

## **America and the World – POL 2080**

Fall 2020, August 24 - December 8  
University of Cincinnati, Department of Political Science  
Asynchronous online course

Instructor: Dr. Andrew A. Szarejko (szarejaa@ucmail.uc.edu)  
Office Hours: Wednesday and Friday, 3:30 – 4:30, and by appointment

### **Course Description and Learning Objectives**

This course is about how the United States interacts with other actors in world politics. We will discuss how best to approach this subject matter in the introductory class session. The remainder of the course is divided into four sections. First, we will consider the actors that influence U.S. foreign policy as well as some concepts that are useful in making sense of the policy-making process. Second, because current debates in U.S. foreign policy demand historical context, we will examine U.S. foreign policy from 1776 onwards. Third, having completed our historical study, we will turn to current issues in U.S. foreign policy—some with a regional focus, some with a substantive focus. Fourth, we will conclude the class with three sessions on the future of U.S. foreign policy and current debates as to what it ought to look like.

All of the course content is designed to accomplish four learning objectives. First, you will learn about all the areas I have described above—the U.S. foreign policy decision-making process, the history of U.S. foreign policy, current issues, and debates on the future of U.S. foreign policy. Second, in addition to acquiring some new knowledge from this class, you will become more adept at understanding scholarly arguments related to U.S. foreign policy and communicating your own arguments in speech and in writing. Third, you will learn how to apply International Relations scholarship to U.S. foreign policy and how to use U.S. foreign policy to inform more general arguments about International Relations. Fourth and finally, you will learn how to engage with the foreign policy process in various ways.

### **Requirements**

#### *Attendance & Participation*

Due to COVID-19, this course will be conducted online and asynchronously. That is, we *will not* have mandatory live meetings. Rather, I will record short lectures for your viewing at the beginning of each week. My lectures will make use of PowerPoint slides, and I will post the slides on Canvas. We may occasionally have guest talks or other optional synchronous sessions, but this will primarily be a class based on your engagement with the readings and online discussion board. Participation will thus constitute a large portion of your grade. Good participation in this course will primarily entail making comments or asking questions in the Canvas discussion board that provide evidence of having done the readings and having paid attention to lectures—that is, it is not the quantity but the quality of your contributions that will determine your participation grade.

*To get our discussion board going, I will designate at least one of you as “first mover” for a given week. I will post my lectures no later than midnight on the Sunday before the beginning of each new week, and I will ask the first mover to write their own brief summary of the week’s readings (in about 250-500 words). These summaries should focus on the questions authors are asking, the answers they provide, and how they substantiate their answer. This should be the first post on each week’s discussion board prompt, and after summarizing the week’s readings, the first mover should conclude with two or three questions designed to elicit discussion. Everyone else should post at least twice a week and no later than 5 PM on the last class day of that week (generally Fridays except in the case of holidays). Your two posts should include a response to the first mover and at least one response to another classmate’s comments. Each of your responses should be about 200-300 words long and should express, e.g., why you agree or disagree with something or why you find something especially interesting or insightful. You should draw on class materials in your posts. For the duration of the week, I will also ask the first mover to productively stir debate and discussion. You can do this by (politely) expressing disagreement with authors or your classmates, by reframing the discussion around something we had not yet discussed, or by otherwise prompting reflection on some key aspect of the readings. I will chime in to promote discussion and perhaps to answer questions as well. Again, it’s quality rather than quantity that matters here. We will not have any first movers in the first or last week of class—rather, I will act as first mover and will ask you to respond as normally outlined above. I will use the first week to solicit your preferences as to when you would like to be a first mover.*

Please notify me as soon as possible if any documented medical, family/personal, or religious exceptions are likely to interfere with your regular participation in the course. Emergencies may not allow you time to e-mail in advance; in such cases, just notify me as soon as possible via email. Your most important task this semester is to stay physically and mentally well. I will try to be flexible as exigencies arise.

Note that lectures and other class materials should not be disseminated to anyone outside the class.

### *Readings*

Each week includes assigned readings. While I will discuss all required materials at least briefly in lectures, we will examine the readings in more detail through our online discussions. You should complete the assigned readings by the beginning of each week, and I highly recommend completing the material in the order it is presented in the syllabus. I will make all materials freely available online through Canvas and/or through a link on the syllabus. Please note that I reserve the right to change any of the readings or assignments listed below, but I will communicate any such changes in advance. If you have any trouble accessing any required or optional materials, please let me know.

Good participation and paper grades alike will require you to have a strong comprehension of the material covered in both the readings and the lectures. I have tried to keep the reading load manageable while also covering essential material. In some cases, I have assigned blog posts or similarly public-facing pieces instead of journal articles to ensure we can cover an appropriate range of material without over-burdening you. I do assign many journal articles and book excerpts, however, and the methods some scholars use may be unfamiliar to you. You don’t need

to understand every methodological choice that appears in the readings—you should focus on identifying the core argument of any given piece. If, however, unfamiliarity with methods impedes your understanding of a piece, please feel free to raise the issue in class or in office hours.

In addition to the specific assigned readings for the class, you should be reading the international affairs section of a major national newspaper, such as the *New York Times* or the *Washington Post*, on a daily basis. Many of our discussions will draw on current events, and familiarity with ongoing developments abroad will be useful in approaching the subject.

### *Reading Response Papers*

I will ask you to complete two reading response papers throughout the course. The course is divided into five sections, and you will need to complete two reading responses in two different sections, but they must come in the second, third, or fourth sections. Within those three sections, you will need to pick two assigned readings (not necessarily from the same week, but they must not be from the week when you were a first mover). After choosing your two readings, you should (1) identify a favorite sentence in each reading—something especially important or interesting, (2) explain why you found these items so interesting, and (3) explain how your two chosen pieces complement or contrast with each other. If you have the space for it, you may also identify a lingering question or two that you have on the topic. You should upload a reading response paper of 500-750 words no later than 5 PM on the date of the last class in that section. (750 words is a hard limit.)

### *Final Paper/Project*

There will be also be a final paper or project—you may choose either of the following options:

- 1) Paper: In 1,250 to 1,750 words, identify a current issue in U.S. Foreign Policy, explain with reference to course materials what we know about the issue in general, explain how well (or poorly) these general lessons apply to your chosen issue, make an argument as to how U.S. policy-makers (or a subset thereof) should respond, and conclude with a discussion of how future research could help better guide future policy-makers facing similar situations.
- 2) Project: Create 1) a short film of five to ten minutes, 2) a podcast of eight to twelve minutes, or 3) some other medium of intellectual/artistic expression approved by me. Whichever one you choose, you should focus on a current issue in U.S. Foreign Policy, use class materials and outside sources to explain your chosen issue, and propose a solution to or offer a deeper understanding of your chosen issue.

Whether you choose to write a paper or do a project, you should get my approval for your topic by October 16, and the final assignment will be due by 5:00 PM on December 7. We will discuss all of these assignments further in class, but if anything remains unclear, I encourage you to contact me via email or in office hours.

You should submit all of the written assignments on Canvas as Word or Pages files (.doc, .docx, or .pages, not as PDFs, please), and the documents should be double-spaced and typed in 12-point Times New Roman font with standard spacing, 1-inch margins, and page numbers in the upper right-hand corner. I ask that you use footnotes as opposed to in-text, author-date citations,

and you should submit a bibliography with the final paper or project. I prefer the Chicago Manual of Style for citations (see [here](#)), but I will not deduct points for citations so long as you consistently provide all relevant bibliographical information. Please note that I will not include headers, titles, page numbers, footnotes, or bibliographies in the word count for your papers (but do not abuse the space in the footnotes, please).

## Procedures

### *Grading*

Grades will be based on the merit of your work (not in relation to others). In other words, there is no grading “curve” employed in this class. Your final grade will be calculated as follows:

<b>Participation</b>	<b>35%</b>
<b>Reading Response #1</b>	<b>15%</b>
<b>Reading Response #2</b>	<b>15%</b>
<b>Final Paper/Project</b>	<b>35%</b>

I will grade each of the above requirements on the following scale:

100 to 95	A	74 to 71	C
94 to 91	A-	70 to 67	C-
90 to 87	B+	66 to 63	D+
86 to 83	B	62 to 59	D
82 to 79	B-	58 to 55	D-
78 to 75	C+	Below 55	F

An “A” grade means that you have demonstrated a genuinely superior level of understanding of the subject and have provided ample evidence of that insight. I will round up for grades at or above *N.5*. I will discuss grading standards further in announcements via the Canvas course page.

### *Assignment Feedback*

You will receive grades and feedback within two weeks of the submission of each piece. I will provide all feedback on the Canvas course page. If at any point you would like to know if your participation has been satisfactory—or if you would like additional feedback beyond what we provide on Canvas—please email me or come to office hours to ask for more detail.

### *Late Assignments*

All appeals for extensions will be considered on a case-by-case basis. All times in this syllabus are in Eastern Standard Time, but for those of you in other time zones, I am willing to work with you to ensure that paper deadlines occur at a reasonable hour—just send me an email if you think the deadlines will be an issue. Given the state of affairs, I will try to accommodate reasonable requests for extensions. That said, predictable issues such as a large work-load are insufficient grounds for extension. Late assignments will automatically lose 15 points, plus an additional 10 points for each 24-hour period that elapses after the original due date. E.g., a paper submitted up

to 24 hours late will begin at an 85, a paper submitted between 24 and 48 hours late will start at a 75, and so on until you reach a 55 (F).

### *Grade Disputes*

You are entitled to a satisfactory explanation for why you received the grade you did. If you are not satisfied with the explanation I provide via Canvas, then you should meet with me in office hours. If, after further discussion, you remain unsatisfied with your grade, you may request that I regrade the assignment, albeit with the understanding that I may ultimately issue a grade that is better, the same, or worse than the original. You may also appeal your final grade on the grounds of a mathematical error, error in grading procedures, or inequity in the application of policies stated in this syllabus.

### *Office Hours and E-mail Etiquette*

I will hold virtual office hours twice a week, during which you are free to come discuss any relevant academic matters with me I encourage you to come for substantive questions about readings, lectures, and assignments (e.g., the sort of questions that might be difficult to answer briefly via email). I am also happy to discuss related academic matters such as post-graduate plans, internship ideas, and the like. I will provide further details on this in our first class session.

I also encourage you to send me questions by email. When doing so, please include POL 2080 in the subject line. If you send me an email and do not receive a reply within 24 hours, feel free to follow up to remind me of your question. If it is a time-sensitive matter, you may follow up sooner as well, but keep in mind that I might not reply immediately to emails sent at odd hours.

### *Green Teaching and Learning*

I borrow from American University's Center for Teaching, Research, and Learning to encourage "green" teaching and learning [practices](#). For this online class, I would encourage you to read this syllabus and all other assigned readings on a laptop or tablet, and I would also encourage you to take notes on a laptop/tablet rather than on paper. That said, [research](#) suggests that hand-writing notes can be better for recall and comprehension, so the choice of digital or hand-written note-taking is up to you. If you opt for the latter, I would suggest you try to mitigate paper usage by writing on recycled paper and maximizing the amount of writing per page. We will discuss optimal means of taking notes on readings on the first day of class.

## Part I. Introduction

### Week 1 – August 24

#### *Reading, Writing, and Thinking about U.S. Foreign Policy*

- Amelia Hoover Green, “How to Read Political Science: A Guide in Four Steps” (2013).
- Forrest D. Colburn and Norman Uphoff, “Common Expository Problems in Students’ Papers and Theses,” *PS: Political Science and Politics* Vol. 45, No. 2 (April 2012): 291-297.
- Massachusetts Bay Colony Governor John Winthrop, “City Upon a Hill” (1630). [Read the last two paragraphs, from “Now the onely way...”.]
- Hilde Eliassen Restad, “Old Paradigms in History Die Hard in Political Science: US Foreign Policy and American Exceptionalism,” *American Political Thought* Vol. 1, No. 1 (2012): 53-76.

## Part II. Actors, Tools, and Concepts in U.S. Foreign Policy

### Week 2 – August 31

#### *Making U.S. Foreign Policy*

- Matthew A. Baum and Philip B.K. Potter, “The Relationships Between Mass Media, Public Opinion, and Foreign Policy: Toward a Theoretical Synthesis,” *Annual Review of Political Science* Vol. 11 (2008): 39-65.
- Stephen Krasner, “Are Bureaucracies Important? Or, Allison Wonderland” *Foreign Policy* No. 7 (Summer 1972): 159-178.
- Elizabeth N. Saunders, “No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making,” *International Organization* Vol. 71, No. S1 (April 2017): S219-S247.
- **Optional:** Yuen Foong Khong, *Analogies at War: Korea, Munich, Dien Bien Phu, and the Vietnam Decisions of 1965* (Princeton University Press, 1992): 3-19.

\*September 7 – Labor Day Holiday

### Week 3 – September 8\*

#### *Military Force*

- Benjamin Fordham. “A Very Sharp Sword: The Influence of Military Capabilities on American Decisions to Use Force,” *Journal of Conflict Resolution* Vol. 48, No. 5 (2004): 632-656.
- Ronald R. Krebs and Robert Ralston, “Patriotism or Paychecks: Who Believes What about Why Soldiers Serve,” *Armed Forces & Society* (2020): <https://doi.org/10.1177%2F0095327X20917166>.
- Gideon Rose, Martin Dempsey, et al., “Symposium: Tomorrow’s Military,” *Foreign Affairs* (Sept/Oct 2016): 2-44.

\*Guest talk: Dr. Robert Ralston, Postdoctoral Fellow, MIT Security Studies Program and Belfer Center for Science and International Affairs at the Harvard Kennedy School

## Week 4 – September 14

### *Treaties, Trade, and Aid*

- Lisa L Martin, “The President and International Commitments: Treaties as signaling devices,” *Presidential Studies Quarterly* Vol. 35, No. 3 (2005): 440-465.
- Judith Goldstein, “Ideas, institutions, and American trade policy,” *International Organization* Vol. 42, No. 1 (1988): 179-217.
- Helen V. Milner and Dustin H. Tingley, “The Political Economy of US Foreign Aid: American Legislators and the Domestic Politics of Aid,” *Economics & Politics* Vol. 22, No. 2 (2010): 200-232.

## Part III. A Brief History of U.S. Foreign Policy

## Week 5 – September 21

### *Independence through the Civil War*

- Bethel Saler, *The Settlers’ Empire: Colonialism and State Formation in America’s Old Northwest* (University of Pennsylvania Press, 2015): 1-12.
- Mlada Bukovansky, “American Identity and Neutral Rights from Independence to the War of 1812,” *International Organization* Vol. 51, No. 2 (1997): 209-243.
- Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy* (Harvard University Press, 2016): 125-150.
- **Optional:** Megan Stewart and Karin E. Kitchens, “Social Transformation and Violence: Evidence from U.S. Reconstruction,” Working Paper. Available at: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3223825](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3223825).

## Week 6 – September 28\*

### *From San Juan Hill to Pearl Harbor*

- John L. Offner, “McKinley and the Spanish-American War,” *Presidential Studies Quarterly* Vol. 34, No. 1 (March 2004): 50-61.
- President Theodore Roosevelt’s Corollary to the Monroe Doctrine ([1904](#)).
- Barbara W. Tuchman, *The Guns of August* (Ballantine Books, 1962): Ch. 18, 386-405.
- President Woodrow Wilson’s Fourteen Points ([1918](#)).
- Christopher Darnton, “Archives and Inference: Documentary Evidence in Case Study Research and the Debate over U.S. Entry into World War II,” *International Security* Vol. 42, No. 3 (Winter 2017/2018): 84-126.
- **Optional:** Bear Braumoeller, “The Myth of American Isolationism,” *Foreign Policy Analysis* Vol. 6, No. 4 (October 2010): 349-371.

\*Guest Talk: Christopher Darnton, Associate Professor of National Security Affairs, Naval Postgraduate School.

## Week 7 – October 5

### *The Cold War and Its Aftermath*

- Melvyn P. Leffler, “The American Conception of National Security and the Beginnings of the Cold War, 1945-48,” *The American Historical Review* Vol. 89, No. 2 (April 1984): 346-381.

- Patrick Thaddeus Jackson, *Civilizing the Enemy: German Reconstruction and the Invention of the West* (University of Michigan Press, 2006): Preface, vii-xii.
- George C. Herring, “America and Vietnam: The Unending War,” *Foreign Affairs* Vol. 70, No. 5 (Winter, 1991): 104-119.
- Joshua R. Itzkowitz Shiffrin, “Deal or No Deal? The End of the Cold War and the U.S. Offer to Limit NATO Expansion,” *International Security* Vol. 40, No. 4 (Spring 2016): 7-44.
- Mark Kramer and Joshua R. Itzkowitz Shiffrin, “Correspondence: NATO Enlargement—Was There a Promise?” *International Security* Vol. 42, No. 1 (Summer 2017): 186-192.

### **Week 8 – October 12**

#### ***The Unipolar Moment?***

- Rebecca Friedman Lissner, “The Long Shadow of the Gulf War,” *War on the Rocks* ([Feb. 24, 2016](#)).
- Jonathan Monten, “The Roots of the Bush Doctrine: Power, Nationalism, and Democracy Promotion in U.S. Strategy,” *International Security* Vol. 29, No. 4 (Spring 2005): 112-156.
- Jeffrey Goldberg, “The Obama Doctrine,” *The Atlantic* ([April 2016](#)).
- Thomas Wright, “Trump’s 19th Century Foreign Policy,” *Politico* ([January 20, 2016](#)).
- **Optional:** Lise Morjé Howard, “US Foreign Policy Habits in Ethnic Conflict,” *International Studies Quarterly* Vol. 59, No. 4 (2015): 721-734.

## **Part IV. Current Issues in U.S. Foreign Policy**

### **Week 9 – October 19**

#### ***Conflicts from Afghanistan to Syria***

- Eric Schmitt, Alissa J. Rubin, and Thomas Gibbons-Neff, “ISIS is Regaining Strength in Iraq and Syria,” *The New York Times* ([August 19, 2019](#)).
- Vivian Yee and Meredith Kohut, “What ‘Victory’ Looks Like: A Journey Through Shattered Syria,” *The New York Times* ([August 20, 2019](#)).
- Barbara F. Walter, “Hoping that peace comes to Afghanistan? Dream on.” *The Washington Post* ([January 30, 2019](#)).
- Deb Riechmann, “Trump Vetoes Measure to End US Involvement in Yemen War,” *The Associated Press* ([April 17, 2019](#)).

### **Week 10 – October 26**

#### ***Relations with Russia & Europe***

- U.S. Director of National Intelligence, “Background to ‘Assessing Russian Activities and Intentions in Recent US Elections’: The Analytic Process and Cyber Incident Attribution,” ([January 2017](#)).
- Kathryn Stoner and Michael McFaul, “Who Lost Russia (This Time)? Vladimir Putin,” *The Washington Quarterly* Vol. 38, No. 2 (2015): 167-187.
- Graham K. Wilson, “Brexit, Trump, and the Special Relationship,” *The British Journal of Politics and International Relations* Vol. 19, No. 3 (2017): 543-557.



- Jordan Becker and Edmund Malesky, “The Continent or the ‘Grand Large’? Strategic Culture and Operational Burden-Sharing in NATO,” *International Studies Quarterly* Vol. 61, No. 1 (March 2017): 163-180.

## **Week 11 – November 2**

### ***Relations with China***

- Ana Swanson, “A New Red Scare is Reshaping Washington,” *The New York Times* ([July 20, 2019](#)).
- Joe Parkinson, Nicholas Bariyo, and Josh Chin, “Huawei Technicians Helped African Governments Spy on Political Opponents,” *The Wall Street Journal* ([August 15, 2019](#)).
- Ellen Nakashima, “U.S. Pushes Hard for a Ban on Huawei in Europe, but the Firm’s 5G Prices Are Nearly Irresistible,” *The Washington Post* ([May 29, 2019](#)).
- Oriana Skylar Mastro, “The Stealth Superpower: How China Hid Its Global Ambitions,” *Foreign Affairs*, (January/February 2019).
- Michael Beckley, “Stop Obsessing About China: Why Beijing Will Not Imperil U.S. Hegemony,” *Foreign Affairs* (September 21, 2018).

\*Tuesday, November 3 – Election Day – Vote! Go to <https://www.usa.gov/how-to-vote> to learn more.

## **Week 12 – November 9\***

### ***Countering Nuclear Proliferation & Terrorism***

- Scott D. Sagan and Kenneth N. Waltz, “Is Nuclear Zero the Best Option,” *The National Interest* No. 109 (2010): 88-96.
- Rachel Elizabeth Whitlark, “Nuclear Beliefs: A Leader-focused Theory of Counter-proliferation,” *Security Studies* Vol. 26, No. 4 (2017): 545-574.
- Audrey Kurth Cronin, “Behind the Curve: Globalization and International Terrorism,” *International Security* Vol. 27, No. 3 (Winter 2002/2003): 30-58.
- Asfandyar Mir, “What Explains Counterterrorism Effectiveness? Evidence from the U.S. Drone War in Pakistan,” *International Security* Vol. 43, No. 2 (Fall 2018): 45-83.

\*Guest Talk: Asfandyar Mir, Postdoctoral Fellow, Center for International Security and Cooperation at Stanford University

Wednesday, November 11, 2020 – Veterans Day Holiday

## **Week 13 – November 16**

### ***Cyberspace & Climate Change***

- Jon R. Lindsay, “Stuxnet and the Limits of Cyber Warfare,” *Security Studies* Vol. 22, No. 3 (2013): 365-404.
- Wyatt Hoffman, “Is Cyber Strategy Possible?” *Survival* Vol. 42, No. 1 (Spring 2019): 131-152.
- Johannes Urpelainen & Thijs Van de Graaf, “United States Non-cooperation and the Paris Agreement,” *Climate Policy* Vol. 18, No. 7 (2018): 839-851.

- Daniel Abrahams, “From Discourse to Policy: US Policy Communities’ Perceptions of and Approaches to Climate Change and Security,” *Conflict, Security, and Development* Vol. 19, No. 4 (2019): 323-345.

## Week 14 – November 23

### *Political Economy & International Law*

- Jonathan Kirshner, “Bringing Them All Back Home? Dollar Diminution and U.S. Power,” *The Washington Quarterly* Vol. 36, No. 3 (Summer 2013): 27-45.
- Chad P. Brown and Melina Kolb, “Trump’s Trade War Timeline: An Up-to-Date Guide,” *Peterson Institute for International Economics* (August 13, 2019). Available at: <https://www.piie.com/sites/default/files/documents/trump-trade-war-timeline.pdf>.
- Adam S. Posen, “The Post-American World Economy: Globalization in the Trump Era,” *Foreign Affairs* (March/April 2018).
- Ian Hurd, “The Empire of International Legalism,” *Ethics and International Affairs* Vol. 32, No. 3 (Fall 2018): 265-278.
- Sarah E. Kreps and Geoffrey P.R. Wallace, “International Law, Military Effectiveness, and Public Support for Drone Strikes,” *Journal of Peace Research* Vol. 53, No. 6 (2016): 830-844.
- **Optional:** Jo Becker and Scott Shane, “Secret ‘Kill List’ Proves a Test of Obama’s Principles and Will,” *The New York Times* (May 29, 2012). Available at: <https://www.nytimes.com/2012/05/29/world/obamas-leadership-in-war-on-al-qaeda.html>.

\*Friday, November 27 – Thanksgiving Holiday

## Part V. Conclusion

### Week 15 - November 30\*

#### *The Future of U.S. Foreign Policy*

- Stephen G. Brooks, G. John Ikenberry, & William C. Wohlforth, “Lean Forward: In Defense of American Engagement,” *Foreign Affairs* (January/February 2013).
- Barry Posen, “Pull back: The Case for a Less Activist Foreign Policy,” *Foreign Affairs* (January/February 2013).
- Rebecca Friedman Lissner and Mira Rapp-Hooper, “The Day after Trump: American Strategy for a New International Order,” *The Washington Quarterly* Vol. 41, No. 1 (2018): 7-25.
- Paul Staniland, “Misreading the ‘Liberal Order’: Why We Need New Thinking in American Foreign Policy,” *Lawfare* ([July 29, 2018](#)).
- Rohan Mukherjee, “Two Cheers for the Liberal World Order: The International Order and Rising Powers in a Trumpian World.” *H-Diplo* ([February 22, 2019](#)).
- **Optional:** David M. Edelstein and Ronald R. Krebs, “Delusions of Grand Strategy: The Problem with Washington’s Planning Obsession,” *Foreign Affairs* (November/December 2015).
- **Optional:** Heather Hurlburt, “More Diplomacy, Less Intervention, but for What? Making Sense of the Grand Strategy Debate,” *Lawfare* ([June 7, 2019](#)).

\*Guest Talk: Rohan Mukherjee, Assistant Professor, Yale-NUS College

**Thursday, December 3 – Tuesday December 8 – Exam Period**

**Final Paper/Project Due: December 7, 5:00 PM**