

US Diplomatic History: 1819-1919

END OF SEMESTER SYLLABUS – v 4, December 20, 2022

Course Themes: The idea that the United States is the most powerful country in the world has structured much of US foreign policy, political rhetoric, national identity, and social science since the end of World War II in 1945. More recently, that idea has been questioned and challenged as other global powers have emerged and the US government has backed away from many of the institutions earlier generations of Americans created to bolster US supremacy in the wake of World War II. How does US foreign policy operate in a multipolar world and without a clear US commitment to internationalism? This course examines a period of US history when those conditions applied, beginning with the US acquisition of Florida in 1819 and ending with the US rejection of the Treaty of Versailles and the League of Nations at the end of World War I in 1919. Many of the topics we will cover are still debated today, including immigration and citizenship policy, tariff rates, the relationship between federal and state governments, and how much authority a president has when it comes to foreign policy. Other elements are quite different, including the nineteenth-century emphasis on territorial acquisition and the absence of a large professional peacetime military.

In addition to the topics we study as a class, each student will have the opportunity to delve deeper into a relevant topic of their choice. Your choices and your curiosity will shape the course experience for everyone involved.

Skills Objectives: Historians do not acquire information in chronological order; they have to re-order and synthesize evidence to understand past events and change over time, and then they craft interpretations and arguments that emphasize what they consider to be most important. In this course, we will be working to synthesize material from class lectures, common readings, and independent readings to achieve a knowledge of key events and processes in US history and to develop the skills to analyze primary and secondary sources and convey that analysis in writing. The course also provides practice in locating sources, taking effective notes, implementing instructions, managing time effectively, and working independently.

Curriculum: This 3-credit course counts as an Americas course for History majors and minors and can also count toward the Global Studies major and minor. For CAS distribution requirements, it counts as a Humanities course. Students in other colleges should consult Degree Works, their academic advisor, and/or the UVM Catalog to see how it fits with their degree requirements.

Meeting Time: Mondays and Wednesdays from 6:40 to 7:55 pm

Meeting Location: Terrill 308

Instructor: Prof. Nicole Phelps nphelps@uvm.edu

Office: Wheeler 209 (133 S. Prospect Street)

Office Hours: By appointment in person or remotely on Teams. I am open to the possibility of scheduling appointments any day of the week, including Saturdays and Sundays, between the hours of 9:30 am and 9:30 pm. In addition, I will be holding drop-in hours at strategic points during the semester near assignment due dates. Those times and places will be chosen in consultation with the students in the course and will be announced in class, via email, and on the Teams calendar.

Contingency Planning: I currently see the potential for two things to disrupt the semester, and, of course, something entirely unexpected could happen. One potential disruption is a change in the public health situation that would require us to switch to remote instruction. A second is the fact that my parents are both dealing with serious illnesses; I am an only child, and if things were to take a turn, I may need to travel to be with them. In designing the course, I have tried to keep these things in mind, and I believe we can switch to meeting virtually in Teams fairly easily if we need to. Assignments are already set up to be submitted electronically in most cases and those that are not can easily be modified. The biggest challenge is likely to be student access to library books, but the library staff has risen to the challenge in the past, and I am sure we can cooperate to meet the demands of the situation if it arises.

In any given pre-pandemic semester, I would include a statement on my syllabus that reserves my right to make small modifications to the course as needed. That applies here, too. Any modifications will be made in consultation with students to the greatest extent possible, and every effort will be made to make sure that such modifications are fair.

Materials and Technology: I will be providing physical and electronic copies of assigned articles and primary sources. You need to acquire the following items:

- **Required Book.** We are test-driving a textbook I have recently finished writing entitled *Americans and International Affairs to 1921*. (I am using the approximately \$2 per book I receive in royalties after taxes to cover the cost of providing physical copies of articles and primary sources for you.) On the evening of Friday, August 27, I sent an email to students who were registered at that time with the link for how to order the book in its preliminary edition. If you have joined the class since that time, please contact me so I can send the link. The cost for a print version, including shipping, is just under \$65, and the digital version is around \$55. When you place your order, you will receive immediate digital access to the introduction and first two chapters so you can begin reading before the full book arrives.
- **Recommended Books.** You have the option of purchasing these items, but you also have access to free versions.
 - A print copy of a recent guide to Chicago notes-bibliography style. The specific edition really matters, because style changes often! Howe Library does also have digital access to *The Chicago Manual of Style (CMS)*, but a hard copy can be easier to use. I recommend:
 - Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. NINTH EDITION. Chicago: University of Chicago Press, 2018.
 - ISBN: 978-0226430577
 - Amazon new paperback price on July 30: \$15.99. Spiral-bound version: \$20.86.
 - The spiral-bound version might actually be easier to use. Do not bother with an electronic version. The point is having a physical copy. If you want electronic, just use the library's *CMS*.
 - You will also be choosing three books to read from a list of options. (The list will be available by the first class session; I will post and announce it as soon as it is ready.) You can get these books from the UVM library, and I have been in conversation with them so they will use Interlibrary Loan to get additional copies if needed. However, you may prefer to purchase your own copies from an online retailer or non-UVM bookstore.
 - **Other Required Physical Materials:** In addition to the required books, you also need:
 - A folder or binder dedicated to HST 153 for storing the syllabus and other handouts.
 - A notebook or other paper for taking notes in class. Unless you are working with Student Accessibility Services or are a designated note taker for the class, you should be taking notes by hand, not on a computer. I will make any PowerPoints I use available after class, and I will also aim to take a picture of the chalkboard at the end of class if I've made notes there.
 - Writing implements for taking notes and marking up hard copies of texts in class. Personally, I would suggest that the minimum is a pencil; two pens with contrasting ink colors; and a highlighter.
 - I also **recommend** that you have index cards in case you want to make flashcards, and a (mini) stapler and staples are always a good idea.
 - **Technology Requirements:** I anticipate that you already have most of all of these things, but if not, please get them.
 - Microsoft Office, including Word and Teams. UVM students can get Office for free; I believe you want to go to <https://www.uvm.edu/it/kb/article/office-365/> for instructions and a link to the download page. I'm really serious about this – no Pages, no Google alternatives.
 - Know the basics of how to use your free cloud storage space on Microsoft OneDrive.
 - If you opt to collect primary sources (more information later in the syllabus), you will want:
 - At least two web browsers, because not everything works well on all browsers. I recommend Firefox and Chrome.
 - A basic photo management program. Whatever comes standard on your laptop is probably fine. All the functionality you really need for this class is to be able to crop JPG, PNG, and TIFF files.
 - Either Adobe Acrobat **OR** (Acrobat Reader **and** PDF Shaper). Adobe Acrobat is the full version of the program, and UVM does not have a student license for that; it's expensive. If you have other uses for the program, go ahead and pay for it. Alternatively, you will be fine using the free Acrobat Reader to view PDFs and the free PDF Shaper (www.pdfshaper.com) to do basic manipulation of PDF files.

Blackboard (Bb) & Teams: We will be using two platforms to support our classroom experience. I reserve the right to switch more fully to one platform or the other as the semester goes on and we see how the course develops.

- **Blackboard**, which can be accessed at bb.uvm.edu, will be used for:
 - **Quiz-style exercises.** Your scores will also be visible on the “Exercise Scores” page. That’s what I have renamed “My Grades,” because I will not be posting any other information about your grades on Bb, just your scores on those objective exercises.
 - **Archiving class files**, including assignment sheets, PowerPoints, and readings. These may end up being available on Teams, too, but they will definitely be on Bb.
- **Teams**, which is part of Microsoft Office, will be used for:
 - **Appointment scheduling and remote office hours.** To set up an appointment, contact me via email, and then I will put the meeting in the Teams calendar.
 - **Occasional collaborative activities and assignment submission.** Specific instructions will be included with any assignments that are going to use these Teams functions.
 - **Your personal notes or files.** This is entirely optional, but each student does have a notebook space with a page titled “Personal” on the Teams site that is visible just to the individual student and to me as the instructor. You are welcome to post class-related materials there if that is of use to you; I do not plan on looking at students’ personal pages. To access that section once you are in the HST 153 Team, click on “Class Notebook” on the left-hand side of the screen. The notebook will open in a window on the right; click on the three book icon that’s sort of in the left-middle of the screen to open the notebook and see the sections. The icon looks sort of like this: III\
 - **Remote class sessions in the event of crisis.** If we need to adopt our contingency plan, class will meet remotely in Teams, or our classroom sessions may be audio-visually recorded for students in the class to refer back to, and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the chat feature, which allows students to type questions and comments live.
 - The first person to email me with the name of the building in the Team logo gets a bonus point for the course.
- **Technical assistance** is available to students via the UVM Helpline at 802-656-2604. Basic instructions for getting things set up at the start of the semester are available from the UVM Knowledge Base [here](#).

Communications: Several important things to keep in mind:

- Outside of our class sessions, I will communicate with you via **your UVM email account**. Be sure you check that account regularly and/or set up forwarding to your preferred address. Email is also the best way to reach me. I may be available via an @ message chat in Teams, but email is the most reliable way to reach me.
- I, Prof. Phelps, have a very strong preference for **formally composed messages** that contain an appropriate salutation and reflect proper usage of capitalization and punctuation. Mistakes do happen, especially when technology tries to think for us, but please make an effort to conduct correspondence with me in a professional manner.
- I expect you to communicate with me, your classmates, and any guests in a **respectful** manner. We are coming from a range of different backgrounds and experiences. We need a comfortable and supportive environment to maximize everyone’s learning. Learning typically happens by making a mistake and then working to correct it.
- In the primary sources you read for this class, you are likely to encounter language about race, gender, sexuality, and other social categories that is widely considered to be offensive today. As historians, we cannot shy away from the evidence in front of us. It is acceptable to use that language in your writing or in class discussion as long as it is crystal clear that you are **quoting a source** and using that source as evidence to make a specific point that is directly relevant to the content of the course.
- Please do your utmost to **refrain from using profanity** in our classroom discussions. The class is a space to practice professional communications.

Classroom & University Policies: Please abide by the following rules and university policies:

- **Academic Integrity.** Please honor UVM's Code of Academic Integrity and refrain from plagiarism, fabrication, collusion, and cheating. The entire code is available via the UVM Policies channel on Teams.
- **Public Health.** We will keep in step with whatever public health policies UVM adopts during the semester, whether that be mask wearing, social distancing, or other measures. Please be mindful of others while you are on campus and in our classroom. Let's cooperate to stay healthy!
- **Other UVM Policies.** We are all responsible for abiding by UVM's policies, including those on sexual harassment and bias. A link to all of UVM's policies is available on Bb and on uvm.edu through UVM A to Z.
- **Intellectual Property:** UVM's statement on intellectual property is as follows: Students are prohibited from publicly sharing or selling academic materials that they did not author, such as the syllabus, outlines or class presentations authored by the professor, practice questions, and text from the textbook or other copyrighted class materials. Students are also prohibited from sharing assessments, such as homework assignments or exams. Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.
- **Food and Beverage.** Beverages in well-chosen containers are allowed, but please keep in mind whatever public health regulations are in place. If we're supposed to be masked, stay masked. Please refrain from eating in class.
- **Electronics.** Laptops, phones, and other devices should be turned off and stowed unless we are using them for specific class-related activities. **Take notes by hand on paper.**
- **Final Exam.** UVM's rule is that "No student shall be required to take four or more final exams in one 36-hour period." Because HST 153 is a night class, our exam is scheduled for a reading day: it's Wednesday, December 15 at 7:30 pm. If you have three or four exams/deadlines in a short period, let me know as soon as possible, and we can see what can be done to make arrangements for this class. The university policy requires that any such arrangements must be finalized by 4:30 pm on Friday, December 3.

University Resources: The following resources may be of use to you:

- **Student Accessibility Services** (formerly known as ACCESS): access@uvm.edu
If you are working with SAS, please contact me as soon as possible—preferably via video conference or in person—so we can confirm your accommodations and get them set up as soon as possible. You do not need to wait for letters.
- **Writing Center:** <http://www.uvm.edu/wid/writingcenter/UWC/>
The Undergraduate Writing Center provides one-on-one consultations with peer writing tutors at any point in the writing process. Sign up online. Consultations take place on the ground/basement floor of the Howe Library.
- **Center For Academic Success:** <https://www.uvm.edu/academicsuccess>
The center provides subject-area and skills tutoring, as well as hosting the TRIO program for first-generation college students.
- **Counseling And Psychiatry Services (CAPS):** <https://www.uvm.edu/health/CAPS> or 802-656-3340
The CAPS staff provides counseling services to UVM students free of charge. In an emergency, call 911.
- **Student Services**
If something serious happens that will require you to be away from class and/or to miss the deadline for a major assignment, contact your college's student services office. Their staff can help you secure appropriate documentation. They are also a crucial resource for general academic advising and successfully navigating crises both large and small.

Arts & Sciences	802-656-3344	cas@uvm.edu
Agriculture & Life Sciences	802-656-2980	calsstudentservices@uvm.edu
Education & Social Services	802-656-3468	cessstsv@uvm.edu
Engineering & Mathematical Sciences	802-656-3392	cems.student.services@uvm.edu
Nursing & Health Sciences	802-656-3858	cnhs@uvm.edu
Grossman School of Business	802-656-4015	CSS@bsad.uvm.edu
Rubenstein School...	802-656-8683	rsenr@uvm.edu
Continuing & Distance Education	802-656-2085	

Grading: I use the standard scale in which, for example, a B- is 80 to 82 points, a B is 83 to 86 points, and a B+ is 87 to 89 points. I do round up, so technically an 86.5 is a B+. UVM's scale does include an A+, but it does not differ from an A in terms of the calculation of a student's overall GPA, and my colleagues in History and I award them very rarely. In this particular course, I would consider awarding an A+ to a student who earned more than 100 points. How that might be possible is explained in the next section.

I will provide you with an individualized grade report at least twice during the semester, most likely when I return graded assignments. I will not post grades on Blackboard.

Assignments: Your grade will be based on the components listed below. Absolutely perfect performance in the course would add up to 116 points. Remember that 92.5 points are necessary to earn an A in the course. **Detailed instructions for each assignment will be provided separately.**

- **Attendance. 5 points.** Regular attendance is important for doing well on other course assignments. The independent work that you bring to our class activities also helps improve the experience of your classmates. **I reserve the right to alter the attendance policy to make it more lenient** if the public health situation alters the way the course functions. Otherwise, we will go with the following:
 - There are 27 class sessions; students must attend 25 to earn the full 5 points. Perfect attendance would earn an additional 0.4 points. Attendance will be taken at each class session.
 - Religious, athletic, or other university-sponsored absences need to be reported in writing by Friday, September 8.
 - **Students must have fewer than 10 absences to pass the course.** An absence is an absence, regardless of the reason for it. If something serious happens that will affect your ability to attend class, stay in touch with me and your college's student services office so we can cooperate to keep you on track to complete the course.
 - If you are not going to be in class for some reason on any given day, I would appreciate an email letting me know. You do not need to give me details. I just appreciate knowing that the course is still on your radar and that you are not in peril.
- **Blackboard Exercises. 15 points.** There will be a series of foundational, objective exercises at the start of the semester to review important basics of US history and government and world geography, and then there will be an exercise associated with each chapter of the textbook to reinforce key ideas. The exercises will be completed on Bb on your own time. You will have the opportunity to do the exercises multiple times to maximize your score.
- **Florida Assignment. 5 points.** Early in the semester, we will be reading primary and secondary sources about the US acquisition of Florida in 1819 both to learn about what happened and to practice the types of reading skills you will need during the rest of the semester. You will have 1 to 3 brief writing assignments to prepare for our in-class work with these readings. (The assignments can likely be completed while you read. They're not essays.)
- **Book Assignments. 10, 15, and 20 points.** This is a **required** assignment; you must complete all three book assignments to pass the course. From a list of options, each student will choose three related books to read during the semester. You will summarize each book and bring highlights to share with the class and add to the timeline we will be constructing. Approximately three weeks before each deadline you will need to show me you have your book. For the first two books, there will be opportunity in class for peer feedback on a draft; the third time is more independent. The first book assignment is worth 10 points and is due in final form on October 6. The second is worth 15 points and is due in final form on November 3. The third is worth 20 points and is due on November 29, though earlier submission would be much appreciated.
- **Synthesis Paper. 15 or 20 points.** This is a **required** assignment; you must complete it to pass the course. You will write an essay that synthesizes the three books you read and relates them to the course as a whole. Length TBD, but probably around 10 pages, some of which might be drawn from your earlier book assignments. Each student has the option of deciding whether this paper will be worth 15 or 20 points toward their overall course grade. Due by 7:30 pm on Wednesday, December 15, though earlier submission is welcome.
- **Final Exam. 15 or 20 points.** Specific format to TBD, but some form of objective or short-answer exam that covers material from the entire semester and rewards note taking. It will either be in person during our scheduled final exam time on Wednesday, December 15, or it will be offered over Blackboard with time constraints. We will discuss the options as a class and make a decision as to the format no later than November 15. Each student has the option of deciding whether the exam will be worth 15 or 20 points toward their overall course grade.

- **Primary Source Collection. Up to 10 points.** You can locate, acquire in PDF form, correctly cite, and briefly comment upon up to five primary sources that are relevant to the course but which we have not worked with as a class. You can count on receiving one point per source if you follow the directions successfully, with up to one additional point per source awarded for thoughtfulness and effort. Submissions are welcome throughout the semester but must be received no later than 7:30 pm on Wednesday, December 15.
- **Participation. 0.6 points.** Participation is very difficult to evaluate fairly. If your participation is excellent—you regularly volunteer quality contributions to class discussion—I will award these points, which are enough to bump up a grade.

Schedule & Assignments

Important Reminder: I have listed the due dates for your three book assignments, but I have not included a reminder each day to keep working on them. It's up to you to remember and plan your time accordingly.

A&IA: The abbreviation A&IA in the table below refers to the textbook, *Americans & International Affairs to 1921*.

"Related Sources": In the table below, I use that phrase often to describe what is happening in class. These are items I will bring to class and you will examine there; you don't need to read them in advance.

Looking for More? In designing the course, I wanted to assign an article for every class session, too, but I decided that was too much reading for many students. If you are looking for more, however, each chapter of *A&IA* ends with suggestions for further reading, most of which are articles. In class, I will make recommendations to help you navigate the lists. You should be able to access all of the articles from the UVM Libraries. One path is to go to the RESEARCH DATABASES page of the library website and navigate to America History & Life. That is the preferred database for scholarly articles in North American history. Once you have searched for the article, use the FIND IT AT UVM button to access an electronic copy.

DAY	DATE	PREPARATION	IN CLASS
M	30-Aug	– read the syllabus – visit the course Bb and Teams sites	introduction to the course and key concepts
W	1-Sep	– Introduction and chapter 1 of <i>A&IA</i> – begin the Bb Foundational Exercises	government structures
NO CLASS – LABOR DAY			
W	8-Sep	– Chapter 2 of <i>A&IA</i> – Chapter 2 Bb Exercise	lecture: Overview of US Foreign Relations
M	13-Sep	– Rosen, "Wartime Prisoners" – Weeks, "Great Gun" – Florida Assignment Part I	lecture: Overview of US Foreign Relations
W	15-Sep	– Adams to Spanish Government – Florida Assignment Part II	discussion of Florida Assignment
M	20-Sep	– complete the Bb Foundational Exercises – show me you have your first book	discussion of Florida Assignment
W	22-Sep	– Chapter 3 of <i>A&IA</i>	Antebellum Treaties & Expansion discussion of Chapter 3 and related sources
M	27-Sep	– Chapter 3 Bb Exercise	Antebellum Treaties & Expansion
W	29-Sep		Antebellum Treaties & Expansion
M	4-Oct	– draft of First Book Assignment	discussion of drafts
W	6-Oct	– First Book Assignment	construction of timeline
M	11-Oct	– Chapter 4 of <i>A&IA</i> – Chapter 4 Bb Exercise	Antebellum Treaties & Expansion discussion of Chapter 4 and related sources
W	13-Oct	– show me you have your second book	Antebellum Treaties & Expansion
M	18-Oct	– Chapter 5 of <i>A&IA</i> – Chapter 5 Bb Exercise	Expansion discussion of Chapter 5 and related sources
W	20-Oct		Analyzing Images

DAY	DATE	PREPARATION	IN CLASS
M	25-Oct	– Chapter 6 of <i>A&IA</i> – Chapter 6 Bb Exercise	The US Military discussion of Chapter 6 and related sources (topics from here on out based on student requests and assignments)
W	27-Oct		The US Military
M	1-Nov	– draft of Second Book Assignment	discussion of drafts
W	3-Nov	– Second Book Assignment	construction of timeline
M	8-Nov	– show me you have your third book	Economics
W	10-Nov		Economics
M	15-Nov		Native Americans
W	17-Nov		Native Americans
FRI	19-Nov	preferred deadline for Third Book Assignment	
NO CLASS – THANKSGIVING BREAK			
M	29-Nov	– Third Book Assignment	construction of timeline
W	1-Dec		Race
M	6-Dec		Race
W	8-Dec		Race
W	15-Dec	– Synthesis Paper – Primary Source Collection	7:30 to 10:15 PM – Final Exam