

COMPARE AND CONTRAST SOURCES

Read the two sets of primary sources. For each, complete a Venn diagram to compare and contrast the author's message. Consider the reasons given in support of/ against American imperialism.

VALUE AND LIMITATIONS

Choose 2 of the primary sources you just read. Identify the origin and purpose of the source first. Then use the chart to find the value and limitations of each source for a historian studying the reasons for American imperialism.



CONTINUATION OF EXPANSIONIST FOREIGN POLICY, 1901-1917

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LEARNING OBJECTIVE

SWBAT **describe** the increasingly active role of the Americas in **world affairs** between 1880 and 1929 IOT **evaluate** the impact of modernization on **foreign policy** in the region.

INQUIRY

Was American intervention in Latin America and the Caribbean justified?

To what extent did the U.S. act on economic concerns?

HOW DOES AMERICAN IMPERIALISM FIT INTO THE “BIG PICTURE” OF U.S. HISTORY?

https://youtu.be/BShvYeyMm_Y

How America Became a Superpower

(stop after WWII)

AFTER THE TREATY OF PARIS (1898)

- **Cuba** – **Platt Amendment** gave the US right to intervene in Cuban affairs and set a precedent for further intervention in the western hemisphere.
- **Philippines** – the 1899 Senate ratification of the Treaty of Paris set off a 3-year war (**Philippine-American War**) against Philippine Republic led by Emilio Aguinaldo
 - Status remained that of a colony – governed by a commission headed by William Howard Taft
 - 1912 – process of **Filipinization** began, which gave Filipinos more say in self-governance, with an eye toward eventual independence
 - 1935 – designated a commonwealth with a greater degree of autonomy
 - 1946 – the U.S. recognized Philippine independence after a period of Japanese occupation during WWII
- **Puerto Rico** – **Foraker Act** (1900) established a US-dominated system of government; **Jones Act** (1917) gave Puerto Ricans U.S. citizenship; In 1952, PR was designated a commonwealth, with a greater degree of autonomy.

CHARACTERISTICS OF AMERICAN IMPERIALISM

- Commercial Goals
- Expansion of American business in Latin America and the Caribbean
- Protecting American commercial interests depended on maintaining peace in those regions, sometimes through military intervention
- Early 20th century- “**Progressive diplomacy**”
 - **Presidents Roosevelt, Taft, and Wilson** Reflected idea that the role of the U.S. was to maintain order, and that U.S. engagement in foreign countries was always for their benefit

SPHERE OF INFLUENCE

Countries or regions under the influence of another, e.g. Latin America falls under the sphere of influence of the U.S.



ROOSEVELT COROLLARY TO THE MONROE DOCTRINE (“BIG STICK” DIPLOMACY)

*Speak softly
and carry a big
stick.*

Monroe Doctrine (1823)

The U.S. would get involved in the affairs of the Americas **ONLY** when needed to end the intervention of a European Power

Roosevelt Corollary (1904)

The U.S. had the **RIGHT** to intervene in Latin American countries in economic crisis, whether or not a European Power planned to intervene



THE BIG STICK IN THE CARIBBEAN SEA



THE WORLD'S CONSTABLE.

EXAMPLES OF THE “BIG STICK” IN ACTION:

- Intervention in the Dominican Republic and Venezuela
- Obtaining land in Panama for the Panama Canal
- The Open Door Policy in China

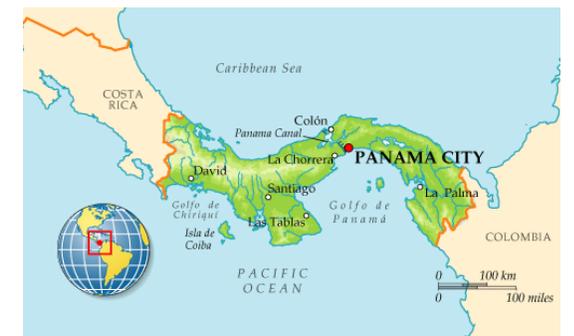
OTHER EXAMPLES OF ROOSEVELT’S FOREIGN POLICY:

- Arbitration after the Russo-Japanese War
- “Gentlemen’s Agreement” with Japan



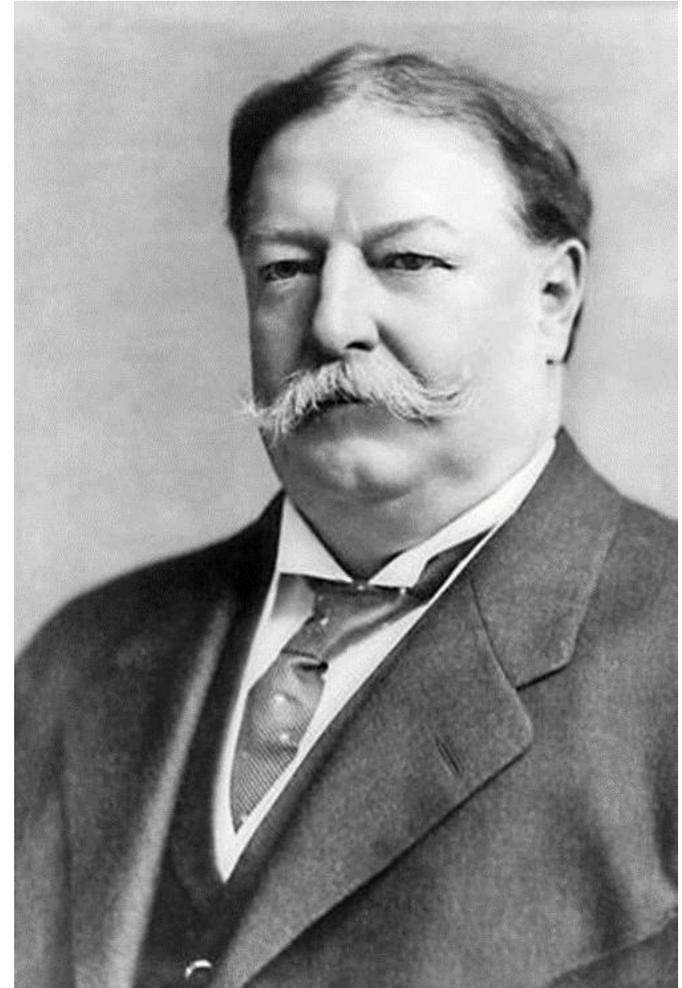
<https://youtu.be/W20uDg4tVPw>

A MAN, A PLAN, A CANAL: PANAMA.



WILLIAM HOWARD TAFT'S “DOLLAR DIPLOMACY”

- **Dollar Diplomacy**: policy of increasing US influence abroad through financial investment, thus making foreign states economically reliant on the US
- **Taft's foreign policy approach:**
 - Shared Roosevelt's desire to expand US influence in Latin America
 - Believed US influence could be most effectively achieved through investments and economic ties
 - **Example:** China – US bankers helped finance construction of the Huguang-Canton Railroad. Idea was that US control of the railroad would preclude Japanese or Russian encroachment (preclusive imperialism)



EXAMPLES OF “DOLLAR DIPLOMACY”:

- U.S. Intervention in Nicaragua and Honduras

■ <https://youtu.be/79sxHMSJSYQ>



WOODROW WILSON'S "MORAL DIPLOMACY":

- **Moral Diplomacy**: belief that contact with the US could only benefit others; belief that US was morally superior to other nations and its diplomacy was governed by noble and benevolent principles.
 - Wilson believed desire to do good should govern US foreign policy
 - E.g. Gave Colombia \$25 million in reparations for the role the US had played in encouraging the Panamanian revolution
 - Implication – Wilson would oppose military dictatorships or revolutionary governments



EXAMPLES OF “MORAL DIPLOMACY”

- U.S. Intervention in Haiti
- U.S. Intervention in the Dominican Republic
- U.S. Intervention in Mexico



CLASSWORK

Read the “1.3 US foreign policy” student text and completed the graphic organizer provided (except for the last column).

Then, pick up a primary source packet. In the last column of your chart, list 1-2 quotes from the primary source set that supports what you listed as strengths and weaknesses of each foreign policy.

ASSIGNMENT #4 – DUE 2/10 (A), 2/11 (B)

Choose one Latin American or Caribbean country from the list below. You will conduct some research to answer the following:

In 1-2 pages (12-point font, double-spaced), discuss how the country you chose was affected by U.S. expansionist policies in the period between 1880 – 1929. How does this history relate to the current relationship between the country you chose and the United States?

Cite your sources in MLA format.

Choose from:

- Mexico
- Cuba
- Haiti
- Panama
- Nicaragua
- Guatemala
- Honduras
- Dominican Republic
- Venezuela