



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HIST 6400-490: Seminar in American History – American Foreign Policy between the World Wars

Course Description:

History 6400 explores 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.

Course Dates:

March 6 – April 3, 2020

Last day to enroll or drop without penalty: February 6, 2020

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Dr. Warren Metcalf
Mailing Address: 455 West Lindsey Street
Room 419
Norman, OK 73019
Telephone Number: (405) 325-6002
Email Address: w.metcalf@ou.edu
Professor availability: The professor will be available via email to students and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Merrill, D., & Paterson, T.G. (2009). *Major problems in American foreign relations, Vol, II: Since 1914* (7th ed). Mason, OH: Cengage. ISBN 9780547218236.
2. Schulzinger, R.D. (2007). *U.S. diplomacy since 1900* (6th ed.). New York: Oxford University. ISBN9780195320497.
3. Doenecke, J. & Wilz, J.E. (2015). *From Isolation to War: 1931-1941* (3rd ed.). Wheeling, IL: Forum Press. ISBN 9780882959924.

4. 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.

The following reading selections, scanned documents available in Canvas, are required:

- MacMillan, Margaret, *Paris 1919: Six Months That Changed the World*, excerpts from chapters 1-5, 7, 13-16, 30, and Conclusion. (Pages 1-62, 83-97, 157-203, 459-94.)
- “Was Woodrow Wilson a Naïve Idealist?” article excerpts from Henry Kissinger and Arthur S.Link. (Pages 172-193.)
- Richard J. Evans, “The emergence of Nazi ideology,” excerpted from *Nazi Germany (Oxford Short History of Germany)*. (Pages 26-47.)
- Peter Fritzsche, “The NSDAP 191-1934: from fringe politics to the seizure of power,” excerpted from *Nazi Germany (Oxford Short History of Germany)*. (Pages 48-72.)
- “Was Franklin Roosevelt a Reluctant Internationalist?” article excerpts from Robert A.Divine and Arthur M. Schlesinger, Jr. (Pages 242-266.)

OU Email:

All official correspondence from instructors will be sent only to students’ ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at:

<http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at

<http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

The course is intended to help students understand the complexities of international relations by investigating the ideas and events of this formative period – a time of world war, collective security, corporate business expansion, world-wide depression, and the rise of totalitarian regimes.

Learning Outcomes:

- Students in the course will be expected to:
- Identify the concepts of American Exceptionalism that influenced American foreign policy.
- Evaluate the reasons behind Woodrow Wilson’s decision to lead America into the Great War.
- Compare and contrast the successes and failures of the Versailles Treaty process.
- Analyze the impact of American economic and commercial policies on foreign affairs in the 1920s
- Assess the effectiveness of armament reduction treaties and legal prohibitions against war.
- Assess the impact of the Great Depression in destabilizing international relations.
- Explicate the conditions that lead to the rise of fascist and militarist regimes in Europe and Asia.
- Evaluate the reasons why isolationist sentiments prevailed in the 1930s.
- Analyze why democratic governments failed to constrain the acts of aggressor nations in the 1930s.
- Explicate FDR’s objectives in the years preceding American entry into the Second World War.
- Evaluate the efficacy of collective security as a system for preventing wars of aggression.

Teaching Philosophy:

Methods of instruction will include online audio lectures, threaded discussions, and writing in response to assigned reading. What you learn, ultimately, depends on your willingness to invest the time and effort into attending class, completing the assignments, and prepare for examinations.

Assignments, Grading, and Due Dates:

Writing:

Two papers are required in this course. The first, a relatively short paper (5-6 pages) requires you to compare and contrast interpretations of the motives of American involvement in world affairs offered by the essayists in the Merrill/Paterson Chapter 1. Analyze the essays. What are the fault lines of interpretation? What motives do the authors assign for American expansion in the decades prior to the Second World War? See the Modules or Assignment sections in Canvas for the full details. **First paper due: March 12.** Submit your paper electronically via the Assignment link in Canvas.

The second paper is a slightly longer, response essay (7-8 pages) on one of ten listed in the assignment. You will need to do research for this paper and incorporate external sources (material gleaned from books and journal articles) in support of your argument. As with the first, this 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. You may use any commonly accepted form of notation (footnotes, endnotes, parentheses in the text) as long as you are consistent. **Second paper due: April 1.** Submit your paper electronically via the Assignment link in Canvas.

Notes on the second paper:

Topics must address **one** of the **following questions**, which are based on the issues that constitute the primary subject matter for this course. Study and ponder them as we proceed through the course material.

- How have notions of American Exceptionalism guided American foreign policy?
- Why did Woodrow Wilson lead America into the Great War? What were his objectives?
- In what ways did the Versailles Treaty fail as an instrument of peace and collective security?
- In the 1920s, how did America economic and commercial policies shape foreign affairs? How did these policies impact regions of the world differently?
- Do armament reduction treaties and legal prohibitions against war actually work? Why or why not?
- How did the Great Depression destabilize international relations and lead to the rise of fascist and militarist regimes in Europe and Asia?
- Why did isolationist sentiments predominate in the mid-1930s?
- Why did democratic governments fail to constrain the acts of aggressor nations in the 1930s?
- What were Franklin D. Roosevelt's objectives in the years preceding American entry into the Second World War?
- What do the events of 1918-1939 suggest about the efficacy of collective security as a system for preventing wars of aggression?

Please submit your paper via the assignment link in Canvas. I **will not accept** printed (hard) copies for this assignment.

Suggestions:

- Don't try to reinvent the essay. The traditional method works perfectly well. Employ an introduction that includes a thesis. Use the body of your paper to make your arguments and support them with examples and other evidence. Then present your insights in a well-reasoned conclusion.
- Do not **plagiarize**. If you borrow someone else's ideas, arguments, statistics, examples—cite them. Students who intentionally plagiarize or submit papers written by someone else will receive a failing grade, *and* will be reported to the Academic Affairs Office for disciplinary action. Be especially careful about using material collected on the Internet!
- Use an appropriate method of citation. If you are not a history major, use the method of citation employed in your discipline (i.e., if you are an English major, use MLA, etc.).

Online Lectures:

A series of eight recorded lectures, available via the modules in Canvas, provide much of the course content. The topics are listed in the class schedule (below), along with reading assignments. Please complete the reading **before** viewing the recorded lectures. Take notes on the material and keep the Merrill/Paterson text handy, as the lectures refer to several of the documents and articles therein

Discussion participation:

The course also includes online discussion threads. Using the “Discussion” section in Canvas, you will be asked to select and answer two questions from the lists provided for each of the five scanned documents (MacMillan, Evans, Fritzsche, Kissinger/Link, and Divine/Schlesinger). In addition to your own answers, you also need to make at least one post that engages, in a positive way, an answer from another student. Your responses to other students should offer additional information, alternative explanations, or new perspectives. All posts will be graded for accuracy and analytical rigor.

Examinations:

The course includes a final examination, administered online. It consists of short answer and essay questions. **Final examination: November 29. Available online for 24 hours.** You will have two hours to complete the examination once you begin taking it.

Class Schedule

Part one: American Global Expansion to the Great Depression

Lecture one: Foreign Policy History and America as an emerging world power.

- Merrill/Paterson: *Major Problems in American Foreign Relations*, documents and essays for Chapter 1.
- Schulzinger: *U.S. Diplomacy in 1900*, Chapters 1-2 (pages 1-38).

Lecture two: Wilson and Versailles.

- Merrill/Paterson: *Major Problems in American Foreign Relations*, documents and essays for Chapter 2.
- MacMillan: *Paris, 1919*, excerpts available in Canvas, Kissinger and Link, excerpts available in Canvas.
- Schulzinger: *U.S. Diplomacy in 1900*, Chapter 4 (pages 60-88).
- “Was Woodrow Wilson a Naïve Idealist?” article excerpts from Henry Kissinger and Arthur S. Link. Available in Canvas.

Lecture three: Foreign policy in the decade of the Twenties.

- Merrill/Paterson: *Major Problems in American Foreign Relations*, documents and essays for Chapter 3.
- Schulzinger: *U.S. Diplomacy in 1900*, Chapters 3 and 5 (pages 39-59, 89-106).

Lecture four: The impact of the Great Depression on international relations.

- Schulzinger: *U.S. Diplomacy in 1900*, Chapter 6 (pages 107-126).
- Richard J. Evans, “The emergence of Nazi ideology,” excerpted from *Nazi Germany (Oxford Short History of Germany)*. Available in Canvas.

Part two: The Rise of Fascism and the Multilateral Response

Lecture five: Franklin Roosevelt and foreign policy during the Great Depression.

- Doenecke and Wilz, *From Isolation to War, 1931-1941*, Chapters 1-3 (pages 1-75.)
- Peter Fritzsche, “The NSDAP 191-1934: from fringe politics to the seizure of power,” excerpted from *Nazi Germany (Oxford Short History of Germany)*. Available in Canvas.

Lecture six: The United States and the advent of war in Europe.

- Merrill/Paterson: *Major Problems in American Foreign Relations*, documents on pages 115-119,124-128, and Gerhard Weinberg essay, pages 134-143.
- Doenecke and Wilz, *From Isolation to War, 1931-1941*, Chapter 4 (pages 76-119.)
- Schulzinger: *U.S. Diplomacy in 1900*, Chapter 7 (127-161).

Lecture seven: Confronting the New Order in Asia.

- Merrill/Paterson: *Major Problems in American Foreign Relations*, documents on pages 119-124, and Walter LaFeber essay, pages 143-151.
- Doenecke and Wilz, *From Isolation to War, 1931-1941*, Chapters 5-6 (pages 120-178).

Lecture eight: Collective Security and the creation of the United Nations.

- Merrill/Paterson: *Major Problems in American Foreign Relations*, documents and essays for Chapter 5.
- “Was Franklin Roosevelt a Reluctant Internationalist?” article excerpts from Robert A. Divine and Arthur M. Schlesinger, Jr. Available in Canvas.

Grading:

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

Grades in this course are determined by a criterion-referenced system, which means that letter grades correspond to set percentages. Scores of 90% and above = A, 80% = B, etc. Final scores are not curved. Point distribution is as follows:

Assignment	Point Value
First paper	100
Second Paper	150
Online Discussions	150
Final Examination	100
Total points Possible	500

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.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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

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 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.

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 20th Century.
- Most of my published research is in the field of American Indian history in the 20th 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