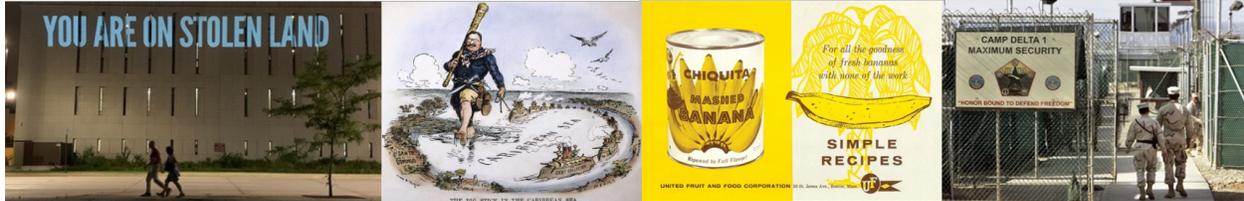


# HISTORY 201

The Historian's Craft: The United States Empire  
University of Wisconsin-Madison  
Fall 2021



*Professor Allison Powers Useche*

Tuesdays 8:50-10:45am Mosse Humanities 5255

Office Hours: Tuesdays 11am-1pm or by appointment

Email: [auseche@wisc.edu](mailto:auseche@wisc.edu)

## COURSE DESCRIPTION

The United States is often described as the world's first modern constitutional democracy, and the American political system has been promoted as a model for representative government around the world. But the United States is also and always has been an empire, occupying territories, governing subjects, and managing populations through decidedly undemocratic forms of rule. This course explores how tensions between theories of political universalism and colonial power hierarchies have shaped the development of the United States from the nation's origins as an Atlantic settler colony to its current status as a sprawling global empire. How has the U.S. projected power abroad from the 18th century to the 21st? What disparate forms have imperial interventions taken, and why did they change over time? How have distinct modalities of empire recast patterns of labor, wealth distribution, migration, policing, environmental management, and racialized and gendered inequities? What strategies have individuals, communities, and nations used to challenge the legitimacy of United States colonial governance? We will grapple with these questions and more by analyzing a wide range of primary sources in addition to scholarship written by historians interpreting the past. This is a discussion-based seminar designed to support and challenge you as you work toward an original capstone project. Students will define their own historical questions, track down and analyze evidence, and contribute to ongoing discussions about the legacies of empire in the United States and the world today.

## CREDIT HOURS

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus. The expectation is that you will work at least 2 hours outside of the class for every hour in the classroom.

## **REQUIRED READINGS:**

All required readings will be posted to our course Canvas site. Your reading assignment each week will consist of 2-3 book chapters or scholarly articles written by historians about the past—what we call “secondary sources”—in addition to 3-4 shorter “primary sources” produced during the period that we are studying. We will talk in class about how to approach the readings, but plan to read the secondary sources more quickly by focusing on each author’s argument and use of evidence. You will want to read the primary sources more closely. These documents are shorter but often take longer to interpret. A few questions to consider as you complete the readings each week include: how do the primary sources support, challenge, or expand on the historical narratives offered by the secondary sources? What can we learn from analyzing these documents together that we might not necessarily get from reading one source on its own? What do these sources leave out or obscure? If you are ever feeling overwhelmed by the readings or find that they are taking you too long to get through, please do not hesitate to come by my office hours so we can discuss strategies for completing each week’s assignment within a few hours.

## **OBJECTIVES:**

Upon successful completion of this course, students will be able to:

- 1) Understand how historians make history—students will learn how to ask and answer informed questions about the past
- 2) Examine different modalities of United States imperial interventions and consider how they have reshaped power relations both abroad and at home
- 3) Evaluate the major historical arguments that have characterized scholarship on histories of the United States Empire
- 4) Track down and interpret a variety of primary and secondary sources to produce a capstone project on a topic related to histories of U.S. imperialism

## **FORMAT:**

This course will meet in person on Tuesdays from 8:50 to 10:45am. The first half of each seminar will be devoted to discussion of the assigned readings. The second half will include a series of research and writing workshops designed to help you work toward your final papers. Since we meet only once a week, it is crucial that you are present at each session.

HIST 201 is divided into three parts. We will begin by learning how to analyze primary sources and situate them within their historical context. In Part Two of the class, you the students will begin to track down and interpret primary and secondary sources related to your own interests concerning histories of United States imperialism. Part Three will be devoted to helping you complete a final capstone paper using the sources you have discovered. You will learn to formulate a viable and interesting research question, carry out original research, and build a persuasive argument that emerges out of these historical sources. The capstone paper will give you the opportunity to select a topic of your own choosing, and to do the work that historians do in interpreting the past.

## **COURSE REQUIREMENTS AND ASSESSMENT:**

### **GRADING**

Participation: 30%

Weekly Reading Reflections: 15%

Topic and Research Question 10%

Paper Proposal: 10%

Rough Draft: 10%

Peer Review: 10%

Final Paper: 15%

### **GRADING SCALE**

A (92.50+); AB (87.50-92.49); B (82.50-87.49); BC (77.50-82.49); C (69.50-77.49); D (60-69.49); F (Below 60)

### **PARTICIPATION (30%)**

Participation in seminar meetings is critical to your success in this course and is required. Please come to class each week prepared to engaged the readings and your peers. Discussions provide the opportunity for you to clarify and consolidate your understanding of the material, flex critical thinking skills, and hear the viewpoints of your fellow students. You can miss one seminar meeting no questions asked. If you end up needing to miss more classes due to health issues (including mental health), quarantine, family commitments, or any other extenuating circumstances, let the professor know and we will create alternative assignments so that your participation grade will not be affected. No medical documentation of the illness will be required. Please take care of yourselves and let me know how I can support you this semester.

### **LEADING DISCUSSION: (10%)**

Each student will select one week to lead discussion for our seminar. During this week, you will work with a partner to open our meeting with a brief response to the readings and a series of discussion questions for us to consider together. A sign-up sheet will be circulated in week 2. Please meet with the professor during office hours (or by appointment) the week before you lead discussion to plan your presentation.

### **WEEKLY READING REFLECTIONS (15%)**

During the first two thirds of the course, you will submit a short post on Canvas before each weekly discussion in response to the week's readings. Each post should be 1-2 paragraphs in length. You may choose to address all of the readings or focus on one or two in particular. **All weekly assignments must be completed by 11:59 PM on Sunday evenings.**

Options for weekly response posts:

- Answer one or more of the questions posed by the professor (these will be sent out in weekly emails and posted to Canvas)
- Respond to a classmate's post
- Analyze one or more of the week's primary sources
- Reflect on the readings—this could involve discussing something that interested you, confused you, or that you disagreed with

During the final third of the course there are no assigned readings as you will be working toward your capstone research projects. Each week you will submit one piece of writing that builds toward your final paper.

**TOPIC AND RESEARCH QUESTION (10%)**

Submit a one paragraph explanation of the topic and possible research question that you plan to explore in your final paper. This can be preliminary and it is fine if your topic and question change as you progress in your research. *Due by 5pm on Sunday, November 14 via Canvas.*

**RESEARCH PROPOSAL: (10%)**

Build on your research question to include an annotated bibliography with at least two secondary sources and three primary sources that you will use to answer your research question. *Due by 5pm on Sunday, November 21 via Canvas.*

**PAPER OUTLINE (10%)**

Build on your paper proposal to outline the argument you plan to make in the paper, a brief historiographical review engaging what historians have already written about your topic, primary source analysis, and possible conclusions. *Due by 5pm on Sunday, November 28 via Canvas.*

**ROUGH DRAFT (10%)**

You will be graded only on the completion of your rough draft. Rough drafts will be returned with comments from the professor that should be addressed in your revisions. *Due to the professor and your peer review partner via email by Friday, December 3 at 5pm via email.*

**PEER REVIEW (10%):**

Complete peer review comments on one classmate's paper proposal. *Due via email to the professor and your peer review editor by 5pm on Monday, December 6. (10%)*

**CAPSTONE ASSIGNMENT RESEARCH PAPER (15%)**

Build on your draft to complete your 5-7 page capstone project, drawing on primary and secondary sources to answer an original research question of your choosing. To answer this question, you should engage 3-5 primary sources and 2-3 secondary sources. (15%)

## SCHEDULE OF CLASSES AND READING ASSIGNMENTS:

### Week 1: Introduction—Thinking Like Historians

Tuesday, September 14

**Workshop:** What is a primary source? How do historians use primary sources to interpret the past?

### PART I: TERRITORIAL EXPANSION

### Week 2: Settler Colonialism

September 21

*Readings:*

#### **Secondary Sources:**

Nick Estes, *Our History Is The Future* Chapter 2: Origins

Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*  
Chapter 8: Removal

#### **Primary Sources:**

The Cherokee Nation Protests Removal Policy (1830)

*Cherokee Nation v. the State of Georgia* (1831)

A California Law for the Government and Protection of the Indians (1850)

**Workshop:** What is a secondary source? How can we identify arguments and evaluate historians' use of evidence in secondary sources?

### Week 3: Territories, Citizens, Subjects

September 28

*Readings:*

#### **Secondary Sources:**

Rosina Lozano, *An American Language* Chapter 4: A Language of Citizenship

Maurice Crandall, *These People Have Always Been a Republic* Chapter 5: Refusing

Citizenship: Pueblo Indians and Voting during the United States Territorial Period

#### **Primary Sources:**

Treaty of Guadalupe Hidalgo (1848)

Senecú Pueblo Case before US Mexico Claims Commission (1868)

Juan Cortina Condemns Anglo Americans for Land Theft (1859)

El Corrido de Juan Cortina (1860s)

**Workshop:** How can we find primary and secondary sources related to particular topics or time periods using the library website?

### Week 4: Overseas Empire I: Extracting Wealth

October 5

*Readings:*

**Secondary Sources:**

Teemu Ruskola, "Canton is Not Boston: The Invention of American Imperial Sovereignty," *American Quarterly* 57:3 (2005)

Peter James Hudson, *Bankers and Empire: How Wall Street Colonized the Caribbean* Introduction and Chapter 1

**Primary Sources:**

Secretary of State Hay, Declaration of Open Door Policy in China (1899-1900)

The May Case, *Guatemala v. United States* (1900)

Roosevelt Corollary to the Monroe Doctrine (1904)

The 1805 and 1917 Haitian Constitutions

<p><b>Workshop:</b> How can we ask original and compelling historical research questions? Haven't historians already asked it all before? (No!)</p>
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**Week 5: Overseas Empire II: Annexing Territory**

October 12

*Readings:*

**Secondary Sources:**

Marixa Lasso, *Erased: the Untold Story of the Panama Canal* Chapter 2: The Canal Zone in 1904

Rick Baldoz and César Ayala, "The Bordering of America: Colonialism and Citizenship in the Philippines and Puerto Rico," *Centro Journal* 25:1 (2013)

**Primary Sources:**

Emilio Aguinaldo on American Imperialism in the Philippines (1899)

Queen Lili'uokalani Protests US Intervention in Hawaii (1893 and 1897)

President McKinley Asks Congress to Authorize War on Spain (1898)

Brief on *Reconcentración* before the Spanish Treaty Claims Commission (1901)

<p><b>Workshop:</b> Finding and interpreting primary sources using online newspaper databases</p>
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**PART II: PROJECTING POWER ABROAD**

**Week 6: Military Basing and a Pointillist Empire**

October 19

*Readings:*

**Secondary Sources:**

Harvey Neptune, *Caliban and the Yankees: Trinidad and the United States Occupation* Chapter 5

Daniel Immerwahr, *How to Hide an Empire* Chapter 21: Baselandia  
Robert Vitalis, *America's Kingdom: Mythmaking on the Saudi Oil Frontier* Introduction

**Primary Sources:**

The Platt Amendment (1903)

“Rum and Coca-Cola” — Compare original Lord Invader and Andrews Sisters versions (1945)

Petition from the Marshallese People Concerning the Pacific Islands (1954)

**Workshop:** What is an archive? How do historians use digital archives to track down primary sources?

**Week 7: Decolonization Abroad and at Home**

October 26

*Readings:*

**Secondary Sources:**

Keisha Blaine, *Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom* Chapter 5

Lorena Oropeza, “Becoming Indo-Hispano: Reies López Tijerina and the New Mexican Land Grant Movement” in *Formations of United States Colonialism*

**Primary Sources:**

Malcolm X’s Speech at the Founding Rally of the Organization of Afro-American Unity (“Take the US Before the UN”), 1964

Native Americans Occupy Alcatraz (1969)

El Plan Espiritual de Aztlán (1969)

**Workshop:** What is historiography? How do historians use primary and secondary sources together to engage in scholarly debates about the past?

**Week 8: Colonialism and the Carceral State**

November 2

*Readings:*

**Secondary Sources:**

Monica Kim, *Interrogation Rooms of the Korean War: The Untold History* Chapter 3: The Interrogator

Stuart Schrader, *Badges Without Borders: How Global Counterinsurgency Transformed American Policing* Chapter 3: How Counterinsurgency Became Policing

Geraldo Cadava, *Standing on Common Ground* Chapter 5: Violence and Sanctuary

**Primary Sources:**

School of The Americas Training Manual: CIA, *KUBARK Counterintelligence Interrogation*, July 1963

Senate Airs Dirtiest Secrets of the Cold War (1975)

Valeria Luiselli, *Tell Me How It Ends: An Essay in Forty Questions* Part II: Court (2017)  
Arizona S.B. 1070 (2010)

**Workshop:** Finding and Interpreting Legal Documents as Primary Sources

**Week 9: Governing Through Debt**

November 9

*Readings:*

**Secondary Sources:**

Greg Grandin, *Empire's Workshop* Chapter 12: The Third Conquest of America

Ed Morales, "The Roots of Puerto Rico's Debt Crisis—And Why Austerity Will Not Solve It," *The Nation* (July 8, 2015)

**Primary Sources:**

1974 Charter of Economic Rights and Duties of States

Bill Clinton on Free Trade and Financial Deregulation (1993-2000)

"First Declaration from the Lacandon Jungle, Today We Say 'Enough is Enough!' (Ya Basta!)," EZLN Command (1993)

"Why A Hedge Fund Seized an Argentine Navy Ship in Ghana," *NPR* (October 22, 2012)

**Workshop:** Creating an Annotated Bibliography

**Week 10: From the Cold War to the Wars on Drugs and Terror**

November 16

*Readings:*

**Secondary Sources:**

Mary Dudziak, "What is a War on Terror?" from *WarTime: An Idea, Its History, Its Consequences*

Greg Grandin, *Empire's Workshop* Chapter 15: We've Got Plans

**Primary Sources:**

Plan Colombia (1999)

*Hamdi v. Rumsfeld* (2004)

Security, Liberty, and the War on Terror (2008)

*Topic and Research Questions due by 5pm on Sunday, November 14*

**Workshop:** Visit to the Wisconsin Historical Society

**PART III: WORKING TOWARD YOUR CAPSTONE PROJECT**

**Week 11: Starting to Think About Your Capstone Project**

November 23

No Class—Individual Meetings with the Professor (in person or via Zoom)

*Research Proposal due by 5pm on Sunday, November 21*

**Week 12: From Research Proposal to Draft**  
November 30

*Outline due by 5pm on Sunday, November 28*

**Workshop:** How to Helpfully Review the Work of Your Peers, and Use Peer Review to Improve Your Drafts

**Week 13: Peer Review**  
December 7

*Paper draft due to professor and your peer review partner by Friday, December 5 at 5pm. Come to class ready to discuss papers.*

**Workshop:** Peer Review of Drafts

**Week 14: Final Research Presentations and The United States Empire Today**  
December 14

Come to seminar ready to present your research, argument, and conclusions!

*Final Papers are due December 20 by 11:59pm on Canvas*

## CAMPUS RESOURCES

**THE HISTORY LAB:** A resource center where experts (Ph.D. students) will assist you specifically with your history related courses and papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.

**THE WRITING CENTER:** Another writing resource on campus that provides one-on-one consultations with students to assist them with writing assignments. The writing center is open to all courses (not only history related ones). You can find more information about hours & how to schedule an appointment on their website: <http://www.writing.wisc.edu/index.html>.

**MENTAL HEALTH SERVICES:** As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services can help with these or other issues you may experience. Help is always available. You can learn about free, confidential mental health services available to you; call 608-265-6600 (option 2) or visit [uhs.wisc.edu](http://uhs.wisc.edu).

**SURVIVOR RESOURCES:** All students deserve to be safe and respected at UW-Madison. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at <https://www.uhs.wisc.edu/survivor-resources/>

**BADGER RECOVERY:** Badger Recovery is a university affiliated recovery community for UW-Madison students in recovery from substance use disorders and their allies. Students in recovery from something other than alcohol and/or drugs may also find our community of support and services helpful and are welcome. To learn more about Badger Recovery, our peer to peer all recovery meetings, or our non-clinical staff support go to [uhs.wisc.edu/recovery](http://uhs.wisc.edu/recovery) or email us at [recovery@uhs.wisc.edu](mailto:recovery@uhs.wisc.edu).

*[University Health Services](#)*

*[Undergraduate Academic Advising and Career Services](#)*

*[Office of the Registrar](#)*

*[Office of Student Financial Aid](#)*

*[Dean of Students Office](#)*

## STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

Privacy of Student Records & the Use of Audio Recorded Lectures Statement  
*See more information about [privacy of student records and the usage of audio-recorded lectures](#).*

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### [Campus Guidance on the use of Face Coverings](#)

Face coverings must be [correctly worn](#) on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

### **Quarantine or Isolation Due to COVID-19**

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course. The instructor will work with the student to provide alternative ways to complete the course work.

### **DIVERSITY & INCLUSION STATEMENT**

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background,

experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

#### **ACADEMIC INTEGRITY STATEMENT**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

#### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

[Academic Calendar & Religious Observances](#)