



## *The* UNIVERSITY *of* OKLAHOMA

### **Department of International and Area Studies** **Master of Arts in International Studies** **IAS 50003 U.S. Foreign Relations** **Fall 2021**

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Office Location: Farzaneh Hall 318

Office Hours: 2:30-3:30pm Mondays or by appointment via Zoom

Seminar Location/Time: Farzaneh Hall 230 Mondays 3:30-6:10pm

#### **Course Description**

How does the United States engage in the world and conduct its foreign policy? What are the tools and theories that we utilize to better understand the role of the U.S. in global events? This course will take both a historical and contemporary look at U.S. conflicts from the Oklahoma land rush and the Spanish-American War to issues of drones and great power politics. My pedagogical mission is for all of you engage critically with the course material concrete cases to bring abstract concepts to life in the messiness and contradictions of U.S. foreign policy. As such, each week focuses on a single important case with readings from a variety of perspectives to aid us in understanding and contextualizing those events. Ultimately, we will be engaging with broad philosophical readings of American history accompanied by the practice of negotiating treaties. The goal of the course is to immerse all of you in the world of decision-making and push you to critically examine our assumptions about the world and America's place in it.

#### **Learning Outcomes**

As a core course within the M.A. in International Studies program, this course aims to push you to engage an interdisciplinary literature on U.S. foreign relations, while developing your own original thinking on the subject. If you complete all readings and assignments and engage thoughtfully in class discussion, by the end of the semester you will be able to:

- Compare and contrast U.S. foreign policies across issue areas, regions, and time.
- Evaluate the drivers, causes, emotions, and feelings of processes for war, security, and crises in U.S. foreign policy.
- Engage with the complexity, nuance, and contradictions of the discourse and practice of the U.S. role in the world through think pieces.
- Develop a robust policy recommendation firmly rooted in a combination of existing research and historical evidence.
- Apply the knowledge gained in the semester to an area of personal interest in international studies in your final paper.

## **COVID-19 Prevention**

In our class the expectation is for students to wear face masks at all times, and to maintain social distancing. [Current CDC guidance](#) advises all individuals, even those who are fully vaccinated, to wear a mask indoors in public if in an area of substantial (orange) or high (red) transmission, according to its [COVID-19 Integrated County View of Data](#).

As someone who lives with a person who is immunocompromised, I ask for your support in keeping those around us safe. I am equally committed to keeping all of you safe. I am fully vaccinated and will always wear a face mask indoors.

Vaccinations and masking are proven to be the most effective ways to reduce the spread of COVID-19. The University of Oklahoma encourages all students to wear a mask and to get vaccinated. COVID-19 vaccines are available to all students on the OU campus at no cost to the individual and we will have facemasks available in class for those who need.

Students who are feeling ill, who have been exposed to an individual, or who tested positive for COVID-19 are asked to isolate and to notify the University through the [Healthy Together app](#) as well as let me know via email. If you feel sick, test positive, or have a known exposure, please **DO NOT** come to class. You will never be penalized, and I will work diligently with you to make sure you are caught up on all materials. Accommodations will be provided by the instructor in case a given student needs to undergo isolation. Revisions in the course content and design may be needed in case the I, the instructor, need to be away from classes due to COVID-19. Developments in the pandemic may also force the entire class to go hybrid or online, in which case the instructor (or a substitute) will likely need to revise some of the course content and design, per the appropriate [University guidelines](#). Let's keep each other safe and ensure that we all can remain in-person throughout the semester.

## **Assignments and Grading**

*Think Pieces* – Each student will complete two “think pieces” at a time of their choosing during the semester. This will be a one-page, single-spaced, 12pt. font, Times New Roman paper where they will offer their reflection and analysis on the readings of the day. Not attempting to demonstrate that all the papers were read, but to connect broad themes in a concise way that demonstrates a deep understanding of the week’s materials. You may complete this at any point during the semester, but please do not leave it until the last two weeks of class and get it done early. – *100 Points*

*Policy Memo Paper* – Each student will complete one policy recommendation paper advocating a position (either for or against) on a treaty, agreement, or policy, of their choosing. The policy memo will be two pages, single-spaced, 12pt. font, Times New Roman, and will be due in class on November 15<sup>th</sup>. This will follow our reading and discussion of Rose Gottemoeller’s book *Negotiating the New Start Treaty*, where we will come to understand the practice of foreign policy and diplomacy. Detailed discussions of ideas and expectations for the memo will take place two weeks prior on November 1<sup>st</sup>. – *150 Points*.

*Research Paper* – The research paper is simply the final research project that offers a critical analysis of a topic or event of your choosing in U.S. foreign policy: past, present, or future. wherein you lay out the evidence and argument that addresses/answers your research question. The final paper should be about 10-



15 pages in length (double-spaced, default margins, 12-point Times New Roman font) and in appropriate form, grammar, and style. Regarding citations, I prefer footnotes (versus parenthetical citations), but will accept either. I am not particular about which citation style you choose to use, but please follow more or less the guidelines of one of the major citation styles (e.g. APA, MLA, Turabian, Chicago), and please be consistent. Plagiarism will not be tolerated. **Due date: 12/13 – 250 Points.**

### Required Books



Daniel Immerwahr *How to Hide an Empire: A History of the Greater United States* (2019)  
ISBN-13: 9780374172145.

Rose Gottemoeller *Negotiating the New Start Treaty* (2021) Cambria Press Paperback ISBN-13:  
9781621966951.

Reinhold Niebuhr (Author) & Andrew J. Bacevich (Introduction) *The Irony of American History*  
(2008) University of Chicago Press ISBN-13: 9780226583983.

## Course Schedule

### **Week 1 – August 23 Introduction to U.S. Foreign Relations**

Immerwahr, Daniel. (2019) *How to Hide an Empire: A History of the Greater United States*  
Introduction pp. 3-21, Ch. 2 Indian Country pp. 36-46

Morgenthau, Hans J. (1950) “The Mainsprings of American Foreign Policy: The National  
Interest vs. Moral Abstractions,” *American Political Science Review* 44, no. 4, pp. 833-  
854

Cocks, Joan. (2012) “The Violence of Structures and the Violence of Foundings,” *New Political  
Science*, 34 no. 2, pp. 221-227.



## **Week 2 – August 30 Spanish-American War: The Water Cure & Women’s Anti-Imperialism**

- Immerwahr, Daniel. (2019) *How to Hide an Empire: A History of the Greater United States* Ch. 6 Shouting the Battle Cry of Freedom pp. 88-107, Ch. 7 Outside the Charmed Circle 108-121, Ch. 14 Decolonizing the United States pp. 227-241.
- Murphy, Erin. (2009) “Women's Anti-Imperialism, 'The White Man's Burden,' and the Philippine-American War” *The Asia-Pacific Journal* 7 (27): 1-12.
- Kramer, Paul, A. (2006) “Race-Making and Colonial Violence in the U.S. Empire: The Philippine-American War as Race War,” 30 no. 2: 169-210.

## **Week 3 – September 6 Labor Day No Classes**

### **Week 4 – September 13 Hiroshima, Nagasaki, and The Early Nuclear Era**

- Ellsberg, Daniel (2018) *The Doomsday Machine: Confessions of a Nuclear War Planner* Ch’s 14-16, pp. 225-273. Available in Canvas.
- “J. Robert Oppenheimer to General Thomas Farrell, on the reliability of the atomic bombs to be dropped on Japan” July 23, 1945. <http://blog.nuclearsecrecy.com/wp-content/uploads/2020/07/1945-07-23-Oppenheimer-to-Farrell-NV0103571.pdf>.
- Wellerstein, Alex. (2020) “What Journalists Should Know About the Atomic Bombings” *Restricted Data: Nuclear Secrecy Blog*, June 9. <http://blog.nuclearsecrecy.com/2020/06/09/what-journalists-should-know-about-the-atomic-bombings/>.
- Wellerstein, Alex. (2020) “How Many People Died at Hiroshima and Nagasaki?” *Restricted Data: Nuclear Secrecy Blog*, August 4. <http://blog.nuclearsecrecy.com/2020/08/04/how-many-people-died-at-hiroshima-and-nagasaki/>.
- “Summary of Target Committee Meetings on 10 and 11 May 1945” Top Secret Planning Documents. Available in Canvas.
- McKinney, Katherine E., Scott D. Sagan, Allen S. Weiner (2020) “Why the atomic bombing of Hiroshima would be illegal today” *Bulletin of the Atomic Scientists* 76 no. 4.
- “Remembering Hiroshima and Nagasaki at 75” (2020) *International History and Politics Newsletter* 6 no. 1 <https://mk0apsaconnectbvy6p6.kinstacdn.com/wp-content/uploads/sites/19/2020/08/IHAP-Newsletter-6.1-Summer-2020-Final.pdf>.
- Survivor Testimony of the Bombings of Hiroshima and Nagasaki: <https://hibakushastories.org/meet-the-hibakusha/>.

### **Week 5 – September 20 The Delicate Balance of Terror & The Bipolar World**

- LISTEN: Sahay, Usha (2020) “Planning Armageddon” *A Most Terrible Weapon*, October 21, <https://amostterribleweapon.libsyn.com/planning-armageddon-0>.
- Wohlstetter, Albert. (1958) “The Delicate Balance of Terror” pp. 177-209.
- Kahn, Herman (1960) “The Nature and Feasibility of War and Deterrence” RAND Corporation Report P-1888-RC. January 20, pp. 1-46.
- Cohn, Carol (1987) “Sex and Death in the Rational World of Defense Intellectuals.” *Signs* 12 no. 4, pp. 687-718.
- Ellsberg, Daniel (2018) *The Doomsday Machine: Confessions of a Nuclear War Planner* Ch’s 18-20, pp. 286-308. Available in Canvas



## Week 6 – September 27 Vietnam War

- Statler, Kathryn C. (2009) *Replacing France: The Origins of American Intervention in Vietnam*. Excerpts Available in Canvas.
- Shafer, D. Michael. “The Unlearned Lessons of Counterinsurgency,” *Political Science Quarterly* Vol. 103, No. 1 (Spring 1988), pp. 57-80.
- Andrade, Dale. “Westmoreland Was Right: Learning the Wrong Lessons from the Vietnam War” *Small Wars and Insurgencies* Vol. 19, No. 2 (2008): 145-181.
- Explore the *NSA Archive*’s “Vietnam Project” Available at: <https://nsarchive.gwu.edu/project/vietnam-project>.
- Rev. Martin Luther King Jr. “Beyond Vietnam: *A Time to Break Silence*” April 4, 1967: [https://www.crmvet.org/info/mlk\\_viet.pdf](https://www.crmvet.org/info/mlk_viet.pdf)

## Week 7 – October 4 Dirty Wars in Latin America

- Rempe, Dennis M. (1999) “An American Trojan horse? Eisenhower, Latin America, and the development of us internal security policy 1954–1960,” *Small Wars & Insurgencies*, 10 no. 1, 34-64,
- LeoGrande, William M. (1998) *Our Own Backyard: The United States in Central America, 1977-1992*. Part I “Origins”, pp. 3-146.
- “The Chile Documentation Project” *National Security Archive*.
  - “Allende Wins” <https://nsarchive.gwu.edu/briefing-book/chile/2020-09-04/allende-wins>
  - “Overthrow Allende” <https://nsarchive.gwu.edu/briefing-book/chile/2020-09-15/extreme-option-outhrow-allende>
  - “Anatomy of an Assassination” <https://nsarchive.gwu.edu/briefing-book/chile/2020-10-22/cia-chile-anatomy-assassination>
  - “Bring Him Down” <https://nsarchive.gwu.edu/briefing-book/chile/2020-11-06/allende-inauguration-50th-anniversary>
  - “Kissinger in Chile” <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB437/>
- Stanley, William. (1996) *The Protection Racket State: Elite Politics, Military Extortion, and Civil War in El Salvador*. Introduction, pp. 1-10
- Optional–Watch: “When The Mountains Tremble” (1983): A documentary on the war between the Guatemalan military and the Mayan population, with firsthand accounts by Nobel Peace Prize winner Rigoberta Menchu. <https://youtu.be/7u-O8mbpi6w>
- Optional–Explore: McClintock’s <https://statecraft.org/>

## Week 8 – October 11 The First Gulf War & The Unipolar World

- WATCH: “The Gulf War Part I” *PBS Frontline* (1996) <https://youtu.be/5IwflZabGeY>. (2 hrs.)
- “The Eve of War: Four Days of Diplomacy” *New York Times* Available at: <https://archive.nytimes.com/www.nytimes.com/interactive/2011/01/20/world/middleeast/20110120-archive.html>
- National Security Directive 45. Available at: <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB39/document2.pdf>
- National Security Directive 54. Available at: <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB39/document4.pdf>
- Eddington, Patrick. “George H.W. Bush’s Persian Gulf War: Victory, With Tragedy” *Just Security* December 7, 2018. Available at: <https://www.justsecurity.org/61769/george-h-w-bushs-persian-gulf-war-victory-tragedy/>



- Aksoy, Asu and Kevin Robins (1992) “Exterminating Angels: Morality, Violence, and Technology in the Gulf War” in Hamid Mowlana, George Gerbner, and Herbert Schiller (eds.) *Triumph of the Image in the Persian Gulf—A Global Perspective*.
- Immerwahr, Daniel. (2019) *How to Hide an Empire: A History of the Greater United States* Ch. 22 “The War of Points” pp. 372-390.

### **Week 9 – October 18 The 1990s: NATO Expansion & Humanitarian Intervention**

- Marten, Kimberly. “Reconsidering NATO Expansion: A Counterfactual Analysis of Russia and the West in the 1990s,” *European Journal of International Security* 3, no. 2 (2017): 135-161.
- Mueller, Karl. “The Paradox of Liberal Hegemony: Globalization and US National Security,” in *GNS*, pp. 143-170. Available in Canvas.
- Starr, Paul. (1999) “The Choice in Kosovo” *The American Prospect*  
<https://www.princeton.edu/~starr/articles/articles99/Starr-Choice-in-Kosovo-7-99.htm>.
- Hehir, Aidan. “The Impact of Analogical Reasoning on US Foreign Policy Towards Kosovo” *Journal of Peace Research* 43 no. 1 (2006): pp. 67-81.  
<https://doi.org/10.1177/0022343306059572>.
- “Human Security, Globalization and Feminist Visions” *Peace Review* 16 no. 1 (2004) selected articles: <https://www.tandfonline.com/toc/cper20/16/1?nav=tocList>
  - Sadako Ogata “The Human Security Commission’s Strategy” pp. 25-28
  - Sakiko Fukuda-Parr “Gender, Globalization, & New Threats to Human Security” pp. 35-42.
  - J. Ann Tickner “Feminist Responses to International Security Studies” pp. 43-48.
  - Gwyn Kirk & Margo Okazawa-rey “Women Opposing U.S. Militarism in East Asia” pp. 59-64.
  - Ken Coates “Dealing With the Hydra?” pp. 91-97.

### **Week 10 – October 25: 9/11, The Bush Doctrine, and the Road to Afghanistan**

- Watch: “The Dark Side” *PBS Frontline* June 20, 2006. (1hr. 25mins.)  
<https://www.pbs.org/wgbh/frontline/film/darkside/>.
- Chomsky, Noam. “9/11–Was There an Alternative?” *Aljazeera* September 7, 2011.  
<http://www.aljazeera.com/indepth/opinion/2011/09/20119775453842191.html>
- “The National Security Strategy of the United States of America.” September 2002.  
<https://2009-2017.state.gov/documents/organization/63562.pdf>
- Mahmood, Saba “Feminism, Democracy, and Empire.” Available in Canvas.
- Crawford, Neta C. “The Justice of Preemption and Preventive War Doctrines.” In: Evans, M. (Eds) *Just War Theory*. (New York: Palgrave Macmillan, 2005). Available in Canvas.

### **Week 11 – November 1 The War in Iraq**

- WATCH: “The War Behind Closed Doors” *PBS Frontline* February 20, 2003 (prior to U.S. invasion). 54mins. <https://www.pbs.org/wgbh/frontline/film/showsirag/>.
- Krebs, Ronald R. and Jennifer K. Lobasz. “Fixing the Meaning of 9/11: Hegemony, Coercion, and the Road to War in Iraq.” *Security Studies* 17 no. 3 (2007): 409-451.
- Starr, Paul. “The Easy War.” *The American Prospect* February 12, 2003. Available:  
<http://prospect.org/article/easy-war>
- Butt, Ahsan I. “Why Did the United States Invade Iraq in 2003?” *Security Studies* 28, no. 2



(2019): 250-85.

### **Week 12 – November 8 Arms Control Negotiations & New Start**

Gottemoeller, Rose. (2021) *Negotiating the New Start Treaty*. Cambria Press – Entire Book.

### **Week 13 – November 15 The Obama Doctrine & the Rise of Drone Wars**

- Franke, Ulrike Esther. “Drones, Drone Strikes, and US Policy: The Politics of Unmanned Aerial Vehicles.” 2014 Review Essay
- Rhode, David. “The Obama Doctrine” *Foreign Policy* Issue 192 (Mar/Apr 2012): 65-69.
- Löfflman, Georg. “The Obama Doctrine and Military Intervention” Chapter 7 of *American Grand Strategy under Obama: Competing Discourses*. Edinburgh University Press 2017.
- Wilcox, Lauren. “Embodying Algorithmic War: Gender, Race, and the Posthuman in Drone Warfare” *Security Dialogue* Vol. 48 no. 1 (2016): 11-28.
- Shah, Aqil. “Do U.S. Drone Strikes Cause Blowback? Evidence from Pakistan and Beyond.” *International Security* Vol. 42 no. 4 (2018): 47-84.

### **Week 14 – November 22 The Irony of American History**

- John Quincy Adams. (1821) “Warning Against the Search for ‘Monster’s to Destroy.”” <https://www.mtholyoke.edu/acad/intrel/jqadams.htm>
- Niebuhr, Reinhold. (2008) [1952] *The Irony of American History*. Intro, Preface, pp. 1-65.

### **Week 15 – November 29 The Irony of American History**

- Niebuhr, Reinhold. (2008) [1952] *The Irony of American History*. pp. 65-end of book.

### **Week 16 – December 6 American Power and U.S. Foreign Policy in the Future**

- Robert M. Gates, “The Overmilitarization of American Foreign Policy,” *Foreign Affairs* 99, no. 4 (July/August 2020): 121-132.
- Ashford, Emma, “Great Power Competition Is a Recipe for Disaster,” *Foreign Policy* (April 1, 2021).
- Jennifer Lind and Daryl G. Press, “Reality Check: American Power in an Age of Constraints,” *Foreign Affairs* (March/April 2020) [13 pp.]
- Stephen Wertheim, “The Price of Primacy: Why America Shouldn’t Dominate the World,” *Foreign Affairs* (March/April 2020). [15 pp.]
- Thomas Wright, “The Folly of Retrenchment: Why America Can’t Withdraw From the World,” *Foreign Affairs* (March/April 2020) [14 pp.]

### **December 13 Final Exam Week Papers Due**

#### **Land Acknowledgement Statement Provided by OU’s Tribal Liaison office:**

Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the “Hasinai” Caddo Nation and “[Kirikirʼi:s](#)” Wichita & Affiliated Tribes. We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa and Osage nations. Today, 39 tribal nations dwell in the state of Oklahoma as a result of settler and colonial policies that were designed to assimilate Native people. The University of Oklahoma recognizes the historical connection our university has with its indigenous community. We acknowledge, honor and respect



the diverse Indigenous peoples connected to this land. We fully recognize, support and advocate for the sovereign rights of all of Oklahoma's 39 tribal nations. This acknowledgement is aligned with our university's core value of creating a diverse and inclusive community. It is an institutional responsibility to recognize and acknowledge the people, culture and history that make up our entire OU Community.

Additional Resources for learning about the land you are currently on, a guide to acknowledging land and an Ally Toolkit:

<https://native-land.ca/>

<https://www.whose.land/en/>

<https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

[https://segalcentre.org/common/sitemedia/201819\\_Shows/ENG\\_AllyToolkit.pdf](https://segalcentre.org/common/sitemedia/201819_Shows/ENG_AllyToolkit.pdf)

### **Diversity, Equity, and Inclusion Statement:**

The University of Oklahoma is committed to achieving an equitable, diverse, and inclusive university community by recognizing each person's unique contributions, background, and perspectives. The University of Oklahoma strives to cultivate a sense of belonging and emotional support for all, recognizing that fostering an inclusive environment for all is vital to the pursuit of academic and inclusive excellence in all aspects of our institutional mission. In this course we will practice empathy and respect of each student and thoughtfully engage with the readings meant to challenge us to confront these issues head on.

## **University Policies**

### **Copyright Statement:**

Sessions of this course may be recorded or live-streamed. These recordings are the intellectual property of the individual faculty member and may not be shared or reproduced without the explicit, written consent of the faculty member. In addition, privacy rights of others such as students, guest lecturers, and providers of copyrighted material displayed in the recording may be of concern. Students may not share any course recordings with individuals not enrolled in the class or upload them to any other online environment.

### **Mental Health Support Services:**

If you are experiencing any mental health issues that are impacting your academic performance, counseling is available at the University Counseling Center (UCC). The Center is located on the second floor of the Goddard Health Center, at 620 Elm Rm. 201, Norman, OK 73019. To schedule an appointment call (405) 325-2911. For more information, please visit <http://www.ou.edu/ucc>.

### **Religious Observance:**

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.



### **Reasonable Accommodation Policy:**

Students requiring academic accommodation should contact the Accessibility and Disability Resource Center for assistance at (405) 325-3852 or TDD: (405) 325-4173. For more information, please visit <http://www.ou.edu/drc/home.html>. Any student in this course who has a disability that may prevent them from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

### **Title IX Resources and Reporting Requirement:**

For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, the University offers a variety of resources. To learn more or to report an incident, please contact the Sexual Misconduct Office at 405/325-2215 (8 to 5, M-F) or [smo@ou.edu](mailto:smo@ou.edu). Incidents can also be reported confidentially to OU Advocates at 405/615-0013 (phones are answered 24 hours a day, 7 days a week). Also, please be advised that a professor/GA/TA is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. Inquiries regarding non-discrimination policies can be directed to University Equal Opportunity Officer and Title IX Coordinator at 405/325-3546 or [smo@ou.edu](mailto:smo@ou.edu). For more information, visit <http://www.ou.edu/eoo.html>.

### **Adjustments 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 your professor or the Disability Resource Center at 405/325-3852 as soon as possible. Also, see <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for answers to commonly asked questions.

### **Final Exam Preparation Period:**

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's Final Exam Preparation Period policy.

### **Emergency Protocol:**

During an emergency, there are official university [procedures](#) that will maximize your safety.

**Severe Weather:** If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather *1. LOOK* for severe weather refuge location maps located inside most OU buildings near the entrances *2. SEEK* refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building. *3. GO* to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows. *4. GET IN, GET DOWN, COVER UP.* *5. WAIT* for official notice to resume normal activities.

[Link to Severe Weather Refuge Areas](#) , [Severe Weather Preparedness - Video](#)

### **Armed Subject/Campus Intruder:**

If you receive an OU Alert to shelter-in-place due to an active shooter or armed intruder situation or you hear what you perceive to be gunshots:

*1. GET OUT:* If you believe you can get out of the area WITHOUT encountering the armed individual, move quickly towards the nearest building exit, move away from the building, and call



911. 2. *HIDE OUT*: If you cannot flee, move to an area that can be locked or barricaded, turn off lights, silence devices, spread out, and formulate a plan of attack if the shooter enters the room. 3. *TAKE OUT*: As a last resort fight to defend yourself.

For more information, visit <http://www.ou.edu/emergencypreparedness.html>

[Shots Fired on Campus Procedure - Video](#)

**Fire Alarm/General Emergency:**

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates: 1. *LEAVE* the building. Do not use the elevators. 2. *KNOW* at least two building exits 3. *ASSIST* those that may need help 4. *PROCEED* to the emergency assembly area 5 *ONCE* safely outside, *NOTIFY* first responders of anyone that may still be inside building due to mobility issues. 6. *WAIT* for official notice before attempting to re-enter the building.

[OU Fire Safety on Campus](#)

