



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## **HIST 6400-102: Seminar in American History: American Foreign Policy between the World Wars**

### **Course Description:**

This course will explore the globalization of American foreign policy, from the origins of Wilson's New World Order, to involvement in arms conferences and economic expansion in the 1920s, and concluding with the movement from isolation to geopolitical alliances in the 1930s. Students will examine and assess American involvement in collective security systems, as well as the historiographical debate surrounding these issues.

### **Class Dates, Location and Hours:**

Dates: August 24 – 26 & 31 – September 2, 2018  
Location: College of Allied Health, OU Health Sciences Center, 1200 N. Stonewall, Oklahoma City, OK 73117-1215  
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.  
Last day to enroll or drop without penalty: July 26, 2018

### **Site Director:**

Email: [apokc@ou.edu](mailto:apokc@ou.edu). Phone: 405-271-4522.

### **Professor Contact Information:**

Course Professor: R. Warren Metcalf, Ph.D.  
Mailing Address: Department of History  
University of Oklahoma  
403-A Dale Hall Tower  
455 West Lindsey St.  
Norman, OK 73019-0535  
Telephone Number: (405) 325-0914 or 325-6002  
E-mail Address: [w.metcalf@ou.edu](mailto:w.metcalf@ou.edu)  
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### **Textbook(s) and Instructional Materials:**

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at [www.oklahoma.bkstr.com](http://www.oklahoma.bkstr.com) is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhcg.follett.com](mailto:0831mgr@fhcg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m.

to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Merrill, D., & Paterson, T. (2009). *Major problems in American foreign relations: Since 1914* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth. ISBN 9780547218236.
2. Schulzinger, R.D. (2007). *U.S. diplomacy since 1900* (6<sup>th</sup> ed). New York: Oxford University Press. ISBN 9780195320497.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **Course Objectives:**

The objectives of this course are:

- To give the students a firm understanding of the economic, diplomatic, and military reasons for the dramatic global expansion of American interests between 1917 and 1941, the era encompassing the end of the Great War to the beginning of American involvement in the Second World War.
- To provide students with a firm understanding of the historical debates about the motives of American global expansion and diplomacy, and to demonstrate how interpretations of these motives continue to resonate in contemporary debates about American foreign involvement in the Middle East and elsewhere.
- To improve the writing, reasoning, and analytical skills of the participants.

### **Assignments, Grading and Due Dates:**

**Students should read the Schulzinger text and assigned articles in the Merrill/Paterson reader prior to the first class meeting.** I would suggest that you read Schulzinger's *US Diplomacy Since 1900* first, then the collection of essays in the Merrill/Paterson reader from introduction through Chapter 5. The assignments for discussion and for the quizzes will be announced on the first day of class.

The grade in this course will be based on the following five components.

### **Pre-Course Writing Assignment:**

There will be a pre-course writing assignment that will count for 15 percent of the grade. The assignment is as follows:

Write a 4-5-page paper in which you compare and contrast interpretations of the **motives** of American involvement in world affairs offered by the essayists in the Merrill/Paterson text. Your goal is not to argue which is the more convincing interpretation but, rather, to carefully present the arguments made by various interpreters. (Most of the chapters contain documents, however, for this assignment you want to read the accompanying essays, particularly those in Chapter 1. Analyze at least five or six of them and try to include a diversity of interpretations.) Your task is to explore in this essay the interpretive connections and disjunctions among the authors. What are the fault lines of interpretation and on what basis do the authors assign motives for American global expansion, military, diplomatic, and economic in the two decades between the world wars?

The paper assignment is designed to require students to think about American expansion and global involvement as a problem in historical interpretation and to realize that thoughtful, intelligent people disagree over the reasons for it. More specifically, the assignment is meant to give you a basic understanding of the nature of historiography--that is, that history is essentially an interpretive enterprise.

In addition, the paper will require students to make judicious selections from the readings in order to back-up their own interpretation of this historiography.

The paper should be well-written, closely argued, and tightly organized. It should avoid jargon, it should be lucid, and it should be free of grammatical and typographical errors. Please type your paper and use a standard 12 point font. Use one inch margins all around and double space the text (but do not quadruple space between paragraphs). Place your name in the upper right hand corner of the first page (omitting a title page), and number the other pages. You may use any commonly accepted form of notation (footnotes, endnotes, parentheses in the text) as long as you are consistent.

The paper should be submitted to me electronically (in either Word or Word-compatible format) one week prior to first class session (**August 17, 2018**). Those registering late or with TDY and other work-related complications may turn in their papers on the first night of class without penalty. I prefer to have these papers marked and graded before I arrive, however, and if you are able to get your paper to me on time, you will get much better feedback about the quality of your paper.

### **Short Quizzes:**

There will be a series of short quizzes given over material in the texts, video documentaries, and assigned essays. The exact material that each quiz will cover--usually an article or two--will be given at least a day in advance of the quiz. The quizzes will be in (short) essay format, typically requiring you to explain the basic argument of a given article. These quizzes should take up no more than a half hour each. The quizzes will be worth 20 percent of the final grade.

### **Final Examination:**

There will be a final examination in this course, given on the last day. It will be designed to last for two hours, and it will be predominately essay in format. In it students will be expected to demonstrate mastery of all the course materials by demonstrating the ability to present thoughtful, analytical answers to challenging, open-ended essay questions. Some identification of key terms may also be included on the final exam. It will be worth 25 percent of the final grade.

### **Class Discussion:**

Contributions to the class discussions will be worth 20 percent of the final grade. While such an evaluation is, indeed, highly subjective, the focus will be less on quantity than on quality, on the student's ability to present thoughtful, incisive, provocative comments to the group.

### **Book Critiques:**

After the scheduled class dates, each student will critique **three additional books** related to the American expansion and global involvement between the world wars and write a short (2-3 page, double-spaced) report on each book. These reports should do two things; first, the report should give the reader a clear idea of the content of the book by delineating the books' main ideas and central arguments. Second, the report should place the book in its historiographical context--that is, there should be an analysis of how the book stands in relationship to the various and competing arguments over motives for American global expansion--and the report should offer a critique of the book.

Here the emphasis should be on the strengths and weaknesses of the book, the nature of its research base, and how well in general the author makes his or her case. **These reports should be emailed to the instructor no later than three weeks after the last class session – or, by September 23, 2018.**

Although it is not a requirement, students are urged to choose three books that are somehow related; for example, a student might choose three different books on Woodrow Wilson and the origins of collective security, or three on American neutrality and isolation, or American preparations (or lack of preparation) for the Second World War. The post-class directed readings will count for 20 percent of the final grade.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Pre-course assignment	<b>1 week prior to first class session, August 17, 2018</b>	15%
Quizzes	During class sessions	20%
Final Examination	Last class session	25%
Class discussion	During class sessions	20%
Post-course assignment	No later than 3 weeks after last class session – <b>September 23, 2018</b>	20%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**R. Warren Metcalf, Ph.D.**

### Education

- 1995 Arizona State University, Ph.D.
- 1989 Brigham Young University, M.A.
- 1982 Brigham Young University, B.A.

### Current Positions

- Associate Professor and Director of Graduate Studies, Department of History,
- University of Oklahoma, Norman, Oklahoma, 1997 to present

### Frequently Taught Advanced Programs Courses

History 6400: U.S. Foreign Policy between the World Wars

### Major Areas of Teaching and Research Interest

- Core teaching areas: American Indian History, History of the American West, United States Political and Cultural History in the 20<sup>th</sup> Century.
- Most of my published research is in the field of American Indian history in the 20<sup>th</sup> century. I am most interested in the interaction of minority and majority cultural entities, particularly as defined as racial identity. I am currently working on a history of the mixed-blood Indians and Identity politics in Oklahoma.

### Representative Publications and Presentations

My most recent and significant publication is a book titled: *Termination's Legacy: The Discarded Indians of Utah*. (Lincoln, Nebraska: University of Nebraska Press, 2002), which examines the role of identity politics in the formation of American Indian policy.

### Representative Honors and Awards Received

I have won a series of awards at the University of Oklahoma related to research, and an editor's choice award for a journal publication.

### Major Professional Affiliations

- Western History Association
- American Historical Association