

The 1890s: Globalizing America

Mondays, Wednesdays, and Fridays from 10:40 am to 11:30 am in Lafayette L300; 3 credits

INSTRUCTOR: Prof. Nicole Phelps

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Office: 209 Wheeler House

At present, entering Wheeler House requires using the stairs. Let me know if you need to meet in a different location.

Office Hours: Mondays, 2:00 – 3:30 pm;

Wednesdays, 9:00 – 10:15 am;

and by appointment

WRITING MENTOR: Emily Demicco

Email: edemicco@uvm.edu

Office: Fulweiler Room (3rd Floor of the Bailey/Howe Library)

Office Hours: by appointment

As writing mentor, Emily will be working in various capacities with all students on class assignments with an eye toward improving overall student performance. She has no responsibilities in terms of grading.

GENERAL DESCRIPTION

In the 1890s, the US government and American citizens were very much involved in a series of economic, political, and social networks that spanned the globe. While some Americans actively embraced that integration and called for their nation to throw out its traditional rhetoric of non-involvement in international affairs, others insisted on limiting American involvement and protecting the nation against outside influences. The United States in the 1890s was therefore the scene of fierce debates: Should the US follow the European lead and become a colonial empire? Should American civilization and especially American men be “revitalized” by going to war? Should the United States pursue free trade or a protectionist tariff policy? Who should be able to immigrate to the United States, and who should be able to exercise full citizenship once there? None of these questions could be settled by Americans alone; other governments, private individuals, and multinational institutions such as businesses and voluntary organizations were all involved in the debates, too. In this course, we will explore the debates on these questions, focusing not just on the 1890s, but on the antecedents to these debates and the policies that arose from them in the twentieth century.

MATERIALS

You need to be in possession of the following items:

- ⇒ A **hard copy** of the HST 153 Primary Source Packet. You can purchase a copy from me for \$5, or you can print out a copy; it is posted on the “Syllabus & Course Info” page of the course Blackboard site. (bb.uvm.edu)
 - ⇒ A copy of the HST 153 Secondary Source Readings Packet. The packet is available on the “Syllabus & Course Info” page of the Blackboard site. See the handout on “Reading, Note Taking, and Electronics” for additional information.
 - ⇒ A computer with word processing software, an Internet connection, a printer, and a stapler, or *reliable access* to all of these items if you do not own them personally.
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STUDENTS WORKING WITH THE ACCESS OFFICE

DON'T WAIT FOR YOUR LETTER IF YOU NEED SERVICES. It is important to the University and to me that every student, regardless of disability, be provided with the tools that will make the University a productive learning environment. Please let me know early in the semester if this may apply to you. Our discussions will be confidential and respectful of your privacy. Students who have particular needs should also be in contact with the ACCESS office.

ACADEMIC INTEGRITY

The UVM Code of Academic Integrity applies to all work done for this course; do not engage in plagiarism, fabrication, collusion, or cheating. We will talk further about proper citation techniques in class, and the entire UVM Code of Academic Integrity is available online; a link is available on the course Blackboard site. If you do your own work, follow directions carefully, and do your work exclusively for this class, you won't have any academic integrity problems.

In the event of any form of academic dishonesty, you will receive a “0” on the affected assignment. The type and severity of the dishonest behavior will determine whether or not I choose to report it to the Center for Student Ethics and Standards (CSES). If the case is reported to CSES, you risk receiving a final grade of “XF” for the class.

REQUIREMENTS AND GRADING

The following components will make up your grade. Detailed instructions for assignments will be distributed separately and will be posted on the course Blackboard site.

Attendance – 10%

Showing up is important! Much of the material you are responsible for is only available in class. Please come to class on time and remain for the entire session. If you miss a session, you are responsible for finding out what you missed.

Students who miss 9 class sessions or more will automatically fail the course.

If you are absent when a major assignment is due, you need to provide documentation for your absence (doctor's note, funeral program, etc.) if you want to avoid late penalties. If something happens that seriously affects your ability to attend class, such as a longer-term illness (i.e., mono, depression, etc.), please let me know about the situation and stay in touch so that you can still fulfill the course requirements. Your college dean's office can work with you to inform all of your professors should emergencies arise. The College of Arts & Sciences dean's office can be reached at 656.3344.

If you are involved in varsity sports and/or will be absent for religious reasons, it is your responsibility to provide me with a list of those excused absence dates by the end of the second week of classes.

Preparation, Participation, and Short Assignments – 45%

Regular preparation and active participation is expected. To participate actively, you need to have completed the assigned reading before coming to class. I will be checking your reading notes randomly throughout the semester. (See the "Reading, Note Taking, and Electronics" handout for more information.) Participation primarily involves making contributions to small and large group discussions; it may also include some in-class writing assignments. I reserve the right to give in-class, announced or pop quizzes on the reading if student preparation and participation is lacking.

Over the course of the semester, there will be several brief homework assignments to help you practice finding and interpreting primary sources and developing historical arguments—the skills you will need for your midterm and final. This portion of your grade also includes a "Basic Facts Quiz," which is designed to help you keep a chronology of key dates in mind while we take a more thematic approach in class. Details will be distributed separately. Many of these activities will involve using Blackboard. Some of these assignments will be optional and can therefore earn extra credit points.

Midterm Case Study – 15% – Final Materials due Monday, 31 October at the start of class

The midterm will focus on diplomatic and domestic causes and repercussions of the lynching of eleven Sicilians in New Orleans in 1891. You will write a 4-6 page analysis of the event based on primary sources and supplemented by class readings and lectures. The primary sources will be a combination of items I assign and those you locate on your own. In the process of developing your paper, you will be meeting in a small group with Emily, our Writing Mentor. Some meeting times will be available during our regularly scheduled class time, while others will be outside of class. Specific instructions will be distributed later in the semester, most likely on Monday, 10 October.

You must complete the midterm in order to pass the course.

Final Paper – 30% – due Monday, 12 December by 12 noon

Your final paper will follow the same basic format as the midterm, in that you will write an analytical paper based on primary sources supplemented by class readings and lectures. It will be slightly longer (5-8 pages), and you will be finding all of the primary sources yourself. In terms of topic, you will be able to choose from a relatively lengthy list of 1890s-focused possibilities, including bilateral relations (for example, US-Brazilian relations, US-Greek relations, etc.), the first modern Olympics (1896), the Hague Convention (1899), and the international women's rights movement, among numerous others. Your writing process will also include a meeting with Emily; various formats for that meeting will be available. Specific instructions will be distributed before Thanksgiving break.

You must complete the final in order to pass the course.

Reading, Note Taking, & Electronics

PRIMARY AND SECONDARY SOURCES: DEFINITIONS

Historians frequently refer to—and distinguish between—primary and secondary sources, and we will frequently invoke that distinction in this class. Primary sources are materials created at or very near the time of the event they relate to or describe. In this class, that means materials generated in the 1890s. General types of primary sources include letters, diaries, newspaper articles, government documents, and photographs. Secondary sources are accounts and analyses of events that are based on primary sources. Historians read multiple primary sources, synthesize the information, and then write a narrative, or interpretation, of the events described by the primary sources. Class lectures would also fall into the category of secondary sources, since I am presenting a narrative based on my exploration of both primary and secondary sources.

SKILLS OBJECTIVES FOR THE COURSE

In addition to historical content about the 1890s and the larger role of the United States in the world, this course is designed to build the following skills:

- ⇒ finding, reading, and analyzing primary sources
- ⇒ reading secondary sources (specifically, scholarly articles and book chapters) for argument, information, and structure
- ⇒ writing thesis-driven historical essays that synthesize primary sources, secondary sources, and material covered in class lectures and discussions
- ⇒ promoting attention to detail, adherence to instructions, and time management

These are all skills essential to the study of history, and they are also of use in other academic settings and in the workplace.

WHY READ?

The assigned reading is integral to the class; the readings, lectures, and discussions are designed to enhance and reinforce one another. In other words, the readings are not merely a repeat of what is covered in class sessions. In combination, the primary and secondary source readings provides greater depth and breadth of information that can be covered in class time alone. The secondary sources also provide models of argument, evidence use, and citation style that you can use in your own historical writing.

The course is designed to help you keep up with the assigned reading. The assignment structure recognizes and rewards time and effort spent doing the reading and doing it on time—indeed, nearly half of your grade is based on class discussions and regular, short assignments that require you to have done that day's assigned reading. In constructing the reading list, I also aimed to minimize the quantity of reading while maximizing its quality and utility for the course, and we will spend some time in class discussing strategies for how to read most effectively and efficiently for different purposes.

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READING AND NOTE TAKING: PRIMARY SOURCES

As we will talk about in class, reading primary sources is usually about focusing on detail—word choice, tone, rhetorical strategies. To do that kind of reading, you need a hard copy of the text that you can write on. Please be sure you have a **hard copy** of the Primary Source Packet and that you bring it to class on the days we are discussing primary sources. Mark up the text itself. Additional notes can be taken by hand in a notebook or on a word processor.

READING AND NOTE TAKING: SECONDARY SOURCES

Historians typically focus on broad arguments, rather than specific details, when they read secondary sources. We will talk in class about how to read these sources and how to take notes that are meaningful for our purposes. Personally, I think it is best to read from a hard copy and to mark up the text itself. However, if you would prefer to read from your computer, iPad, etc., you may do so. You need to bring a copy of the reading and your notes to class to aid you in discussion, and that copy may be either physical or electronic. I reserve the right to require hard copies and to ban electronics from the classroom if they prove to be a distraction or are otherwise abused.

SPOT CHECKS

On each day that there is assigned reading, I will ask a few students to show me their copy of that day's text(s) and their reading notes. I will use a random number generator to determine which students are checked, and I will look at everyone's notes at least twice during the semester. Points awarded for these checks will be part of the Preparation, Participation, and Short Assignments portion of your grade for the course. If you are absent on a day your name comes up and that absence is not excused, you will not receive any points.

NOTE TAKING: LECTURES AND DISCUSSIONS

You should take notes during class lectures and discussions because you will need that information again when you write your papers. My preference is that you take notes by hand, but you may also take them on your word processor. Again, I reserve the right to ban electronics from the classroom if they prove to be a distraction or are otherwise abused.

To provide citations in your papers for material covered in class, you will need the title of each day's session, as well as the date. This information is available on the schedule and on Blackboard; it's a good idea to record it on your notes as well.

If I use PowerPoint on any given day, I will post it after class on the "Daily Materials" page of the course Blackboard site. The PowerPoints will not contain all of the pertinent information, however; given that we will be combining lecture and discussion nearly every day, PowerPoint is too constraining. Taking notes in class is therefore particularly important.

ELECTRONICS: ADDITIONAL CONSIDERATIONS

Think carefully about whether you really want a laptop in class. The desks are not large. If you do decide to use a laptop, be sure that the battery is charged, because there are very few outlets in the classroom.

Stay focused on what's going on in class! If you do use a laptop, iPad, etc., please do not open your Web browser or your email or messaging application during class time. Please turn off your cell phones during class; texting is not permitted. Using these devices is certainly a distraction for you, but it also distracts your classmates and me, disrupting everyone's concentration and learning.

Unit 1: INTRODUCTION – THEMES & SKILLS	
M 8-29	Introduction to the Course
<p><i>Recommended pre-class activities:</i></p> <ul style="list-style-type: none"> ▪ Review the syllabus and bring any questions you have about it to class. ▪ Visit the Blackboard site to make sure you have access and to familiarize yourself with the organization. ▪ Begin preparing for the Basic Facts Quiz. 	
W 8-31	Overview: Economics
<ul style="list-style-type: none"> ▪ Read Matthew Frye Jacobsen, “Export Markets: The World’s Peoples as Consumers,” in <i>Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917</i> (New York: Hill and Wang, 2000), 15-57. ▪ Review the syllabus and bring any questions you have about it to class. ▪ Visit the Blackboard site to make sure you have access and to familiarize yourself with the organization. ▪ Continue preparing for the Basic Facts Quiz. 	
F 9-2	Overview: Race & Civilization
<ul style="list-style-type: none"> ▪ Read Matthew Frye Jacobsen, “Theories of Development: Scholarly Disciplines and the Hierarchy of Peoples,” in <i>Barbarian Virtues</i>, 139-72. ▪ Continue preparing for the Basic Facts Quiz. 	
M 9-5	NO CLASS – LABOR DAY
<ul style="list-style-type: none"> ▪ Continue preparing for the Basic Facts Quiz. 	
W 9-7	Reading Skills: Primary Sources
<ul style="list-style-type: none"> ▪ Read the excerpt from George Washington’s Farewell Address (1796). ▪ Read Richard Olney, “International Isolation of the United States,” <i>Atlantic Monthly</i> 81, no. 487 (1898): 577-88. ▪ Complete the “Reading Primary Sources” exercise. ▪ Continue preparing for the Basic Facts Quiz. 	
F 9-9	Reading Skills: Secondary Sources
<ul style="list-style-type: none"> ▪ IN CLASS: BASIC FACTS QUIZ ▪ Excused absences for athletic events, religious observances, and other university-sponsored events need to be reported by the end of the day. 	
M 9-12	Technology, Travel, and Popular Geography
<ul style="list-style-type: none"> ▪ Read Christopher Endy, “Travel and World Power: Americans in Europe, 1890-1917,” <i>Diplomatic History</i> 22, no. 4 (1998): 565-94. ▪ Read Kristin Hoganson, “Girdling the Globe: The Fictive Travel Movement and the Rise of the Tourist Mentality,” in <i>Consumers’ Imperium: The Global Production of American Domesticity, 1865-1920</i> (Chapel Hill: University of North Carolina Press, 2007), 153-208. ▪ Complete the “Reading Secondary Sources” exercise. ▪ Note: The add/drop periods ends at the end of the day. 	
W 9-14	Consumer Culture
<ul style="list-style-type: none"> ▪ Read Kristin Hoganson, “Beyond Main Street: Imperial Nightmares and Gopher Prairie Yearnings,” in <i>Consumers’ Imperium</i>, 1-12. ▪ Read the book chapter you were assigned in class. (Assignments are also posted on Blackboard.) Be prepared to summarize the chapter briefly for a small group of your classmates. 	

Schedule & Assignments

Complete the reading and assignments listed for each day BEFORE you come to class.

Unit 2: THE WORLD ON DISPLAY – CHICAGO & THE FAIR, 1893

F 9-16	Chicago 1893: Introduction	
	<ul style="list-style-type: none"> Read Robert W. Rydell, "The Chicago World's Columbian Exposition of 1893: 'And Was All Jerusalem Buildd Here?'" in <i>All the World's a Fair: Visions of Empire at American International Expositions, 1876-1916</i> (Chicago: University of Chicago Press, 1984), 38-71. Read Frank A. Cassell, "The Columbian Exposition of 1893 and United States Diplomacy in Latin America," <i>Mid-America</i> 67, no. 3 (1985): 109-24. 	
M 9-19	Finding Primary Sources, Part I	Guest: Daisy Benson, UVM Libraries
	<ul style="list-style-type: none"> Read Steven Conn, "An Epistemology for Empire: The Philadelphia Commercial Museum, 1893-1926," <i>Diplomatic History</i> 22, no. 4 (1998): 533-63. If you have a laptop, please bring it to class. Be sure the battery is charged. 	
W 9-21	Finding Primary Sources, Part II	Guest: Daisy Benson, UVM Libraries
	<ul style="list-style-type: none"> Assignment TBA If you have a laptop, please bring it to class. Be sure the battery is charged. 	
F 9-23	The Frontier Thesis	
	<ul style="list-style-type: none"> Read Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893). Assignment TBA 	
M 9-26	Native Americans	
	<ul style="list-style-type: none"> Read L. G. Moses, "Indians on the Midway: Wild West Shows and the Indian Bureau at World's Fairs, 1893-1904," <i>South Dakota History</i> 21, no. 3 (1991): 205-29. Assignment TBA 	
W 9-28	The Color Line	
	<ul style="list-style-type: none"> Read Robert W. Rydell, "Editor's Introduction: Contend, Contend!" in <i>The Reason Why...</i> (1893; Urbana: University of Illinois Press, 1999), xi-xlvii. Read Frederick Douglass, "Introduction," in <i>The Reason Why the Colored American Is Not in the World's Columbian Exposition</i> (1893), 7-16. Recommended reading: the remainder of Ida B. Wells, ed., <i>The Reason Why....</i> (Available on Bb) Assignment TBA 	
F 9-30	Women's Rights	
	<ul style="list-style-type: none"> Read T. J. Boisseau, "White Queens at the Chicago World's Fair, 1893: New Womanhood in the Service of Class, Race, and Nation," <i>Gender & History</i> 12, no. 1 (2000): 33-81. Assignment TBA 	

Unit 3: RACE, MIGRATION, & BORDER CONTROL

M 10-3	Chinese Exclusion	
	<ul style="list-style-type: none"> Read Erika Lee, "Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882-1924," <i>Journal of American History</i> 89, no. 1 (2002): 54-86. Recommended reading: Mitziko Sawada, "Culprits and Gentlemen: Meiji Japan's Restrictions of Emigrants to the United States, 1891-1909," <i>Pacific Historical Review</i> 60, no. 3 (1991): 339-59. 	
W 10-5	Return Migration & New Immigrants	
	<ul style="list-style-type: none"> Read the excerpt from Mark Wyman, <i>Round-trip to America: The Immigrants Return to Europe, 1880-1930</i> (Ithaca: Cornell University Press, 1993), 3-42. 	

Schedule & Assignments

Complete the reading and assignments listed for each day BEFORE you come to class.

F 10-7	Finding Primary Sources, Part III	Guest: Scott Schaffer, UVM Libraries
	<ul style="list-style-type: none"> Read Jeanne Petit, "Breeders, Workers, and Mothers: Gender and the Congressional Literacy Test Debate, 1896-1897," <i>Journal of the Gilded Age & Progressive Era</i> 3, no. 1 (2004): 35-58. Assignment TBA If you have a laptop, please bring it to class. Be sure the battery is charged. 	
M 10-10	Immigration Restriction	
	<ul style="list-style-type: none"> Assignment TBA 	
W 10-12	Midterm Case Study: 1891 New Orleans Lynchings	
	<ul style="list-style-type: none"> Read the primary and secondary source material associated with the midterm. Hard copies of these readings will be distributed in advance of class and will also be available on the Blackboard site. Assignment TBA 	
F 10-14	Midterm Case Study: 1891 New Orleans Lynchings	
	<ul style="list-style-type: none"> Assignment TBA 	
M 10-17	Midterm Case Study: SMALL GROUP MEETINGS/WORK TIME	
	<ul style="list-style-type: none"> The class as a whole will not meet. Emily will be holding meetings with small groups of students to work on the midterm paper. Specific meeting times and locations will be announced in class and posted on Blackboard. 	
W 10-19	Anglophobia, Anglophilia, and Anglo-Saxons	
	<ul style="list-style-type: none"> Read Paul Kramer, "Empires, Exceptions, and Anglo-Saxons: Race and Rule between the British and U.S. Empires, 1880-1910," <i>Journal of American History</i> 88, no. 4 (2002): 1315-53. Continue work on your midterm paper. 	
F 10-21	Anglophobia, Anglophilia, and Anglo-Saxons	
	<ul style="list-style-type: none"> Read Goldwin Smith, "The Hatred of England," <i>The North American Review</i> 150, no. 402 (1890): 547-62. Read the excerpts from the <i>North American Review</i> symposium on "Do Americans Hate England?" that you were assigned in class. Additional instructions about how to prepare for our discussion of the readings will be distributed in class. Continue work on your midterm paper. 	

Unit 4: HAWAII

M 10-24	Hawaii: An Overview	
	<ul style="list-style-type: none"> Continue work on your midterm paper. 	
W 10-26	Hawaii: Cleveland and Anti-imperialism	
	<ul style="list-style-type: none"> Read Grover Cleveland's Special Message on the Hawaiian Treaty (1893). Continue work on your midterm paper. 	
F 10-28	Hawaii: McKinley and Annexation	
	<ul style="list-style-type: none"> Read William Michael Morgan, "The Anti-Japanese Origins of the Hawaiian Annexation Treaty of 1897," <i>Diplomatic History</i> 6, no. 1 (1982), 23-44. Continue work on your midterm paper. 	

Schedule & Assignments

Complete the reading and assignments listed for each day BEFORE you come to class.

Unit 5: LATIN AMERICA & THE MONROE DOCTRINE**M 10-31 Latin America and the Monroe Doctrine**

- Turn in your MIDTERM PAPER at the start of class.
- Read the Monroe Doctrine (1823).
- Read Mark T. Gilderhus, "The Monroe Doctrine: Meanings and Implications," *Presidential Studies Quarterly* 36, no. 1 (2006): 5-16.

W 11-2 The Monroe Doctrine and the Venezuela Crisis

- Read Grover Cleveland's Special Message on the Venezuela Boundary Dispute (1895).
- Review the Monroe Doctrine (1823).
- Review Gilderhus, "The Monroe Doctrine."

F 11-4 Toward an Isthmian Canal

- Read the Roosevelt Corollary (1904).

Unit 6: WAR, PEACE, & EMPIRE**M 11-7 In Favor of War**

- Read Theodore Roosevelt, "The Strenuous Life" (1899).
- Read Theodore Roosevelt's Military Recommendations (1901).

W 11-9 Pacifism & Arbitration

- Read Kristin Hoganson, "The Manly Ideal of Politics and the Jingoist Desire for War," in *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (New Haven: Yale University Press, 1998), 15-42.
- Read the excerpt from Harriet Hyman Alonso, *Peace as a Women's Issue: A History of the U.S. Movement for World Peace and Women's Rights* (Syracuse: Syracuse University Press, 1993), 8-9.

F 11-11 The Spanish-American & Philippine-American Wars

- Read Gary Gerstle, "Theodore Roosevelt and the Divided Character of American Nationalism," *Journal of American History* 86, no. 3 (1999): 1280-1307.
- Assignment TBA.

M 11-14 The Spanish-American & Philippine-American Wars

- Read Mark Twain, "The Anglo-Saxon Race" (1901); and "Battle Hymn of the Republic (Brought Down to Date)" (1901).
- Read Ernest Howard Crosby, "Our Foreign Policy" (1901).
- Assignment TBA.

W 11-16 Perspectives on the White Man's Burden

- Read Rudyard Kipling's "The White Man's Burden" (1899) and the four anti-imperialist responses.

F 11-18 The Unincorporated Territories

- Read Sam Erman, "Meanings of Citizenship in the U.S. Empire: Puerto Rico, Isabel Gonzalez, and the Supreme Court, 1898 to 1904," *Journal of American Ethnic History* 27, no. 4 (2008): 5-33.
- Read Jason M. Colby, "Race, Empire, and New England Capital in the Caribbean, 1890-1930," *Massachusetts Historical Review* 11 (2009): 1-25.

Schedule & Assignments

Complete the reading and assignments listed for each day BEFORE you come to class.

M-F 11-21 to 11-25	THANKSGIVING BREAK – NO CLASS
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M 11-28	Final Paper: SMALL GROUP MEETINGS/WORK TIME
<ul style="list-style-type: none">▪ The class as a whole will not meet. Use the time to work on gathering your sources and doing prewriting activities for your final paper. Emily and I will be available for consultations.	

Unit 7: CHINA

W 11-30	The China Market
<ul style="list-style-type: none">▪ Read Carol C. Chin, "Beneficent Imperialists: American Women Missionaries in China at the Turn of the Twentieth Century," <i>Diplomatic History</i> 27, no. 3 (2003): 327-52.	
F 12-2	Crises in China: The Open Door & the Boxers
<ul style="list-style-type: none">▪ Read the First Open Door Note (1899). (No. 927, Mr. Hay to Mr. White, 6 September 1899.)▪ Read William McKinley's Comments on the Boxer Rebellion (1900).	

Unit 8: CONCLUSIONS

M 12-5	Conclusions & Review
<ul style="list-style-type: none">▪ Reading and assignments TBA.	
W 12-7	Conclusions & Review
<ul style="list-style-type: none">▪ Reading and assignments TBA.	
M 12-12	FINAL PAPER DUE by 12 noon
<ul style="list-style-type: none">▪ Turn in your FINAL PAPER by 12 noon.	

Basic Facts Quiz Information

PURPOSE

Our course material is organized more thematically than chronologically, but keeping a sense of the order in which things happened is essential for history. There are, therefore, some basic facts that are worth getting a firm command of—memorizing, even—so you can make connections among them and recall what else was going on at the time. Many of these things are items that you very likely encountered in high school and/or in an introductory U.S. history survey in college, and they are things that the authors of our secondary sources will expect you to know without needing them explained. We will talk about them all in greater detail in class, but you should get the basics down early in the semester and keep them fresh in your mind throughout the term.

THE SCHEDULE

- 1) There are two practice versions of the quiz up on Blackboard. In one version, the questions will always appear in the same order; in the other, they are randomized. You may take either version (or both) as many times as you would like. Both versions will provide you with correct answers and feedback at the end if you click on the “OK” button at the bottom right of the screen. **You need to take one of the practice quizzes at least once before 10 am on Friday, 9 September.** You will get credit for taking the practice quiz, regardless of the score you get.
- 2) **There will be a quiz in class on Friday, 9 September.** The questions will be pulled directly from the practice version on Blackboard. You may *not* use notes for the in-class quiz.
- 3) After the in-class quiz, I will re-open the practice quizzes on Blackboard so you can use them for review throughout the semester.
- 4) **I will give the quiz again in class at some point during the second half of the semester.**
- 5) The practice version and both in-class quizzes will count toward the Preparation, Participation, and Short Assignments section of your grade for the course.

MATERIAL COVERED

The specific questions are up on Blackboard, but the basic topics are as follows:

Order of the presidents from Lincoln to Wilson and their party affiliation

major 1890s secretaries of state (Blaine, Gresham, Olney, Hay)

Alfred Thayer Mahan

William Jennings Bryan

1890s tariff legislation (McKinley, Wilson-Gorman, Dingley) and party positions on tariffs

Chronological order of U.S. wars

bimetallism

Santo Domingo

Gilded Age

Progressive Era

antebellum

1893 depression

Alaska (Klondike) gold strike

assassination of President McKinley

Battle of Wounded Knee Creek

Boer War

Boxer Rebellion

Bureau of Immigration

Chinese Exclusion Act

Dawes Act

Farewell Address

first Inter-American Conference

Monroe Doctrine

Panama Canal

Reconstruction

Spanish-American War

World's Columbian Exposition

Midterm Assignment

Due by Monday, 31 October at the start of class

THE READINGS

The readings for the midterm assignment include:

- 1) Clive Webb, "The Lynching of Sicilian Immigrants in the American South, 1886-1910," *American Nineteenth Century History* 3, no. 1 (2002): 45-76.
- 2) In *FRUS*, the "Correspondence in Relation to the Killing of Prisoners in New Orleans, March 14, 1891."
- 3) The packet that begins with excerpts from the 1871 treaty with Italy and includes articles from several periodicals and part of President Harrison's 1891 annual message to Congress.
- 4) The newspaper article "The New Orleans Lynching: Expressions on the Subject from the Louisiana Newspapers."

Hard copies of all of these materials were handed out in class, and electronic versions are up on the Midterm page of the Blackboard site.

As you read, please keep in mind that there is virtually no discussion of the evidence against the nine Italians for the shooting of Police Chief Hennessy. While much of the press takes their guilt for granted, their culpability has not been proved.

PART I: PRE-WRITING SESSIONS WITH EMILY

As part of the midterm, you need to attend a 50-minute small-group session with our WID Mentor, Emily Demicco (edemicco@uvm.edu). The sessions are aimed at providing an opportunity to talk through your ideas after you've read through the sources and before you've done much writing; this is a thing that academic and other professional writers do all the time.

To participate in a session, you must have completed the midterm readings AND you must come with two copies of a draft thesis statement for your essay. One of those copies will be handed in to Emily to demonstrate your preparation. If you don't have your thesis statement, you won't be able to participate, and not participating in a session will adversely affect your grade for the midterm.

The schedule of meeting times and the sign-up sheet is available on the Midterm page on Blackboard. Please be sure you attend the session you signed up for; rescheduling a missed session is not possible, save in serious, documented emergencies.

PART II: ESSAY

The death of Police Chief Hennessy and the lynching of nine Italians in response attracted not only local, but national and international attention. Governor Nicholls, Consul Corte, Minister Fava, Secretary Imperiali, Minister Porter, and Secretary of State Blaine all had to deal with aspects of the situation, and a great deal was at stake: the possibility existed for war between Italy and the United States over the crisis. Of these six men, who was in the most difficult situation? Why was that person's situation so difficult, and why did the others have an easier time?

Write an essay that answers these questions. Back up your argument with specific evidence from the midterm readings and your notes from class; you may also draw on other course readings from earlier in the semester. The body of your essay should be 1500-2000 words long, not including your name, the title, or the notes. It should have an introductory paragraph that ends with a clear thesis statement.

Your essay should be formatted as follows:

- The body text should be in 11 point Times New Roman font, 1.5 spaced, 1 inch margins, with no extra spacing between paragraphs. (Most of these things are set in the Paragraph menu in Microsoft Word.) The pages should be numbered.
- To cite your sources and direct readers to further information, use endnotes. Use Arabic numerals for in-text note markers. (The default in Word is roman numerals.) The text of your endnotes should be 10 point Times New Roman, single spaced. That's the default setting in Word, so you shouldn't have to change anything. Instructions on how to format the content of your citations will be posted to the Midterm page of the Blackboard site by 10/19. You do NOT need a separate bibliography.
- Include a title page with the title of your essay (which should reflect your argument; don't call it "Midterm Essay"), your name, the title and number of the course, and the date.
- The hard copy of your paper should be stapled. (I will *not* have a stapler with me in class on the due date.) It can be printed double or single sided, although the back of the title page should be kept blank because I will write comments there.
- Only hard copies will be accepted; I cannot print your paper. Be sure to save an electronic copy, however. This is an important practice in general; I also often ask students for electronic copies to use as samples.

Three pieces of advice:

- 1) Keep in mind that there is no right answer to the question set. A case can be made that any of these six men had the toughest position. A successful essay will be one that uses specific evidence and clear, stylistically correct prose in support of whatever argument you put forward.
- 2) Be sure to answer all parts of the question set.
- 3) Be careful with your tone. Big words and an overly formal academic tone are not particularly impressive, especially because the tendency to use those words inaccurately is high. (Fear the thesaurus function in your word processor!) On the other hand, an overly conversational or colloquial tone is inappropriate, too. Feel free to draft your essay in that conversational style, since that can help you get your ideas out there; be sure to go back and revise the essay to adjust the tone, however.

PART III: LOCATING SOURCES

While I have provided you with hard copies of the primary sources needed for the midterm, I would also like to see that you can find them online. Please post the following to the “Post Midterm Search Results Here” section of the Midterm page on the Blackboard site:

- 1) A link to the US-Italian correspondence in *FRUS*.
- 2) A link to Benjamin Harrison’s 1891 annual message to Congress.
- 3) A PDF of “The New Orleans Lynching: Expressions on the Subject from the Louisiana Newspapers.”
- 4) A full citation and a PDF of one of the three articles from *The Nation*.
- 5) A full citation and a PDF of an article relating to the case from the *New York Times*, *Los Angeles Times*, or *Boston Globe*. (Note that this is not part of the primary source set for the midterm: you’re finding an additional source.)
- 6) BONUS: A full citation and a PDF to an article from one of our key periodicals that deals with some aspect of the case and is not a part of the primary source set for the midterm.
- 7) BONUS: A full citation and a link to a discussion about some aspect of the case in the Congressional Record.

DRAFTS

I am willing to read drafts of whole papers if I receive them by 9 am on Thursday, 27 October AND you make an appointment to come and talk with me about the draft.

Emily may also be available to read drafts. The Writing Center at the library is an excellent resource as well. Given that we’ve already got prewriting sessions with Emily, I recommend using the Writing Center when you’re further along to deal with issues like overall and sentence-level clarity.

GRADING & EARLY COMPLETION BONUS

The midterm is worth 15 percent of your grade for the course overall. It will be assessed out of 150 points: 30 points for the meeting with Emily (including the draft thesis statement), 100 points for the essay (including following the formatting directions), and 20 points for the searching. The periodicals bonus item is worth 4 points, and the Congressional Record bonus item is worth 6 points.

If you turn in your completed midterm between Wednesday, 26 October and Friday, 28 October, I will give you 8 bonus points. Hard copies can be turned in during class or put in my mailbox in Wheeler House.

Final Paper Assignment

Due by Monday, 12 December at 12 noon

THE WRITING ASSIGNMENT OPTIONS

For the final paper, you need to produce an 1800-2500 word piece of writing based on primary sources that were created between 1889 and 1901 and are related to international affairs. Your piece of writing needs to be crafted exclusively for HST 153, and it must fall into one of the following categories:

- 1) **Narrative.** Pick a country with which the United States had a disagreement or conflict at some point between 1889 and 1901 *that we have not covered in class*. A good place to find basic information about those disputes is in the presidents' annual messages to Congress, which can be easily accessed via the American Presidency Project. A country-by-country report is typically near the beginning of each.

First, using the relevant *Foreign Relations of the United States* correspondence, write a historical narrative (that is, what happened) that covers the major developments in the dispute from its origins to its resolution. The *FRUS* correspondence can be supplemented with other primary sources, such as newspaper articles or congressional speeches, but the *FRUS* correspondence should be the main source. The narrative should be at least 1500 words long.

Second, write a statement (or essay, depending on how much you have to say) that explains how the dispute reflects at least one of the major themes we've talked about in class this semester (racial hierarchy, economic expansion, the legacy of the Farewell Address, etc.). Your statement should be at least 300 words long.

The two parts—narrative and analytical statement—could be incorporated into a single essay; in most cases, I think separating them will be the better choice.

If you had difficulty with organization on the midterm paper, I strongly recommend the Narrative option.

- 2) **Analysis of Coverage.** Select an international event *that we did not cover in class* that occurred between 1889 and 1901 and received considerable media coverage. Strong possibilities include the 1896 Olympic Games, the 1899 Hague Convention, the 1895 Cotton States and International Exposition in Atlanta, and the 1901 Pan-American Conference in Buffalo.

Using at least 6 articles from newspapers and our key periodicals, write an essay that analyzes the coverage of the event in a way that is relevant to the themes of the course. Some questions you might consider are whether or not the coverage favors or opposes the event and why, how the United States and other countries are presented, and how, according to the coverage, US foreign policy should be formulated or how the international system should operate.

- 3) **Analysis of a Debate.** Select an issue related to international affairs that was controversial and widely debated in the United States at some point between 1889 and 1901. Strong possibilities include copyright regulation, the annexation of new territories, naval expansion, the war with Spain, and the appropriateness of Olney's reinterpretation of the Monroe Doctrine in the Venezuelan boundary crisis.

Using at least 2 newspaper articles, 2 key periodicals articles, and 2 speeches by US government officials (presidents or members of Congress) *that were not part of the assigned reading for our course*, write an essay that analyzes the debate, focusing not only on the reasoning used, but the rhetorical strategies as well. Which author, side, or argument is most convincing and why?

Note: By "rhetorical strategies," I do not intend for you to do any sort of formal rhetorical analysis as one might do for an English, Speech, Philosophy, or Classics course. Focus on the kinds of things we've talked about in class: language that shuts down argument, figurative language, appeals to nationalism or the memory of historical figures, etc.

- 4) **Individually Designed Option.** If you have an idea for a primary source-based paper related to international affairs in the 1890s that is not covered by one of the three preceding options, it may be possible to pursue that idea. Please contact me to discuss your topic and obtain my approval. **DO NOT PURSUE THIS OPTION WITHOUT MY EXPRESS PERMISSION.**

THE PROPOSAL: TOPIC AND SOURCES

By **4 pm on Friday, 2 December**, you need to post a brief (1-sentence) statement of your topic AND electronic copies of your primary sources to Finals page on Blackboard. I will post comments and suggestions there, hopefully within 24 hours. If you have specific questions by that point, feel free to include them in your post as well and I will do my best to answer them. If you have your topic and sources before 2 December and would like my feedback, please send me an email after your post to alert me that you're ready for comments.

In addition to the primary sources you find for the paper, you are encouraged to cite from relevant class lectures and course readings. You should NOT do any additional secondary source research beyond that, however.

WRITING CONSULTATIONS

As part of the final paper assignment, you need to get feedback on a draft of your paper. There are several ways you can do this:

- 1) Our WID Mentor, Emily, will be leading 3 peer review sessions focused on clarity of prose. You need to bring a complete rough draft. This is a particularly good type of session for students working on the Narrative option. Sessions will be held on Tuesday, 6 December and Thursday, 8 December. Specific times and locations TBA, and sign-up will begin when we return from Thanksgiving break.
- 2) You can schedule a time to meet individually with Emily to go over a complete rough draft. (edemicco@uvm.edu)
- 3) You can schedule a time to meet individually with me to go over a complete rough draft. I usually need to receive an electronic copy of the draft 24 hours in advance of the appointment.
- 4) You can schedule an appointment at the Writing Center:

<http://www.uvm.edu/wid/writingcenter/?Page=tutorsandschedule.html&SM=submenu5.html>

Please note that the Writing Center schedule will fill up quickly, so make your appointment early. Also, please get a copy of the lognote or have it sent on to me as proof of attendance.

- 5) Emily will be holding drop-in office hours on Saturday, 10 December; time and location TBA.

BE PREPARED TO **REVISE!** Revising is different than editing: with editing, you're looking to correct sentence-level mistakes, like missing words and punctuation and spelling errors. Revision comes first, and it's more dramatic: moving paragraphs around, striking sentences and adding new ones – that kind of thing. Good writers spend a lot of time on revision; perfect prose doesn't just happen.

FORMATTING INSTRUCTIONS

Your paper should be formatted as follows:

- The body text should be in 11 point Times New Roman font, 1.5 spaced, 1 inch margins, with no extra spacing between paragraphs. (Most of these things are set in the Paragraph menu in Microsoft Word.) The pages should be numbered.
- To cite your sources and direct readers to further information, use endnotes. Use Arabic numerals for in-text note markers. (The default in Word is roman numerals.) The text of your endnotes should be 10 point Times New Roman, single spaced. That's the default setting in Word, so you shouldn't have to change anything. The information on how to cite sources on your midterm applies to the final, too. You do NOT need a separate bibliography.

- Include a title page that states whether you are doing option 1, 2, 3, or 4 and includes the title of your essay, your name, the title and number of the course, and the date.
- The hard copy of your paper should be stapled. It can be printed double or single sided, although the back of the title page should be kept blank.
- Only hard copies will be accepted; I cannot print your paper. Be sure to save an electronic copy, however. This is an important practice in general; I also often ask students for electronic copies to use as samples.

A piece of advice:

- Look carefully at the comments you received on your midterm paper. Use those to help improve your performance on the final paper. If you're uncertain how to interpret or act on the comments, please come and see me.

GRADING

The final paper is worth 30 percent of your grade for the course overall. It will be assessed out of 100 points: 10 points for attending a writing consultation with a complete rough draft in hand, 10 points for following all of the directions, and 80 points for the essay itself, including content, structure, and mechanics.

A 3-point bonus will be awarded for all students who use at least one article from *Harper's Weekly* in their paper. Volumes from the 1890s are currently shelved in the Reference section of the Bailey/Howe Library. Using the free scanners in the library (attached to the photocopiers), you should be able to post an electronic copy to Blackboard. If that's somehow problematic, a hard copy or photographs are acceptable alternatives.

DUE DATE, EARLY COMPLETION BONUS, & LATE PENALTIES

A hard copy of your paper is due at Wheeler House by **12 noon on Monday, 12 December**. You can send an electronic copy for time-stamping purposes if you think you may be rushed to drop off the hard copy.

If you turn in a hard copy of your completed assignment by 4 pm on Friday, 9 December, you will receive a 3-point bonus.

A 10-point penalty will be assessed for each hour a paper is late. **NO PAPERS WILL BE ACCEPTED AFTER 4 PM ON MONDAY, 12 DECEMBER** unless there is a documented emergency. You must hand in the final paper in order to pass the class.

THE HISTORY REVIEW & THE PHI ALPHA THETA PRIZE

The UVM History Department publishes an annual student journal of outstanding essays produced in History courses. Students pursuing the coverage or debates options might consider submitting their essay for publication in the spring. After I have graded the papers, I will contact students whose papers are particularly strong.

Also, the History Department awards the Phi Alpha Theta Prize to a graduating senior (so, a May 2012 graduate) who has written the best essay produced in a History course offered in the 2011 calendar year. I hope to be able to nominate one of the HST 153 final papers for the prize.

Do your best!