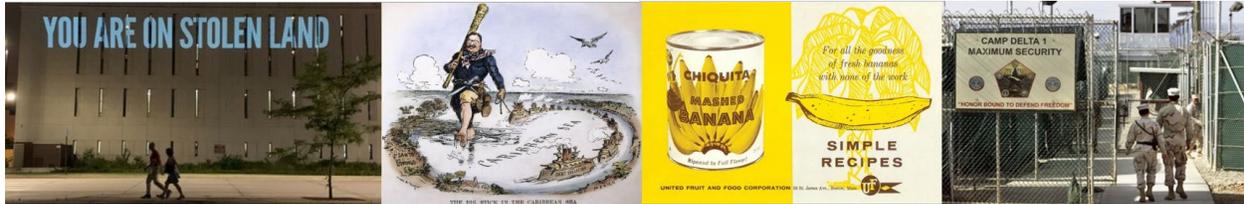


HISTORY 201
The Historian's Craft: The United States Empire
University of Wisconsin-Madison
Spring 2022



Wednesdays 8:50-10:45am Grainger 1070

Professor Allison Powers Useche

Office Hours: Wednesdays 1pm-3pm in 4120 Humanities or by appointment

Email: 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.

FORMAT:

This course will meet in person on Wednesday mornings 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. That said, if you are feeling unwell or quarantining due to a Covid-19 exposure, please do not come to class. Instead, email me and we will arrange a meeting via Zoom to discuss what you missed.



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.

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 two hours per week), 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. Because this course focuses so intensively on research, writing, and speaking, it fulfills Part B of the General Education Communication Requirement (Comm B).

REGULAR AND SUBSTANTIVE STUDENT-INSTRUCTOR INTERACTION

One of the benefits of our smaller seminar format is that we will get to know each other well. During our weekly seminar meetings I will provide direct instruction, clarify information about course content, facilitate discussion of the course materials, and lead research and writing workshops. I will additionally be available during my office hours each week for one-on-one meetings. If you cannot make my office hours but would like to meet, please email me and we will find an alternative time. I try to respond to all emails within 24 hours. If you have an urgent or time-sensitive matter to discuss, please include "URGENT" in the subject line of your email and I will reply as soon as possible.

COURSE WEBSITE, LEARNING MANAGEMENT SYSTEM & DIGITAL INSTRUCTIONAL TOOLS

All course materials are available on our [Canvas site](#).

If you would prefer to meet with me remotely (during office hours or otherwise) via Zoom, all meetings can be accessed here: <https://uwmadison.zoom.us/j/8395182126>

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, you will be able to:

- 1) Ask and answer informed questions about the past
- 2) Understand how historians make history and why our understandings of the past change over time
- 3) Compare different modalities of United States imperial interventions as well as their legacies across the 19th, 20th, and 21st centuries
- 4) Evaluate arguments about history and weigh in on existing historical debates
- 5) Use primary and secondary sources to produce an original piece of historical scholarship

COURSE REQUIREMENTS AND ASSESSMENT:

GRADING

Participation: 30%

Weekly Reading Reflections: 15%

Topic and Research Question 5%

Paper Proposal and Outline: 10%

Rough Draft: 10%

Peer Review: 10%

Final Paper: 20%

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, or any other extenuating circumstances, let me 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 (10 minute) response to the readings. Each presentation should consider the following questions:

- What are the readings about? What topics and themes do they explore?
- How do the secondary sources provide historical context that helps us to interpret the primary sources? How do the primary sources support, build on, or challenge the historical arguments developed in the secondary sources?
- How do the readings compare to a topic or theme that we discussed or will discuss in another week of the course? This could concern a modality of imperial intervention (comparing early 20th century US protectorates to late 20th century IMF structural adjustment programs for example), a theme such as race, gender, sexuality, and empire, or a particular type of source like legal records.
- What are five key questions that you would like for us to consider as we discuss the readings? (Please send me a copy of these by the Tuesday at noon before your presentation so I can print them out and distribute them to the class the next morning).

I will circulate a presentation sign-up sheet during our first seminar meeting. Please plan to meet with me 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 focus your analysis on one or two of the sources, but your post should make clear that you have completed and engaged all of the week's assigned readings.

All weekly reading reflections must be completed by 11:59 PM on Monday evenings.

Options for weekly response posts:

- Answer one or more of the questions that I post to Canvas each week
- Respond to a classmate's post
- Analyze one or more of the week's primary sources in depth
- 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 (5%)

Submit a one paragraph explanation of the topic and possible research question that you plan to explore in your final paper. Why do you find this topic interesting or compelling? What do you hope to learn in your research? What kinds of primary sources could you potentially use in order to answer your research questions? This can be preliminary and it is fine if your topic and question change as you progress in your research. *Due by midnight on Monday, April 11 via Canvas.*

RESEARCH PROPOSAL AND OUTLINE: (10%)

Build on your research question to craft a research proposal and outline, including an annotated bibliography with at least two secondary sources and three primary sources that you will use to answer your research question. We will go over a more detailed prompt and rubric for this assignment later in the semester. *Due by midnight on Monday, April 18 via Canvas.*

ROUGH DRAFT (10%)

You will be graded only on the completion of your rough draft. We will go over a more detailed prompt and rubric for this assignment later in the semester. Rough drafts will be returned with comments from the professor that should be addressed in your revisions. *Due by Friday, April 22 at midnight via Canvas.*

PEER REVIEW (10%):

Peer review is a crucial part of how historians make history. All scholarly books and articles must pass through a process of review by experts in the field before being published. But even before submitting scholarship to be considered for publication, historians (myself included!) rely on friends and colleagues for feedback on works in progress. Because this course is designed to prepare you to produce an original piece of historical scholarship, I have built several stages of peer review into the writing process. As you conceptualize, draft, and revise your capstone project you will:

- Meet with me to talk about your initial research ideas
- Meet with a Writing Fellow to discuss your research proposal and outline
- Read and offer comments on one classmate's rough draft
- Receive written feedback from me on your topic, proposal, outline, and draft
- Meet with a Writing Fellow to discuss your Revised Draft

To receive full credit for the peer review portion of the course you will need to participate in each of the meetings outlined above and incorporate the suggestions you receive into your revisions.

CAPSTONE ASSIGNMENT RESEARCH PAPER (20%)

Build on your draft to complete a 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. Students taking the honors option



for the course should write a 10-page paper that engages 5-7 primary sources and 4-5 secondary sources. *Due by midnight on May 12 via Canvas.*

DEADLINES AND EXTENSIONS:

You are welcome to request an extension on any of the graded assignments for the course if the requirements of other classes, workplace responsibilities, family commitments, health concerns, or other issues make it difficult to submit an assignment on time. All requests for extensions made 24 hours in advance of the deadline will be granted. Requests for extensions made on or after the deadline will be evaluated on a case-by-case basis.

COVID-19 PRECAUTIONS

According to university policy, we all must be masked indoors. If you forget a mask, please come see at the beginning of seminar and I will provide you with one. Though attendance is required in lecture, please *do not come* if you experience any of the following symptoms:

Fever or chills
Cough
Shortness of breath or difficulty breathing
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat
Congestion or runny nose
Nausea or vomiting
Diarrhea

According to the CDC, these symptoms might be indicative of a COVID-19 infection. If you have any of these symptoms and therefore must miss lecture or discussion section, please send me to let me know and I will excuse the absence—no questions asked.

Recognizing that certain students might have to miss more class this semester than in a non-pandemic semester, I will arrange one-on-one or group tutorials via Zoom following any seminars that you need to miss.

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

DIVERSITY & INCLUSION STATEMENT

I aspire to create a classroom strengthened by students who feel heard, safe, and supported. If you have concerns about any aspect of the course, please let me know. 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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

I am committed to providing any accommodations that will enable you to thrive in our course, including but not limited to those requested through the McBurney Disability Resource Center. 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 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.

[Academic Calendar & Religious Observances](#)

COURSE EVALUATIONS

You will be provided with several opportunities to evaluate this course and your learning experience. Your participation is an integral component of this course, and your confidential feedback is important to me. You will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. I strongly encourage you to participate in this anonymous course evaluation and will provide you with time in lecture to complete the evaluation



SCHEDULE OF CLASSES AND READING ASSIGNMENTS:

Week 1: Introduction—Thinking Like Historians

Wednesday, January 26

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

PART I: TERRITORIAL EXPANSION

Week 2: Settler Colonialism

February 2

Readings:

Secondary Sources:

This Land Podcast Episode 4: The Treaty

Nick Estes, *Our History Is the Future* Chapter 3: War

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)

<https://oursharedfuture.wisc.edu/primary-sources/>

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

February 9

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

February 16

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 Haitian Constitution [Read only the short section titled "Preliminary Declaration" (Articles 1-14)]

1915 Treaty between the United States and Haiti [focus on the Preamble and Articles I-XI]

Workshop: How can we ask original and compelling historical research questions? Haven't historians already asked it all before? (No!)

Week 5: Overseas Empire II: Annexing Territory

February 23

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:

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

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

Emilio Aguinaldo on American Imperialism in the Philippines (1899)

Petitions Against the Annexation of Hawai'i (1897)

Hay-Bunau-Varilla Treaty between the United States and Panama (1903)

Workshop: Finding and interpreting primary sources using online newspaper databases

PART II: PROJECTING POWER ABROAD

Week 6: Military Basing and a Pointillist Empire

March 2

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

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

March 9

Readings:

Secondary Sources (choose two of the following three chapters to read):

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

Nick Estes, *Our History is the Future* Chapter 5: Red Power

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 (1964)

The Alcatraz Proclamation (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: Spring Break

Week 9: Colonialism and the Carceral State

March 23

Readings:

Secondary Sources:

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

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

March 30

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

April 6

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:

George W. Bush on the Post 9/11 World (2002)

Hamdi v. Rumsfeld (2004)

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

Topic and Research Questions due by midnight on Monday, April 11

Workshop: Visit to the Wisconsin Historical Society

PART III: WORKING TOWARD YOUR CAPSTONE PROJECT

Week 11: Starting to Think About Your Capstone Project

April 13

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

Research Proposal due by midnight on Monday, April 18

Week 12: From Research Proposal to Draft

April 20

Workshop: How to Use Peer Review to Improve Your Drafts

Week 13: Peer Review

April 27

Paper draft due to Professor Powers and your peer review partner by Friday, April 22 at midnight. Come to class ready to discuss papers.

Workshop: Peer Review of Drafts

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

May 4

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

Final Papers are due May 12 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.

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 or email us at 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](#)