Course Title:
Seminar in American History: American Foreign Policy between the World Wars

Course Number:
HIST 6400-104

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: January 27-February 2, 2014
Location: U.S. Coast Guard, San Diego, Wardroom. Directions available from gate guard.
Hours: Mon-Fri 6:00 p.m.-9:30 p.m.; Sat 8:00 a.m.-4:30 p.m.; Sun 8:00 a.m.-12:00 p.m.
Last day to enroll or drop without penalty: December 29, 2013

Site Director:
Mikel Siphaxay. Phone: 619-322-1724. Fax: 858-569-0519. Email: ousandiego@ou.edu

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
Fax Number: (405) 325-4503
E-mail Address: wmetcalf@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. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


3. Materials posted on the Electronic Reserve system: Access the OU Electronic Reserves Page at http://libraries.ou.edu/eresources/reserves/; enter OU NetID (4x4) and password, and select course and access material. Please contact your local Site Director if you require assistance.

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:

One objective of this course is 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. Another objective is 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. Finally, another objective of this course is 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:

First:

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 from 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 (January 20, 2014). 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.

Second:

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.

Third:

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.

Fourth:

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.

Fifth:

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 February 23, 2014. 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.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Pre-course assignment</td>
<td>1 week prior to first class session</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>During class sessions</td>
<td>20%</td>
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<tr>
<td>Final Examination</td>
<td>Last class session</td>
<td>25%</td>
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<tr>
<td>Class discussion</td>
<td>During class sessions</td>
<td>20%</td>
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<tr>
<td>Post-course assignment</td>
<td>No later than 3 weeks after last class session</td>
<td>20%</td>
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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 make 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
- assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity

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.

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.

Copyright

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.

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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