

HST 393: United States History Primary Source Seminar

Topic: American Empire

Spring 2022

T/R: 11:00-12:15, Strong 450

Instructor: Dr. Michelle Morgan
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Strong 423

Virtual Office hours: T: 9:00-10:45 & 12:30-1:30
R: 9:00-10:45
and by appointment

Course Description:

Primary Sources are the fundamental “building blocks” of the historian’s craft, and it is only through the rigorous analysis and interrogation of primary sources that historians are able to construct narratives of the past. While this process may seem straightforward, the enormous diversity of primary sources available to historians, as well as the manifold ways in which primary sources are not always ‘what they seem,’ requires historians to cultivate a number of related skills, including (but not limited to): developing intellectual empathy for historical actors; reading ‘between the lines’ or ‘against the grain’ of official documents; contextualizing claims and assertions; thinking creatively in identifying, locating, and accessing sources; and effectively integrating analysis of primary sources into a historical argument.

This course will develop and refine your skills in analyzing and writing about primary sources through close examination of American empire in the late 19th and early 20th centuries. The rapid territorial expansion beyond the continent prompted contemporaries and many later observers to describe the period as an “aberration” in American history, but more recent scholarship emphasizes the continuities with both earlier and later forms of American expansion. This course provides an overview of the many forms of American empire between about 1890 and 1930, including ideological, political, territorial, cultural, religious, and economic expansion in order to help you contextualize your research project and practice the skills of analyzing primary documents. Over the course of the semester, you will investigate a specific aspect of American empire during this period; identify relevant primary and secondary sources; analyze those sources; and write a 12-15 page seminar paper. The following questions will broadly frame the course:

- ❖ How and why has the US expanded its territory, ideals, and influence between 1890 and 1930?
- ❖ What have the effects of expansion been on American culture and society?
- ❖ How has US expansion affected other nations and cultures? How have they responded?

Communication:

The quickest way to get in touch with me is via email. During the week, I will respond by the following business day. Emails sent on the weekend will be responded to on Monday. During my office hours, I will have a Zoom room open, but I encourage you to set up an appointment time to reduce the chance that you have to wait. If you would like to meet in person, please email me for an appointment time.

Course Learning Objectives:

Developing your skills as a historian involves engaging with both the content of history and the process of doing history (formulating questions, analyzing evidence, building informed conclusions). Therefore, in this class, you will:

- trace the expansion of American territory, ideals, and influence between 1890 and 1930.
- analyze the causes and effects of American expansion both at home and abroad.

- compare and contrast domestic and foreign reactions to American expansion.
- assess American expansion in the context of ideas about “imperialism,” “empire,” and “colonialism.”
- critically evaluate primary and secondary sources, including considering authorship, audience, and context.
- synthesize primary and secondary evidence to support your argument in the seminar paper.

Course Materials:

The following texts are *required* for the course:

Kristin Hoganson, *American Empire at the Turn of the Twentieth Century: A Brief History with Documents* (Boston: Bedford St. Martin’s, 2016). PURCHASE THROUGH PERUSALL

Patrick Rael, *Reading, Writing, and Researching History: A Guide for College Students*, <https://www.bowdoin.edu/writing-guides/>. Referred to as *Bowdin Writing Guide* on the schedule. There is a link to the site under “Course Materials” on Blackboard.

Emily Rosenberg, *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945* (New York: Hill and Wang, 1983). AVAILABLE AT THE BOOKSTORE

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th edition. (Chicago: University of Chicago Press, 2018).

The following titles are available online from Missouri State University Libraries. Directions for accessing assigned readings from these materials will be provided on Blackboard and in class. These are also excellent resources to consider for your seminar paper.

Chris Macog and David Bernstein, Eds. *Imperialism and Expansionism in American History: A Social, Political, and Cultural Encyclopedia and Document Collection. Vol. 3: Spanish-American War to World War II*. (Santa Barbara, CA: ABC-CLIO, 2016).

Alfred McCoy and Francisco Scarano, Eds. *Colonial Crucible: Empire in the Making of the Modern American State* (Madison: University of Wisconsin Press, 2009).

Additional course readings will be available via Blackboard, either as a pdf or as a link to a library or external source. These readings are followed by the notation (BB) on the course reading schedule.

What will be expected of me in this course?

Your registration in this course indicates to me that you are ready and willing to engage in the process of developing your skills as a historian and that you are open to engaging in historical thinking and analysis. The following expectations and assessments will be central to your success in the course. This is a seminar with a significant research component. Your active participation (not just passive listening) will be central to your success in the course.

Technology Course Requirements:

This course makes use of the Missouri State Blackboard system to communicate, provide materials, and accept submission of assignments. If pandemic conditions require an alternate meeting format, we will meet via Zoom. It is your responsibility to have access to a dependable computer and Internet connectivity. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for accessing the course, should your computer fail to function or your Internet connectivity is disrupted. The MSU campus library is an excellent option. Most public libraries also offer Internet access, and many have rooms you can reserve. If you have a laptop computer, then familiarity with local “hotspots” might also serve you well. It is your responsibility to actively and proactively address technical problems and develop a plan to address technical problems before they arise.

If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

Zoom Etiquette:

If the pandemic necessitates that we temporarily move to a remote option, we will use Zoom. Being able to participate in the course or in office hours remotely provides flexibility and particular challenges. To help you be successful if we are on Zoom, I strongly encourage you to plan the following:

- Create a course space: consider lighting, direction of the video, and surrounding sounds to minimize distractions to you and your classmates during class.
- Keep your video on. Our Zoom classroom is a professional learning space, and speaking to a name on a screen hampers that process.
- Mind your mute button. When we are in the large group, it's best to stay muted unless you are actively talking. In small groups, leaving mute off can facilitate more direct back-and-forth discussion.
- Remember that distractions and interruptions can (and probably will) happen to all of us.

Participation/Attendance:

This course includes short lectures, analysis activities, peer feedback, and seminar discussion. Active, frequent, informed participation is key to your success in the class. Participation involves three inter-related elements: preparation, attendance, and engaged participation in class. First, you are expected to prepare for class by critically reading assigned material and preparing your thoughts based on discussion questions. To facilitate this, there are short annotation assignments embedded in Perusall to support your critical reading skills. I strongly recommend taking notes on the reading material and having those notes accessible during our classes. Second, you need to attend class; you cannot participate if you are absent. I will take attendance at each class, including writing workshops and online sessions (if needed). The current pandemic necessitates a flexible and fluid response to attendance interruptions. In order to provide alternate attendance support, it is critical that you communicate that you will be absent in advance. I will work with you if illness or quarantine interrupts the semester, but my support is limited when you do not communicate with me. More than 3 absences without alternative arrangements will result in a lower participation grade. Third, engaged participation includes thoughtfully contributing to the discussions and activities during class and in the Perusall documents. Both the quantity and quality of your comments will be considered each class. You are more than welcome to meet with me any time if you have questions about your participation.

How will I be evaluated?

Your work in this class culminates in the creation of a 12-15 page (not including endnotes and bibliography) paper that reflects primary source research advancing an original argument contextualized within current historiography. The assignments in this class are designed to scaffold your writing and research. All components are required. Brief Descriptions of Assignments follow. Detailed directions and rubrics for each assignment and will be available on Blackboard, and we will discuss them in class.

Topic Statement: Completion of a successful research project requires an early start, and the first step in this process will be a statement of your proposed topic with discussion of the types of sources you plan to pursue. I will provide feedback and you will discuss your proposed topic with your research group.

Research Prospectus: Your prospectus will be a comprehensive proposal for your research paper, including identification of your topic and central research questions, discussion of methodology, and annotated bibliography of primary and secondary sources.

Contextualizing Assignment: This assignment provides opportunity to practice using a secondary source to contextualize and analyze a primary source. You will select one of each of these sources from your project to analyze. Specific question prompts will be provided in the assignment directions on Blackboard.

Primary Sources Assignment: This assignment provides opportunity to practice comparing and contrasting views presented in two primary sources. You will select two sources from your project to analyze. Specific question prompts will be provided in the assignment directions on Blackboard.

Draft & Peer Review: You will submit a **complete** draft reflecting the final paper requirements to your peer group and receive copies of their papers. You will provide them with written feedback and workshop the papers as a group, guided by a rubric that I will provide.

Presentation: Historians regularly share their research through conference presentations. The last two weeks of our course are reserved for these presentations, in which you'll share your research findings and your classmates will have the opportunity to ask questions.

Final Paper: Your culminating project this semester will be a 12-15 page seminar paper (not including endnotes and bibliography) that presents a historical argument based on primary sources and contextualized within the historical scholarship. The topic must be related to the course material and reflect consistency with the assignments scaffolded over the course of the semester.

Grading Breakdown:

Rubrics for each written assignment will be available on Blackboard.

February 8	Topic Statement	25
February 21	Research Prospectus	50
March 10	Contextualizing Assignment	50
March 31	Primary Sources Assignment	50
April 21 April 26	Draft & Peer Review	125
Ongoing	Discussion & Participation	300

	(in class & Perusall)	
May 3-12	Presentation	100
May 17	Final Paper	300
	Total	1000

Grading scale:

930-1000 = A	870-899 = B+	770-799 = C+	670-699 = D+
900-929 = A-	830-869 = B	730-769 = C	600-669 = D
	800-829 = B-	700-729 = C-	599 and below = F

Late Assignments will lose 10% of the grade each business day. If illness or emergency prevents you from completing an assignment on time, contact me *before* the assignment is due to arrange an alternate due date.

What can I expect of my instructor in this course?

My role in a seminar is as a facilitator and guide through the material. While I will provide some content through direct instruction, the focus of the course is on developing your skills of analysis and writing through engaged discussion and activities. In order to foster the development of your knowledge and skills, I will:

- provide frequent and consistent feedback regarding the quality of your work and participation. Written feedback will be offered on all submitted assignments; verbal feedback will be offered during discussions and in meetings outside of class. Timelines for feedback on written assignments will vary based on the length of the assignment, but in general assignments will be returned no later than two weeks from the due date. I will do my best to provide accurate estimates of grading timelines throughout the semester.
- be available to meet during office hours and alternate appointment times, either in person or via Zoom, to further discuss course material and concepts, clarify and provide support on assignments, or just chat.
- ask you challenging questions and encourage you to consider different ways of looking at the history of the American empire and its implications for today. I also welcome your challenging questions as my growth as a scholar is enriched by engaging with your ideas.
- prepare, reflect upon, and adapt our class sessions in response to your individual and the class' collective learning needs.
- model multiple approaches to historical analysis and teaching styles that reflect current understandings of best practices in history and history education.

Course Policies

You are expected to adhere to all policies the [Provost's Course Policies](#) (also available under the University Policies tab in Blackboard). The following section highlights specific course policies.

Covid-19 and Public Health

If you are on campus, you are required to follow all public health directives as set forth by the University and County, including masking as described in the [MSU Mask and Face Covering policy](#). Masks must be worn at all times in class and academic buildings. No eating or drinking is permitted in the classroom. Masks or face coverings must be worn over the nose and mouth, in accordance with the [Centers for Disease Control and Prevention \(CDC\) guidelines](#). Face shields are not considered masks or face coverings for purposes of this requirement. If you cannot wear a mask or face covering due to a

disability must contact the [Disability Resource Center \(DRC\)](#) to initiate the interactive accommodation process. In the absence of an approved accommodation, a student’s refusal to wear a mask or face covering will be considered a classroom disruption, consistent with [Op3.04-11 Class Disruption](#), and may result in the student being administratively dropped from the class section.

Please note that I will require masking in my office, if we meet face to face, regardless of the blanket university requirements.

Academic Integrity Policy:

You are required to follow the [Student Academic Integrity Policies and Procedures](#) in this course.

Plagiarism or any other form of cheating will result in a zero for the assignment and may result in a grade of F or XF for the course. All cases of plagiarism or other cheating will be referred to the appropriate academic authorities. Learning accurate citation methods is a critically important part of developing your skills as a scholar. Detailed information on citation is available under the “Assignments” tab, and I strongly encourage you ask me whenever you have questions about citation.

Cell Phones and Electronics Policy:

You are expected to adhere to the [University’s Cell Phone Policy](#), unless we are engaged in an activity that utilizes relevant technology.

Disclaimer and Fair Use Statement:

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to your education. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law).

If you wish to use any copyrighted material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner. Any materials provided in the course, including online discussions, Powerpoints/slides, video/audio recordings of class sessions, and assignments are for the sole use of students in this course. The materials I’ve created for this class are my intellectual property, and may not be sold or distributed online or in print

Course Plan for the Unexpected

The COVID-19 Stay-at-Home orders we experienced during Spring 2020 reinforced the need to plan for the unexpected. In our area we can experience inclement weather and influenza outbreaks that could prevent us from meeting on campus. Below is how we will communicate and continue our work in this course should the unexpected occur.

How will our class meet?	<i>If we are unable to come to campus to meet for class, I will post an announcement in Blackboard about how we will be meeting. We will use Zoom, the Blackboard discussion board, and/or Perusall. Your attendance and participation will be expected regardless if we are on campus or online.</i>
How will I meet with my Instructor?	<i>I will hold virtual office hours using Zoom during my designated office hours (except when the university is closed). I will respond to</i>

	<i>emails during the workweek within one business day. Emails received on weekends/holidays will be answered on the following business day.</i>
How will instruction be delivered?	<i>I will post relevant course materials on Blackboard. As I stated earlier, your attendance and participation in these sessions will be expected.</i>
How often do I need to go to the online course?	<i>You are expected to participate in the online activities for as long as we are unable to meet on campus. This may be one day if we experience an ice storm or it may be several weeks if we experience something like COVID-19. You are expected to go to the course site every day. I will send Announcement emails during the entire time we are not meeting on campus.</i>
Is it possible to receive course announcements as a text?	<i>If you are using the Blackboard app, you can have announcements sent to you as a text message using the instructions in this step-by-step guide.</i>
How will I turn in homework?	<i>Assignments will be turned in using the Assignment Link in Blackboard. The instructions for how to submit will be included in the assignment instructions.</i>
How will I know what grade I received on an assignment or test?	<i>You can view grades and feedback in My Grades on Blackboard.</i>

Semester Schedule:

***Please note: Life is unpredictable, and topics, readings, and assignments are subject to change due to course pacing or other unexpected events. Every effort will be made to give timely warning for schedule changes.

Week 1 (January 18 & 20): Introduction to the Course & Defining Empire

Readings:

Course Syllabus

Hoganson, *American Empire*, Preface and Part One (Perusall)

Assignments:

Perusall Practice Annotations due 1/19-1/20

From this point, readings should be completed in time to participate in posted Perusall assignments or Tuesday, whichever is earlier.

Week 2: (January 25 & 27): The Characteristics of Empire & Reading Secondary Sources

Readings:

Hoganson, *American Empire*, Part 2, Section 1 (Perusall)

Niall Ferguson, "The Unconscious Colossus: Limits of (& Alternatives to) American Empire" *Daedalus* 134 (Spring 2005): 18-33. (Perusall)

Daniel Immerwahr, "The Greater United States: Territory and Empire in U. S. History"
Diplomatic History 40 (June 2016): 373-391. (Perusall)

Bowdoin Writing Guide: "Reading: How to Read a Secondary Source" and "Reading: Predatory Reading" (bb link)

Assignments:

Perusall Annotations #1 due 1/25

Week 3 (February 1 & 3): Ideologies of Empire & Reading Primary Sources

Readings:

Hoganson, *American Empire*, Part 2, Sections 2-3 (Perusall)

Rosenberg, *Spreading the American Dream*, intro-ch. 4

Albert Beveridge, "The March of the Flag" (Perusall)

Bowdoin Writing Guide: "Reading: How to Read a Primary Source" and "Reading: Some Keys to Good Reading" (bb link)

Assignments:

Perusall Annotations #2 due on 1/31

Week 4 (February 8 & 10): Imperial Violence & Topic Statements

Readings:

Hoganson, *American Empire*, Part 2, Sections 4 & 5 (Perusall)

Sources on Violence in the Philippines (Perusall)

Bowdoin Writing Guide: "Historical Arguments: Argument Concepts," "Historical Arguments: Analyzing Arguments," "Historical Arguments: How to Ask Good Questions," "Historical Arguments: What Makes a Question Good," and "Historical Arguments: From Observation to Hypothesis" (bb link)

Assignments:

Perusall Annotations #3 due on 1/7

Topic Statements due on BB by start of class on 2/8. Be prepared to share your topic statement in class on 2/10 (you will receive feedback from me on 2/9).

Week 5: (February 15 & 17): Resisting Imperialism & Writing a Prospectus

Readings:

Hoganson, *American Empire*, Part 2, Section 6 (Perusall)

Sources from the Anti-Imperialist League (Perusall)

Selected writings from Queen Lili'uokalani (Perusall)

Bowdoin Writing Guide: "Research: Research Papers," "Research: The Research Process," and "Research: Keeping a Research Journal." (bb link)

Assignments:

Perusall Annotations #4 due on 2/14

Sign up to meet with Dr. Morgan in Week 6

Week 6 (February 22 & 24): Research Prospectus

No class meeting this week

Readings:

Primary and Secondary Sources Relevant to Your Topic

Assignments:

Research Prospectus due Monday, February 21 @ 11:59pm

Individual meetings with Dr. Morgan

Week 7 (March 1 & 3): Governance, Rights, and Race-Making: Using Government Documents

Readings:

Hoganson, *American Empire*, Part 2, Sections 7 & 8 (Perusall)

Selections from the Organic Acts and Insular Cases (Perusall)

Christina Duffy Burnett, "Empire and the Transformation of Citizenship" in Alfred McCoy and Francisco Scarano, *Colonial Crucible: Empire in the Making of the Modern American State*, (Madison: University of Wisconsin Press, 2009), 332-341. (library)

Assignments:

Perusall Annotations #5 due on 2/28

Week 8 (March 8 & 10): Buying and Selling Empire: Using Visual Sources and Advertising

Readings:

Rosenberg, *Spreading the American Dream*, chs. 5-8

Kristin Hoganson, "Buying Into Empire: American Consumption at the Turn of the Twentieth Century" in *Colonial Crucible* (library)

Primary Sources assigned on Perusall

Assignments:

Contextualizing Assignment due Thursday, March 10 @ 11:59pm

March 14-20 Spring Break—*Rest, Recharge, and Have Fun!*

Week 9 (March 22 & 24): Culture, Identity, and Reading "Against the Grain"

Readings:

Rosenberg, *Spreading the American Dream*, chs. 9-11

Derek Taira, "Embracing Education and Contesting Americanization: A Reexamination of Native Hawaiian Student Engagement in Territorial Hawai'i's Public Schools, 1920-1940." *History of Education Quarterly* 58 (August 2018): 361-391. (Perusall)

Michelle Morgan, "Americanizing the Teachers: Identity, Citizenship, and the Teaching Corps in Hawai'i, 1900-1941," *Western Historical Quarterly* 45 (Summer 2014): 147-167. (Perusall)

Student Essays from the William Carlson Smith Collection (Perusall)

Documents from the Department of Education, Hawai'i State Archives (Perusall)

Assignments:

Perusall Annotations #6 due on 3/21

Week 10 (March 29 & 31): Science, Technology, and the Environment & Effective Outlining

Readings:

Primary Sources as Assigned on Perusall

Bowdoin Writing Guide: "Structuring Your Paper: Structuring Your Essay," "Structuring Your Paper: The Three Parts of a History Paper," "Structuring Your Paper: The Thesis," and "Structuring Your Paper: History and Rhetoric"

Kate Turabian, *A Manual for Writers* (as needed during the writing process)

Assignments:

Primary Sources Assignment due March 31 @ 11:59pm

Week 11 (April 5 & 7): Americans Abroad: Using Narrative Sources & Planning Your Writing

Readings:

Kathryn M. Johnson and Addie Hunton, *Two Colored Women with the American Expeditionary Forces*, excerpts (Perusall)
Primary and Secondary Sources Relevant to Your Topic
Bowdoin Writing Guide: "Working with Sources: Presenting Primary Sources in your Paper,"
Working with Sources: Citing Sources"
Kate Turabian, *A Manual for Writers* (as needed during the writing process)

Assignments:

Work on Final Paper

Week 12: (April 12): Writing Week

No class meetings this week

Readings:

Primary and Secondary Sources Relevant to Your Topic
Bowdoin Writing Guide: "Writing Your Paper: Grammar for Historians," "Writing Your Paper: Formatting your Paper," "Writing Your Paper: A Style Sheet for History Writers," "Writing Your Paper: The Scholarly Voice"
Kate Turabian, *A Manual for Writers* (as needed during the writing process)

Assignments:

Work on Final Paper

April 14 Spring Holiday

Week 13 (April 19 & 21): Memorializing Empire

Readings:

Ian Tyrrell, "Empire in American History" in *Colonial Crucible*, pp 541-556 (library)
Primary Sources Assigned on Perusall
Bowdoin Writing Guide, "Editing and Evaluation: Paper Writing Checklist", "Editing and Evaluation: Peer Evaluations," & "Editing and Evaluation: Frequent Grading Comments"
Kate Turabian, *A Manual for Writers* (as needed during the writing process)

Assignments:

Complete drafts due to Peer Groups by Thursday, April 21 @ 11:59pm

Week 14 (April 26 & 28): Peer Review

Readings:

Peer Review Group Papers

Assignments:

Peer Review Reports

Week 15 (May 3 & 5): Conference Presentations

Assignments:

Presentations as scheduled

Week 16 (May 10 & 12): Conference Presentations

Assignments:

Presentations as scheduled

Final Draft Due: Tuesday, May 17th @ 1:00pm