

From Monroe to Truman, Part I: Die Beziehungen zwischen den europäischen Staaten und den USA im 19. Jahrhundert untersuchen (S II)

Katrin Kremer, Hückeswagen



Uncle Sam has cooped up the European rivals. Puck Magazine, USA (1901)

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Die Beziehungen zwischen Europa und den USA im 19. Jahrhundert waren wechselhaft. Dennoch gab es eine prägende Konstante, die Monroe-Doktrin, die die Außenpolitik der USA über Jahrzehnte bestimmte und das Verhältnis zwischen der Alten und der Neuen Welt nachhaltig beeinflusste. Doch inwiefern hatte eine Doktrin überhaupt Gültigkeit, waren doch ihre Verfechter selbst nicht in der Lage, sie durchzusetzen? Welchen Einfluss hatte sie auf das Handeln einzelner Akteure und welche zusätzlichen Faktoren und Ereignisse prägten die Beziehungen im 19. Jahrhundert? Diesen Fragen nachzugehen, ist Ziel des ersten Teils der Reihe „From Monroe to Truman“.

In einer „Talkshow“ diskutieren die Schülerinnen und Schüler über die politische Zukunft Mexikos zur Zeit der Herrschaft des Habsburgers Maximilian. Die verschiedenen Rollen hierfür werden anhand von zeitgenössischer, diplomatischer Korrespondenz erarbeitet.

Klassenstufe: Sekundarstufe II

Dauer: 6 Stunden und Klausur

Bereich: Neuzeit, 19. Jahrhundert, Beziehungen zwischen den USA und Europa

Kompetenzen:

- politische Konflikte des 19. Jahrhunderts aus verschiedenen Perspektiven betrachten
- sich in die Rolle der Akteure auf amerikanischer und auf europäischer Seite hineinversetzen und deren Motive und Interessen im historischen Kontext beurteilen
- sich mit unterschiedlichen Quellengattungen auseinandersetzen

Verlaufsübersicht zu den Stunden

1. Stunde: The War of 1812: A "Second War of Independence"?

Material	Verlauf
M 1	The making of an American Myth / Erarbeiten von Hintergründen zur Entstehung der amerikanischen Nationalhymne; kritisches Betrachten des Liedtextes
M 2–M 4	Fighting for free trade and sailors' rights? / Erstellen eines Quellenvergleichs zur britischen und amerikanischen Sichtweise des Kriegs in arbeitsteiliger Partnerarbeit

2./3.Stunde: "America the Americans":The Monroe Doctrine

Material	Verlauf
M 5	The American rooster in South America / Beschreiben einer Karikatur zur Monroe-Doktrin
M 6	Monroe's seventh annual State of the Union address to Congress / Analysieren und kreatives Auseinandersetzen mit der Monroe-Doktrin

4. Stunde: Britain and the Dis-United States

Material	Verlauf
M 7	Proclamation of Queen Victoria / Erarbeiten der offiziellen Position Großbritanniens zum amerikanischen Bürgerkrieg anhand einer Erklärung der Queen
M 8	Diplomatic correspondence – not always diplomatic / Bearbeiten von diplomatischer Korrespondenz zwischen den USA und Großbritannien während des Bürgerkriegs
M 9	Recognising the Confederacy / Vergleichen eines Zeitungsartikels zur Sicht der britischen Bevölkerung mit der offiziellen britischen Position

5. Stunde: A Habsburg on the Mexican throne:The story of French intervention

Material	Verlauf
M 10	Singing for Mexico / Erarbeiten eines zeitgenössischen Liedes zur Identifikation der Fragestellung und der Akteure
M 11–M 16	Should Maximilian "Get out of Mexico"? / Vorbereiten und Durchführen einer Talkshow zum Thema

6. Stunde: The "New Diplomacy": Venezuela and the Roosevelt Corollary

Material	Verlauf
M 17	Interpreting the Monroe Doctrine / Vergleichen zweier Aussagen Theodor Roosevelts
M 18	What made him change his mind? / Bearbeiten eines Textes zu Entstehung und Inhalt des Roosevelt-Zusatzes
M 19	Plucking the goose: A cartoon / Interpretieren einer US-amerikanischen Karikatur zur Venezuela-Krise

Materialübersicht**1. Stunde: The War of 1812: A "Second War of Independence"?**

M 1	(Bi/Tx)	The Star-Spangled Banner
M 2	(Tx)	Andrew Lambert: A British perspective on the War of 1812
M 3	(Tx)	Donald Hickey: An American perspective on the War of 1812
M 4	(Ab)	The War of 1812: The British perspective vs. the American

2./3. Stunde: "America the Americans": The Monroe Doctrine

M 5	(Fo)	His foresight: A cartoon
M 6	(Tx)	The Monroe Doctrine

4. Stunde: Britain and the Dis-United States

M 7	(Tx)	Proclamation of Queen Victoria
M 8	(Tx)	The Civil War (1861–1865) and international diplomacy
M 9	(Tx)	John A. Roebuck on the recognition of the Southern Confederacy

5. Stunde: A Habsburg on the Mexican throne. The story of French intervention

M 10	(Bi/Tx)	Get Out of Mexico – Analysing a song
M 11	(Tx)	The French intervention in Mexico
M 12	(Tx)	Letter: Mr Seward to Mr Campbell
M 13	(Tx)	Letter: President Juárez to William H. Seward
M 14	(Tx)	Letter: Earl John Russell to Sir J. Crampton
M 15	(Tx)	Proclamation: Maximilian to the Mexicans
M 16	(Tx)	Letter: Napoleon III's letter to General Forey

6. Stunde: The "New Diplomacy": Venezuela and the Roosevelt Corollary

M 17	(Tx)	Two interpretations of the Monroe Doctrine
M 18	(Tx)	Origin of the Roosevelt Corollary: The Venezuelan Crisis of 1902/03
M 19	(Bi)	Plucking the goose: A cartoon

Lernerfolgskontrolle:

M 20	(LEK)	Exam: From Monroe to Roosevelt: US-European relations in the 19 th century
M 21	(LEK)	Exam: Evaluation sheet

Ab: Arbeitsblatt – **Bi:** Bildimpuls – **Fo:** Folie – **LEK:** Lernerfolgskontrolle – **Tx:** Text

M 1 The Star-Spangled Banner

Find out what Francis Scott Key did in the morning after the British attack on Fort McHenry.



Francis Scott Key standing on a ship, with right arm stretched out toward the United States' flag flying over Fort McHenry, Baltimore, Maryland, painting by Edward Percy Moran (1912)

Francis S. Key: The Star-Spangled Banner (1814)

1 O say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous¹ fight
O'er the ramparts² we watch'd were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

[...]

3. And where is that band who so vauntingly³ swore,
That the havoc⁴ of war and the battle's confusion
A home and a Country should leave us no more?
Their blood has wash'd out their foul footsteps' pollution.
No refuge could save the hireling⁵ and slave
From the terror of flight or the gloom⁶ of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.
[...]

Annotations

1 **perilous**: dangerous – 2 **rampart**: wall to protect a fortress – 3 **vauntingly**: sich rühmend – 4 **havoc**: chaos – 5 **hireling**: Gefolgsmann – 6 **gloom**: darkness

Tasks

1. Describe the picture.
2. Speculate on why the third stanza of the poem is usually not sung as part of the American national anthem.
3. Now that you have read about the war, would you agree with Key's depiction?
4. Rewrite the third stanza from the British perspective.

M 3 Donald Hickey: An American perspective on the War of 1812

B

Read this text to find out how the Americans remember the War of 1812.

The War of 1812 is probably our most obscure conflict. Although a great deal has been written about the war, the average American is only vaguely aware of why we fought or who the enemy was. Even those who know something about the contest are likely to remember only a few dramatic moments, such as the writing of "The Star-Spangled Banner," the burning of the nation's capital, or the Battle of New Orleans.

- 5 Why is this war so obscure? One reason is that no great president is associated with the conflict. [...]

Another reason for the obscurity of this war is that its causes are complex and little understood today. Most scholars agree that the war was fought over maritime issues, particularly the Orders in Council, which restricted American trade with the European Continent, and impressment¹, which was the Royal Navy's practice of removing seamen from American merchant vessels². In contemporary parlance³, the war was fought for "Free Trade and Sailors' Rights." These issues seem arcane⁴ today. Moreover, the only way that the United States [was able] to strike at Great Britain was by attacking Canada, and that made it look like a war of territorial aggression. Even today Canadians are likely to see the war in this light, and who can blame them? A war fought to secure maritime rights by invading Canada strikes many people as curious.

- 15 If the causes of the war are obscure so too are the consequences. The United States has won most of its wars, often emerging⁵ with significant concessions from the enemy. But the War of 1812 was different. Far from bringing the enemy to terms, the nation was lucky to escape without making extensive concessions itself. The Treaty of Ghent (which ended the conflict) said nothing about the maritime issues that had caused the war and contained nothing to suggest that America had achieved its aims. Instead, it merely provided for returning to the status quo ante bellum – the state that had existed before the war. [...]

The war was unusual in generating such vehement political opposition and nearly unique in ending in a stalemate⁶ on the battlefield. Although most Americans pretended they had won the war – even calling it a "Second War of Independence" – they could point to few concrete gains – certainly none in the peace treaty – to sustain⁷ this claim.

- 25 It is this lack of success that may best explain why the war is so little remembered. Americans have characteristically judged their wars on the basis of their success. The best-known wars – the Revolution, the Civil War, and World War I – were all clear-cut successes. Although many people remembered the War of 1812 as a success, it was in a very real sense a failure, and perhaps this is why it attracts so little attention today.

- 30 The obscurity of this war, however, should not blind us to its significance, for it was an important turning point, a great watershed, in the history of the young republic. It concluded almost a quarter of a century of troubled diplomacy and partisan⁸ politics and ushered⁹ in the Era of Good Feelings. [...] In addition, it promoted national self-confidence and encouraged the heady¹⁰ expansionism that lay at the heart of American foreign policy for the rest of the century. Finally, the war gave the fledgling¹¹ republic a host¹² of sayings, symbols, and songs that helped Americans define who they were and where their young republic was headed. [...]

Source: www.pbs.org/wned/war-of-1812/essays/american-perspective/

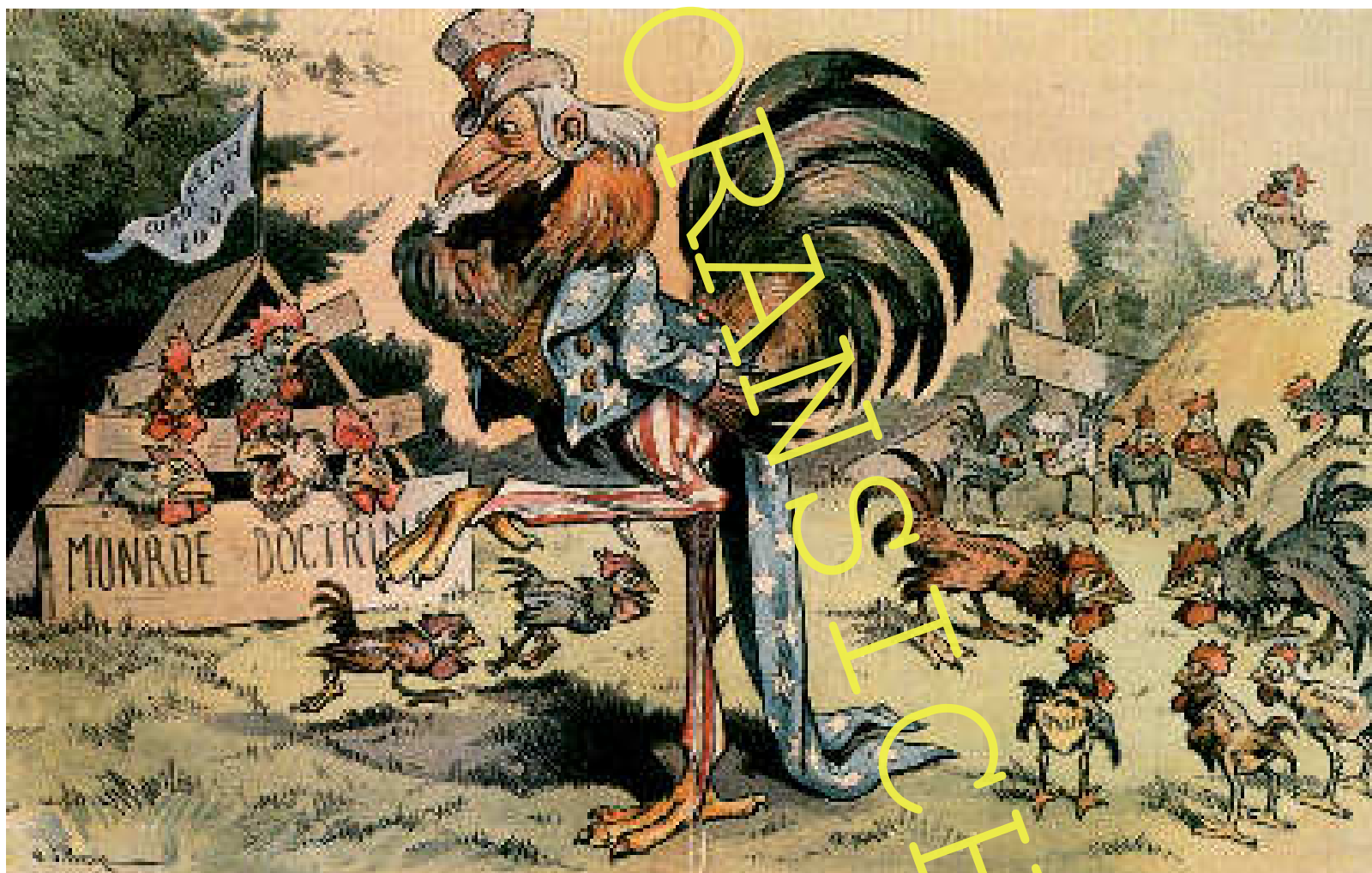
Annotations

1 **impressment**: Zwangsrekrutierung – 2 **vessel**: ship – 3 **parlance**: way of saying sth. – 4 **arcane**: obscure – 5 **to emerge**: to come out – 6 **stalemate**: Stillstand – 7 **to sustain**: to keep up sth. – 8 **partisan**: parteistrategisch – 9 **to usher**: to mark the start of sth. – 10 **heady**: ungestüm – 11 **fledgling**: young – 12 **host**: hier: mass

Tasks

1. Read the text and complete M 4 (USA).
2. Exchange your results with your partner and complete the British column of the table on M 4.

M 5 His foresight: A cartoon



© Mauritijs Images; Source: Puck Magazine, no. 1284 (October 1901)

Europe: You're not the only rooster in South America!

Uncle Sam: I was aware of that when I cooped you up!

Task: Describe the cartoon.

M 10 Get Out of Mexico: Analysing a song

Find out who the American songwriter J.P. Webster wanted to "Get out of Mexico" in 1866.

Get Out of Mexico

While old Uncle Sam was busy not so very long ago
With his dear rebellious children, There crept¹ into Mexico
From across the bright blue water, under Nap's imperial Wing,
A young scion² of the Habsburgs Who was spoiling to be king

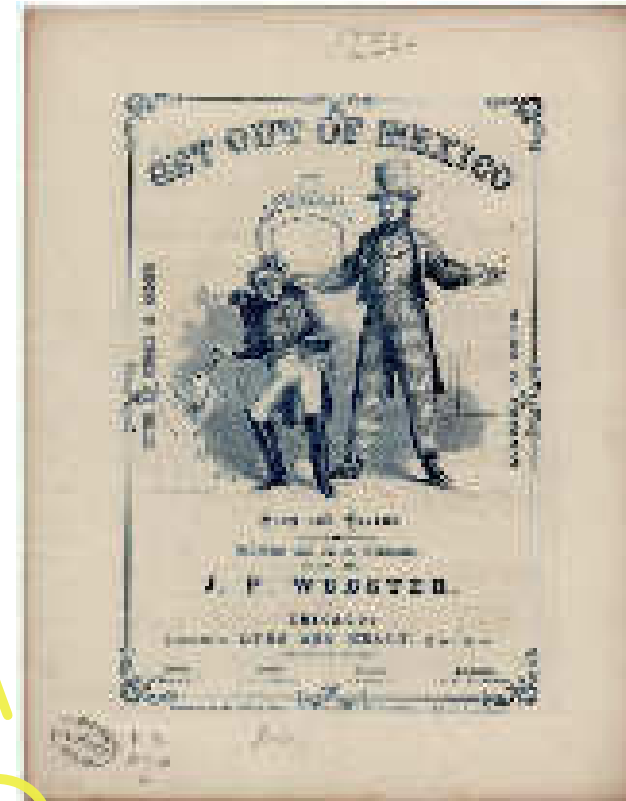
Chorus

Oh! Poor Max, there's no use talking, so pack your kit and go, For the Universal
Nation says "Get Out of Mexico" "Get Out of Mexico" "Get Out of Mexico"

Now, political tradition, since the time of James Monroe,
Had prevented interference in affairs of Mexico
By the crowned heads of Europe until just the moment when
Uncle Sam had both his hands full with some desp'rate naughty men

"Nappy" thought the Great Republic So by war and faction³ torn,
That no more pride and triumph would the starry flag be borne:
But in spite of British cruisers, Notwithstanding French intrigue
Proudly floats that tri-hued⁴ banner, Over ev'ry native league.

Now our "cruel war is over" We're united all once more
Universal peace and freedom happily reign from shore to shore:
Uncle Sam has thirty million loyal hearts, who want to know,
If the vagrant⁵ Maximilian won't get out of Mexico.



Annotations

1 **to creep**: to sneak – 2 **scion**: Nachkomme, Spross – 3 **faction**: disagreement – 4 **tri-hued**: three-coloured – 5 **vagrant**: unstet, umherwandernd

Tasks

1. Summarise the content of the song.
2. Name the different parties that are mentioned. Speculate on why they were involved

M 13 Letter: President Juárez to William H. Seward

Expert group 2

Read this letter to extract the position of the Mexican President Benito Juárez (1806–1872).

EL PASO, December 28, 1865

MY DEAR SIR: [...] With the attitude that the government of the United States has lately assumed, Maximilian has now not the slightest probability of cementing his so-called throne. He must see very clearly that even should he arrive at the complete conquest of the country, occupying with his forces, even to the utmost limits of the republic, and destroying the national government, which, however, will never take place, the United States will never permit him to consolidate¹ his power, and his sacrifices² and his victories will have counted for nothing. This certain result is already in the conviction³ of all. [...]



Benito Juárez, portrait by E. A. Duyckinck (1873)

The public spirit on our side to such an extent that, in my judgment, without the necessity of the United States taking any direct part in our war, we shall ourselves alone be able to obtain the definitive triumph of the cause of the national independence. Such is my desire, and to such result all my efforts are directed. Although Napoleon, from his pride and the habitual⁴ depreciation with which he has treated us, may not be ready to propose terms, yet the time is soon coming when he will be glad to accept those we proposed before the war.

For ourselves, we will neither propose nor accept anything, absolutely nothing, which, in the slightest degree, can imply any recognition of the intervention, or that may be contrary to the honor and dignity of the country. Have but a little patience, and the time will soon come when you can return to our country, free at last from all its oppressors.

Truly your friend, BENITO JUAREZ

Annotations

1 to consolidate: to stabilise – 2 sacrifice: Opfer – 3 conviction: belief – 4 habitual: gewohnt

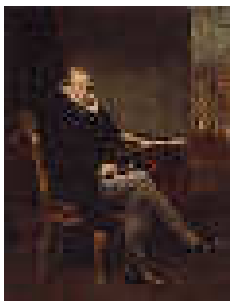
M 14 Letter: Earl John Russell to Sir J. Crampton

Expert group 3

Read this letter to extract the position of the British Secretary of State Lord Russell (1792–1878).

FOREIGN OFFICE, Jan. 19, 1862

SIR: [...] I wish you to read to Marshal O'DONNELL and M. CALDERON COLLANTES the preamble and the Article of our Convention, which define what our intervention is intended to do, and what it is not intended to do.



Earl J. Russell, portrait by L. C. Dickinson

You will point out that the allied forces are not to be used for the purpose of depriving¹ the Mexicans of their undoubted right of choosing their own form of government. Should the Mexicans choose to constitute a new Government which can restore order and preserve amicable relations with foreign nations, Her Majesty's Government will be delighted to hail the formation, and to support the consolidation, of such a Government. If, on the contrary, the troops of foreign Powers are to be used to set up a Government repugnant² to the sentiments of Mexico, and to support it by military force, Her Majesty's Government could expect no other result from such an attempt than discard³ and disappointment. In such a case the allied Governments would only have to choose between withdrawing from such an enterprise with some shame, or extending their interference beyond the limits, scope and intention of the Triple Convention.

[...] I am. &c., (Signed)

RUSSELL

Annotations

1 to deprive: jmdn. einer Sache berauben – 2 repugnant: sickening – 3 discard: rejects

M 17 Two interpretations of the Monroe Doctrine

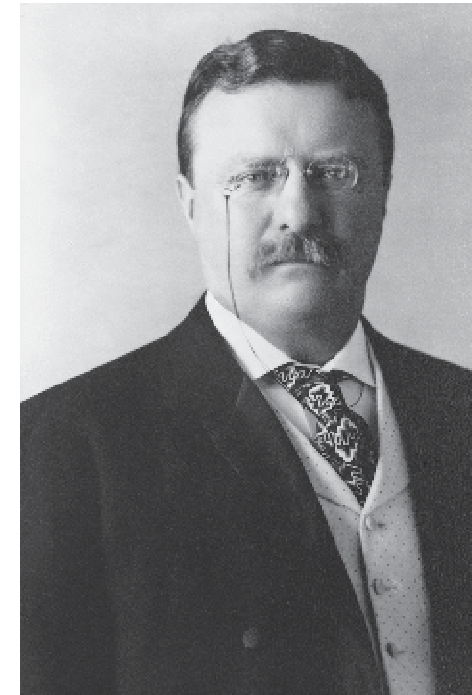
Have a look at these two very different understandings of the Monroe's Doctrine.

A "If any South American country misbehaves toward any European country, let the European country spank it [provided that punishment does not take the form of the acquisition of territory by any non-American power]."

Theodore Roosevelt (1901)

B "If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing [...] may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power."

Theodore Roosevelt (1904)



Source: President Theodore Roosevelt, photo by Pach Brothers (1904), Library of Congress

Tasks

1. Summarise the content as well as the practical implications of both statements.
2. Speculate on possible reasons for Roosevelt's change of mind.

M 20 Exam: From Monroe to Roosevelt: US-European relations in the 19th century

Name: _____

Course: _____ Exam No. _____ Date: _____

1. Describe the cartoon and analyse it by pointing out its message and incorporating it into the historical context. (52 points)
2. Discuss whether you agree with the cartoonist's depiction of the Monroe Doctrine. (28 points)

Material: NewYorkTribune (illustrated supplement), August 14, 1904, Page 12, Image 55



Hint: Behind the fence you can see the following "figures" (from the left to the right):
Great Britain, Germany, France and Italy