

# History 398

## Special Topics: The United States in the World

Monday-Wednesday-Friday, 10:30-11:35 AM  
Room: BSOB 229

**Professor: Dr. Jonathan Den Hartog**

Office: Burns 312

**Office Hours:** M, W: 1:00-3:00 PM

T, TH: 10:00 to 11:30 AM

All Meetings by Appointment only

E-mail: [jdenhart@samford.edu](mailto:jdenhart@samford.edu)

Office Phone: 205-726-2372

### Course Description

*This course takes an historical approach to viewing the many ways the United States has interacted with the wider world, from its founding to the present. The class tracks the diplomatic, military, cultural, and religious exchanges which developed as Americans ventured abroad. The class will prompt students to consider the country's role in the world going forward.*

### Covid-19 Policies

*Policies and procedures for this class are designed to cooperate with Samford's efforts to counter Covid-19. Your physical health and safety, along with that of your fellow classmates, is a foundational value for the class.*

### Health and Attendance

If you are feeling unwell at all, please do not come to class.

Attendance (either in person or virtual) is important for success in the class. Nonetheless, attendance may be complicated by illness. Therefore, the professor requests your good faith effort to attend class.

Even with COVID, attendance for this class is necessary and expected. More than 3 unexcused absence will result in the loss of a half of a letter grade off the final grade, and each additional absence will result in the loss of an additional half of a letter grade.

If you are not able to attend a required class meeting because of quarantine, illness, or contact with a COVID-19 positive individual, you should notify me within 24 hours of the class meeting. An excused absence does not relieve you of responsibility for the academic work in the class missed. Absences not related to health, school activities, or prior arrangement are not excused.

If your absence is due to a possible COVID exposure, confirmed COVID exposure, possible or confirmed COVID contraction, you are required to notify [covid19health@samford.edu](mailto:covid19health@samford.edu).

### **What to do if you must isolate or quarantine**

1. If you believe you must isolate or quarantine due to exposure, or if you develop any symptoms listed on the health check, or if you test positive for COVID, send an email to [covid19health@samford.edu](mailto:covid19health@samford.edu) immediately and follow the instructions on the reply. You may also notify me if this results in a missed in-person class so steps can be taken to ensure you get the missed notes.
2. If it is confirmed that you must isolate or quarantine for an extended period of time, consult the schedule of lectures and assignments, and make a plan to stay on pace with the course while in isolation or quarantine.
3. View each recorded lecture on the course's Canvas site as close to the day of its posting as you can.
4. Complete the learning activities on Canvas by the dates they are due.
5. Submit any assignments or exams that are due on schedule.
6. If your symptoms interfere with your abilities to complete Canvas activities on schedule, consult with me and we will develop a reasonable plan to extend your due dates and get you caught up as soon as possible.

### **Other COVID-Era Details**

If you have a disability which makes you more vulnerable to COVID-19 (e.g. immune-compromised), you must register with Disability Resources and follow standard procedure for accommodations.

Further details about attendance policy will be shared in class.

In line with Samford's Covid policies, students should wear masks during the class unless they have a specific exemption. The professor will ask anyone not wearing a mask or faceshield to leave the classroom.

### **Class Procedure:**

#### **A. Physical Distancing for Face to Face Instruction**

When possible, we will meet in person.

In order to meet physical distancing guidelines for health and safety, this course will convene in BSOB 229 with a seating capacity of 19. During class meetings, we will maintain the recommended physical distancing seating arrangement.

Please watch CANVAS announcements for shifts in class meetings.

#### **B. Hybrid/HyFlex (SaferSam, ContainSam)**

Due to the class numbers as opposed to our classroom capacity, most students will be able to attend in-person. However, a rotating group of students may need to join us remotely. It is

recommended that they join us at the same time the class is meeting. If they cannot, the session will still be recorded and posted to CANVAS.

Students who have to participate in the class remotely will have the opportunity to interact with the course material either while the course is going on or after the fact.

Please watch CANVAS announcements for shifts in class meetings or the move to Remote Instruction.

### **C. Online Instruction or Remote Instruction (Instructor Quarantine, Class Quarantine, HomeSam)**

If our course is forced to transition to a fully-online mode (due to quarantine requirements or university instructions), we will still meet online during our normal class time of M-W-F, 10:30-11:35. The meeting will take place within Microsoft TEAMS. Those classes will be archived via CANVAS.

Some further lecture material may be posted online if it would have been covered in class in the face to face scenario.

Due to the change, deadlines, assessments, and assignments may be slightly altered. Any updates will be provided in a timely manner via Canvas.

#### **Students' Responsibility regarding Resources/Technology**

It is your responsibility to know how to use Canvas and have access to the Internet and to course textbooks, whether we are meeting on campus or online.

Because you will participate in this course virtually at various points during the semester, you should have the following technology available: webcam, Microsoft TEAMS access, web browser access (for virtual meetings).

If any of these requirements presents a difficulty, please contact me.

## Course Content

### Introduction

This course seeks to consider the United States within the wider world. The U.S. has always operated within a wider world, but Americans are often tempted to focus only on matters within the country's own borders. Severe shocks from abroad—the bombing of Pearl Harbor, the oil shocks of the 1970s, 9/11, a global Coronavirus pandemic—can awaken Americans to this reality, but often only for short periods of time. Instead, students and citizens need to be aware of the historical realities of American activity on the world stage. Indeed, students-as-citizens need to recognize not only the historical backgrounds of contemporary debates but the way the historical experience of American foreign relations provides deeper levels of understanding and insight on contemporary decisions. This approach will help them become informed citizens not only in a single moment but as they leave their university years and enter upon their varied careers. To accomplish these goals, this class covers the multiple ways the U.S. has interacted with the world over the course of its history.

The course will take an historical approach, driven by the framing question of “How has the United States made decisions to operate in the wider world?” It will consider not only the end results of decision-making, but the process of decision-making, from the level of citizens, through policy-framers and elected political leaders. This approach is designed to sharpen students' understanding as they confront, not only immediately apparent policy issues, but future and currently unforeseen issues later in life. By tracing historical issues and debates at significant inflection points, the class will promote the intellectual habits of mind necessary for reflective and active citizenship in the present and into the future.

This class is built upon several convictions. First, decision-making for both policy-makers and citizens needs to be contextual. Therefore, understanding the context of issues is a skill that can be developed and deployed. The class will study the context of decision-making and the strategies of successful contextual decision-making. Second, because of historical contingency, U.S. involvement in the world has been the result of the interaction of events and global structures with individuals. Therefore, decision-makers matter. The story must focus on humans acting in time, not simply the outcomes of processes. The course will retain a personal focus, identifying the actual people who contributed to the U.S.'s international directions. Third, the course will define U.S. engagement with the world as broadly as possible—not just formal diplomacy or international relations. Those definitely matter, of course, but they are not the only ways the U.S. has interacted with the world. Even beyond a concept of “soft power,” Americans have exported ideas, ideals, culture, music, movies, and even religious faith to the far corners of the globe. The course will consider how this transmission has happened and how those stories complicate and enrich the formal policy questions. Fourth, developing active citizenship requires active learning. Therefore, class meetings are designed not for a simple communication of information but for discussion and active engagement. Through active collaboration, this class will equip each person to meet better the challenges still to come, as the U.S. operates in the wider world.

## **Purpose of the class**

This class has several purposes:

- \*To provide students with a narrative of the ways the U.S. has been active in the world, from the founding of the republic to the present.
- \*To introduce students to the thought and actions of significant shapers of American foreign policy.
- \*To consider ways the U.S. has developed because of its interaction with the world.
- \*To reflect on what steps America could and should take in the present and near future.
- \*To equip students to act as informed citizens when it comes to America's role in the world.
- \*To continue students' development as readers, thinkers, and writers.

## **Course Outcomes**

Upon successful completion of HIST 398, students will be able to:

1. Communicate a narrative of American interaction with the world, from the Founding Era to the present.
2. Analyze primary and secondary historical sources within their social and cultural contexts.
3. Discuss issues and trends in the study of the topic.
4. Perform historical research and communicate findings in both written and oral form.

## **Texts**

Students should purchase these texts for the class:

Andrew Bacevich, *The Age of Illusions: How America Squandered Its Cold War Victory* (New York: Metropolitan Books, 2020). ISBN: 978-1250-175083.

John Lewis Gaddis, *The Cold War: A New History* (New York: Oxford University Press, 2005). ISBN: 978-0143-038276.

H.R. McMaster, *Dereliction of Duty: Lyndon Johnson, Robert McNamara, the Joint Chiefs of Staff, and the Lies that Led to Vietnam* (New York: Harper Perennial, 1997). ISBN: 978-0060-187958

Dennis Merrill and Thomas G. Paterson, *Major Problems in American Foreign Relations: Concise Edition* (Boston: Wadsworth, 2006). ISBN: 978-0618-376391

If you do not already possess a copy, you should also purchase Kate Turabian, *A Manual for Writers, 9<sup>th</sup> Edition* (Chicago: University of Chicago Press, 2018). ISBN: 978-0226430577

Other materials will be available through the CANVAS course site.

## **Assignments**

Papers: Everyone will write a summary & critical book review and an analysis of a policy maker's contribution. The final project will be a team project analyzing U.S. policy for a specific region or topic.

The Summary & Critical Review will ask you to engage critically with a historical monograph of your choosing (with professor's approval). Each paper should start by summarizing the work and then should clearly identify its main points and assess its claims. This paper will be 3-4 pages in length and will be due February 24.

The Policy Maker paper will draw on primary and secondary works to describe the issue confronting a specific policy maker and how he or she analyzed and addressed it. It will be 5-6 pages in length and will be due March 31.

The Team Project will encourage students to work together to analyze historical dynamics in American relations with a region or topic, describe contemporary relations, and propose policy for the future. It will be due at the end of the semester, on April 26.

Exams: You will write a midterm and a final exam. Exams will evaluate both your grasp of factual material and your ability to use the readings to craft an interpretation.

Cuban Missile Simulation: To illustrate problem-solving under pressure, the class will run a Cuban Missile Crisis Simulation. All students will be expected to participate and to reflect on their experiences. A short reflection will be due March 22.

Quizzes: The professor reserves the right to give either announced or unannounced quizzes over the readings for any given class. Quiz grades will factor into the class participation grade.

Class Participation: Discussion will be encouraged throughout the class. You should be ready both to ask, and to answer, questions, as well as engage with their fellow students. Class participation will be graded on active, regular engagement in class discussion.

Please bring all readings to class with you.

## **Grading**

The final grade will be derived from the assignments according to this formula:

Critical Review	10%
Policy-Maker Paper	15%
Group Project	25%
Cuban Missile Sim.	10%
Midterm	15%
Final	15%
Class Participation	10%

### **Grading Scale**

94-100	A	74-77	C
90-93	A-	70-73	C-
88-89	B+	68-69	D+
84-87	B	64-67	D
80-83	B-	60-63	D-
78-79	C+	00-59	F

### **Course communications**

Whether we meet in person or online, all relevant and updated information will be available to you on Canvas. Although I may use Samford email for individual communications, communications with the class as a whole will normally be handled using the Canvas Announcement feature. You should receive an email alert whenever I post an announcement for the class within Canvas. Occasionally I may use the Canvas email feature to send an email to the entire class.

### **Office Hours**

No matter which scenario we operate under, all of my office hours will be virtual or outside this semester. As the weather permits, I can meet under the tent outside Reid chapel. I can also meet via TEAMS or Zoom. I will be available for office hours Mondays and Wednesdays, 1:00-3:00, as well as Tuesdays and Thursdays, 10-11:30. Please schedule an appointment to meet so that we can guarantee the time connection. If those times absolutely do not work for you, we can schedule an alternative time. I am also happy to consult via e-mail.

### **Late Paper Policy**

Papers should be handed in at the class for which they are due. If they are handed in later on the same day they will still be counted as 1 day late. For each day a paper is late, it will be marked down half a letter grade. I am willing to accept a paper up to 7 days late, but not beyond that.

Note: I am willing to consider extensions if you have a good reason, but you will need to contact me at least 24 HOURS BEFORE the class the paper is due. No extensions will be given after the paper is due.

### **E-mail**

E-mail is a valuable tool for class communication. For this reason, you should regularly check your e-mail (i.e., several times a week). You are welcome to communicate with me via e-mail, but please remember that this is a professional communication in which standards for grammar and formality should be observed.

Please note: E-mail received after 9 P.M. will be answered the following day.

## **Other Considerations**

In respect of the professor and other students, please do not wear hats to class. Also, turn off your cell phone before entering the classroom. Should your cell phone ring in class, it is your responsibility to bring treats for the entire class the next session. Also, please do not send text messages during class.

In line with emerging research on learning, I am asking you not to use your laptop during normal class time. Should we be discussing a specific reading on CANVAS, I will allow limited laptop usage. Should you have a specific need to use a laptop, please discuss it with the professor.

## **Samford University Information & Policies**

### **Emergency Readiness**

*RAVE* is the primary method of communication used by Samford University during a campus emergency. If you have not registered for *RAVE* alerts, please use the link provided below and go to the My Contact Information box on your Portal homepage to update your *RAVE* Emergency Alert Information. <https://connect.samford.edu/group/mycampus/student>

Samford University utilizes *Samford Alert* for desktop, laptop, tablet, and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the *Samford Alert* app on your mobile device, laptop, desktop, or tablet, please click on this link <https://connect.samford.edu/group/mycampus/student> and go to the *In Case of Emergency* box on your Portal homepage for instructions on downloading the App. Once you have downloaded the App, please take time to review the information provided, it is important that you know what to do in the case of a campus emergency.

### **Americans with Disabilities Act**

Students with disabilities who wish to request accommodations should register with Disability Resources (205) 726-4078, [disability@samford.edu](mailto:disability@samford.edu), University Center Room 205, [www.samford.edu/dr](http://www.samford.edu/dr)). Students who are registered with Disability Resources are responsible for providing me with a copy of their accommodation letter and scheduling a meeting with me to discuss how their approved accommodations will apply to this course. Accommodations will not be implemented until we have met to review your accommodation letter.

### **Title IX**

Samford University is committed to the creation and maintenance of a safe learning environment for students and the University community. In accordance with federal policy all University employees are required to report information related to discrimination and harassment which includes, but is not limited to, sexual assault, relationship violence, stalking, and sexual harassment. For this reason, if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information

with the University Title IX Coordinator. If you wish to speak with an employee who is not required to report information, you can find a list of confidential resources listed in the online student handbook and the Title IX website or contact the Counseling Center at 205-726-4083 or the Office of Spiritual Life at 205-726-2825.

### **Student Bereavement Policy**

In the event a student experiences the death of a significant member of his or her family or community, the University may excuse absences up to five days for travel and bereavement. The Provost office will notify advisors and instructors of excused absences. It will be the responsibility of the student to follow up with faculty regarding missed exams, quizzes and required work for the class.

### **Communication Resource Center**

The Communication Resource Center (CRC) offers *free* tutoring for Samford students in oral and written communication as well as support for developing and improving critical reading skills. The CRC is in Brooks 222 and is open MTWR 10:00am-6:00pm. Students are encouraged to schedule appointments at [samford.mywconline.com](http://samford.mywconline.com). Students in online programs may opt for online appointments through the same appointment link and can upload files for the tutor to review. For more information, visit <http://www.samford.edu/departments/communication-resource-center/>

Note: The first time you schedule an appointment, you will need to create an account, using your Samford email and password.

### **Inclement Weather**

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the class schedule and/or calendar may be adjusted.

### **Counseling Services**

Students may benefit from meeting with a counselor at some point to discuss difficult issues, gain insight for dealing with stress, or to process and understand events from the past. When a need for counseling arises, students should contact Counseling Services & Wellness Programs. On-site appointments are prepaid through student fees and there is no extra cost to the student. To schedule an appointment, please email [counseling@samford.edu](mailto:counseling@samford.edu), call 205-726-2065, or stop by Dwight Beeson Hall (DBH) room 203.

### **Library Services**

Samford University Library ([library.samford.edu](http://library.samford.edu)) is more than just a building; it is a vast array of resources curated to support your success. In addition to print, media, and online resources, the library has collaborative meeting and study spaces, technology that supports your academic endeavors, and professional librarians with the expertise to assist with research needs. Please

**Ask Us** ([samford.libanswers.com](http://samford.libanswers.com)), email us ([reference@samford.edu](mailto:reference@samford.edu)), or call us at 205-726-2196 for more information about how we can help. We are here to assist with your information and research needs.

### **Academic Integrity**

All university values guidelines are respected in this class. Students should thoroughly familiarize themselves with the [Academic Integrity Policy](#). It can be found at the provided link or on the Office of the Registrar's website under Policies.

### **Student Government Association Samford University Honor Pledge**

#### Preamble

Samford University's motto—For God, For Learning, Forever—brings together our commitment to our Christian heritage, the pursuit and transmission of knowledge, and the enduring virtues. Only a particular kind of person and institution can fulfill such a demanding motto. To do this, the individuals who form the Samford community must embrace honor in all areas of life and scholarship. Thus, an honor pledge is an appropriate way for the Samford community to live out its motto.

#### Honor Pledge

*I believe that the members of the Samford community possess dignity and are worthy of honor. I understand that honoring others fosters academic achievement, personal growth, and spiritual development.*

*I commit to hold myself and my peers to the standards of conduct and academic integrity maintained by the University.*

*To this I, \_\_\_\_\_, pledge my sacred honor.*

For God, For Learning, Forever

## Course Schedule

### January

- 25 Introductions
- 27 Methods and Themes I  
-Merrill and Paterson, 1-29
- 29 Methods and Themes II  
-Gaddis, *On Grand Strategy*, 1-27 [CANVAS]  
-Walter Russell Mead, *Special Providence*, 77-98 [CANVAS]  
  
-Optional: Zoellick, *America in the World*, 1-14 [CANVAS]

### February

- 1 The Revolutionary Era I  
-Merrill and Paterson, 31-40, 47-63  
  
-Optional, Armitage, *The Declaration of Independence: A Global History*, 25-62 [CANVAS]
- 3 The Revolutionary Era II  
-Merrill and Paterson, 40-44, 65-88  
-Washington, *Farewell Address* (complete) [CANVAS]
- 5 Jefferson, Madison, and the War of 1812  
-Merrill and Paterson, 90-114  
  
-Optional: Den Hartog article on the War of 1812 [CANVAS]
- 8 The Monroe Doctrine  
**Selection of Regional Team**  
  
-Merrill and Paterson, 116-135  
  
-Optional: John Quincy Adams, *Fourth of July Address* (1821) [CANVAS]
- 10 Manifest Destiny, Texas, and the War with Mexico  
-Merrill and Paterson, 136-161

- 12 Slavery and Freedom as International Issues  
 -Explore the Slave Voyages Website  
 -Frederick Douglass, “Farewell to the British People” (1847) [CANVAS]  
 -Charles Francis Adams, Diplomatic Note [CANVAS]  
 -Abraham Lincoln, “Emancipation Proclamation” [CANVAS]  
 -Abraham Lincoln, “Gettysburg Address” [CANVAS]  
  
 -Optional: Sven Beckert, “Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War,” *American Historical Review* 105, no. 5 (December 2004): 1405-1438. [CANVAS]
- 15 Missionaries to the World in the 19<sup>th</sup> Century  
 -Andrew Walls, “The American Dimension in the History of the Missions Movement” in Carpenter and Shenk, eds., *Earthen Vessels*, 1-25 [CANVAS]  
 -Bradley Gundlach, “Early American Missions from the Revolution to the Civil War” in Klauber and Manetsch, eds., *The Great Commission*, 66-88 [CANVAS]
- 17 The Spanish-American War and the Debate over Imperialism  
 -Merrill and Paterson. 163-196  
 -Albert Beveridge, “The March of the Flag” Speech [CANVAS]  
 -E.L. Godkin, “The Eclipse of Liberalism” [CANVAS]  
  
 -Optional: William Graham Sumner, “The Fallacy of Territorial Extension” [CANVAS]
- 19 Roosevelt and Taft and America abroad  
**Team Check-In #1 Completed**  
  
 -Teddy Roosevelt, “The Strenuous Life” [CANVAS]  
 -Roosevelt Corollary to the Monroe Doctrine [CANVAS]  
  
 -Optional: Alfred Thayer Mahan, *The Influence Of Sea Power* (Introductory) [CANVAS]  
 -Optional: J.C. Wylie, “Mahan: Then and Now” [CANVAS]
- 22 Wilson and World War I  
 -Merrill and Paterson, 198-206, 213-222  
 -Wilson, “War Message to Congress” (complete) [CANVAS]
- 24 Wilson, the League of Nations, and the Spanish Influenza  
**Summary and Critical Review Due**  
 -Merrill and Paterson, 206-212, 222-229  
 -Alan Kraut, “Immigration, Ethnicity, and the Pandemic,” *Public Health Reports* 125 (2010): 123-133 [CANVAS]  
 -Influenza Encyclopedia: Birmingham

- 26 International Approaches in the 1920s and 1930s  
 -Calvin Coolidge, “Address Delivered at the Dedication of a Monument to Lafayette” (1924) (aka, “Ordered Liberty and World Peace”) [CANVAS]  
 -Grant Wacker, “Pearl S. Buck and the Waning of the Missionary Impulse,” *Church History* 72, no. 4 (2003): 852-874. [CANVAS]
- Optional: Calvin Coolidge, “Inaugural Address” [CANVAS]

## March

- 1 Origins of World War II  
 -Merrill and Paterson, 235-273
- 3 World War II  
 -The Atlantic Charter [CANVAS]  
 -Robert Westbrook, “Fighting for the American Family” [CANVAS]  
 - Fr. Wilson Miscamble, *The Most Controversial Decision*, 1-4, 112-124 [CANVAS]
- 5 Mid-Term Exam
- 8 Truman and the Origins of the Cold War  
 -Gaddis, 1-63, 83-104  
 -George F. Kennan, “Sources of Soviet Conduct” [CANVAS]  
 -Harry S. Truman, “The Truman Doctrine” [CANVAS]  
 -NSC-68 (Excerpt) [CANVAS]
- Optional: Whittaker Chambers, “Letter to My Children”
- 10 Eisenhower and the Cold War of the 1950s  
 -Eisenhower, “Farewell Address” [CANVAS]  
 -Gaddis, 63-72, 104-112  
 -Bacevich, 1-25
- 12 Cuban Missile Crisis Simulation  
 -Cuban Missile Hand-Out
- 15 Cuban Missile Crisis Simulation  
 -Cuban Missile Hand-Out
- 17 Vietnam—Reading Day  
 -Read McMaster, 1-216

- 19 Vietnam—Discussion of McMaster, *Dereliction of Duty*  
 -Read McMaster, 217-334  
 -Optional: Lyndon B. Johnson, “Peace without Conquest” speech [CANVAS]
- 22 Vietnam—Military History  
**Cuban Missile Crisis Reflection Due**  
 -Gaddis, 143-148  
 -Moore and Galloway, *We Were Soldiers Once...and Young*, xvi-xx, 3-8 [CANVAS]  
 -Students for a Democratic Society, “March on Washington: The War Must Be Stopped” [CANVAS]  
 -John Kerry, “Vietnam Veterans against the War” [CANVAS]  
 -Optional: Michael Lind, *Vietnam: The Necessary War* (1999), 256-284  
 -Optional: Martin Luther King, Jr., “Beyond Vietnam” (1967)
- 24 Cold War Culture I: Americanization and the World  
 -Merrill and Paterson, 331-338  
 -Penny Von Eschen, *Satchmo Blows up the World*, 1-26 [CANVAS]
- 26 Cold War Culture II: American Christianity and the World  
**Team Check-In #2 Completed**  
 -David Swartz, *Facing West: American Evangelicals in an Age of World Christianity*, 35-62 [CANVAS]  
 -Melani McAlister, *The Kingdom of God Has No Borders*, 85-102 [CANVAS]  
 -Infographic on World Christianity.
- 29 Nixon, Carter, and Détente  
 -Gaddis, 149-214  
 -Merrill and Paterson, 456-460  
 -Jeane Kirkpatrick, “Dictatorships and Double Standards,” *Commentary* (November 1979) [Canvas]
- 31 Reagan’s Foreign Policy  
**Policy Maker Paper Due**  
 -Robert Collins, *Transforming America*, 193-234 [CANVAS]  
 -Ronald Reagan, “Speech to the House of Commons” (1982) [CANVAS]  
 -Ronald Reagan, “Address to the National Association of Evangelicals” (1983) [CANVAS]  
 -Ronald Reagan, Speech at the Berlin Wall (Watch) [CANVAS]  
 -Optional: Gaddis, 214-236

## April

- 2 Good Friday  
-Student Independent Work
- 5 Easter Monday  
-No Class
- 7 The End of History? The 1990s  
-Gaddis, 237-257  
-George H.W. Bush, Address to the Nation on the Invasion of Iraq (January 16, 1991) [CANVAS]  
-Bacevich, 26-105  
  
-Optional: Gaddis, 259-266  
-Optional: George H.W. Bush, State of the Union Message, 31 January 1990  
-Optional: George H.W. Bush, Address to Congress on Persian Gulf Crisis, 11 September 1990
- 9 9/11 and Its Meaning  
**Team Bibliography Due**  
  
-Osama Bin Laden, “Jihad against Jews and Crusaders” [CANVAS]  
-9/11 Commission Report Selections (I.1) [CANVAS]  
-George W. Bush, Address on 9/11 [CANVAS]  
-Lawrence Wright, “The Agent” in *The Terror Years*, 66-88. [CANVAS]  
-Merrill and Paterson, 506-526  
-George W. Bush, State of the Union Address, 2002 [CANVAS]  
  
-Optional: Explore the 911 Digital Archive
- 12 Afghanistan and Iraq I: Experiences and Arguments  
-Condoleeza Rice, *No Higher Honor*, 183-205 [CANVAS]  
-George W. Bush, *Decision Points*, 223-271 [CANVAS]
- 14 Afghanistan and Iraq II: Critiques  
-Ken Pollack, “Spies, Lies, and Weapons,” [CANVAS]  
-James Mattis, *Call Sign Chaos*, 115-136 [CANVAS]  
-Bacevich, 105-118
- 16 The Last Decade  
-Bacevich, 118-177

- 19 Where Do We Go from Here?  
-Class Guest: Andrew Bacevich  
-Bacevich, 179-202
- 21 Practical Applications (State Department or International Affairs)  
-Guest Speaker and Readings TBD
- Special Class: Practical Applications (Latin America)  
-Guest Speaker Dieter Waldvogel, with Readings TBD
- 23 Practical Applications (National Security)  
-Guest Speaker Nicholas Dujmovic  
-Espionage in a Digital Age article [CANVAS]
- Optional: “The Evolution of the U.S. Intelligence Community—An Historical Perspective”
- 26 Where Do We Go from Here?  
**Team Project Due**
- Group Class Presentations
- 28 Where Do We Go from Here? + Conclusions  
-Group Class Presentations

## **May**

Final Exam: Scheduled for May 3, 2021, at 10:30 AM.