



WAYLAND BAPTIST UNIVERSITY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES
WBU Online

Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section: HIST 5335.VC01 - US Foreign Relations: Early US Foreign Relations

Term: Winter 2018

Instructor: Dr. Autumn Lass

Office Phone Number and WBU Email Address: 806-291-1186; lassa@wbu.edu

Office Hours, Building, and Location: Virtual Meetings on Skype, Gates Hall 306

Class Meeting Time and Location: Blackboard

Catalog Description: Selected topics in American politics, or foreign relations; may be repeated for credit when the topic changes.

Examines the Early U.S. foreign relations ranging from studies in colonial diplomacy prior to the revolution, the American Revolution, Early Republic, Continental Expansion and Manifest Destiny, and the Civil war. The course will evaluate the broader perspectives of U.S. foreign relations including analyzing how U.S. foreign relations affected the lives of women and minority groups within the U.S. Finally, the course will demonstrate that even early U.S. foreign relations should be studied in a larger international perspective to truly understand the development of the United States.

There is no prerequisite for this course.

Required Textbook(s) and/or Required Material(s) :

- Anderson, Fred. *The War That Made America: A Short History of the French and Indian War*. New York, NY: Penguin Books 2006.
- Cogliano, Frank. *Emperor of Liberty: Thomas Jefferson's Foreign Policy*. New Haven, CT: Yale University Press, 2014.
- Hatfield, April. *Atlantic Virginia: Intercolonial Relations in the Seventeenth Century*. Pennsylvania: University of Pennsylvania Press, 2007.
- Herring, George. *From Colony to Superpower: U.S. Foreign Relations Since 1776*. New York: Oxford University Press, 2008.
- Jones, Howard. *Blue and Gray Diplomacy: A History of Union and Confederate Foreign Relations*. Chapel Hill, NC: University of North Carolina Press, 2010.

- Weeks, William. *Building the Continental Empire: American Expansion from the Revolution to the Civil War*. American Ways Series: Ivan R. Dee, 1997.

Course Outcome Competencies: Upon completion of this course, students will be able to:

- Analyze and demonstrate knowledge of major events, issues and persons in American foreign relations
- Demonstrate a knowledge of the major interpretations and historiography of American foreign relations
- Demonstrate the ability to write graduate level essays, reports and research papers

Attendance Requirements: WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

➤ Instructor’s Academic Honesty Statement:

- Any student caught cheating – whether it be cheating on an examination, plagiarism of a published or unpublished work, plagiarism of online materials, inappropriate contact or collaboration with a fellow student, or any other action that prevents the student’s ability to produce an honest, original work – will receive a **ZERO** on that assignment and will not be allowed to redo or retake the assignment. Repeated incidents of cheating will lead to **FAILURE OF THE COURSE** and could lead to punishment from the university up to and including expulsion.
- I **DO NOT TOLERATE** cheating or plagiarism.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

Course Requirements & Grade Allocation (1000 point scale):

- Professor Chat – 20 total points (2 for 10 points each)
- Course Portfolio – 30 total points
- Book Presentations – 100 points (2 for 50 points each)
- Book Reviews – 200 total points (2 for 100 points each)
- Monograph Reading Discussions – 200 total points (5 for 40 points each)
- Herring/Article Reading Discussions – 100 total points (4 for 25 points each)
- Final Project – Historiographical Question – 350 points
 - Rough Draft – 100 points
 - Writing Center – 10 points
 - Revision Summary – 10 points
 - Presentation/Discussion – 30 points
 - Final Project – 200 points

Assignment Descriptions

- **Professor Chats** – Students are required to meet with the instructor twice during the semester. The meetings will be held on Skype.
- **Course Portfolio** – Using the template provided by the instructor, students must create the portfolio for the course. Students must complete the portfolio and upload revised versions of your written assignments.
- **Book Reviews** – Students are required to submit two book reviews from the required monograph readings. Reviews must be turned in the week the monograph was assigned.
- **Book Presentations** – Students are required to pick two (different than the reviews) of the readings and present the chosen monographs. Students are also required to post the discussions in that reading theme week's discussion post as their original post to the discussion. Presentations must be turned in the week the monograph was assigned.
- **Weekly Discussions** – Each week students are required to participate in the weekly reading discussions. Students will be assigned a thread to post their original response then must respond to at least one other student in the other two discussion threads. Original posts to the reading forums are due on Wednesday while reaction responses are due Saturday evening. Students are also expected to respond to the faculty comment in the discussion by Saturday Evening.
- **Historiographical Question (Final Project)** - Students are required to sign up for historiographical theme and its question, using the required readings for the course and the additional four additional topical monographs to write a 10 – 12 page historiographical paper that addresses the historiographical question for the topic given by the instructor. The project should discuss the readings' theses, arguments, conclusions, historiographical contributions, how the books are linked together in the historiography and how the historiography has changed over time. Students will also be responsible for creating a 7 – 10 minute video presentation presenting their project to the class in a presentation discussion forum.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student Grade Appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Additional Information:

Class Materials & Computer/Software Requirements

➤ Computer Access:

- Each student is required to have regular (daily) computer access, preferably a home computer with broadband Internet access. This course can be completed using public computers at a library or other public access areas. However, be aware that using public computers may create a hardship. All course requirements remain the same regardless of your computer access.

➤ Technical Skills: Students who take this course must be comfortable with the following

- using a word processor
- using email for communication
- using webcams
- sending email attachments
- navigating the Internet, websites like Blackboard, and search engines
- downloading appropriate software and or plug-ins

➤ Required Software: Students who take this class will need the following free software installed on their computer.

- A web browser like Internet Explorer, Firefox, Google Chrome, or Safari.
- Adobe Flash Player & Adobe Reader
- QuickTime/Video or Recording Software (Vidgrid)
- A word processor such as Microsoft Word

➤ Blackboard: ([WBU Blackboard](#)): In order to successfully complete this course, students must log on to the course blackboard page regularly in order to complete assignments.

Communication:

- The instructor will regularly post class announcements/reminders on Blackboard. Therefore, students will need to log-in to Blackboard every day.
- Please send all emails to lassa@wbu.edu to avoid confusion. Please allow at least one day for responses during the week and two days during the weekend/holidays.
 - When emailing your instructor please use the proper salutation, grammar, and signature. The instructor may ignore emails that are considered “**text-message**” emails. Please address and write your emails to the instructor in a polite, respectful manner.
 - When emailing your instructor, you should give the instructor at least 24 hours on the week days to respond and 48 hours on the weekend to respond to your email.
- The instructor will only use students’ email listed as his/her official email address provided by Wayland Baptist University. It is the student’s responsibility to use/check/maintain that email account. All emails from the instructor will only go to that email address.
- **Office Hours** will be held using **Skype**. This software allows for IM, audio, or video chat with the instructor. Students are strongly encouraged to download Skype and create an account so they can make use of this opportunity to meet virtually with the instructor. When searching for the instructor use the instructor’s name or email address.
 - **To download Skype see: [Skype](#)**
- **Professor Username:** DrAutumnLass

Assignment Submission Guidelines:

- All writing submissions must be submitted as Word Documents and all submissions must also meet the following requirements:
 - 1-inch margins
 - Times New Romans or Calibri 12-point font.
 - All paragraphs must be indented
 - Double-Spaced except citations and bibliographic citations are single spaced within/double-spaced between.
 - No extra space between paragraphs
 - No Title page (unless specifically required by the instructor)
 - Use the Header Function to provide the date and name
 - Example: Date Assignment Name
 - All formal writing submissions must have a title
 - For book reviews, the full book citation is to be used as the title.
 - Final projects may have creative titles
 - Must have page numbers – centered and at the bottom. No page numbers on the first page.
 - Page number requirements in assignments DO NOT count bibliography pages.
- All writing submissions must be submitted in Turabian citations, have footnotes, and a bibliography.
 - See [Turabian Citation Guide](#) or use the recommended Turabian manual listed in the recommended reading sections.
 - **ONLY FOOTNOTES ARE ALLOWED – DO NOT USE IN-TEXT CITATIONS OR ENDNOTES (UNLESS EXPLICITLY ALLOWED BY INSTRUCTOR)**
- Students only get **ONE** redo on free formatting. After that students will receive a letter grade equivalent point deduction for not following citation and formatting guidelines. For each time formatting guidelines are not met the point deduction grows a letter grade. For example, the second (after the one free) infraction will result in points equivalent to two letter grades.

Deadlines, Missed and Late Work:

- Unless otherwise noted, all assignments must be completed by the end of the due date at 11:59pm CST. Any work that is not received by that time will be considered late. There is no exception to this policy.
- Any work submitted late will only be accepted under strict professor approval and will only be eligible for half credit on the assignment.
- Absence Excuses – It is up to the discretion of the instructor to decide if an absence/assignment excuse is acceptable.

Detailed Course Schedule

Week One (11/11 – 11/17): Course Introduction & Colonial Relations

- Readings:
 - Herring, Introduction
 - Choice of One
 - Juliana Barr, “A Diplomacy of Gender: Rituals of First Contact in the “Land of the Tejas,” *The William and Mary Quarterly* 61 (July 2004): 393-434.
 - Jason Eden, “Therefore Ye Are No More Strangers and Foreigners: Indians, Christianity, and Political Engagement in Colonial Plimouth and on Martha’s Vineyard,” *American Indian Quarterly*, Winter 2014, Vol. 38, Issue 1, pgs. 36 – 59.
- Assignments:
 - Discussion #1 – Initial Post due Wednesday @11:59 pm CST; Response Posts due Saturday @11:59pm CST.
 - Syllabus Quiz – BONUS – Due Saturday @11:59 pm CST
 - Self-Introduction – BONUS – Due Saturday @11:59 pm CST
 - Library Tutorials – BONUS – Due Saturday @11:59 pm CST
 - Scavenger Hunt – BONUS – Due Saturday @11:59 pm CST
 - Sign-up for Mini-Historiography Theme Topic – Due Saturday @11:59 pm CST

Week Two (11/25 – 12/1): Colonial Relations & Hatfield, *Atlantic Virginia*

- Reading: Hatfield, *Atlantic Virginia*
- Assignments:
 - Discussion #2 – Initial Post due Wednesday @11:59 pm CST; Response Posts due Saturday @11:59pm CST.
 - Book Presentations – Due on Discussion Forum & to the assignment Wednesday @11:59 pm CST
 - Book Reviews – Due Saturday @11:59 pm CST

Week Three (12/2 – 12/8): The Great War for Empire & Anderson, *The War that Made America*

- Readings: Anderson, *The War That Made America*
- Assignments:
 - Discussion #3 – Initial Post due Wednesday @11:59pm CST; Response Posts due Saturday @11:59 pm CST.
 - Book Presentations – Due on Discussion Forum & to the assignment Wednesday @11:59 pm CST
 - Book Reviews – Due Saturday @11:59 pm CST

Week Four (12/9 – 12/15): The American Revolution

- Readings:
 - Herring Chapter 1: “To Begin the World Over Again”: Foreign Policy and the Birth of the Republic, 1776-1788
 - Choice of One Article:
 - Brandon Layton, “Indian Country to Slave Country: The Transformation of Natchez during the American Revolution,” *Journal of Southern History* Vol. LXXXII, No. 1 February 2016.
 - Emily Ardent, “Ladies Going About for Money:” Female Voluntary Associations and Civic Consciousness in the American Revolution” *Journal of the Early Republic*, Vol. 34, Issue 2, 2014, pgs. 157-186.
- Assignments:
 - Discussion #4 – Initial Post due Wednesday @11:59 pm CST; Response Posts due Saturday @11:59 pm CST.
 - Professor Chat #1 - By Scheduled Appointment

Week Five (12/16 – 1/5): The Early Republic: Washington & Adams

- Holiday Break: 12/20 – 1/2
- Readings:
 - Herring Chapter 2: “None Who Can Make Us Afraid”: The New Republic in a Hostile World, 1789-1801
 - Herring Chapter 3: “Purified, as by Fire”: Republicanism Imperiled and Reaffirmed, 1801-1815
- Assignments:
 - Discussion #5 – Initial Post due Wednesday @11:59pm CST; Response Posts due Saturday @11:59 pm CST.

Week Six (1/6 – 1/12): The Early Republic & Cogliano, *Emperor of Liberty*

- Reading: Cogliano, *Emperor of Liberty*
- Assignments:
 - Discussion #6 – Initial Post due Wednesday @11:59pm CST; Response Posts due Saturday @11:59 pm CST.
 - Book Presentations – Due on Discussion Forum & to the assignment Wednesday @11:59 pm CST
 - Book Reviews – Due Saturday @11:59 pm CST
 - Rough Draft – Due Saturday @11:59 pm CST

Week Seven (1/13 – 1/19): Madison to Jackson

- Readings:
 - Herring Chapter 4: “Leave the Rest to Us”: The Assertive Republic, 1815-1837.
 - Herring Chapter 5: “A Dose of Arsenic: Slavery, Expansion, and the Road to Disunion, 1837-1861”
- Assignments:
 - Discussion #7 – Initial Post due Wednesday @11:59 pm CST; Response Posts due Saturday @11:59 pm CST.
 - Writing Center Appointments – Due Saturday @11:59 pm CST

Week Eight (1/20 – 1/26): Continental Expansion & Weeks, *Building The Continental Empire*

- Readings:
 - Weeks, *Building the Continental Empire*
 - Choice of One Article:

- Antony Alder, "The Capture and Curation of the Cannibal 'Vendovi': Reality and Representation of a Pacific Frontier," *Journal of Pacific History* Sept. 2014, Vol. 49, Issue 3, pg. 255-282.
- Daniel Burge, "Manifest Mirth: The Humorous Critique of Manifest Destiny, 1846-1858" *Western Historical Quarterly*, August 2016, Vol. 47, Issue 3, pgs. 282-302.
- Adam Rothman, "Slavery and National Expansion in the United States," *OAH Magazine of History* April 2009, Vol. 23, Issue 2.

➤ Assignments:

- Discussion #8 – Initial Post due Wednesday @11:59 pm CST; Response Posts due Saturday @11:59 pm CST.
- Book Presentations – Due on Discussion Forum & to the assignment Wednesday @11:59 pm CST
- Book Reviews – Due Saturday @11:59 pm CST
- Professor Chat #2 – By Scheduled Appointment

Week Nine (1/27 – 2/2): The Civil War

➤ Readings:

- Herring Chapter 6: "Last Best Hope": The Union, The Confederacy, and Civil War Diplomacy, 1861-1877.
- Choice of One Article:
 - Brian Reid, "Power, Sovereignty, and the Great Republic: Anglo-American Diplomatic Relations in the Era of the Civil War," *Diplomacy and Statecraft*, June 2003, Vol. 14, Issue 2, pgs. 45-76.
 - Niels Eichorn, "The Intervention Crisis of 1862: A British Diplomatic Dilemma?" *American Nineteenth Century History* September 2014, Vol. 15, Issue 3, pgs. 287-310.
 - Francis Carroll, "Diplomats and the Civil War at Sea," *Canadian Review of American Studies* Vol. 40, Issue 1, 2010, pg. 117-130.

➤ Assignments:

- Discussion #9 – Initial Post due Wednesday @11:59 pm CST; Response Posts due Saturday @11:59 pm CST.
- Final Project: Revision Summary & Grammarly Report – Due Saturday @11: 59pm CST

Week Ten (2/3 – 2/9): The Civil War & Jones, *Blue and Gray Diplomacy*

➤ Reading: Jones, *Blue and Gray Diplomacy*

➤ Assignments:

- Discussion #10 – Initial Post due Wednesday @11:59pm CST; Response Posts due Saturday @11:59 pm CST.
- Book Presentations – Due on Discussion Forum & to the assignment Wednesday @11:59 pm CST
- Book Reviews – Due Saturday @11:59 pm CST

Week Eleven (2/10 – 2/15): Final Projects

➤ Assignments:

- Final Draft Due – Wednesday @11:59 pm CST
- Final Project Presentation Discussion– Initial Post due Wednesday @11:59 pm CST; Response Posts due Friday @11:59 pm CST.
- Course Portfolio – Due Thursday @11:59 pm CST