

CENTRAL WASHINGTON UNIVERSITY
Department of History

History 462/562—American Foreign Relations, 1898-1941 (5 credits)
(Fall 2009)

Professor: S. Moore
100N Language and Literature Bldg.
Office Hours: MTWR, 1:45-2:30; F 11:00-11:30; and by appt.

Class Hours: M-F 10:00-10:50
Phone: x1454
Email: moorest@cwu.edu

COURSE DESCRIPTION

This course will examine the formulation and development of American foreign policy from 1898-1941. The emphasis will be on the domestic and international forces that shaped American foreign relations in the period during which the United States rose to the position of world power.

COURSE OBJECTIVES

By the end of the course, the student will be able to:

- Identify, and explain the origins and consequences of, the key events and transformations that occurred in American foreign relations between 1898 and 1941.
- Identify ways in which the historical past offers parallels and explanations for present societal conditions and policy issues.
- Effectively utilize primary sources.
- Recognize the nature of history as an interpretive process, rather than merely as a body of facts. Armed with that recognition, and utilizing both primary and secondary sources, the student will be able to evaluate critically existing historical interpretations as well as articulate new ones.
- Communicate historical ideas, in written and oral form, with greater precision and coherence.

READINGS

Walter LaFeber, *The American Age: U.S. Foreign Policy at Home and Abroad*, Vol. 2 (1994)

Frederick Calhoun, *Uses of Force and Wilsonian Foreign Policy*. (1993)

Emily Rosenberg, *Spreading the American Dream*. (1982)

Michael Hunt, *Ideology and U.S. Foreign Policy* (1987)

Additional required readings are available through the library's reserve or will be distributed online or in class.

REQUIREMENTS

- 1. Active Participation**—Thoughtful, well-informed discussion is a central part of this course. In addition to faithful attendance, the quality of your participation in discussions—based on material covered in reading assignments, lectures, and videos—will figure prominently in your final grade for the course.
- 2. Discussion Questions**—Periodically throughout the quarter, I may request that each student submit to the instructor via email a list of questions that you think will facilitate a class discussion over a specific set of the assigned readings. The questions should be submitted to

the instructor via email no later than 24 hours before the scheduled discussion. If assigned, these questions will factor into your participation grade.

3. **Analytic Essay**—Each student will be responsible for reading Michael Hunt’s “Visions of National Greatness” and “The Hierarchy of Race” in *Ideology and U.S. Foreign Policy*. These chapters are available on course reserve in the library. In a 4-5 page (1200-1500 word) paper, the student should briefly identify and explain Hunt’s central arguments and then determine whether and how his arguments are applicable to American foreign relations in the period 1890-1914. Aside from the specific examples used by Hunt, how do the concepts of national greatness and race inform and explain American foreign policy during this period, particularly in the context of the issues we have discussed in class or covered in other readings? Are these related or separate, mutually exclusive concepts? In what ways? Papers should be typed, double-spaced, stapled in upper left-hand corner, page-numbered, and should follow the suggestions provided in the “Student’s Guide to Writing in History” handout available on my History 144 course website: www.cwu.edu/~moorest/H144Website/Hist144.htm. No covers or cover pages please. No bibliography is necessary if all sources used appear in the paper’s footnotes. Further details for this assignment will be provided in class. (Due: Fri., Week 5—Oct. 23)
4. **Course Project**—Each student will select one of the following (due Tue., Week 10—Nov. 24):
 - a. **Teaching Resource Unit**—This option is available only to social science education majors. Design and construct a curriculum unit that includes lesson plans, materials, and an explanation of activities suitable for teaching a two-week unit on some aspect of the period studied in this course. Further explanation of the resource kit will be provided to those who select this option and needs to be discussed with the instructor in advance.
 - b. **Primary Source Research Essay**—Write a 8-9 page (2400-2700 word) research essay on a topic of your choice using primary sources available electronically through the Library of Congress’ American Memory Historical Collections website, which includes a wide range of searchable collections relevant to the time period covered in this course. <http://memory.loc.gov/ammem/ammemhome.html>. You may also wish to consult the sources relevant to this period available at the National Archives website: www.archives.gov. You should begin browsing these sources early. Some you will find easy to use and search, others will pose more difficulty. If necessary to augment the internet sources, you should feel free to explore and utilize the library’s collection of primary sources relevant to your topic as well. Remember, while you are free to consult secondary sources for background, your paper should be based predominantly on primary sources. This paper should be cited and formatted according to the Turabian or Chicago style manuals. However, as with the first paper, no cover page is necessary. Graduate students: a longer version of this research is required (14-18 pages) and may require the use of additional sources beyond those found at the sites listed above.
5. **Book Review (for graduate students only)**—Each graduate student will read one additional historical monograph on a topic covered by this course and write a detailed 3-page review. If you wish, you may select a book on the same topic as your research essay. Further suggestions for book selection will be provided in class. Review due Thu., Week 8—Nov. 12.

EXAMS

There will be one midterm examination and one final examination. Both will be based on course readings, lectures, films, and class discussions. Anticipated midterm date: Mon., Week 7 (Oct. 29). Final examination date: TBA.

EVALUATION

Essay 1	100 pts
Project	150 pts
Midterm Exam	100 pts
Final Exam	150 pts
Miscellaneous Quizzes	10 pts each
Participation	My assessment of your participation may raise or lower your course grade by as much as 2/3 of a letter grade.

A = 90-100% / **B** = 80-89% / **C** = 70-79% / **D** = 60-69% / **F** = below 60%

A NOTE ON ACADEMIC HONESTY

ACADEMIC DISHONESTY WILL RESULT IN FAILURE OF THE COURSE. See the university catalog for further details on Central's policy regarding academic dishonesty.

STUDENTS WITH DISABILITIES

If you have a disability or special need, please feel free to discuss this with me during the initial class meetings, and we will make suitable arrangements for accommodation.

COURSE OUTLINE

We will be covering the topics below roughly in the order they appear. Generally, we will cover about one topic per two class sessions. I would encourage you to stay a couple topics ahead of schedule on the readings.

Weeks 1-2: INTRODUCTION

- U.S. Foreign Relations in the 19th Century
 - The New Imperialism in a World Context
- LaFeber, ch. 7
Rosenberg, ch. 1
Hunt, "Visions of National Greatness" and "The Hierarchy of Race"

Weeks 3-4: CHOOSING EMPIRE, 1895-1900

- The Cuban Revolution and the U.S.
 - McKinley and the Spanish-American-Cuban-Filipino War
 - American Attitudes Toward Empire
 - Establishing the Open Door in China
- LaFeber, ch. 7
Rosenberg, ch. 2

Weeks 5-6: MANAGING AND EXTENDING EMPIRE, 1900-1914

LaFeber, ch. 8, 9
Calhoun, ch. 1-4
Rosenberg, ch. 3

- Cuba and the Platt Amendment
- The Panama Canal
- The Roosevelt Corollary and Policing the Caribbean
- Japan, China, and Dollar Diplomacy
- The Mexican Revolution and the United States

FIRST MIDTERM EXAM (anticipated)

Weeks 7-8: THE GREAT WAR, 1914-1920

LaFeber, ch. 9-10
Rosenberg, ch. 4
Calhoun, ch. 5-7

- The Origins of the Great War
- American Neutrality and the American Descent into War
- Propaganda and War: How Foreign Relations Impacts the Homefront
- Wilsonianism and the Treaty of Versailles
- The Bolshevik Revolution and the American Intervention in Russia

Weeks 9-10: THE INTERWAR PERIOD

LaFeber, ch. 11
Rosenberg, ch. 5-8

- Oil, Nationalism, and Nationalization in Mexico
- Empire Without Tears?: Dictators in the Dominican Republic, Nicaragua, Haiti, and Cuba
- Becoming a Good Neighbor in Latin America
- The United States and Japan's Quest for Empire

Week 11: THE ROAD TO WORLD WAR II

LaFeber, ch. 12
Rosenberg, ch. 9-11

- Isolationism and Independent Internationalism in the 1920s and 1930s
- Franklin Roosevelt and the Road to War

FINAL EXAM