grade.

Exams (45%)

There will be two essay-based exams during the semester – one midterm and a final. They will address the primary and secondary readings, material presented in class, and discussions. The first test (October 10) will consist of a few short answers and a choice of two essay questions. Exam questions will focus on how expansion, immigration and migration affected changing conceptions of citizenship and American diplomacy over the time periods studied.

The midterm exam covers the period from the origins of European colonial presence in North America through to the conclusion of the American Civil War, requiring that students understand the establishment and then shifts in American diplomatic policy during that time. Potential exam questions include:

- How did migration into North America from Europe lead to the establishment of the United States? How did this migration also force the displacement of indigenous population, and what were some of the consequences for the newly formed country and its conceptions of citizenship?
- How did revolutions abroad challenge the newly-forming American ideals of democracy, republicanism, and citizenship as they at times involved cultures considered external to the citizenry of the new United States?
- How did the US begin setting up new methods of incorporating new states and their

populations, which expanded concepts of republican citizenship (and who fit into the republican model)?

- How did the idea of Manifest Destiny, and its expansion of US territory both across the American continent, and attempts to do so elsewhere, work to gradually challenge concepts of the American citizenry, and thus structures of power in the US? How was this also affected by immigration of new populations into North America from Europe and Asia?
- How did the American Civil War, that so strongly involved diplomatic affairs overseas, was in many ways a fight over the "correct" definition of American citizenship at home?

The final will take place on Thursday, December 13 from 12-1:45. It will follow the same format as the midterm but will feature a choice of two essays along with a final cumulative essay. Potential questions will again be distributed beforehand. The final will focus primarily on the second half of the course, with the one essay being cumulative. Students are encouraged to keep a list of major actors, groups, and terms, as these will likely make up a large portion of the short answer section on both exams and will be useful for the final project. I will only reschedule exams with advance notice for legitimate and pressing reasons. The final exam will cover post-Civil War American policy in the Western hemisphere as expressed by the Monroe Doctrine, the foundations of Open Door Policy, the expansion of American diplomatic presence around the world, the catalysts and consequences of intervention in World War I, and the emergence of isolationism in the interwar era. Potential exam questions include:

- This period of mobility (through immigration and expansion) also saw the forced immobility of enslaved peoples in the southern states. What sorts of changes, both in terms of continued immobility and increased mobility, occurred in the wake of the Civil War?
- How did American diplomatic ideals and definition of its citizenry change as American society grew beyond North America, then the Western hemisphere, and finally to a global stance?
- How did continued expansion into the west (Manifest Destiny), as well as increased immigration into the United States, affect conceptions of citizenship and diplomacy during this period?
- How would you describe the "reverse migration" America experienced at this time as well, and how did that affect diplomatic policy and ultimately intervention in World War I?
- How did immigration restrictions and "America-First" ideas rise (or re-emerge?) in response to changing patterns of immigration and migration in the early 20th century? How did increased mobility, in the form of immigration, lead to forced immobility, in the form of heightened immigration restrictions and changing American attitudes towards immigration?

Reflection Paper (15%)

You will write a short reflection paper on ONE of the following questions. The paper should be approximately 4-5 pages double-spaced (1000-1400 words) in length, include a word count at the end, and have footnote citations including author (of book or document), title, and page number. You do not need outside sources, but you should cite any using the full Chicago/Turabian style, though a works cited page is not necessary. Choose ONE of the questions below and submit your response on or before the assigned date for that topic number via Turnitin on Carmen. Responses should be written with a clear thesis statement and conclusion, using direct references to the texts, primary sources from class, and lecture material to support your argument.

1. To what extent did the United States practice a particularly republican foreign policy? In other words, did the country's unique domestic governing structures influence the goals and strategies of its international and continental policies, or did it act similarly to Europe's empires that were colonizing much of the globe during this period? You should consider such issues as expansion, citizenship, immigration, migration, statehood, and relations with other republican governments.
2. Was the United States an empire by the end of the 1850s? When answering the question, consider how politicians, pundits, and citizens reconciled democratic-republicanism with expansion, and the role that both migration and Indian removal played in US identity. Also consider the conception of who did and did not count as a citizen during this time, and how the country defined and practiced citizenship for different populations.
3. What was the primary reason for U.S. extra-continental expansion after the Civil War, and did this reflect a change or continuation of American foreign and domestic policies of economics, territorial acquisition, migration and settlement, and/or diplomacy? How did this affect the American conception of citizenship as America expanded?

Project (30%)

The final individual product will be a 1000-1500 (4-6 page) article using political cartoons to explore the context and debates around a specific event, policy, or individual associated with American foreign policy between 1776 and 1920. The article will integrate 2-3 cartoons into a cohesive narrative with the goal of explaining to a general audience background on the topic, the debates around it, its impact on American foreign policy, and any contemporary legacy it may have. Each of the cartoons should include original publication information (to confirm authenticity and help you gauge audience and intent) and a list of further reading consisting of your works cited and additional worthwhile material. I'll expect you to reference at least two scholarly books or articles and a reasonable number of readily available primary sources (at least 2-3). I also encourage you to find out information on the publication/author and its reasons for weighing in on the topic. While digital research is acceptable, we will be working as a class with the Billy Ireland Cartoon Library, and I would like each student to use at least one cartoon from their collections. Feel free to consult with me about the value of specific sources. You will provide full footnote citations in Chicago/Turabian format to document your research and a word count at the end.

There will be two project updates: the first will be due Monday, October 22 by midnight the week following our consultation with Billy Ireland Curator, Jenny Robb on October 19. You will be responsible for identifying a potential topic and a handful of cartoons, magazines, or texts that you would like to consult in anticipation of our visit to the Library on Friday, October 26. The second update will consist of a 2-3 paragraph report explaining the progress of the project, including a brief overview of the topic, an annotated list of the books, articles, and primary sources you will use to write the article, and your plans for ongoing research; it is due November 5 by midnight via email.

You will workshop rough drafts of the essays with other students working on similar topics on November 16. Please bring in a hard copy of your draft, and I will pair you up with one or two other students. After

taking into account this feedback, you will submit the revised paper submitted via Turnitin due November 20 by midnight. 10 points will be deducted from the final grade for students who do not turn in a rough draft. The goal is for the majority of the articles to be featured on the History Department website, accompanied by notes, a works cited bibliography, further reading, and media. I may request minor revisions before submission to the website, in which case I will consider providing extra credit.

Please note: The Billy Ireland Cartoon Library has graciously agreed to help with this project and provide high-quality cartoons for your final publication. Please be considerate of their time, and make sure to select the appropriate material well in advance.

Additionally, I will consider allowing entries that go slightly beyond 1920 on a case-by-case basis, so long as they are directly related to material we discuss in class (i.e. World War I reparations, Gunboat diplomacy, etc.)

Assignment Due Dates and Grading:

Discussion/Participation (ongoing): 10%
Reflection Essay (Varies – see dates below): 15%
Midterm Exam (Oct. 10): 22.5%

Project Updates via Email (Oct. 22, Nov. 5): 5%
Project (Drafts Nov. 16/Final Nov. 20): 25%
Final Exam (December 13): 22.5%

A: 93-100	B-: 80-82	D+: 67-69
A-: 90-92	C+: 77-79	D: 60-66
B+: 87-89	C: 73-76	E (F): <60
B: 83-86	C-: 70-72	

Additional Policies:

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you

register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

This syllabus and all materials presented in lectures are the intellectual property of R. Joseph Parrott. No materials may be published, posted to the internet, or rewritten for publication or distribution in any medium. Neither these materials nor any portion thereof may be stored in a computer except for personal and non-commercial use. Paid note-takers are strictly forbidden from attending this class. I will not make lecture notes available, but I will consider posting PowerPoint slides or images on Carmen.

Course and Reading Schedule:

Please note that the readings and topics listed below are subject to change. I reserve the right to adjust the syllabus based on research demands, guest lectures, and unforeseen events. I will announce any changes in class and online. I will then post an updated syllabus on the course website.

Week 1: Introduction – The Global Origins of the United States [63 pages]

Provides an overview of the imperial origins of the thirteen colonies that became the United States, the broad contours of settlement patterns, their interactions and displacement of native Americans, and the competition that occurred between different settler groups from countries like Britain, the Netherlands, France, and Spain.

August 22 – no reading

August 24 – Sadosky, Intro-Chapter 1 (Cherokee Emperor, North American Diplomacy within the British Empire)

Primary: Greenberg, Docs 1-2 (Bradford, Plimoth Plantation; Winthrop, Model of Christian Charity)

Week 2: The Transnational Revolution [75-102 pages]

This week uses the ideas about settlement and identity explored in the first week to consider the American revolution, explaining how revolutionaries understood their republican ideology in the context of imperial competition. It considers the evolution of distinctly American priorities, ideas of citizenship, and identities, and how these proto-nationalist ideas made it difficult to maintain consistent borders between Native Americans and other European settlements and eventually informed a break with the United Kingdom.

August 29: Sadosky, Chapter 2-3 (The American Decision to Leave the British Empire, Imagining and Realizing an Independent America)

Primary: Thomas Paine, “Common Sense” (1776), Excerpts

Declaration of Independence (1776): www.archives.gov/founding-docs/declaration-transcript

Model Treaty (Plan of Treaties, 1776):

www.masshist.org/publications/adams-papers/index.php/view/ADMS-06-04-02-0116-0002

August 31: Optional: Jonathan R. Dull, “Benjamin Franklin and the Nature of American Diplomacy,” *The International History Review*, 5:3 (August 1983): 346-363

Week 3: The Travails of an Independent Republic [100-120 pages]

This week looks at the early diplomacy of the new Republic, its vision of the United States as an ideological example for Republican government and its wariness of involving itself too heavily in the affairs of Europe's empires. In particular, it looks at attempts to define the national experiment in the United States as distinct from Europe, the global appeal of these definitions of citizenship, and the limited ways that the United States promoted them – largely through trade and neutral relations. It looks specifically at how this measured neutrality was tested, first by the radicalism of the French Revolution and later by the Haitian Revolution, which challenged the universal applicability of U.S. concepts of democracy, republicanism, and citizenship.

September 5: Sadosky, Chapter 4 (The Diplomatic Imperative for the Federal Constitution)

Optional: Gary B. Nash, "Sparks from the Altar of '76," in *The Age of Revolutions in Global Context, 1760-1840* : 1-19

Primary: Greenberg, Docs 3-5 (Commissioner's View of Ohio River Valley, Council of 1793, American Geography)

Virginia Declaration of Rights (1776): http://avalon.law.yale.edu/18th_century/virginia.asp

Declaration of the Rights of Man (1789): http://avalon.law.yale.edu/18th_century/rightsof.asp

September 7: Sadosky, Chapter 5 (The Ambiguous Triumph of Federalist Statecraft)

Ronald Angelo Johnson, "A Revolutionary Dinner: U.S. Diplomacy toward Saint Domingue, 1798–1801," *Early American Studies* 9:1 (Winter 2011)

Washington's Farewell Address (1796), Excerpts

Alien and Sedition Acts (1798)

Week 4: The Empire of Liberty and its Limits [82 pages, plus podcast]

This week considers the ways that U.S. Republicanism sought to create a new idea of empire, which retained an emphasis on settler expansion while managing relations with and the displacement of Native Americans. This Empire of Liberty replicated familiar forms of imperialism from the perspective of those conquered, while setting up new methods of incorporating new states and their populations that effectively expanded concepts of republican citizenship in novel ways. This empire was challenged by both Native Americans and their British allies thanks to the nebulous status of past diplomatic agreements, but the conclusion of the war of 1812 affirmed the future of U.S. expansion.

September 12: Sadosky, Chapter 6-Epilogue

Ben Franklin's World Episode 131: Frank Cogliano on Thomas Jefferson's Empire of Liberty: www.benfranklinworld.com/episode-131-frank-cogliano-thomas-jeffersons-empire-of-liberty/

Primary: Greenberg, Docs 6-8 (Settler Letter, Jefferson's Inaugural, Tecumseh to Osage)

Jefferson Inaugural, 1801: http://avalon.law.yale.edu/19th_century/jefinau1.asp

September 14: Caitlin Fitz, "The Hemispheric Dimensions of Early U.S. Nationalism: The War of 1812, Its Aftermath, and Spanish American Independence," *Journal of American History* (September 2015)

Primary: Letter, Chillicothe on South American Revolution (1810)

Phocion, Letters to Editor of *Washington Intelligencer*, (1817)

Reflection Paper 1 Due

Week 5: The American System and the Logic of Expansion [100-135 pages]

As the United States grew and became increasingly confident as a regional power, it sought to extend its influence beyond North America, claiming a right to protect new republics that achieved independence while becoming increasingly involved in their affairs. It did so through a mixture of national diplomacy and transnational promotion of U.S. culture and ideas. Specifically, U.S. influence grew as Americans traveled abroad as diplomats, trade agents, and missionaries, promoting ideas of free trade, limited republicanism, and racial hierarchy in the Americas as a way of establishing the United States as regional leader. This helped expand U.S. wealth and influence, while promoting and safeguarding a specific view of citizenship, based on land ownership and conditioned by slavery, that operated in key countries like Brazil.

September 19: Emily Conroy-Krutz, *Christian Imperialism: Converting the World in the Early American Republic* (Cornell, 2015), Chapters 4-5 (Missions as Settler Colonies, American Politics and the Cherokee Mission)

Primary: Monroe Doctrine, 1823: http://avalon.law.yale.edu/19th_century/monroe.asp

Greenberg, Doc 9 (John Quincy Adams Diary Entry)

September 21: Begin reading Karp, Intro – Chapter 3 (Confronting Emancipation, Strongest Naval Power on Earth, Hemispheric Defense of Slavery)

Primary: Greenberg, 10-16 (Jackson Inaugural, Black Hawk on White Settlers, Protest of Cherokee Nation, Beecher's Plea for the West, Encounter between Omaha and White Squatters in Iowa, Fur Trapper's View of Manifest Destiny)

Week 6: Manifest Destiny [133 pages]

Expanded U.S. confidence, power, and trade networks helped fuel the Empire of Liberty, transforming it into a populist idea that endowed the country with a religious destiny to unite the country under one government and one population. The result was a rapid expansion of the U.S. settler state and its ideas of citizenship, fueled by immigration from Europe and elsewhere that helped the United States expand rapidly Westward. New settlements featuring a mix of immigrants and existing citizens formed in the West. These heterogeneous communities challenged definitions of expansion and citizenship, and the pressure they placed on territory once held by Native Americans fueled a series of violent conflicts and permanent displacements. The country justified these efforts through a promotion of a specific

ideology, arguing that modernity, republican ideas of citizenship, and the economic integration of these territories into larger national and global networks of trade justified the violation of old diplomatic treaties and understandings as the United States sought to connect Atlantic to Pacific. Importantly, specific ideas of citizenship and who could be part of the body politic inspired and constrained this expansion, not only pushing strategies of displacement but limiting U.S. annexations to areas where white, Protestant, Northern European settlers could outnumber any locals annexed into the country.

September 26: Karp, Chapters 4-5 (Slavery's Dominoes, Young Hercules of America)

Primary: Greenberg, Docs 18-23, 25-26 (Emerson Young America, Letter to President Guadalupe Victoria, Letter on Settling Texas, Letter Favoring Reannexation of Texas, Webster Letter to Citizens, Polk Inaugural Address, Annexation, Arbitration of Oregon Question)

September 28: Karp, Chapters 6-7 (King Cotton Emperor Slavery, Slaveholding Visions of Modernity)

Primary: Greenberg, Docs 27-30, 32 (Polk Diary Entry, Protesting Mexican War, Life on Rio Grande, Clay Speech at Lexington, Origin of War with United States)

Week 7: Empire, Slavery, and the Civil War as a Global Conflict [105 pages]

Tensions over expansion, slavery, and integration of new people into the United States came to a head in the Civil War, forcing a decisive conclusion to the question of slavery and forcibly uniting the country through both mobilization and occupation. Yet the Civil War was global in nature, and both the Union and Confederacy used the international networks of finance and migration established over previous decades to champion their sides. As much as manpower and strategy proved decisive, both sides sought diplomatic and monetary support to sustain their wars and competed on the high seas to isolate their adversaries. The result was a national war with global implications, including the first steps toward resolving the issue of slavery in the Americas, which set off its own U.S. emigration as southerners sought new territories where they could maintain their plantation societies.

October 3: Karp, Chapter 8-9 (Foreign Policy Amid Domestic Crisis, Military South)

Primary: Greenberg, Docs 33-36, 38-43 (Appeal to Inhabitants of Cuba, Benefits of Annexing Cuba, Ostend Manifesto, Ostend Doctrine Image, Nicaragua Ho!, Political Destiny of Colored Race, Jamaican's View of Americans in Panama, War in Nicaragua, Hostility to Southern Interests, Why Southerners should Oppose Territorial Expansion)

October 5: Karp, Chapter 10-Conclusion (American Slavery Global Power)

Reflection Paper 2 Due

Midterm Week

October 10

Midterm

October 12 – no classes

Week 8: The New Empire [63 pages]

As it rebuilt in the years following the Civil War, the United States became a continent-spanning power and set its eyes on the Pacific, seeking to expand its nascent global networks of social, economic, and personal exchange. The driving force behind this New Empire was economic, as Americans sought out new markets and gained access to materials to drive its burgeoning industries. Military force was mostly confined to the continued integration of North America into a single country, though naval ships followed commerce and occasionally used their increasing sophistication to open new territories, as occurred in the once closed society of Japan. Social and cultural influence soon followed thanks to a proliferation of US consuls and missionaries. The result was an increasingly global understanding of American power and identity, as new networks of exchange opened the country up to the Pacific world and U.S. citizens sought to pursue their interests outside state borders.

October 17: Jacobson, Intro, Chapter 1 Export Markets: The World's Peoples as Consumers

Primary: Greenberg, Docs 37, 44-46 (Traveling Through the Pacific, American Progress, Trouble on the Paiute Reservation, Destiny of the British Provinces)

Docs 13, 32 from Peter Duus, *The Japanese Discovery of America* (1996)

October 19: Cartoon Librarian will present during class

Week 9: Defining the Borders of a Global World [50 pages]

The expansion of U.S. global networks, its booming economy, and growing power fueled immigration and a globalization of American identity and citizenship. This included not only new groups from Southern and Eastern Europe, but Asians who benefited from the web of networks created to support U.S. expansion in the Pacific. The influx of new peoples with distinct cultures challenged traditional ideas of U.S. identity, pushing the country to define limits to U.S. citizenship and flirt with new ways to manage its porous borders. This emphasis on managing attitudes toward and policies of migration at both the local and national level led Americans to collaborate with British colonial officials in an effort to control global flows of labor and people in order to preserve specific ideas of Anglo-American empire and citizenship. While generally considered matters of domestic concern, policies like the Chinese Exclusion Act became major diplomatic issues when they offended Asian nations at a time when the United States was seeking to build Pacific partnerships.

Submit update 1 on topic and potential cartoons by midnight, Monday October 22nd to cartoons@osu.edu, and cc me.

October 24: Jacobson, Chapter 2 Labor Markets: The World's Peoples as American Workers

Recommended: 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.

Primary: Chinese Exclusion Act (1882):

<https://www.ourdocuments.gov/doc.php?flash=false&doc=47&page=transcript>

Chinese Exclusion Act Cartoons

Note from the Chinese Minister to the Secretary of State (1905)

October 26: Cartoon Library Visit, *Meet at Billy Ireland Cartoon Library (Sullivant Hall)*

Week 10: Big (Stick) Strategy Triumphant [90 pages]

The expansion of American economic power quickly led to a decision to build a more muscular military policy, focusing on the development of a more powerful navy that could protect the growing number of U.S. interests abroad. Expanded commercial and naval fleets encouraged the creation of still more concrete networks to refuel and supply the lengthening American footprint. Central to this was the acquisition of new island outposts in the Pacific and grand engineering projects like the Panama Canal, which testified to the increasingly assertive role that the United States played in the Caribbean. These projects led the United States into closer competition with European empires – including an emerging alliance with Britain, a war with Spain, and competition with Germany. The resulting competition shaped domestic discussion of the national mission by mobilizing the population behind ideas of muscular diplomacy and the "White man's burden" to manage supposedly uncivilized territories acquired through war and ambitious commercial treaties. It also led the United States and its agents to increase their influence in territories with distinct identities and cultures, stretching the idea of the Empire of Liberty to its limits and challenging carefully managed U.S. ideas of citizenship and community.

October 31: Kristin Hoganson, *Fighting for American Manhood* (1998), Chapters 1-2

Primary: Greenberg, Doc 47 (March of the Flag); Queen Lili'uokalani, *Hawaii's Story* (1898), Excerpt

November 2: Jacobson, Chapter 4: Theories of Development: Scholarly Disciplines and the Hierarchy of Peoples

Primary: Documents 15-17, 24-25, 30 from Kristin Hoganson, *American Empire at the Turn of the Twentieth Century* (Tutelage Imposed, Cuba Ought to be Free, The US Right to Intervene, McKinley on US Duty, Roosevelt on Man's Work, Colonies are Necessary for the Expansion of Trade)

Reflection Paper 3 Due

Week 11: Empire and Dollar Diplomacy [88 pages]

After the Spanish American War, the United States was undoubtedly an empire, and it faced the challenge of governing far-flung lands where U.S. authorities were in the minority and local peoples often rebelled when they realized independence was not coming. The Filipino insurrection became the test of the U.S. commitment to empire and the costs it entailed. This combined with the question of how – or whether – to incorporate peoples from Spain’s former colonies into the Empire of Liberty, leading to the Insular Cases in which U.S. courts defined different tiers of rights and citizenship within the empire. These challenges contextualized a new phase of American expansion in which the powerful economic and military might of the United States led it to embrace free trade as a way of competing with European rivals in markets like China without directly acquiring colonies. So too did the U.S. emphasize financial conservatorship of key territories in the Caribbean, using U.S. soldiers to establish temporary occupations that safeguarded the desires of U.S. companies while denying Europeans access to new territories, all without adding formal colonies.

Submit Update 2 by midnight, Monday November 5 via email

November 7: Documents 28-29, 34-35 from Hoganson (Right of Filipinos to Self-Government, Taylor Letter on Philippines, A Territory Belonging to the United States, Porto Rico Enslaved)

November 9: Jacobson, chapters 5-6 (Immigrants in the Republic, Republican Imperatives and Imperial Wards)

Week 12: Responding to Revolution [56 pages]

The creation of this U.S. empire was met with resistance, not only in the formal colonies of the Philippines but in the Americas where the deployment of troops and financial liberators were met with strong local resistance. Major rebellions in Nicaragua and elsewhere directly challenged U.S. military deployments while revolutions in places like Mexico inspired a mixture of nationalists and radicals to challenge the influx of U.S. agents and the country’s control of key economic sectors. As the most powerful nation in the Americas, the United States intervened repeatedly to restore pro-American stability in the Caribbean and Central America, but it struggled to balance its self-image as an Empire of Liberty with the costs of occupation and the expectations of imperial tutelage. The result was an inconsistent set of policies that struggled to contain revolutions and their champions, who easily traversed the still-fluid borders of the region.

November 14: Alan McPherson (2016), *The Invaded: How Latin Americans and Their Allies Fought and Ended U.S. Occupations*, Part I (Nicaragua, Haiti, Dominican Republic)

Primary: Juan B. Rojo, *The Meaning of the Mexican Revolution*;

November 16: *In class workshop, bring 3 copies of your draft essay*

Cartoon Project Due November 20 by midnight on Turnitin

*****Thanksgiving Break – November 21-26*****

Week 13: War and Unfinished Peace [75 pages]

While the United States was emerging as one of the world's strongest powers, it maintained its longtime neutrality vis-à-vis European affairs. Yet the competition in Asia and the Americas, and increasing commercial ties, meant that when a major continental war became a global one, the United States was slowly pulled in. Woodrow Wilson initially sought to maintain neutrality both because of policy traditions and concerns that the immigrant country would be divided on who to support in the war. Yet the opportunity to help shape the peace was enticing, and aggressive German assaults on US commercial shipping and geopolitical animosity toward the Kaiser's empire eventually led the United States to support the allies. This allowed Wilson a seat at the peace table, where he sought to translate and globalize key U.S. traditions as part of a new, liberal vision for peace, which included free trade, the promotion of democracy in Europe, and collective security. While this vision had mass appeal after World War I, it failed to overcome established imperial ideas and limited support from key countries like Britain and France while running into resistance from domestic politicians who worried about how Wilson's new vision for American involvement in Europe and institutions like the League threatened traditional values and democratic control of foreign policy.

November 28: Primary: Wilson Campaign Speech (1916); Jane Addams Op-Ed (1917); Wilson's Fourteen Points (1918)

November 30: N. Gordon Levin, Jr, *Woodrow Wilson and World Politics* (1970), Chapter 1 (Wilsonianism and Leninism)

Christopher McKnight Nichols, *Promise and Peril* (2011), Chapter 6 (The Irreconcilables)

Primary William Borah Speech to U.S. Senate (1919); Wilson Speech in Pueblo, Colorado (1919)

Week 14: America First? [62 pages]

The combination of World War I and the contest over Wilson's commitment to new initiatives like the League of Nations inspired pushback at home, where decades of expanding U.S. power and the challenges to traditions this created inspired a deep soul-searching on the proper role of the country and the makeup of its citizens. The result was the multifaceted challenge to Wilsonianism that intersected with a new nativism to create the most stringent restrictions on immigration in U.S. history, an attempt to define the limits of U.S. identity and citizenship after decades of globalization. Opponents proposed a "little America" policy that saw the country seek moral and economic influence without strong ties to international structures. Yet at the same time, Wilsonianism captured the country's now clear superpower status and policies central to imperial expansion remained vital to U.S. influence in the Caribbean and Pacific. The result was a period of ideological debate that captured the transformation of U.S. foreign relations over the previous century and anticipated debates that conditioned the entry into World War II and have revived in 21st century discussions of national foreign affairs.

December 5: John Higham, *Strangers in the Land*, Chapter 9 (Crusade for Americanization)

Primary: A. Mitchell Palmer, "The Case Against the Reds" (1919)

Warren Harding, "Americanism" (1920)

Final Exam: December 13, 12-1:45pm

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme.

Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

History 3500

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

This course is an advanced study because it delves deeply into American diplomatic history from the foundations of the United States to 1920, content that is far beyond foundational American history courses. Specifically, the course first examines the foundations of imperial presence in North America as it relates to French, British, and Spanish presence, as well as how that presence was shaped by relations with indigenous populations in the settled areas. The course then proceeds through the establishment of the United States, focusing on the various political and diplomatic obstacles faced by a new country, both in the domestic and global context. We cover the expansion of American sovereignty fueled by Manifest Destiny, the expansion of American presence globally, and the impact of US diplomatic, political, and economic presence in both contexts. We discuss the complex diplomatic issues surrounding the American Civil War, both between the Union and other countries and between the Union and Confederacy throughout. We then discuss the shift in American diplomatic policy in the late 19th century, exploring the continuation of Manifest Destiny policy, the expansion of the Union, the Monroe Doctrine, and both the domestic and foreign diplomatic picture on the eve of World War I. We conclude the course by contemplating America's path to intervention in World War I and how this demonstrated a major diplomatic shift in US policy from the attitudes and policies at the foundation of the American republic. Overall, through readings, lectures, podcasts, and in-class discussion, students study the foundation and growth of the United States, the different “types” of diplomatic activity in which a state can engage, and how these policies shaped the United States from Independence to the interwar era.

The course has several texts to aid in exploring these themes: Amy S. Greenberg's Manifest Destiny and American Territorial Expansion not only provides a narrative of US expansion across the American continent but provides primary sources to aid students in exploring the impact of this expansion both on those who facilitated the expansion, as well as the indigenous populations often displaced by it. Matthew Frye Jacobson's Barbarian Virtues traces how American diplomatic, political, and economic presence affected peoples they interacted with around the world once the US began establishing a more global presence, as well as how this interaction shaped domestic affairs in the US. Matthew Karp's This Vast Southern Empire is an excellent resource that displays the role slavery played in the formation and expansion of the American republic, especially as it pertained to diplomatic affairs and American foreign policy. Finally, Leonard J. Sadosky's Revolutionary Negotiations deals with the relationship between colonial British and French imperial forces and the various Native American tribes they interacted with as the colonies were established, then expanded, and then established the United States. All of these monographs in concert allow students to explore the complex nature of American diplomatic history, both from the official state and marginalized viewpoint, and using both primary and secondary sources to do so.

Each of these main readings each week is supplemented by various forms of media meant to further illustrate the content covered, whether they be primary source readings, videos, or podcast episodes. Every lesson reading and piece of media, along with the lectures themselves, are designed to provide insight into the nature of American diplomatic policy and action from the colonial era to 1920. Students are further encouraged to learn by engaging in class discussions on these various topics in order to synthesize their learning and demonstrate it accordingly. Students will further demonstrate their knowledge through written exams and reflection papers, allowing them to display what they have learned and their ability to think critically about the issues covered in both spoken and written form.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50- 700 words)

Linked course goals:

Students will think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. They will also engage in critical and logical thinking about the history of American diplomatic policy since the colonial era in North America through the American Revolution, the Civil War, the shift in American diplomatic policy at the turn of the 20th century, American intervention in World War I, and then the rise of isolationism in the interwar era.

Specific assignments/activities:

Students will engage in in-class discussions that cover key topics in American diplomatic history, not just official state policies adopted over time but how those policies, and American political/economic policy, impacted society, both across the American continent and around the world.

The course includes a midterm essay exam and a final essay exam, both of which force the students to engage critically with the key themes surrounding U.S. diplomatic history from the colonial era to 1920. The midterm exam covers the period from the origins of European colonial presence in North America through to the conclusion of the American Civil War, requiring that students understand the establishment and then shifts in American diplomatic policy during that time. The final exam will cover post-Civil War American policy in the Western hemisphere as expressed by the Monroe Doctrine, the foundations of Open Door Policy, the expansion of American diplomatic presence around the world, the catalysts and consequences of intervention in World War I, and the emergence of isolationism in the interwar era.

In addition to these in-class assessments, students will complete a reflection paper addressing a topic/question of their choice. The goal of this reflection paper is to engage critically with course content to present an argument in response to a given prompt and then defend that stance using historical evidence covered in the course. This assignment not only requires that students think critically about the past but demonstrate their ability to both formulate and defend their stance in written form.

Finally, students will complete a written project in the course. This project allows students to pick a series of political cartoons of their choosing and then use them to explore a facet of American diplomatic policy. Students get to choose their specific cartoon(s) and topic of choice, allowing them to research something that interests them in particular. They will then present an argument about how that/those cartoon(s) demonstrate a particular debate, issue, or aspect of American diplomatic policy during our period of consideration.

Overall, all of these assignments are not only meant to reinforce learning the specific course content, but also push students to use their learning to engage in critical thinking and writing.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Linked course goals:

Students will acquire knowledge about the nature of American diplomatic policy and to develop a foundation for comparative understanding of how the US shaped and enacted its diplomatic policy, both domestically and globally, from the colonial era to 1920.

Specific assignments/activities:

The course texts discussed above are excellent resources to use in the course because they employ both primary and secondary sources to explore the topics covered. This is at the core of what historians do when they conduct research on any topic: (1) use scholarly perspectives to learn about historical facts, but also (2) use primary sources written by people who experienced the events in question in order to gain a better and more direct understanding of the past. The supplementation of these materials with additional primary sources (both textual and visual), podcasts, and additional videos help enrich the content covered.

The reflection paper and course project will further push students to engage in scholarly exploration. They will have to engage in both primary and secondary source analysis to complete both assignments, and then present their learning in written form using source employment and citation methods at the standards established in the historical field. In essence, these written assignments require that students engage in the scholarly process, both in terms of researching and also essay writing.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific*

Specific assignments/activities:

Specific assignments/activities:

Week 1: In this first week of the course, students will explore the foundations of the United States, exploring how a concept of American citizenship emerged, which in turn had a powerful influence on subsequent American diplomatic policy

Week 2: This week explores the steps by which the United States was established, focusing in particular on the transnational nature of it and how diplomacy, both with countries across the Atlantic and indigenous peoples in North America, shaped the foundations of the American republic.

Week 3: This week looks at the early diplomacy of the new Republic, its vision of the United States as an ideological example for Republican government and its wariness of involving itself too heavily in the affairs of Europe's empires. In particular, the course will explore the formation of American diplomatic identity, which itself was heavily shaped by the identity of its citizens.

Week 4: This week explores the foundation and expansion of American republicanism, and how formal diplomatic developed side by side with the marginalized of indigenous and enslaved peoples

Week 5: Specifically, U.S. influence grew as Americans traveled abroad as diplomats, trade agents, and missionaries, promoting ideas of free trade, limited republicanism, and racial hierarchy in the Americas as a way of placing the United States as a regional leader. This helped expand American wealth and influence, while promoting and safeguarding a specific view of U.S. citizenship based on land ownership and conditioned by slavery by promoting it in key countries like Brazil.

Week 6: This week looks at the expansion of American confidence, power, and trade networks helped fuel the Empire of Liberty, transforming it into a populist idea that endowed the country with a religious destiny to unite the country under one government and one population. The result was a rapid expansion of the U.S. settler state and its ideas of citizenship, fueled by immigration from Europe and elsewhere that helped the United States expand rapidly Westward.

Week 7: This week explores the tensions over expansion, slavery, and integration of new people into the United States came to a head in the Civil War, forcing a decisive conclusion to the question of slavery and forcibly uniting the country through both mobilization and occupation.

Week 8: As it rebuilt in the years following the Civil War, the United States became a continent spanning power and set its eyes on the Pacific, seeking to expand its nascent global networks of social, economic, and personal exchange. The driving force behind this New Empire was economic, as Americans sought out new markets and gained access to materials to drive its burgeoning industries.

Week 9: This week we trace the expansion of U.S. global networks, its booming economy, and growing power fueled immigration and a globalization of American identity and citizenship. This included not only new groups from Southern and Eastern Europe, but Asians who benefited from the web of networks created to support U.S. expansion into the Pacific. The influx of new peoples with distinct cultures challenged traditional ideas of U.S. identity, pushing the country to define limits to U.S. citizenship and flirt with new ways to manage its often porous borders.

Week 10: This week explores the expansion of American economic power quickly led to a decision to build a more muscular military policy that focused on the development of a more powerful navy that could protect the growing number of U.S. interests abroad. Expanded commercial and naval fleets encouraged the creation of still more concrete networks to refuel and supply the lengthening American footprint.

Week 11: This week traces the process of the Spanish American War, the expansion of US authority after that conflict, and how the US continued to expand its diplomatic and economic presence around the world. This brought with it a host of conflicts, such as the lack of expanded liberty to the Philippines, which brought about the Filipino Insurrection.

Week 12: This week covers the creation of this U.S. empire was met with resistance, not only in the formal colonies of the Philippines but in the Americas where the deployment of troops and financial liberators were met with strong local resistance. Major rebellions in Nicaragua and elsewhere directly challenged U.S. military deployments while revolutions in places like Mexico saw mixtures of nationalists and radicals seek to challenge the influx of U.S. agents and the country's control of key economic sectors

Week 13: This week explores the emergence of the US as one of the world's strongest powers while it also maintained neutrality vis-à-vis European affairs. We explore how the US shifted away from this stance into the World War I period, transitioning from staunch neutrality to decisive intervention, and how that change (and its consequences) shaped post-war American diplomatic policy.

activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Linked course goals:

Students will engage in critical and logical thinking about the history of American diplomatic policy from the foundation of European colonial presence in North America through to 1920. Students will also contemplate the shift in American diplomatic vision and policy during that time, as expressed through group discussions and written critical analysis of course content.

Specific assignments/activities:

All students who take this course are impacted by the diplomatic policies adopted by the United States government. Those policies, moreover, are the product of a long history of American diplomatic action both foreign and domestic. Diplomatic policy is also the product, or at least influenced by, public opinion at and of the time in which it is formed. These facts mean that it is essential for students to understand both the history/formation of American diplomatic policy, and also how those policy shifts over time shaped the United States from independence into the 20th century.

To further understand those important factors, students will not only engage in regular in-class discussions on the topics covered, but complete two written research assignments that require they think critically about certain events and/or the formation of certain diplomatic policies. By using both primary and secondary sources to do so, students will develop the tools they can use to reflect upon modern diplomatic policy both after 1920 and into the 21st century.

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Linked course goals:

Students will study how the United States formed and developed its diplomatic policy over time, and then how that policy worked to shape the continuing development of the American government. All of these factors shaped, and were shaped by, American citizenship and the citizenry, both in terms of who diplomatic policies benefited and those who were at times marginalized by them.

Specific assignments/activities:

Students will discuss specific developments in American diplomatic policy in in-class discussions, both in terms of who benefited from those policies and who might have been marginalized by them (both domestic and foreign). US diplomatic policy was shaped by the citizenry, after all, and students will discuss that shifting definition throughout the course. They will also explore these concepts in their written assignments, especially because they will get to choose the specific prompt they address for the reflection paper and topic they will explore for the research essay.

Overall, both the course content and course assignments will allow students to learn about how the US citizenry, and the diplomatic policies the US state adopted, shifted and expanded over time from the very origins of the United States through to the isolationist period in the interwar era. These themes will be explored throughout the class in lectures, assigned readings, and the supplemental media assigned.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number History 3500

Linked course goals:

Students will identify and reflect on the formation and execution of American diplomatic policy around the world. In particular, the course will focus on how American diplomatic policy shifted from the formation of the American republic through 1920: how foundational American policy was focused on being removed from European political issues; how the new US state contended with diplomatic policy toward indigenous populations in North America over time; how US diplomatic policy gradually shifted through the 19th century toward a more global stance; how conflicts like the American Civil War were in part international diplomatic conflicts as much as domestic wars; how a new view of American diplomatic policy emerged at the turn of the 20th century; and how both Open Door policy and American global presence led to the Spanish American War, involvement in the Boxer Rebellion, intervention in World War I, and then the isolationist retraction into the interwar era. Diplomatic history by its very nature is global in focus, and by learning about this period of American diplomatic history, students can become better educated about the history of American global diplomatic presence.

As to specific topics covered, in Week 1, students will learn about the imperial influences that led to the establishment of the United States. In Week 2 and Week 4, students will learn about the interaction between the forming American republic and various Native American tribes as the US expanded across North America. In Week 3, students will learn about how the US interacted with global empires in terms of revolutions abroad and global trade. In Week 5 and Week 6, students will explore the diplomatic aspects of Manifest Destiny, not only how this motivated North American expansion but led to the filibusterer movement abroad. Week 7 will cover the American Civil War and how it was heavily influenced by global imperial forces and impulses. Week 8 will explore how the United States stated to form its own global empire, albeit in a different formation than European powers had done. Week 9 and Week 10 will cover Open Door Policy and US economic presence around the world, how these policies impacted immigration into the US, and how the US began actively playing the imperial game. Week 11 will cover the global diplomatic implications of the US' victory in the Spanish American War, and how this laid the groundwork for further US foreign diplomatic and military intervention (as explored in Week 12). Week 13 will then explore how this laid the groundwork for US global intervention in World War I, which in turn catalyzed a global retraction into the interwar era. Overall, then, the entire course is a story of intercultural interaction and US global citizenry.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Linked course goals:

Students will understand of the evolution of US diplomatic policy from the foundations of the American republic through to 1920. Students will learn about how diplomatic policy was shaped over time, and how it was impacted by the shifting cultural, social, racial, and ethnic make-up of the United States. These influences were not just domestic, or continental, but global given the growing global diplomatic presence of the United States over time.

In particular, in Week 1, students will examine how European colonial interaction with Native American tribes shaped colonial diplomatic attitudes, which carried over to the new United States. Week 2 considers the evolution of distinctly American priorities, ideas of citizenship, and identities, as well as how these proto-nationalist ideas made it difficult to maintain consistent borders between Native Americans and other European settlements and eventually informed a break with the United Kingdom. Week 3 examines the impact of nationalist revolutions abroad, such as in Haiti, and how these shaped the continuing development of American diplomatic ideals. Week 4 examines how the new country began to replicate familiar forms of imperialism from the perspective of those conquered as the US expanded westward, while setting up new methods of incorporating new states and their populations that effectively expanded concepts of republican citizenship in new ways (which was challenged by both Native Americans and their British allies in 1812). Week 5 looks at the expansion of American wealth and influence, while promoting and safeguarding a specific view of U.S. citizenship based on land ownership and conditioned by slavery in key countries like Brazil. In Week 6 explored how the US expanded rapidly Westward with new settlements featuring a mix of immigrants and mobile citizens formed in the West. These heterogeneous communities challenged migrants to definitions of expansion and citizenship, and the pressure they placed on territory once held by Native Americans fueled a series of violent conflicts and permanent displacements. Week 7 tackles the intersection of Union vs. Confederate diplomatic policies and slavery in the US, and how the Confederacy attempted to exploit its diplomatic-economic ties with the British empire, contingent upon slave-produced cotton crops, in order to achieve victory in the Civil War. In Week 8, students learn about the expansion of a new United States economic empire, which bought it into contact and conflict with cultures around the world, including the forced opening of Japan. Week 9 looks at the globalization of American identity and citizenship, including not only new groups from Southern and Eastern Europe, but Asians who benefited from the web of networks created to support U.S. expansion into the Pacific. Students will learn how the influx of new peoples with distinct cultures challenged traditional ideas of U.S. identity, pushing the country to define limits to U.S. citizenship and flirt with new ways to manage its often porous borders. Weeks 10 through 12 further explore US global imperial/diplomatic presence, and how this continued to impact and shape concepts of American citizenship and nationalism. These weeks also explore how conflicts that arose globally, resulted in an inconsistent set of policies that struggled to contain revolutions and their champions, individuals who easily traversed the still-fluid borders of the region. Weeks 13 and 14 then explore American intervention in World War I. Specifically, students will learn about how Woodrow Wilson initially sought to maintain US neutrality in the war, both because of these traditions and because of concerns that the immigrant country would be divided on who to support in the war. But they will also see how American opinion shifted over time, which first led to American intervention in the conflict and then a post-war retraction. The result was the multifaceted challenge to Wilsonianism, nativism which not only created the most stringent restrictions on immigration in U.S. history, but also attempts to define the limits of U.S. identity and citizenship after decades of globalization.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Linked course goals:

Students will analyze and critique how the concepts of nationalism, liberty, economic success, and citizenship shaped the evolution of US diplomatic policy over time. Students will further learn about the cultural traditions that underpinned foundational American diplomatic policy, how diplomatic policy enforced American political and economic authority (both domestic and foreign) over time, and how social change in the US from the establishment of the Republic to 1920 caused massive shifts in American diplomatic policy, attitudes, actions, and then retractions into the interwar era.

Specific assignments/activities:

Diplomatic history is a study in how definitions of citizenship shape structures of power. In other words, the core citizenry of a country defines and sets diplomatic policy, and diplomatic policy is an expression of a country's power in its various relationships. This means that diplomatic policy in the US changed as the citizenry, power structures, and social milieu of the US changed across time. In Week 1, we discuss the competition between different settler groups in the colonies, and how their competition, as well as alliances with and marginalization of Native American groups, formed a defined American identity. In Week 2, we explore how this emergent identity was marshaled to catalyze the American Revolution, which involved the overthrow of one power structure and the establishment of another. In Week 3, we explore how revolutions abroad challenged the newly-forming American ideals of democracy, republicanism, and citizenship as they at times involved cultures considered external to the citizenry of the new United States. Week 4 explores how the US began setting up new methods of incorporating new states and their populations that effectively, which expanded concepts of republican citizenship (and who fit into the republican model). Week 5 and Week 6 explore Manifest Destiny, and how expansion of US territory both across the American continent, and attempts to do so elsewhere, worked to gradually challenge concepts of the American citizenry, and thus structures of power in the US. Specifically this is because the politics both shaped and constrained this expansion, not only pushing strategies of displacement but limiting U.S. annexations to areas where white, Protestant, Northern European settlers would necessarily outnumber any locals annexed into the country. Week 7 focuses on the power clash that was the American Civil War, and how this bloody conflict, that so strongly involved diplomatic affairs overseas, was in many ways a fight over the "correct" definition of American citizenship. The outcome was a complete dismantling of the Southern power dynamic, i.e. slavery, one of the biggest fights for social change in US history. Weeks 9 through 12 then deal with American global imperial policy--diplomatic, political, and economic--and how American society shifted in its diplomatic ideals and definition of its citizenry as its reach grew and grew beyond North America, then the Western hemisphere, and finally to a global stance. This change in American diplomatic policy constituted a major shift in American culture tradition, which at its foundation had favored non-intervention, least of all in European political issues. This is followed by Weeks 13, which looks at World War I--how the cultural tradition of neutrality was completely turned on its head to lead to world war intervention--and how Wilsonian domestic social policies were soon abandoned in favor of the building of a global military force. The course then concludes with Week 14, where students will explore the rise (or reemergence?) in an America-First ideals, nativism, and the resultant heavy restrictions on immigration.

Not only will the in-class discussions explore all of these themes as they arise, but the two written assignments in the course are designed to have students address research topics in relation to them, and no one issue can be parsed from the others given how complex and multifaceted diplomatic affairs are.