

Term Information

Effective Term Spring 2025
[Previous Value](#) Autumn 2023

Course Change Information

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

Adding MMI theme to the course

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

The faculty would like to add the MMI theme to this course.

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 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; 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.
- Students will learn how US Diplomatic policy was shaped by, and shaped, migration, mobility, and immobility.

Previous Value

- *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.*

Content Topic List

- U.S. diplomacy
- Migration
- Immigration
- Foreign relations
- Independence
- Territorial expansion
- Involvement in Mexican-American War
- Spanish-American War
- World War I
- Monroe Doctrine
- Relations with France
- Haiti
- Manifest Destiny
- Indigenous forced relocation

Previous Value

- *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 MMI.docx: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- History 3500 Syllabus (REVISED).docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

COURSE CHANGE REQUEST
3500 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/14/2024

Comments

- Uploaded Revised Syllabus (by Getson, Jennifer L. on 11/14/2024 03:23 PM)
- Please see Subcommittee feedback email sent 10/2/24. (by Neff, Jennifer on 10/02/2024 04:29 PM)
- Please see Subcommittee feedback email sent 03/13/2024. (by Hilty, Michael on 03/13/2024 04:33 PM)
- 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
Revision Requested	Hilty, Michael	03/13/2024 04:33 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	06/18/2024 04:18 PM	Submitted for Approval
Approved	Soland, Birgitte	06/24/2024 11:51 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/09/2024 01:55 PM	College Approval
Revision Requested	Neff, Jennifer	10/02/2024 04:29 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	11/14/2024 03:23 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	11/14/2024 04:18 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/14/2024 04:22 PM	College Approval
Pending Approval	Steele, Rachel Lea Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal	11/14/2024 04:22 PM	ASCCAO Approval

Instructor: Dr. R. Joseph Parrott
parrott.36@osu.edu
Include "History 3500" in email subject line
Office: Dulles Hall 153
Office Hours: Tuesdays 3:30-5PM ET, or by appointment
Course #: XXXX
Lecture, 3 credit hours

History 3500: Diplomacy of the United States to 1920



Course Info:

T/R 1:30PM – 3:15PM (In-person)

Location: XXXX

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 in 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. Students will also be encouraged to integrate their own, modern experiences with these concepts and topics, reflecting throughout how the course content has continued to shape these experiences and understandings.

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: 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 that e.g., synthesize, 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 the 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.

Mode of Delivery, Attendance, and Work Expectations:

This course involves two in-person lectures twice a week throughout the semester (as outlined in the schedule below). Students are required to attend in-person lectures and take notes on lecture content in order to assimilate the lecture materials and content. 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.

Regarding workload, this constitutes 3 hours of direct instruction per week. As this is a 3-credit-hour course, students are also expected to complete an additional 6 hours of work on homework per week, including completed assigned primary and secondary source readings, completing scheduled assignments, and watching assigned supplementary media.

Commitment to Your Success and Grading Feedback:

I am sincerely committed to helping you succeed in the course. To ensure your success, please consult me if you are having difficulties and I will make every effort to accommodate your needs. **I will be sure to address all student emailed questions and issues within 24 hours on school days** and if students are unable to attend office hours, I am happy to arrange Zoom meetings to discuss issues if desired. I will also provide detailed feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on subsequent assignments. Finally, you will find helpful hints on reading and writing strategies at the [Younkin Success Center](#).

Enrollment:

All students must be officially enrolled in the course by the end of the second week of the term. No requests to add the course will be approved by the History Department Chair after that time. Enrollment is solely the responsibility of the student.

Required Course Texts, Technology, and Digital Skills:

Your main course monographs/texts will be:

- 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)

These books are available for sale online, either as hardcopy books or as e-books. All books have also been ordered through the OSU Bookstore. All other weekly readings are (1) PDFs on Carmen, (2) available online using the hyperlinks below/in the weekly modules, or (3) available digitally through the OSU Library. Videos will be accessed on Carmen using the provided YouTube links in each weekly module.

As to technology skills and requirements for this course, students will need to be able to successfully access digital materials on a PC/Mac and navigate both Carmen and YouTube. Students will also need: (1) regular access to the internet with any available web browser, (2) regular, unrestricted access to YouTube, and (3) the ability to view PDF files, and (4) Microsoft Word. Students can download Adobe for viewing PDFs [here](#) and as an OSU student, you can download a free version of Microsoft Office [here](#).

Technology Course Assistance:

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Course Assignment Due Dates and Grading:

Discussion/Participation:	10%
Reflection Essays:	15%
Midterm Exam (Oct. 10):	22.5%
Project Email Updates (Oct. 22, Nov. 5):	5%
Project (Drafts Nov. 16/Final Nov. 20):	25%
Final Exam (December 13):	22.5%

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.

Not only will students be encouraged to address the content of the specific sources assigned, but students will be pushed to relate these readings, and the historical content covered in each week, to their own experiences with the relevant topics. Students will also be encouraged to integrate their own studies and life experiences outside the course in order to further contextualize and further elaborate upon the historical topics covered. This will include their own modern conceptions of citizenship, and the role of immigration in current diplomatic policy.

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 “√±” With a “√+” denoting excellent (A+), “√” denoting good work (A-/B+), and a “√-“ denoting the need for additional work (B-/C+). Most students should expect to receive a √ 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.

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. Students should also address their own understanding of and previous conception of the topics discussed, and address how course content has shaped or altered their impression of the topics researched.

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? Did these policies impact the migration of American populations to

- newly established territories, or the migration of foreign populations to the domestic United States? You must 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, and how did this westward mobility impact populations in expanded territories?

Exams- Midterm and Final 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. Students will also be asked, when addressing the given short and long essay questions, to draw upon their own knowledge of and experience with the topics covered, and elaborate upon how course learnings have shaped their current understanding of American diplomacy, conceptions of citizenship, and the role of migration/immigration across time upon these topics.

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 this conceptualization shift as immigration and westward expansion expanded the citizenry and territorial holdings of the United States government?
- As US governmental authority expanded westward along with US citizen migration and the displacement of indigenous populations, 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)? Consider

- **how indigenous populations were either incorporated or displaced in this process.**
- 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 was the American Civil War, that so strongly involved diplomatic affairs overseas, a fight over the "correct" definition of American citizenship at home? Consider the impact of the war upon enslaved individuals, and what role their forced immobility played in both conceptions of citizenship, war aims/goals, and the ultimate outcome of the conflict.**

The final will take place on Thursday, December 13th from 12PM -1:45PM. 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, the role of immigration in evolving conceptions of American citizenship, 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 immigration into the United States, and the migration of American society externally, impact these ideals?**
- **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 the period between the American Civil War and the end of World War I?**
- 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?

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. Specifically, the project should deal in some way with the conceptualization of American citizenship across the time period of the class in light of the expanding citizenry (and marginalization of some populations from that identity); the migration and expansion of American republicanism and political authority through Manifest Destiny; the changing conceptions of America's global political and diplomatic role in light of immigration into the United States across time; the depiction of America's forcibly immobile population, enslaved peoples, in conceptions of citizenship and diplomacy both before and after the American Civil War; or the impact of the forced displacement and migration of indigenous populations upon conceptions of American citizenship, republicanism, and international diplomacy. Other topics of study can be proposed but they must in some way relate with conceptions of American citizenship and the ties between American diplomacy, migration, and immigration.

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 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 22nd 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.

NOTES: 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.)

Late Assignment Policy:

As noted above, students cannot complete quizzes or post discussion responses/comments after established deadlines unless specific extensions are arranged with the professor. Assignments submitted digitally instead of as hard copies in class also cannot be submitted via email if Carmen submission windows lock before work is completed. In either case, in the event that students need assignment extensions, please contact the professor **BEFORE** the assignment week is complete to organize an assignment extension. Extensions will only be granted in the case of unforeseen personal/family emergencies/conflicts or in the event of documented personal injuries/illness.

Grading Scale (in %):

A = 93 – 100.0	B- = 80 – 82	D+ = 67 – 69
A- = 90 – 92	C+ = 77 – 79	D = 60 – 66
B+ = 87 – 89	C = 73 – 76	E = 59 and below
B = 83 – 86	C- = 70 – 72	

Contacting Your Instructor:

If you wish to contact me, Dr. Parrott, please do so via email and please include “History 3500” in the subject line. Students are also encouraged to visit me in my office hours in order to address issues in person. I will respond to all emails within 24 hours on week days and will do my best to address all issues and concerns when they are raised.

Academic Integrity and 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/>.

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a

way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your discussions responses should also be your own original work. You should follow the citation style discussed in the relevant assignment guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism via TurnItIn uploads. As such, to avoid issues with academic integrity, don't cheat! Dishonest academic practices are taken **very seriously** in this course so if plagiarism is detected, it will be reported. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, **I am obligated to report my suspicions to the Committee on Academic Misconduct**. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

ChatGPT and AI Generation:

All course assignments will also be scanned by several available scanners that can detect whether text has been generated by AI technology. While this is a trial-and-error process, if AI-generated text is detected with high scanner confidence, the professor and the student will engage in a dialogue to discuss the issue further. That said, the likely outcome will be that the student's assignment cannot be accepted, although a rewrite opportunity will be provided so that the student can redo the assignment and avoid a zero score. As such, make sure to write your answers yourself and cite **ONLY** course-assigned sources to avoid zero scores on assignments.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Statement on Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Accessibility Accommodations for Students with Disabilities:

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.

Commitment to a Diverse and Inclusive Learning Environment

OSU affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgment

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami,

Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

[Policy: Religious Holidays, Holy Days and Observances](#)

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. OSU offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or suicidepreventionlifeline.org.

Copyright Disclaimer:

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 EXAM

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

HOLIDAY 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, 12PM to 1:45PM, IN CLASS

GE Theme course submission worksheet: Migration, Mobility, & Immobility

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

History 3500, American Diplomatic History, fits into the MMI theme because American history during this course’s period of consideration hinges upon the migration of European populations into North America, populations that fled from Europe either due to economic, political, or religious marginalization. These peoples then established colonies in North America, in turn displacing indigenous peoples across the continent, igniting their fears about this displacement. The United States was then established in large part out of hopes about the promise of this migration but also the fear of incarceration from the imperial British state. Yet this establishment and then American expansion across North America forcibly displaced indigenous populations while at the same time, the United States became increasingly mobile globally in hopes of establishing an economic empire to counter that of various European states. Thus American political and diplomatic growth and expansion throughout the 19th century went hand in hand with forced displacement, but also the folding in of new, westward migrating populations seeking socio-political, economic, and cultural enfranchisement.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	<p>Students will engage in critical and logical thinking about American diplomatic history from the colonial era to 1920.</p> <p>For example, in Week 6 of the course, students will explore the concept of Manifest Destiny, which involved the accelerating migration west across North America of immigrants into the United States, along with those already in the United States. 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 heterogenous 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.</p> <p>Not only will students explore these topics and themes through weekly course lectures, but the materials chosen for students are designed to present different interpretations of and opinions of the topics covered. Students will therefore not only learn the historical</p>

	<p>narrative of these events, but they will read primary sources from the perspective of those who experienced these events, yet from various perspectives. For example, students will read a letter about Westward migration from the perspective of the US President, settlers who wished to live in Texas, those who had visions of expanding enslavement westward, and military leaders who defended American military intervention in the expansion (and would serve to defend American settler migration and displacement of both Native American populations and other political entities in the American west and southwest).</p> <p>Students will then be encouraged in their reaction paper the following week to consider whether America was an empire in the 1850s, what role American settler migration played in their answer to that question, and how this migration impacted the forced displacement of Native American populations westward (in particular forced removal overseen by the US government). This paper will require students to synthesize their learning and demonstrate it in written form, using specific historical examples (from primary and secondary sources) to justify their particular points of view. All of this work requires necessarily critical and logical thinking as analyzing different interpretations of historical events, and generating one's own conclusions, necessitate that. To then present that learning and thinking in written form, as well as defend those stances in the group discussions, help students exercise critical, logical, and justified analysis rather than teaching that what to think about the topics they will explore.</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>In any history course, students are required to think critically about the past and how events transpired as they did. In this course, students will consider the various forces that shaped diplomatic policy from the colonial era to 1920. The course texts are excellent resources for doing this 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.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Throughout the course, students will explore the various cultures, societies, and peoples that immigrated to North America to shape colonial culture. These people then created a separate, defined culture through their interaction with indigenous populations in North America, the culmination of which laid the groundwork for the new American republic. Cultural, social, and economic mobility were bedrocks of this foundational identity as ideological underpinning of the new United States was dependent upon the</p>

	<p>idea that displaced Old World peoples were forming a new nation divorced from corrupted European traditions. This of course was juxtaposed with the migration and displacement of indigenous populations in North America, which not only characterized heavily various diplomatic policies adopted by the Revolutionary government, but impacted many aspects of American diplomatic policy through the entire 19th century as the new United States was formed and expanded westward. Manifest Destiny and the filibuster movement were key aspects of 19th century US diplomatic policy, and at their core involved the migration, expansion, and mobility of American citizens across the continent and the western hemisphere (at times at the expense of indigenous populations who were displaced because of this). The course then covers the American Civil War, which certainly deals with the mass mobilization of the American citizenry, as well as the ending of forced immobility, i.e. slavery, of a large subset of the American population. The course then explores US diplomatic policy in the late 19th and into the early 20th century, a period that was heavily shaped by immigration into the US by both Europeans and Asian populations. This, in turn, forced a reshaping of American political, economic, and diplomatic policy. At the same time there was an increase in physical, economic, political, and thus diplomatic mobility of Americans out of the United States due to America's version of imperial action, i.e. Dollar Diplomacy. The US then engaged in World War I, was being one of the most powerful forces for migration and mobility one can conceptualize. More importantly, involvement in WWI saw a sharp retraction by the United States into the interwar era, as a sharp version of nativism emerged that included some of the most restrictive immigration policies enacted in US history. Thus throughout the course students will explore literal and conceptual versions of mobility, immobility, and physical/socio-cultural migration with US diplomatic policy as an expression of that change.</p>
<p>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.</p>	<p>Students will engage in frequent class discussions, which will require them to master course content and then demonstrate that learning in a thoughtful manner to ensure active participation in group discussions. They will also at times be required to analyze their own opinions and defend them accordingly, which can help them learn more about what they think and why they think it. Additionally, the reflection paper and research project allow students to choose topics of their choosing: the reflection paper allows students to address one of several offered prompts while the research project allows students to investigate a diplomatic issue of their choosing as expressed by political cartoons. Thus students can develop their sense of self by learning more about a topic that interests them; when one learns what interests them, they learn more about themselves in the process. These projects will also challenge students to consider content, interpretations, opinions, and attitudes different from their own in most cases as the historical experience is often different from present standards. Thus these projects and the in-class discussions challenge students in a myriad of ways, which will help them learn more about themselves as individuals.</p>

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: <i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>

<p>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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>
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	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Migration, Mobility, & Immobility

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 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.

GOAL 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.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>Throughout this course, we will explore US diplomatic policy from the establishment of the republic through 1920. This will involve in Week 1 exploring topics such as European migration and then settlement into North America, which was motivated by political, economic, or religious marginalization in Europe. The consequence of this settlement was the forced displacement of Native American populations indigenous to North America, which not only marginalized them within colonial society, but caused frequent conflicts between various specific Native American tribes, various colonial populations, and European imperial powers.</p> <p>In Week 2, students will continue to examine how migration into North America from Europe, the displacement of Native American populations, and tensions between these two groups and with the British Empire, was key to the establishment of the United States.</p>

	<p>In Weeks 3 to 6, students will explore how as citizens of the new United States then expanded and migrated increasingly westward, they were motivated by and supported by American diplomatic Manifest Destiny policy, which favored physical, socio-cultural, political, and economic expansion. At the same time, the United States was continually reshaped by the immigration of new populations into North America from Europe and Asia through most of the 19th century, which was often motivated by economic and political disenfranchisement in Europe, if not the promise of greater economic and political representation in the United States (although some groups met with continued displacement or marginalization upon arrival).</p> <p>At the same time, in Week 7 students will learn how primarily the southern states continued to enforce immobility upon enslaved populations, a status quo that heavily impacted American diplomatic policy through the American Civil War. The Civil War in many ways was a war fought over that forced immobility, and both the Union's and Confederacy's wartime diplomatic policies played a large part in the conflict.</p> <p>After the Civil War, as students will explore in Weeks 8 through 12, not only did Manifest Destiny migration into the US and further west ramp up considerably, but so too did immigration into the US. Both of these factors heavily impacted American political and diplomatic policy with US immigration in particular a large factor in many policies adopted. The US also experienced reverse migration at the same time as Americans began to adopt a new diplomatic attitude toward the wider world; this brought about the exportation, or outward migration, of American political, diplomatic, and economic influence, along with imperial presence.</p> <p>As students will then explore in Weeks 13 and 14, this laid the groundwork for American intervention in World War I, a war that saw American presence across the global. The trauma of the war caused a large diplomatic retraction, however, and this nativism motivated some of the most restrictive immigration policies in US history. Thus the thrust of American diplomatic policy into the interwar era in part was designed around restricting mobility and immigration, forces that shaped American attitudes towards the rise of political extremism into the 1930s. Thus throughout the course, the students will see how migration, mobility, and immobility were prominent aspects of American diplomatic policy.</p>
<p>ELO 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.</p>	<p>The required primary source readings are an way to introduce students to 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.</p> <p>For example, in Week 1 and 2, students will read first-hand accounts from settlers who migrated into the US from Europe, as well as sources from the perspective of displaced Native Americans. Students will read philosophical works about American political and diplomatic ideals while also reading the terms of treaties</p>

	<p>with displaced indigenous populations. Students will read about other societies influenced by the migration of American political ideals while also considering the Alien and Sedition Acts, which forcibly marginalized so-called “alien” populations, who were to be forcibly expelled from the US, or at the very least censored for their deemed-seditious speech.</p> <p>Later in Week 11, students will read primary source accounts from American soldiers in the Philippines who were fighting to suppress the insurgency there, while also reading the perspective of Filipino soldiers who were forcibly immobilized by the American government’s attempts to suppress their revolutionary movement. Students will read first-hand accounts from individuals in Puerto Rico as well at the time of America’s territory acquisition there, thus exploring the process of American political expansion and the forced immobility of local populations due to this force-supported migration of US political influence internationally.</p> <p>All of this work requires necessarily critical and logical thinking as analyzing different interpretations of historical events, and generating one's own conclusions, necessitate that. To then present that learning and thinking in written form, as well as defend those stances in the group discussions, help students exercise critical, logical, and justified analysis rather than teaching that what to think about the topics they will explore.</p>
<p>ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>Students will read numerous primary sources in the course that deal with how attitudes about migration, mobility, and immobility shaped American political ideology and diplomatic policy.</p> <p>In Week 7, for example, students will read numerous primary sources regarding American imperial expansion and/or intervention in Central America and the Caribbean. They will read primary sources from the perspective of American political, economic, and military representatives who enacted US control of or intervention in these regions, thus forcing American diplomatic policy upon these peoples. Those who were subjected to imperial control, including displacement or even forced immobility, will be understood as well through the reading of primary sources from both Jamaicans and Cubans who experienced the intervention, as well as those who lived through war in Nicaragua. Students will also read various primary sources from the American Civil War, as Americans debated one of the most suppressive versions of forced immobility: enslavement.</p> <p>As another example, in Week 11 students will learn about how immigration into the US, and continued westward expansion/settlement, impacted American political and diplomatic policy. Immigration became a major domestic political debate and international affairs issue as domestic US populations at times resisted this continued migration into the United States while also continuing US population, political, and economic migration into the Caribbean, Central America, and around the world.</p> <p>Students will then assimilate this learning—the reading of primary and secondary sources and learning about historical events in lecture—through both in-class discussions and also</p>

	<p>various written assignments. These assignments will require students to assimilate their understanding of assigned materials and then use those materials to make persuasive arguments about the past. Not only will students do this in their reaction papers but also by analyzing the representation of political debates/issues in political cartoons of their choosing.</p>
<p>ELO 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</p>	<p>Students in the course will not only read a historical narrative presenting different historiographical perspectives on the issues and events discussed in class, but students will examine numerous primary sources that exemplify these different perspectives. Specifically, students will read first-hand accounts of those who undertook migration themselves, such as European settlers in the US, those who migrated across North America during the settler era, or Americans who aided in American political/military/economic expansion outside the US (the consequences of which at times involved the marginalization, if not forced immobility, of indigenous populations that resisted that presence). Students will also read primary sources from the perspective of those who were the subject of marginalization or forced immobility, such as Native Americans forcibly removed from their ancestral lands, enslaved individuals in the American South who were the subject of the severest form of forced immobility (enslavement), or those individuals in territories around the world who were subjected to marginalization or forced immobility due to American political/military/economic expansion. Thus students will be exposed to differing perspectives on these events, issues, and trends directly; can place them in their historical context through secondary source readings and course lectures; and then through the various reaction papers and final political cartoon assignment, express their viewpoint on these issues of migration, mobility, or immobility.</p>