Course Title:
Seminar in American History: The Diplomatic History of World War II

Course Number:
HIST 6400-221

Course Description:
This course will explore the diplomacy of World War II from a variety of angles. It will examine America’s road to war, the “high” diplomacy of the war, and the relationship among Roosevelt, Churchill, Stalin, and Charles de Gaulle during the war. We will explore struggles over how the war should be waged and how the peace should be settled, including an examination of the relationship between the end of World War II and the start of the Cold War.

Class Dates, Location and Hours:

Dates: June 19-24, 2012
Hours: Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: May 21, 2012

Site Director:
Phone: 373-7919 or CIV 06221-17-7919; Fax: 06221-16-9382; E-mail: apheidelberg@ou.edu

Professor Contact Information:

Course Professor: Robert L. Griswold, Ph.D.
Mailing Address: Department of History
University of Oklahoma
403-A Dale Hall Tower
455 West Lindsey St.
Norman, OK 73019-0535
Telephone Numbers: 405/325-6001
Fax Number: 405/325-4503
E-mail Address: rgriswold@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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomauion bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomauion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).


4. Scholarly articles: you access these articles through JSTOR, an on-line archive of scholarly articles available through the OU libraries. You reach JSTOR by going to the OU Home Page. Then it’s the following sequence of links: Libraries >Resources >Databases and E-Reference Materials. After clicking “Databases and E-Reference Materials,” you will next click the letter “J,” then find the link to JSTOR and click it. (At some point, you may be asked to type in your “4x4” and your password.) You should now be at the JSTOR homepage. I would suggest you use “Advanced Search,” type in the title of the article, and limit your search to articles within JSTOR itself. You will get a full text version of the essay as a pdf file. The articles are as follows:


5. I will provide a collection of documents that we will discuss in class. These documents will be handed out on the first night of class.

Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

**Suggested reading:** if you know little about the history of World War II, I suggest you read an overview of the conflict. I would recommend either David Kennedy, *The American People in World War II* (New
Course Objectives:

One objective of this course is to give the students a firm understanding of America’s protracted road to war. Another is to explore the way the Allies chose to wage war and the diplomatic implications of those choices. That is, although the Allies were united in their determination to defeat Germany and Japan, they did not always agree on how the war should be waged or what the spoils of war should be. Their own national interests often did not square with each other. A third major objective is to examine the way World War II set the stage for the Cold War. A fourth is to help students understand the nature of historiography. Finally, a fifth objective is to acquaint students with basic research via the completion of a short research paper.

Assignments, Grading and Due Dates:

If possible, students should read the three assigned books and the JSTOR articles prior to the first class meeting. The specific chapters and articles that we will be discussing in class (along with the documents) will be assigned on a day-to-day basis once the course starts.

The grade in this course will be based on the following four components:

First:

There will be a pre-course writing assignment that will count for 25 percent of the grade. **Note: this paper is due on June 1, 2012 and should be e-mailed to me in either Word or WordPerfect.** I intend to have these papers marked and graded before I arrive. By doing so, you will get much better feedback from me about the quality of your paper. However, if you cannot do the paper ahead of time—e.g. if you register late for the course—I will grade it without penalty while at Heidelberg. If you cannot get your paper to me prior to the start of the class, please have it ready by the first meeting. **The paper should be 5-6 pages in length.**

First Paper Assignment: you have three options. Write a paper following the format outlined below on one of the following:

1. “David Reynolds argues that in the years between Munich and Pearl Harbor, American foreign policy became fundamentally reoriented. The shift involved much more than replacing isolationist policies with interventionist policies. In fact, he suggests that these years set the course for American foreign policy not only for the war years but for the Cold War years as well.” Is this an adequate description of Reynolds’s argument? As part of your answer, provide a thorough description of how American foreign policy changed in the short period between Munich and Pearl Harbor.

2. Warren Kimball suggests that one of the great stories of World War II is the complex relationship that evolved over time between Franklin Roosevelt and Winston Churchill. Using Kimball as your guide, I want you to explore the nature of this relationship (what the two leaders shared, where they disagree), how the relationship changed over time, and what role this relationship played in pursuing Allied war aims and in winning the war. You should buttress your argument with specific examples from the book.

3. Choose any six of the fourteen essays above and provide a clear thesis statement for each of the six. That is, write a relatively succinct analysis of the main argument of the essay. Remember, I do not want a summary of the essay; rather, I want you to present a clear analysis of the thesis (i.e. the central argument) of each essay you choose to analyze.

Paper Format: as noted above, the paper should be 5-6 pages in length. It 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. So that the papers will follow some kind of consistent format (and not because I am a compulsive maniac), please type and double space your paper and use a 12 point font, preferably Times New Roman. Allow one inch margins all around, except on the first page which should
have your name in the upper right hand corner, then drop two inches to the title of your essay, then double space to the beginning of the text. Indent all paragraphs five spaces, but do not quadruple space between paragraphs. You do not need a title page replete with fancy graphics nor a plastic binder. In fact, a staple in the upper left-hand corner will suffice. **Number the pages of your essay.** Any commonly accepted form of notation (footnotes, endnotes, parentheses in the text) will be satisfactory as long as you are consistent. This paper is worth 15 percent of your grade.

**Second:**

I think anyone who earns a M.A. degree should do some research in the field. What I want you to do is to write a 5-6 page paper in which you analyze a key diplomatic issue of the war. **This paper is due July 9, 2012.** To do so, I want you to use on-line wartime newspaper and periodical sources available through the OU Library website. We have many newspapers and some magazines available—including a splendid collection of African-American newspapers—so be creative in your search for sources. You access the newspapers in the following way: go to the OU Libraries home page. Then it’s: >Resources >Resources by Subject >History. Once at this point, you’ll see a listing of primary sources and a button that says “more.” Click it for a full list of on-line sources, including newspapers. I will leave the subject of your paper up to you, but it must deal with a diplomatic/foreign policy issue. Thus, you may choose to analyze how British and American newspapers covered the Casablanca, Teheran, or Yalta Conferences. You may want to focus on newspaper accounts of the formation of the United Nations or how papers covered the Darlan deal of 1942. Or you may focus on an individual and how the US and British Press covered Roosevelt, Hull, Eden, Churchill, Stalin, Molotov, Mussolini, or even Hitler as a statesman. Another angle might be to look at African-American newspapers and analyze how they dealt with the obvious contradiction of fighting for freedom abroad while confronting Jim Crow at home. You might analyze a conservative newspaper like the Chicago Tribune and see how it critiqued FDR as a statesman. Or you might even find a Polish newspaper (in English) and analyze how it covered Poland’s fate in the spring and summer of 1945. Or you may try to find out how the discovery of the death camps shaped perceptions of American policy. A key point: limit the time frame of your paper to the years between 1938 and 1945. A second key point: please use primary materials to write this paper, not secondary sources. That is, your narrative should be generated by the newspaper and periodical accounts of the day—i.e. the primary sources—and not by a secondary account offered later by a historian. As to margins, title page, etc., please follow the guidelines noted for paper #1. There is, however, one major exception. For your footnotes, I want you to use what is called the Turabian form, a derivative of the Chicago Manual of Style. For information on this style, please consult the following website: [http://www.libs.uga.edu/ref/turabian.html](http://www.libs.uga.edu/ref/turabian.html).

We will talk about this paper during the class. I would suggest you begin thinking about a topic soon. You might even do some preliminary research. On one of the first days of class, I will ask each of you to tell me what you intend to investigate and what sources you intend to use. At that point, I will either give you the go-ahead or suggest a revision in your choice. As the week goes on, I’ll spend more time talking about the mechanics of the paper—i.e. how exactly to do the footnotes—but also about the nature of historical argument, how one deals with primary sources, how one builds an argument, and other key issues. The final paper is due two weeks after the conclusion of class, i.e. on July 9. This paper is worth 30 percent of your final grade.

**Plagiarism:** with either paper, make sure you do not practice any form of plagiarism. For example, finding a review of Kimball on the web, then cutting and pasting this review into your paper and foisting it off as your own prose, is plagiarism and will be dealt with as such. If you have any questions as to what constitutes plagiarism, please consult any number of references to the subject on the web.

**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 30 percent of your final grade. While such an evaluation is, indeed, subjective, the focus will be less on quantity than on quality, on the students ability to present thoughtful, incisive, provocative comments to the group.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-course assignment</td>
<td>June 1, 2012</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Research</td>
<td>July 9, 2012</td>
<td>30</td>
<td>120</td>
</tr>
<tr>
<td>Final Examination</td>
<td>Last class session</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Class discussion</td>
<td>During class session</td>
<td>30</td>
<td>120</td>
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</tbody>
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Grading:
This is a letter-graded course: A,B,C,D, or F with an “A” being 90% of the points and above, a “B” being 80-89% of the points, a “C” being 70-79% of the points, and so forth. There are 400 total points in this course, divided accordingly:

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. 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” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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

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

Robert L. Griswold, Ph.D.

Education

- 1979  Ph.D.  (History), Stanford University
- 1975  M.A. (History), Stanford University
- 1972  B.A. (History, Political Science), University of Iowa

Current Positions

- Advanced Programs Professor since 1999
- Professor of History and Chair of the Department of History, University of Oklahoma, Norman, OK
- Hudson Chair of History, University of Oklahoma

Frequently Taught Advanced Programs Courses

- HIST 6400 Origins of the Cold War
- HIST 6400 Diplomatic History of the Second World War

Major Areas of Teaching and Research Interest

I teach everything from first year freshman in the U.S. Survey to advanced graduate seminars. Most of my courses have focused on American social history and for many years I taught courses on the history of American women. I recently developed a course on the history of manhood and masculinity and the last graduate seminar I taught examined recent American history since 1945. My research has been on various aspects of American family and gender history, including books on the history of divorce and fatherhood. Currently, I am deeply into the research on a book examining the modern university and the history of grade inflation from roughly 1960 to the present.

Representative Publications and Presentations


Representative Honors and Awards Received

- M Hudson Chair of History, 2001-
- Regents Award for Superior Teaching, 1995