The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Course Syllabus

Course Title:  
Seminar in American History: Roots of American Foreign Policy

Course Number:  
HIST 6400-106

Course Description:  
This course is an exploration of the roots of American foreign policy in the first years of the United States from the movement for independence through manifest destiny and the Mexican War. The course will focus on the statecraft and foreign policy of the Founders and of the second generation of American leadership.

Class Dates, Location and Hours:  
Dates: December 10-16, 2012  
Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202  
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: November 11, 2011

Site Director:  
Steve Watson. Assistant: Carrie Grabil Church. 2189 Crystal Plaza Arcade, Arlington, VA, 22202. Phone: 703-418-4800; Fax: 703-418-2730; E-mail: apwashington@ou.edu.

Professor Contact Information:
Course Professor: Paul A. Gilje, Ph.D.  
Mailing Address: Department of History  
University of Oklahoma  
Room 406 Dale Hall Tower  
455 West Lindsey St.  
Norman, OK 73019  
Telephone Number: (405) 325-6002  
Fax Number: (405) 325-4503  
E-mail Address: pgilje@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.oklahomanunion.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 oklahomanunion@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 405-325-1557 (outside the U.S.).


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.

**Additional Reading Materials:**

In addition there will also be a number of documents you are expected to read. In the past I have relied on a preorder packet to be purchased by the students. In an effort to save the students some money I am now relying on on-line resources for these documents. Most of the following documents can be found in the Avalon Document by Yale University. See [http://www.yale.edu/lawweb/avalon/avalon.htm](http://www.yale.edu/lawweb/avalon/avalon.htm). In several instances there will be multiple documents. Concentrate your efforts on the actual treaty. The idea is for you to work with and try to understand the actual diplomatic language of the day. Some of the treaties not in Avalon can be found in Hunter Miller, ed., *Treaties and other International Acts of the United States . . .* which can be accessed electronically from the catalog page of the University of Oklahoma Libraries (marked with *).

The Declaration of Independence; Articles of Confederation; Plan of Treaties of 1776 (Avalon lists this as Plan of Treaties of 1778); French Commercial Treaty; French Treaty of Alliance; Secret Provisions of the French Treaty; Treaty of Paris; Prussian Treaty, 1785; Proclamation of Neutrality, 1793; Jay Treaty; Treaty of San Lorenzo, 1795; Washington’s Farewell Address of 1796; Louisiana Purchase Treaty; Treaty of Ghent; Adams-Onus Treaty; Convention of 1815 between the United States and Great Britain*; Monroe Doctrine, 1823; Treaty with the Central American Federation, 1825*; Oregon Treaty, 1846; Polk’s War Message; 1846; Treaty of Guadalupe-Hidalgo, 1846.

You are also expected to read the following articles which can be obtained on line through the library at the University of Oklahoma [http://libraries.ou.edu](http://libraries.ou.edu) either through JSTOR (found under resources/databases) or through E-Journals.

Access JSTOR on the [OU libraries website](http://libraries.ou.edu); enter your OU NetID (4+4) and password, select Databases, click on J, then select JSTOR. Please contact your local Site Director if you require assistance.


Michael A. Morrison, “Westward the Curse of Empire: Texas Annexation and the American Whig Party,” *Journal of the Early Republic*, 10 (Summer 1990), 221-49

Paul A. Gilje, “Free Trade and Sailors’ Rights:’ The Rhetoric of the War of 1812” *Journal of the Early Republic*, 30 (Spring 2010), 1-23

**Course Objectives:**

The course will offer insight into the beginnings of American foreign policy. In particular, we will examine the values and objectives of early American foreign policy. We will be concerned with the relationship between party development and foreign affairs in the opening decades of the new republic. We will also discuss the origins of American exceptionalism – the belief that Americans have a unique and special history that has dictated much of American attitudes on the international scene throughout our history. We will cover from the American Revolution through the American expansionism to the Mexican War.
Assignments, Grading and Due Dates:

Students should read all books and all material prior to the first class meeting. Specific assignments for discussion and quizzes will be made on a day-to-day basis once the course starts. Students can assume we will move through the material in chronological order.

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

First:

There will be two paper assignments. (30%)

1. Write a three to four page paper describing the main idea (thesis) of Felix Gilbert’s *To the Farewell Address*. This essay should be more than a description of the book. Instead it should state the book’s thesis in the opening paragraph and then provide supporting material taken from the book to demonstrate that you have identified the thesis. **This paper is due at the beginning of the first class (10%)**

2. You will write a four to six page research paper on the Louisiana Purchase. You will examine the Annals of Congress (accessed on line through the Library of Congress web page [http://memory.loc.gov/ammem/amlaw/lwcr.html](http://memory.loc.gov/ammem/amlaw/lwcr.html)). The specific references to the volume and page number for the debates can be found at: [http://memory.loc.gov/ammem/amlaw/amlaw/louisiana2.html](http://memory.loc.gov/ammem/amlaw/amlaw/louisiana2.html). You do not have to read all of the congressional debates – only enough to be able to distinguish clear positions on the issue. In addition, you will need to read discussion of the debate in two newspapers on opposite sides of the issue (for a total of four citations). Newspapers on line are in abundance through the University of Oklahoma Library. The newspaper collection on line is searchable. You may have to put limits on your search, so be prepared for some creativity. To find the newspapers you can go to the OU library home page. Click Resources and then select databases and e-reference materials. Go to A and scroll down to America’s Historical Newspapers. From there you can search newspapers by topic. Limit your search by year (1803 to 1804).

Your paper will describe the key points of the debate both for and against the Louisiana Purchase. (You are to use quotations from your sources, but do not quote too extensively since I want to see your writing and thinking.). Finally, you are to relate the debate and the issue to the ideal of exceptionalism, indicating how it, and the different sides of the debate, did or did not reflect exceptionalism.

You need to begin the research for this paper by the opening of the class period on Friday (starting before class sessions begin is fine). I will spend some class time discussing how to access the appropriate information and if you have begun research before then, I can address specific questions more directly. On the Friday of the week of class you must provide evidence that you have begun to access the appropriate sources for the paper. This evidence can be simply a typed statement saying what newspapers you have looked at and that you have successfully found the debates in the Annals of Congress. This paper is worth 20% of your grade (the Friday submission will count to your grade on the assignment).

Both papers should be well-written, closely argued, and tightly organized. They should avoid jargon and be free of grammatical and typographical errors. Make sure you use proper paragraphing and sentence structure. Please type and double-space the paper, and use a 12-point font, preferably “Times New Roman.” Allow one-inch margins all around. You should have a title page, with a title, date, and name on it. The title page does not count as one of the pages of the paper. Use a staple in the upper left-hand corner to bind the pages together (for the paper submitted in class). Footnotes are only necessary in the second paper where you cite the sources used and provide the web address of each source. Specific reference to the texts is appropriate. You should indicate page number and book using the author’s last name in parenthesis for citation in paper 1. Use quotations, but avoid excessive and block quotation. Analysis with appropriate supporting citation is the goal.
Second:
There will be four short quizzes over the material in the texts. The exact material that each quiz will cover will be given one day before the quiz. The quizzes will be in the form of a short essay in which the student will either identify specific information in a document or present the main idea of a chapter or essay in the assigned reading. **Wed., Thur., Sat., and Sat or Sun. (20%)**

Note: When reading the books please take note of the main idea of each chapter as you go along. We will spend class time before the first quiz outlining the concept of the main idea.

Third:
There will be a final exam in the course given on the last day. The exam will be two hours and will include an identification section and a long essay. In the identification section, the students will be asked to write paragraphs to identify specific items from the course material. In the essay, the student will write a thoughtful and analytical answer to an open-ended question. The essay should refer to specific events and reading from the course. Study sheets will be provided with a list of potential identification items and potential subjects for the essay. **Last Day of Class (25%)**

Fourth:
Class participation will be a major component of the student’s grade. The key here is quality over quantity. The student will be expected to present thoughtful, incisive, and provocative comments to the group. **Every Class Hour (25%)**

Note to students:
The required workload in this course reflects the fact that all students will receive three credit hours for the course. Having written assignments due at the beginning and after the class meetings allows me to provide feedback on your writing which ultimately adheres to your benefit. I should also add that you should not be intimidated by the research paper. The sources are all easily available on line and the paper is meant to provide you with the experience of going to the documents and to begin to examine the process of writing history for yourselves.

In addition to the assigned reading I recommend that you read my book on the revolutionary and early national periods to gain greater insight into the era and how to approach the American Revolution. The book is entitled *Making of the American Republic, 1763-1815* (Upper Saddle River, N. J.: Prentice Hall, 2006).

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

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.

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.

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

Education

- 1980 Ph.D. (History) Brown University
- 1975 A.M. (History) Brown University
- 1974 B.A. (History) Brooklyn College, CUNY

Current Positions

- Advanced Programs Professor since 2002
- Professor of History, Department of History, Samuel Roberts Noble Foundation Presidential Professor;
- George Lynn Cross Research Professor; University of Oklahoma, Norman, OK

Frequently Taught Advanced Programs Courses

HIST 6400 The Roots of American Foreign Policy

Major Areas of Teaching and Research Interest

- Early American History
- Rioting in American History
- Maritime History

Representative Publications and Presentations

- Wages of Independence: Capitalism in the Early Republic, edited (Madison: Madison House, 1997); originally published as a special issue of the Journal of the Early Republic, 16 (1996), 159-308
- Rioting in America (Bloomington, Indiana: Indiana University Press, 1996); paperback 1999
- The Road to Mobocracy: Popular Disorder in New York City, 1763 to 1834 Chapel Hill, N.C.: (University of North Carolina Press for the Institute of Early American History and Culture, Williamsburg, 1987)

Major Professional Affiliations

- American Historical Association
- Organization of American Historians
- Society for Historians of the Early Republic
- Associate, Omohundro Institute of Early American History and Culture