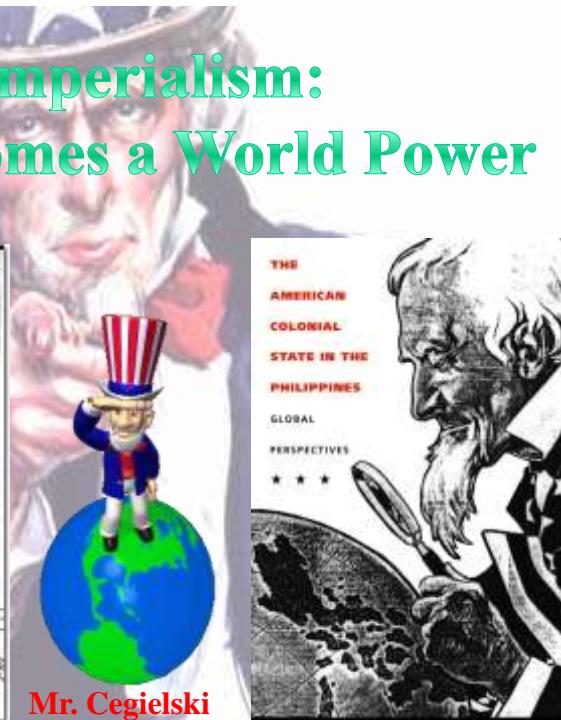


U.S. Imperialism: America becomes a World Power



Imperialism

Understanding Goal:



Panama Canal--scenes of the finished Canal



Destruction of the U.S. battleship Maine



Sugarcane plantation, Hawaii

Investigative Question:
Was imperialism justified?

Explore: Imperialism developed in the early 19th century when industrialized western nations began to take control of other non-industrialized nations. How might the images above reflect both the positive and negative effects of late 19th and early 20th century imperialism?

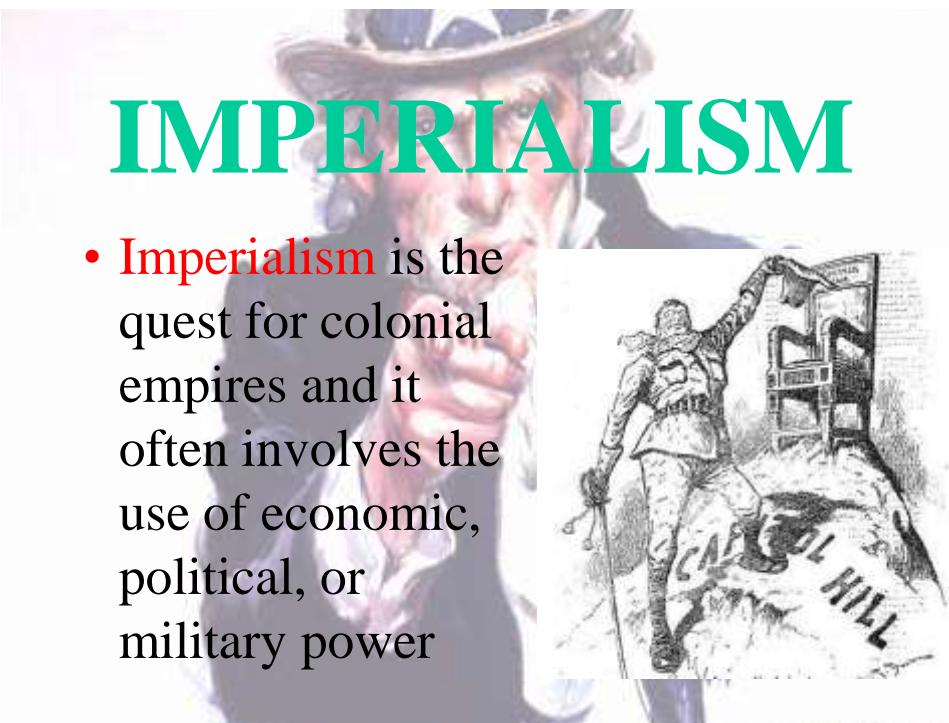
Connect: Does imperialism exist in the 21st century? Why or why not?

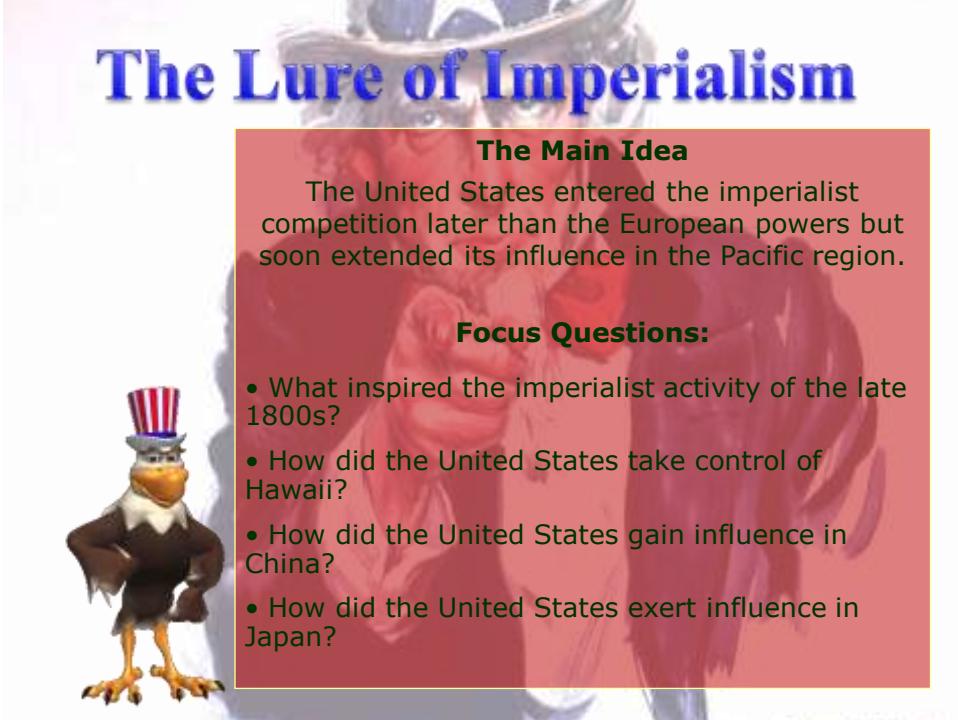


Based on this cartoon, define the meaning of imperialism.

IMPERIALISM

- Imperialism is the quest for colonial empires and it often involves the use of economic, political, or military power





The Lure of Imperialism

The Main Idea

The United States entered the imperialist competition later than the European powers but soon extended its influence in the Pacific region.

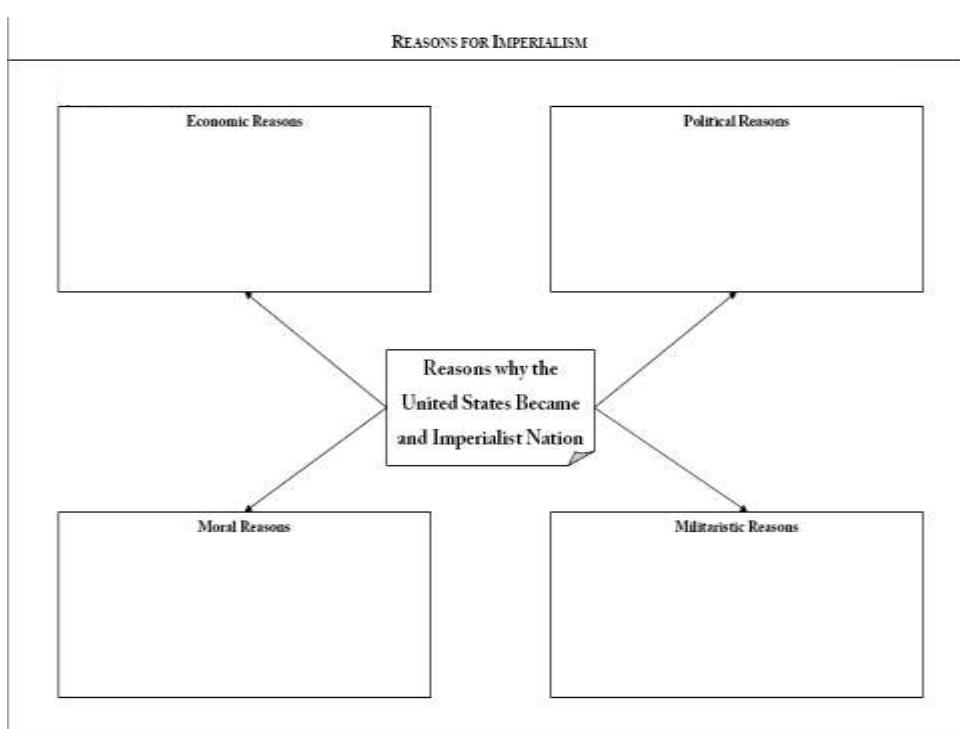
Focus Questions:

- What inspired the imperialist activity of the late 1800s?
- How did the United States take control of Hawaii?
- How did the United States gain influence in China?
- How did the United States exert influence in Japan?

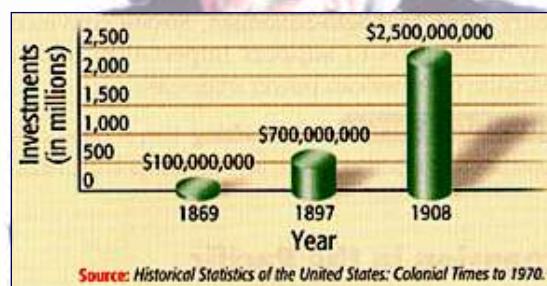


ESSENTIAL Q: Why did America join the imperialist club at the end of the 19c?

REASONS FOR IMPERIALISM

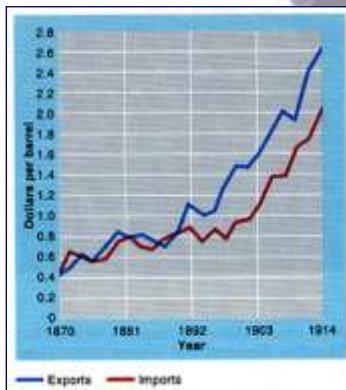


1. Commercial/Business Interests



U. S. Foreign Investments: 1869-1908

1. Commercial/Business Interests



American Foreign Trade:
1870-1914

2. Military/Strategic Interests



Alfred T. Mahan → *The Influence of Sea Power on History: 1660-1783*

3. Social Darwinist Thinking

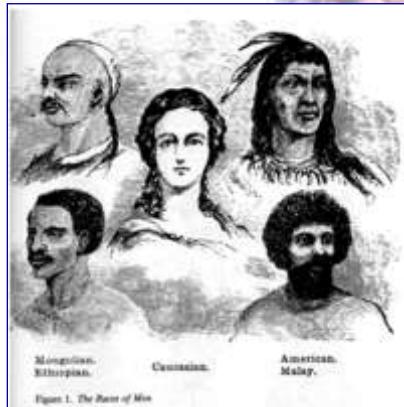


Figure 1. The Races of Men

The Hierarchy
of Race



The White Man's
Burden

4. Religious/Missionary Interests



American
Missionaries
in China, 1905

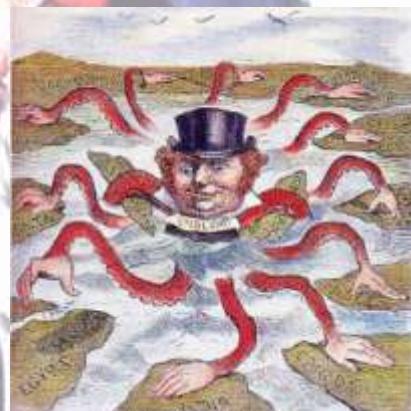


5. Closing the American Frontier



SUMMARY: Why would nations engage in imperialism?

- 1) Increase trade by providing market for manufactured goods
- 2) Gain sources for raw materials
- 3) Secure military advantages
- 4) Increase prestige
- 5) Share religious and cultural beliefs
- 6) Social Darwinism—
"Survival of the Fittest"



Reason or Rationalization?

The following activity asks you to evaluate the theory of Social Darwinism. Read the activity and think carefully about the questions it asks. You may write down your answers or discuss them with your classmates. See the bottom of this page for a chance to publish your answers on the World Wide Web.

Although economic interests spurred the rush of expansion, other factors caused it as well. Many people, including Teddy Roosevelt, believed in America's duty to "elevate uncivilized peoples." European powers claimed the same duty as they colonized Africa and Asia. Others pointed to the theoretical work of Charles Darwin to justify the cause of imperialism.

As a young man, Charles Darwin joined a British scientific expedition aboard the H.M.S. *Beagle*. As the *Beagle* journeyed around the world, Darwin collected specimens of plants and animals. He found fossils of extinct animals that resembled living animals, and he noticed many variations within the same species. After returning from his voyage, Darwin spent twenty years studying his specimens. In 1859 Darwin published *On the Origin of the Species by the Means of Natural Selection*, a book that explained his new theory.

In his theory of natural selection, Darwin made the following observations:

1. The resources of an environment are limited. Creatures produce more offspring than can possibly survive. Members of a species must compete for limited resources and for survival.
2. No two members of a species are exactly alike. Each organism contains an individual combination of inherited traits. Some traits are useful for survival; other traits are not.
3. Organisms that have useful traits reproduce in greater numbers. Their offspring inherit the traits. Organisms with unfavorable traits eventually die off. The fittest survive.
4. Nature selects different traits at different times. Varieties within a species gradually create a new species.

The publication of this theory started a sensational controversy. Many writers applied Darwin's theory to sociology. They developed a controversial theory called Social Darwinism. Many people, from Karl Marx to Captain Mahan to Adolf Hitler, employed

Social Darwinism in their arguments. How can people with vastly different viewpoints use the same argument to defend their views?

Read the following basic argument for Social Darwinism. Does it adhere to the principles of Darwin's theory? Why or why not?

Within the human species, nations are locked in a struggle for survival. Everywhere, civilized nations are supplanting barbarous nations. Advanced civilization, obviously, has inherited valuable traits from its ancestors. Underdeveloped cultures, except in hostile climates, will soon die off. Therefore, natural order obligates powerful, civilized nations to appropriate the limited resources of the weak.

Josiah Strong, an influential American clergyman, wrote the following argument for expansion in 1897. Is it logical? How does it differ from the previous passage? Does it follow Darwin's line of reasoning?

The two great ideas of mankind are Christianity and civil liberty. The Anglo-Saxon civilization is the great representative of these two great ideas. Add to this the fact of his rapidly increasing strength in modern times, and we have a demonstration of his destiny.

There can be no doubt that North America is to be the great home of Anglo-Saxon power. It is not unlikely that before the close of the next century, this race will outnumber all other civilized races of the earth. But the widening waves of migration meet today on its Pacific coast. The unoccupied arable lands of the world are limited and will soon be taken.

The time is coming when the pressure of population will... force the final competition of races. The United States will assert itself, having developed aggressive traits necessary to impress its institutions upon mankind. Can anyone doubt that the result of this competition will be the survival of the fittest?

The Imperialist Powers

The Imperialists

- Great Britain
- France
- Belgium
- Germany
- Japan
- The United States

Ideology

- Nationalism, or love of one's country
- **Social Darwinism**, a belief in the cultural superiority of western nations over less industrially developed nations
- Christian missionaries sought to convert believers of other faiths.

Isolationism Vs. Imperialism

Washington's Farewell Address (1796) established the policy of isolationism.

Isolationism was the policy of avoiding involvement in world affairs.

Although in the Monroe Doctrine (1824) the United States had declared itself the protector of the entire western hemisphere, isolationism continued to form the basis of American foreign policy throughout most of the nineteenth century.



Imperialism

- However, as the United States industrialized during the second half of the 1800s, the United States began to expand its influence in the world in order to gain more foreign markets, EVEN IF THAT MEANT WAR!
- During this period the United States would gain control over Hawaii, the Philippines, Puerto Rico, and the Virgin Islands.



CAUSES OF U.S. EXPANSIONISM

QUICK
FACTS

CAUSES

- Economic
- Military
- Ideological

United States
expansionism

Complete this chart by filling in several economic, military and ideological causes

CAUSES OF U.S. EXPANSIONISM

QUICK
FACTS

CAUSES

- **Economic** Desire for new markets and raw materials
- **Military** Desire for naval bases and coaling stations
- **Ideological** Desire to bring Christianity, western-style culture, and democracy to other peoples

United States expansionism

Answers!



POLITICAL CARTOON ANALYSIS



- Based on this cartoon, what do you think the Spanish-American War was about? Take a guess! Hint: Think about imperialism!

50 · ©2014 McGraw-Hill Education • Spanish 1898

The Spanish-American War

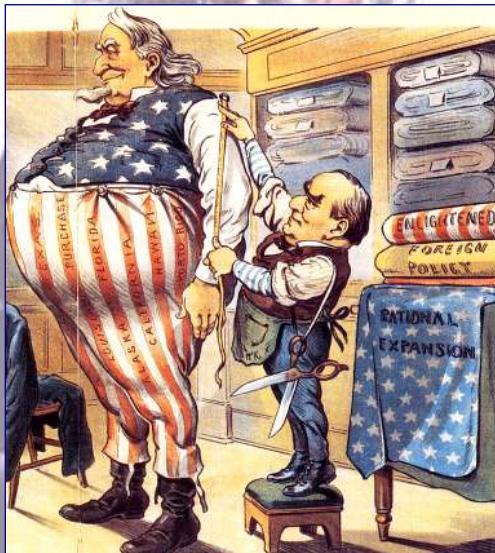
The Main Idea

A quick victory in the Spanish-American War gave the United States a new role as a world power.

Focus Questions:

- How did simmering unrest in Cuba lead to rebellion?
- Why did Americans get war fever?
- What happened in the course of the Spanish-American War?
- Why was annexing the Philippines controversial?

The Imperialist Taylor



The Spanish-American War

The Spanish-American War of 1898 was between Spain and the United States, during which the U.S. declared the right to free various countries from “oppressive” Spanish rule.

However, the U.S. then took control of the territories it helped to free.



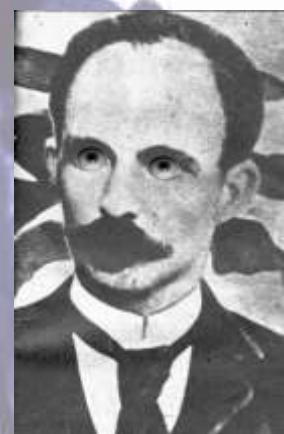
REASONS FOR SPANISH-AMERICAN WAR

- 1) Protection of American business interests in Cuba
- 2) American support for Cuban rebels' independence from Spain
- 3) Rising tensions as a result of "The Maine" in Havana Harbor
- 4) Yellow Journalism --Exaggerated news reports of events



Simmering Unrest in Cuba

- Cubans launched a series of revolts against Spain beginning in 1868, which Spain reacted to by exiling revolutionary leaders.
- **José Martí** –a Cuban revolutionary and poet--participated in a revolt for Cuban independence in February 1895 but was killed, becoming a hero instantly.
- Spanish General **Valeriano Weyler** used ruthless tactics to suppress the revolt, further angering Cubans and swaying American sentiment to the side of the rebels.



José Martí

Appendix F: America Becomes a World Power
Jose' Marti' (1853-1895)

Jose' Marti' was born in Havana, Cuba to poor Spanish immigrants. Thanks to the aid of a teacher, he was able to go high school just at the time the Ten Years' War began. Jose' was just fifteen when the war broke out. He soon became an avid supporter of Cuban independence. Jose' was a gifted poet and writer. He soon turned these talents to helping the rebel cause. He started a newspaper to spread their ideas and was soon arrested by Spanish police. After serving a stint in prison, he was exiled to Spain. While in Spain, he attended the University of Madrid and became a lawyer. However, the Cuban cause remained close to his heart.

Marti escaped his exile and fled to New York to join other ex-rebels. The revolution became Marti's whole life. He published articles in Latin America newspapers, gave speeches, and printed recited poetry trying to reach as many Cuban communities as he could. He spent much of his time planning a second Cuban war for independence. He founded a newspaper, *Patria* (Fatherland), and founded the Cuban Revolutionary Party in 1862 to help organize this war. He persuaded other Cubans to donate ten percent of their weekly earnings to the cause. By 1895, his preparations were complete.

He was ready to set sail with two generals from the last struggle, Maceo and Gomez. In April, 1895, they left from Fernandina, Florida with plenty of supplies and a plan. However, U.S. authorities seized the ships and interrupted the plan.

Marti' died two weeks later in a small skirmish with Spanish troops. The insurgents circulated a false story that Marti' had been led ashore under a flag of truce by the Spanish and executed. Marti' became a hero-martyr for the cause of Cuban independence.



- What does this cartoon suggest about Jose Marti?

Americans get war fever

- Newspapers continued to report the uprising on Cuba with dramatic headlines and articles—known as **yellow journalism**. Yellow journalism sensationalizes the news in unethical ways in order to stir up emotion about a particular topic
- A letter written by the Spanish minister to the U.S., **Enrique Dupuy de Lôme**, which ridiculed President McKinley, was published by the *New York Journal*.
- Due to the explosion of the Maine, the criticism by the Spanish prime minister, and growing pressure from the press and public, President McKinley declared war on Spain in 1898.

De Lôme Letter



- ★ Dupuy de Lôme, Spanish Ambassador to the U.S.
- ★ Criticized President McKinley as *weak and a bidder for the admiration of the crowd, besides being a would-be politician who tries to leave a door open behind himself while keeping on good terms with the jingoes of his party.*

"Yellow Journalism" & Jingoism



Joseph Pulitzer



William Randolph Hearst

Hearst to Frederick Remington:
*You furnish the pictures,
 and I'll furnish the war!*

The Kings of

Yellow Journalism

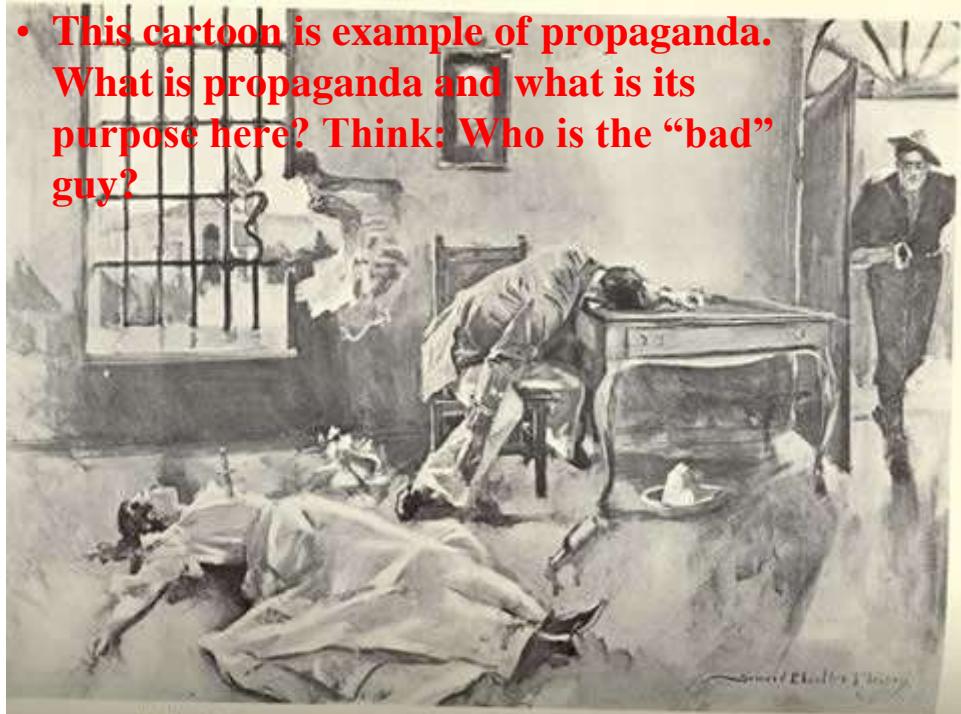
Joseph Pulitzer (1847-1911)

William Randolph Hearst

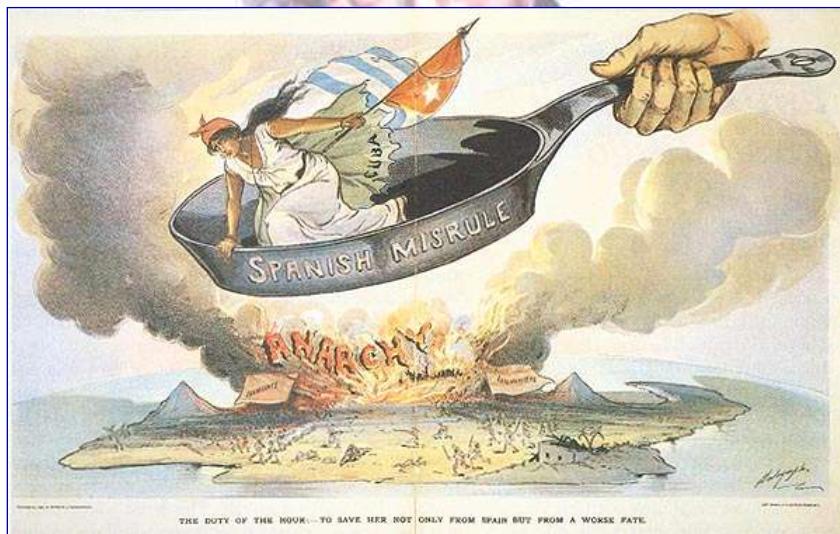
- 1. He created the Pulitzer Prizes:
 - a. These are endowments originally of \$500,000 given to individuals who exposed corruption in society through journalism.
 - b. The prize for best novel was given to authors who presented the wholesome atmosphere of American life in their novels.
- 2. He was committed to raising the standards of professional journalism.
- 3. He purchased the *New York World* in 1883, which made him very wealthy.
 - a. He then founded the *Evening World* in New York.
 - b. In 1890, he had a circulation war with rival paper, the *New York Journal*, and was accused of practicing "yellow journalism."
- 4. His sensationalistic newspaper accounts during the Cuban War for Independence forced an unwilling President McKinley into the Spanish-American War.

- 1. Hearst was a newspaper and magazine publisher as well as a film and broadcasting pioneer.
- 2. The *San Francisco Examiner* was the first newspaper he acquired.
 - a. He hired very talented journalists.
 - b. He crusaded for civic improvements and exposed rampant corruption.
- 3. At his peak, Hearst owned over two dozen newspapers.
- 4. The *New York Journal* published illustrations of the Maine sinking.
 - a. Spaniards were shown attaching mines to the ship.
 - b. The *Journal* devoted more than eight pages a day to the sinking of the *Maine*.
 - c. Hearst told correspondents to furnish the pictures and he would furnish the war.
- 5. Hearst and Pulitzer competed for reader circulation.
 - a. they fabricated stories in order to sell more papers.

- This cartoon is example of propaganda. What is propaganda and what is its purpose here? Think: Who is the “bad” guy?



Spanish Misrule in Cuba



Valeriano Weyler's "Reconcentration" Policy



Flash! Maine Telegram

- At 9:40 p.m., a massive explosion shook the Maine. The blast occurred within the forward section of the ship. Preliminary reports conclude between 254-266 Americans dead. Numerous others injured.
- No report on what caused the explosion. Ship is completely destroyed. Investigation is underway.

Remember the Maine and to Hell with Spain!



**Funeral for Maine
victims in Havana**

"REMEMBER THE MAINE!" THE EXPLOSION OF THE U.S.S. MAINE

Directions: Newspapers are an important source for studying history. Shown here is the front page of the New York Journal for February 17, 1898. Read the selection below and study the newspaper headline. Then answer the questions that follow.

On February 17, 1898, the American battleship *Maine* was blown up in the harbor of Havana, Cuba. For several years, Cuba had been fighting for its independence from Spain. President McKinley had tried to keep the United States out of this war. He had sent the *Maine* to Havana only to protect American citizens there. Shortly after the *Maine* exploded and sunk, several American newspapers reported the event and placed all the blame on Spain. These newspapers, including the *New York Journal*, stirred up bitter feelings among Americans. As a result, members of Congress who favored Cuba were able to force President McKinley to declare war on Spain.



1. What facts about the sinking of the *Maine* are reported in this cover from the *New York Journal*?

2. What opinions about the sinking of the *Maine* are expressed in this cover from the *New York Journal*?

3. Why do you think newspapers like the *New York Journal* had so much influence in the late 1800s?



Directions: *The explosion of the U.S.S. Maine in Havana harbor touched off the Spanish-American War. Speculations as to the cause of the explosion, which was never precisely determined, became a national obsession. Possible causes of the explosion included a coal fire caused by inferior coal or improper storage; a mine planted on board by an intruder who eluded the ship's security; a mine planted by Spain at the spot where Spanish authorities instructed the Maine to anchor; or, a floating mine placed by Cuban insurgents. Read the excerpts below, noting each commentator's conclusion about the explosion. Then, answer the questions that follow.*

"There is an intense difference of opinion as to the cause of the blowing up of the *Maine*. In this, as in everything else, the opinion of the individual is determined by his original bias. If he is a conservative, he is sure that it was an accident; if he is a jingo [extreme patriot], he is equally sure that it was by design."

- Secretary of the Navy, John Long

"I don't propose to be swept off my feet by the catastrophe. My duty is plain. We must learn the truth and endeavor, if possible, to fix the responsibility. The country can afford to withhold its judgment and not strike an avenging blow until the truth is known. The [McKinley] Administration will go on preparing for war, but still hope to avert it."

- President William McKinley

"The *Maine* was sunk by an act of dirty treachery on the part of the Spaniards I believe."

- Assistant Secretary of the Navy, Theodore Roosevelt

"The cause of the blowing up of the ship will not be known until divers go down and examine the wreck. If their investigation show that the indentation of the hull is inward, the conclusion that the magazine room [ammunition storage room] was exploded by a bomb or torpedo placed beneath the vessel is inevitable. If the indentation is outward, it will be indicated that the first explosion was in the magazine [room].

- New York World Reporter Sylvester Scovel

"I think the explosion occurred on the port side...under the ship."

- Ensign Wilfred Powelson, Navy Investigator

"I have no knowledge as to what the findings of this court will be but I do not fear anything which will reflect on the *Maine*.

- Captain Charles Sigsbee, Captain of the *Maine*

Task:

- a) determine the basis for each man's opinion
- b) who believed the explosion was a result of sabotage
- c) what do you think caused the explosion of the *Maine* and why do you believe that

The U.S.S. Maine and the Press

- During the Cuban War for independence, there was a press war between William Randolph Hearst and Joseph Pulitzer for the largest newspaper circulation in New York City.
- On February 15, 1898, the **U.S.S. Maine** exploded in Havana harbor.
- The papers falsely reported that this U.S. ship was attacked by Spain.
- This caused many Americans to call for war against Spain.

An original investigation concluded that the ship was destroyed by an external explosion, probably a Spanish mine. This was refuted in a carefully documented 1976 study by Adm. Hyman G. Rickover, which demonstrated that an internal explosion caused the loss of the ship.



The wreck of the U.S.S. *Maine*,
February 15, 1898.

Appendix D: America Becomes a World Power
Guidelines for Student Newspapers

Description:

You are a newspaper editor, and you are going to create a newspaper covering the Cuban War for Independence and the Spanish-American War. The first thing you need to do is name your newspaper. Be sure to date your paper and include your name as editor. You are to create articles, editorials, political cartoons, and illustrations about the material presented in class. You are to express the views of the time period and write like the journalists of that time did. Use your imagination and be creative.

Requirements:

1. Your newspaper must include all assignments for the newspaper specified in class.
2. You must have a rough draft in pencil. Your final copy must be in ink and printed. Any pictures/cartoons must be in pencil and may be colored with colored pencils.
3. Your newspaper must be neatly written or typed.
4. Your newspaper must be completed and turned in on the due date.
5. Your newspaper may also include other parts of a newspaper not assigned, such as a classified section, sports, comics, advertisements, etc. (Extra Credit)
6. Each article must have a title. The title should be short and to the point.
7. The articles should have eight or more sentences, and should be interesting, informative, and based on facts. However, you are also writing during a time period when "yellow journalism" was prominent. Each paragraph should begin with a topic sentence and end with a conclusion. Good news articles answer the questions: who?, what?, when?, why?, and how?.

Remember:

1. Rough copy in pencil
2. Get it approved by teacher
3. Go over in fine black felt pen or in ink, if not typed
4. Erase pencil lines
5. Must be completed and turned in on: _____.

Newspaper Content Requirements

Starts on p. 496

- 1) Name and Date of your newspaper, your name as editor
- 2) Investigative article on explosion of the *Maine*.
- 3) political cartoon on Cuban War
- 4) Obituary on Jose Marti'
- 5) Editorial on Teddy Roosevelt and the Rough Riders
- 6) Hand-drawn map of Major Naval battles
- 7) Eyewitness report on a major battle, such as the Battle of San Juan Hill or the Battle of Manilla Bay.
- 8) Article on Treaty of Paris (ended the Spanish-American War)
- 9) Letter to Editor from the Philippines: Should the United States annex the Philippines?



The Spanish-American War (1898): "That Splendid Little War"



How prepared was the US for war?

Theodore Roosevelt

- ★ Assistant Secretary of the Navy in the McKinley administration.
- ★ Imperialist and American nationalist.
- ★ Criticized President McKinley as *having the backbone of a chocolate éclair!*
- ★ Resigns his position to fight in Cuba.



Teddy Roosevelt & the Rough Riders



Theodore Roosevelt and his Rough Riders on San Juan Hill in Cuba, 1898.

- When war was declared, Assistant Secretary of the Navy Roosevelt resigned his post and recruited a volunteer cavalry regiment that nicknamed itself the **"Rough Riders."**

- After the invasion of Cuba in June 1898, Roosevelt's unit marched overland to Santiago and, on July 1, mounted a heroic charge on **San Juan Hill** that forced the Spanish fleet to surrender the city.

- The Rough Riders suffered heavy casualties, but Roosevelt became a national hero.



Skills Focus READING LIKE A HISTORIAN

Some 10 African American regiments were called to serve in the Spanish-American War. The Ninth and Tenth Cavalries are shown here with the Rough Riders at the Battle of Kettle Hill.

Interpreting Visuals What marks these soldiers as Americans?

The Legend Lives On!



- Remember the movie “Night at the Museum?”

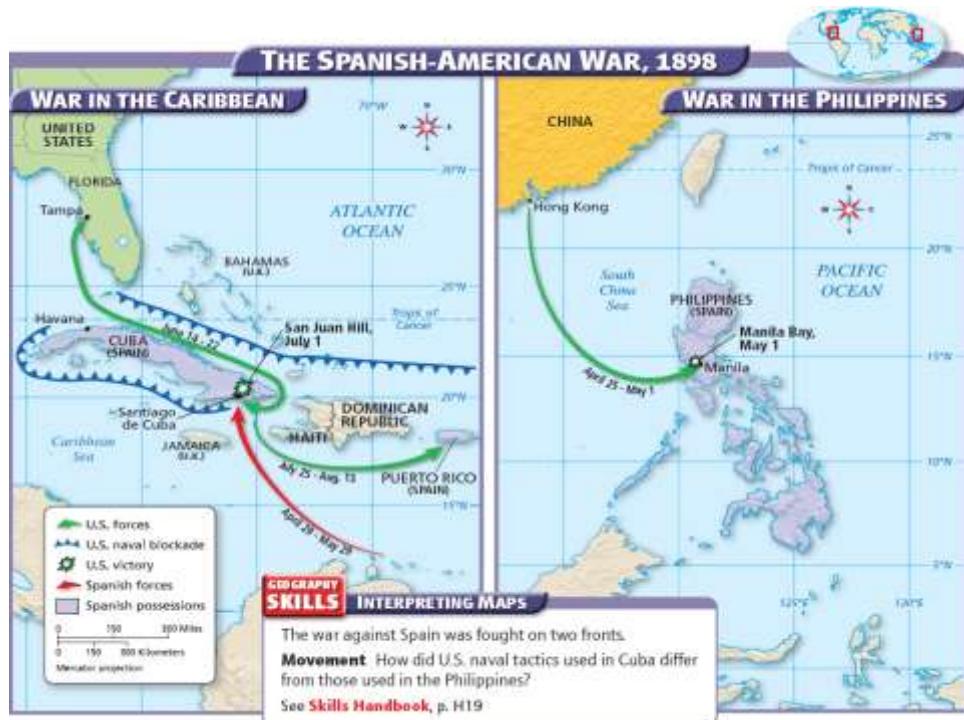
The Course of the War

The Philippines

- Future President Theodore Roosevelt sent Commodore **George Dewey** orders to prepare for war against Spain.
- Dewey engaged the Spanish fleet in Manila Bay.
- Steel- and iron-hulled U.S. ships helped to defeat the Spaniards.
- Filipino rebels, led by **Emilio Aguinaldo**, had already been fighting Spain.
- Surrounded by Dewey (at sea) and Aguinaldo (on land), Spanish forces surrendered.

Cuba

- U.S. War Department was unprepared for war in Cuba.
- American strategy was to control the port city of Santiago.
- Theodore Roosevelt's **Rough Riders** helped gain control of the city at the **Battle of San Juan Hill**.
- The U.S. Navy sank the entire Spanish fleet off the coast of Cuba.



Dewey Captures Manila!



BATTLES OF THE SPANISH-AMERICAN WAR

1. San Juan Hill, Cuba

1. Teddy Roosevelt and his Rough Riders led a charge up “Kettle Hill” and defeated the Spanish army.

2. Manila Bay, Philippines

1. Navy Admiral Dewey raided the Spanish fleet harbored in Manila Bay and captured the entire Spanish fleet.
2. Spain surrendered.



The Treaty of Paris: 1898

- ★ Cuba was freed from Spanish rule.
- ★ Spain gave up Puerto Rico and the island of Guam.
- ★ The U. S. paid Spain \$20 mil. for the Philippines.
- ★ The U. S. becomes an imperial power!



Cuban Independence?

Teller Amendment (1898)



Senator
Orville Platt

Platt Amendment (1903)

1. Cuba was not to enter into any agreements with foreign powers that would endanger its independence.
2. The U.S. could intervene in Cuban affairs if necessary to maintain an efficient, independent govt.
3. Cuba must lease **Guantanamo Bay** to the U.S. for naval and coaling station.
4. Cuba must not build up an excessive public debt.
5. Amendment made Cuba a U.S. **protectorate** – a country under the control and protection of another country.



Annexing the Philippines

Controversy raged in the United States over whether to annex the Philippines. **Annexation** —to gain control over territory

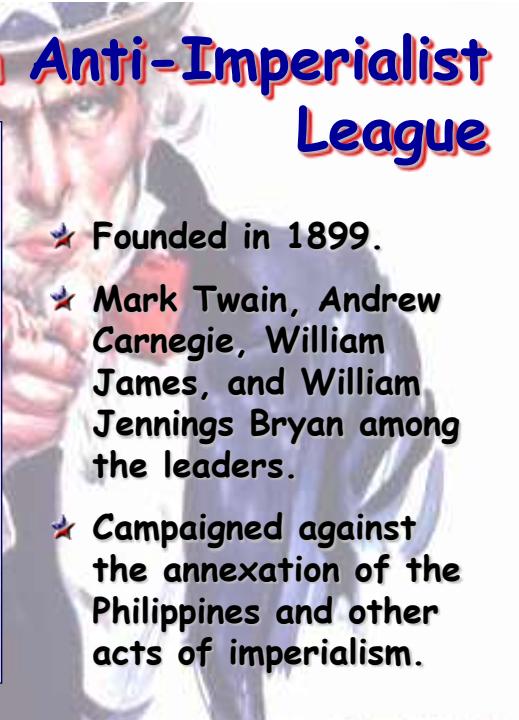
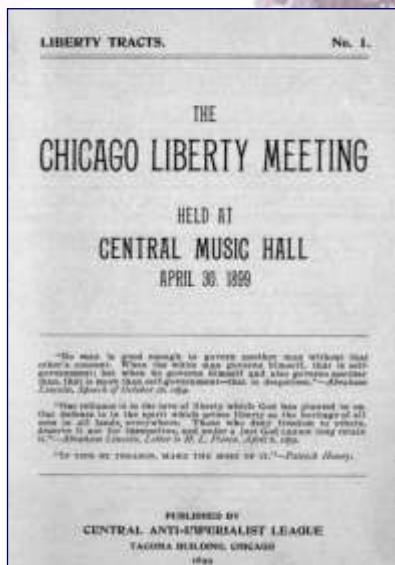
For Annexation

- Believed the United States had a duty to spread its values overseas.
- Philippines had economic and strategic value that should not fall into the hands of other countries.

Against Annexation

- Believed annexation would violate the ideal of self-government
- Did not want oppression to occur; The United States should not export racism and violence
- Some Americans believed annexation would increase immigration to the United States.

The American Anti-Imperialist League

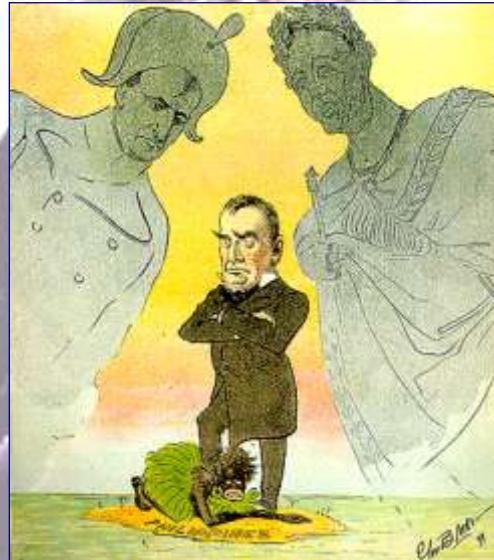


The Philippines

- The U.S. Senate narrowly approved annexation of the Philippines in February 1899.
 - Fighting broke out in the Philippines. Filipino independence fighters battled U.S. soldiers for three years.
 - Filipino voters did have a voice in government. They were able to elect members to the lower house of their legislature. They could elect members of both houses in 1916.
- On July 4, 1946, the United States finally granted full independence to the Philippines.



Is He To Be a Despot?



**William H. Taft, 1st
Gov.-General of the Philippines**

Great administrator.



Our "Sphere of Influence"



Assignment Option #1

THE NEW MANIFEST DESTINY (1900)

Questions:

1. According to Albert J. Beveridge, for what reasons should the United States annex the Philippines?
2. In what ways does Beveridge address the anti-imperialist issues of constitutional authority and intent of the Founders?
3. Why is Beveridge's speech significant to the annexation movement?

In the Philippine annexation debates) one of the most forceful advocates of imperialism was Albert J. Beveridge (a first-term Republican senator from Indiana. Known for powerful political oratory and Anglo-Saxon supremacy before arriving in the Senate), Beveridge broke with tradition and gave a major speech as a freshman senator. In order to obtain information about the Philippine issue, Beveridge traveled to the islands and conducted a personal investigation. This inquiry added credibility to his annexationist position. Excerpted following is Beveridge's eloquent Senate speech on the question of

Philippine annexation. Beveridge served two terms in the Senate and was often considered one of the original Progressive Republicans. He lost a re-election bid in 1911, and became a distinguished historian. His best work was The Life of John Marshall (four volumes), for which he received the Pulitzer Prize for historical biography.

THE DEBATE OVER THE PHILIPPINES, 1898-1900

Assignment Option #2

A Documentary Source Problem

On April 19, 1898, the U.S. Congress declared war on Spain. The Congress proclaimed Cuba to be free, demanded Spain withdraw from Cuba, directed the President to use armed force to insure this demand, and denied any intention by the U.S. to take Cuba.

Spain's rule over Cuba had been cruel, and Americans were outraged by it. American newspapers run by Joseph Pulitzer and William Randolph Hearst exaggerated the Spanish atrocities in order to sell more papers, and the American public began to demand war with Spain. Then the U.S. battleship Maine was mysteriously sunk in Havana harbor, with a loss of over 250 officers and men. American anger reached the boiling point.

Congress promised not to annex Cuba because it wanted to assure the American people that this war was to be a selfless humanitarian crusade to defend the Cubans. It also wanted to help American sugar companies by keeping Cuban sugar out of the U.S. (or: Congress wanted to assure the....[and at end.] therefore Congress promised not to annex Cuba.)

The war, however, began in the distant Philippine Islands. When war was declared, the Asiatic Squadron of the U.S. Navy, under the command of Admiral George Dewey, sailed immediately for the Philippines. There it surprised and destroyed the Spanish fleet in a "glorious victory" that astonished and thrilled the American people and government.

The dilemma for Americans was this: Congress had pledged no annexation of Cuba. But what about other Spanish territories that might be conquered during the war? What about the Philippines? American troops occupied Manila, the Philippine capital. At first they cooperated with Emilio Aguinaldo, the leader of the rebel Philippine forces against Spain. With time, however, U.S. wishes conflicted with Aguinaldo's hopes for Philippine independence.....

WRITING PROMPT: In 1 ½ to 2 pages, analyze and use the documents below to answer the following question: Why did the U.S. ultimately feel justified in annexing the Philippines after the Spanish American War? Who were the anti-imperialists, what were their arguments, and why do you think they lost this debate?

Puerto Rico



Puerto Rico: 1898

★ 1900 - Foraker Act.

- PR became an "unincorporated territory."
- Citizens of PR, not of the US.
- Import duties on PR goods

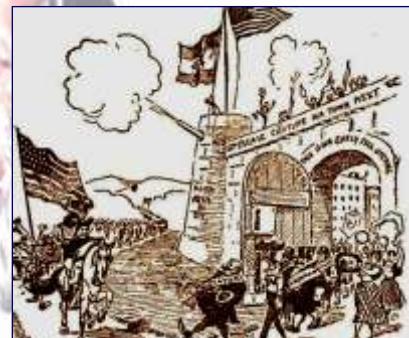
★ 1901-1903 → the Insular Cases.

- Constitutional rights were not automatically extended to territorial possessions.
- Congress had the power to decide these rights.
- Import duties laid down by the Foraker Act were legal!

Puerto Rico: 1898

★ 1917 - Jones Act.

- Gave full territorial status to PR.
- Removed tariff duties on PR goods coming into the US.
- PRs elected their own legislators & governor to enforce local laws.
- PRs could NOT vote in US presidential elections.
- A resident commissioner was sent to Washington to vote for PR in the House.



In 1952, Puerto Rico became a self-governing commonwealth, with power over most of its domestic affairs. The U.S. still controls interstate trade, immigration, and military affairs.



Warm Up: Read and contrast the two quotes below. Which position do you agree with more and why?

"Let us not be misled by names. Imperialism is not a question of crowns and scepters, of names and titles. It is a system of government. Where a man or body of men, an Emperor, a President, a Congress, or a Nation, claims the absolute right to rule a people, to compel the submission of that people by brute force, to decide what rights they shall have, what taxes they shall pay, what judges shall administer their laws, what men shall govern them,—all without responsibility to the people thus governed—this is imperialism, the antithesis of free government".

(anti-Imperialist League 1901)

"The Opposition tells us that we ought not to govern a people without their consent. I answer, The rule of liberty that all just government derives its authority from, the consent of the governed, applies only to those who are capable of self-government. I answer, We govern the Indians without their consent, we govern our territories without their consent, we govern our children without their consent. I answer, How do you assume that our government would be without their consent? Would not the people of the Philippines prefer the just, humane, civilizing government of this republic to the savage, bloody rule of robbery and extortion from which we have rescued them?"

(Albert J. Bevendge, "March of the Flag," 16 September 1898)

Seminar Notes

All answers should be as specific as possible, and unless otherwise stated, given from the point of view from the author. Full credit will be awarded for direct use of the primary source.

USE DIRECT QUOTES FROM THE PRIMARY MATERIAL.

6.1 Imperialism

Beveridge, Bryan, Kipling

- A. Select 2 quotes from the reading and in a paragraph for each, explain why these quotes capture the essence of this document.
- B. Select 4 of the below questions and answer using paragraph form.
 1. Briefly summarize the essential argument of Beveridge and Bryan.
 2. Beveridge and Bryan both have views on destiny. Draw quotes from the reading to illustrate how each man sees American destiny.
 3. What connections can you make with earlier documents and ideas?
 4. Give examples of how Beveridge and Bryan use history to support their position.
 5. Analyze Kipling's view of "White Man's Burden."

THE AMERICAN EMPIRE



America was once a colony of Great Britain. Why does America betray the causes it once fought so dearly for during the American Revolution and claim colonies of its own?

"...Whether they will or no, Americans must now begin to look outward. The growing production of the country demands it. And increasing volume of public sentiment demands it..."

- Alfred T. Mahan

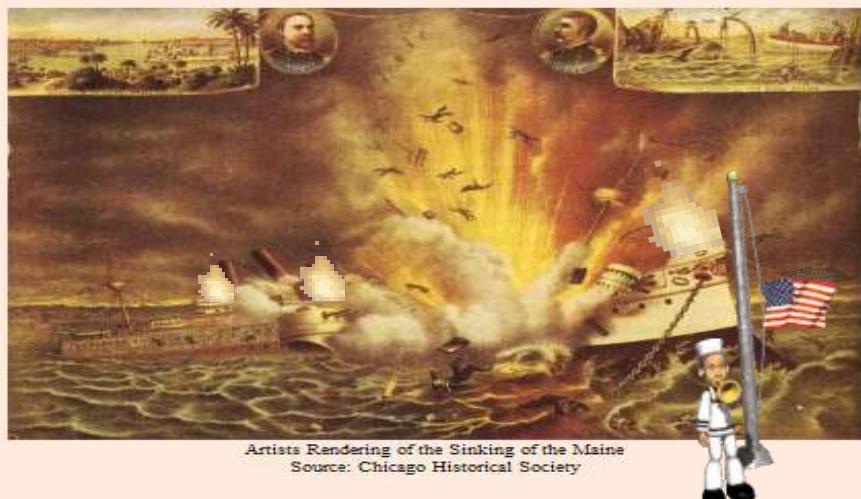
"But today we are raising more than we can consume. Today we are making more than we can use. Today our industrial society is congested; there are more workers than there is work, there is more capital than there is investment. We do not need more money - we need more circulation, more employment. Therefore, we must find new markets for our produce, new occupation for our capital, new work for our labor."

- Senator Albert J. Beveridge

Task: What course of action are Mahan and Beveridge suggesting for the United States? Why are they suggesting it? Think about Frederick Jackson Turner.

Identify: Who are they?





Artist's Rendering of the Sinking of the Maine
Source: Chicago Historical Society



White Man's Burden:

The Expansionist/Anti-Imperialist Debate at the Turn of the Century

The Prompt:

You will go to the website:

The United States Senate

<http://score.rims.k12.ca.us/activity/imperialism/>

You are hereby subpoenaed by the United States Senate to appear for the purpose of giving testimony on the topic of imperialism.

The United States Senate will conduct a hearing in October 1902. This hearing will allow individuals to address the Senate Committee on Pacific Expansion.

Presently our country is involved in a war in the Philippines to bring that country under the supervision of the United States. We have freed Cuba and established stable governments in our other newly acquired colonies—Hawaii, Guam and Puerto Rico. A great debate has begun on the appropriateness of this policy, politically, economically and morally. It is the intent of this committee to ascertain testimony related to the Expansionist/Anti-imperialist policy of the United States. It is vitally important that we give voice to this debate as we enter the 20th Century. The course of action we select will determine our foreign policy in this next century and beyond.

You are, therefore, required by authority of the United States Senate to appear before this committee to give testimony on this topic. Please be prepared to give a statement to the committee and to answer their questions. Your opening statement must conclude within a five minute time period and may include any visual or audio materials you wish to present.

You may have your attorney or advisor present with you when you testify.

The Honorable George Hoar
Senate Majority Leader

The Honorable P.T. Winger
Senate Minority Leader



The Task

You have been subpoenaed to testify before a Senate committee in 1902. The committee is looking into the role of the United States in the Philippines, Cuba, and Puerto Rico. You and your group will be given the identity of a notable Expansionist or Anti-imperialist and your group will prepare that historical character's testimony. One member of your group will play the role of the character during the hearing. Other group members will be either a newspaper reporter, a Senator or a futurist.

As the historical character you should accurately portray the views and opinion of that character. Be prepared to testify and answer questions at both the hearing and a news conference.

As a newspaper reporter you will be assigned a specific newspaper of the time. Your task will be to represent the political position of that newspaper, to formulate questions for a news conference for both congressmen and witnesses, and to write an article or editorial for your paper.

As a Senator you become aware of the issues of the time and the feeling of your constituents. You should prepare questions for witnesses, participate in a news conference and write your recommendation to the committee at the conclusion of the hearings.

The Futurist must participate in the research and create a written hypothetical opinion of the historical character on the issue of imperialism in post turn-of-the-century America, e.g. Panama, Granada, Haiti, Kuwait.



The Process

Each group will be assigned a historical figure that played a role in the Expansionism/Anti-imperialism debate at the turn of the century. Groups should then use the resources listed and those you develop to research the Expansionism/Anti-imperialism question. After preliminary research, each member of the group should be assigned a specific role.

Some things to consider:

To what areas did the United States want to extend its influence?

Why would the United States want to do so?

Why would some people object?

What is your historical figure's political party affiliation, occupation, and position on imperialism?

What is the newspaper's geographic location, political party affiliation, and position on Imperialism?

What is the Congressperson's geographic location, political party affiliation, and position on Imperialism?

How might these same factors and concerns affect the extension of US influence and power since the turn of the century?



Resources

General Information

Anti-Imperialist

http://www.boondocksnet.com/ai/ai_lit.html

Mark Twain

<http://www.historywiz.com/primarysources/marktwain-imperialism.htm>

William Jennings Bryan

<http://www.pbs.org/wgbh/amex/1900/peopleevents/pande34.html>

<http://www.boondocksnet.com/ai/ail/bryan.html>

Sixto and Clemencia Lopez

<http://www.boondocksnet.com/ai/ail/zwick98a.html>

http://www.boondocksnet.com/ai/wj/wj_19020607.html

http://www.boondocksnet.com/ai/kipling/lopez_wmb.html

Katharine Lee Bates

<http://www.boondocksnet.com/ai/lit/bates.html>

William McKinley

<http://www.whitehouse.gov/history/presidents/wm25.html>

<http://www.americanpresident.org/history/williammckinley/>

<http://www.mckinley.lib.oh.us/museum/biography.htm>

Teddy Roosevelt

<http://www.yale.edu/lawweb/avalon/presiden/inaug/troos.htm>

<http://cnn.com/SPECIALS/1999/century/faces/teddy.roosevelt/info.html>

Rudyard Kipling: The White Man's Burden

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/kipling.html

Alfred J Beveridge

<http://www.ashp.cuny.edu/video/beveridge.html>

<http://www.fordham.edu/halsall/mod/1898beveridge.html>

Newspaper Reporter

<http://lcweb.loc.gov/tr/hispanic/1898/>

<http://www.pbs.org/wgbh/amex/1900/filmmore/reference/primary/imperialism.html>

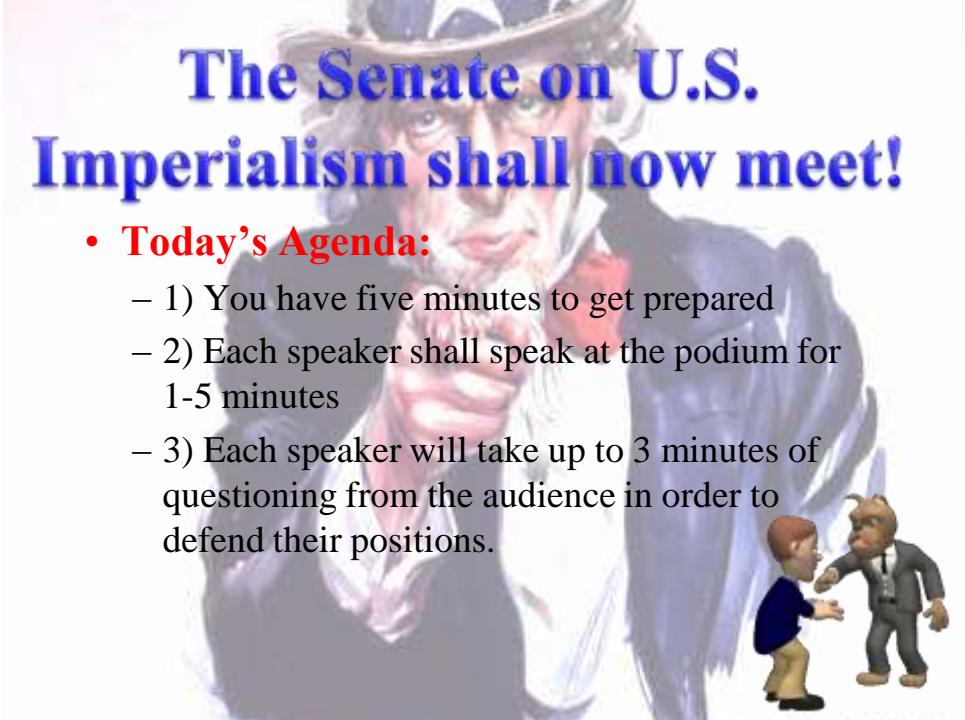
http://alt.tnt.tv/movies/tntoriginals/roughriders/jour_influencewar.html

Anti-Imperialist - David Starr Jordan

<http://www.boondocksnet.com/ai/ailtexts/jordan01.html>

Futurist

<http://www.fordham.edu/halsall/mod/1903panama.html>



The Senate on U.S. Imperialism shall now meet!

- **Today's Agenda:**

- 1) You have five minutes to get prepared
- 2) Each speaker shall speak at the podium for 1-5 minutes
- 3) Each speaker will take up to 3 minutes of questioning from the audience in order to defend their positions.

