

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

SCETL-Civic/Economic Thought & Leadership

College/School College of Liberal Arts and Sciences Department/School _____
 Prefix: CEL Number: 475 Title: Statesmanship & American Grand Strategy Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Humanities, Arts and Design–HU

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Luke M. Perez, Ph.D. E-mail Lukemperez@gmail.com Phone 480-727-8832

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Paul Carrese Date: 9/29/20

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU - [HU] CRITERIA | | | |
|--|-------------------------------------|---|----------------------------------|
| HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content. | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience. | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions. | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought. | |
| <input type="checkbox"/> | <input type="checkbox"/> | b. Concerns aesthetic systems and values, especially in literature, arts, and design. | |
| <input type="checkbox"/> | <input type="checkbox"/> | c. Emphasizes aesthetic experience and creative process in literature, arts, and design. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | d. Concerns the analysis of literature and the development of literary traditions. | |
| | | THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN: | |
| | | <ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. | |
| | | <ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. | |
| | | <ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. | |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|--|-----------------------------|
| CEL | 475 | Statsmanship & American Grand Strategy | |

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|----------------------------|--|---|
| 1 | This course meets the spirit by emphasizing the historical development of American values, philosophies, and ethics toward the formation of US foreign relations. It draws extensively on primary sources in the western tradition to include writings on war, literature, and political speech-making. | Evidence can be found in the reading assignment. First, three of the required books are primary source writings in European and American political thought. Second, elsewhere in the reading assignments, works of literature, history, and speeches are also used. |
| 4a | Students read the development of American political thought as it relates to strategy, ethics, and foreign relations. The reading and writing assignments, as well as class discussion foster an understanding and awareness of different values and ethics, and how those differences influence strategic leadership, American statecraft, and world affairs. | Short writing assignments require students to engage regular textual analysis and explain the ethical, religious, and political values supporting a claim made by a historical writer. |
| 4d | The readings include literature, the development of literary traditions in American thought in order to focus on how those various traditions shape US politics. | The long writing assignment requires students to identify a book on a our class theme and write a critical review. Students must include analyses of the literary, ethical, and historical development of the work, situate the subject within the larger context of the themes investigated in class, and provide an an assessment for how the work should be understood in ethical and political terms. |
| | | "Marshal Brief" require students to investigate regions of the world outside of the United States and summarize its releavence for US foreign relations. By investigating broad international regions, they will demonstrate proficiency applying the reading assignments and class discussion to contemporary analysis of political ethics and strategic decision-making |

Statesmanship & American Grand Strategy

Luke M. Perez, Ph.D.

Spring 2020

E-mail: lukemperez@asu.edu
Office Hours: Tuesday 12:00–3:00pm
Office: Coor Hall 6636

Unique ID: #25344
Class Hours: Tu/Th 3:00–4:15pm
Class Room: MVHALA125

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Course Description

In the three decades since the end of the Cold War, few debates have been as enduring in American politics as whether or not its posture toward the world is adequate to ensure American

security. In recent years, many have begun to challenge, in its entirety, America's role as the preeminent leader in global affairs. Central to these debates is the idea of "grand strategy," the theory of statecraft understood in its maximal scope of geography, time, and national resources.

This course investigates the intellectual roots and development of American foreign policy strategy, leadership, and statecraft. It begins by surveying two classical works in grand strategy in order to understand political leadership and war, respectively. The course will then examine several critical junctures of American grand strategy, paying close attention to the statesmen, policy-makers, and thinkers who shaped the grand strategic decision-making of those periods.

Books

Required

NB: The texts are required in a physical edition (i.e., no e-books).

Brands, Hal. 2016. *Making the Unipolar Moment: U.S. Foreign Policy and the Rise of the Post-Cold War Order* Cornell University Press

Clausewitz, Carl Von. *On War*. Edited and Translated by Michael Howard and Peter Paret. Princeton University Press: Princeton, NJ. [link to Amazon](#)

Jackson, Henry M. 1990. *Henry M. Jackson and World Affairs: Selected Speeches 1953–1983*. Edited by Dorothy Fosdick. University of Washington Press: Seattle, WA (**NB: This book is currently out of print, but I have been working with UWP to get it back into print. As of December 14, 2019 the book will be available only at the university bookstore.**)

Hamilton, Alexander and James Madison. 2007. *The Pacificus-Helvidius Debates of 1793-1794* Edited by Morton J. Frisch. Indianapolis, IN: Liberty Fund [Link to Amazon](#)

Kennan, George F. 1984. *American Diplomacy* University of Chicago Press

Recommended

Older editions, e-books, library checkouts, etc. are, of course, ok for these titles.

Turabian, Kate L. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* 9th edition. University of Chicago Press (**NB: This is a book on the Chicago Manual of Style. It is listed first in the recommended to highlight its importance. You can easily find copies on reserve at the ASU libraries.**)

Gaddis, John Lewis. 2005. *Strategies of Containment: a Critical Appraisal of American National Security Policy During the Cold War* Oxford University Press

Hamilton, Alexander, James Madison, and John Jay. 1787. *The Federalist Papers*

Trubowitz, Peter. 2011. *Politics and Strategy: Partisan Ambition & American Statecraft* Princeton University Press

Xenophon. *The Anabasis of Cyrus*. Translated by Wayne Ambler. Cornell University Press: Ithaca NY [link to Amazon](#)

Political Literacy

Although this course is devoted to reading about great debates in the history of politics and ethics, we will regularly discuss how these themes apply to contemporary life. A central component to that discussion is keeping up with current events. Students are therefore encouraged to read the news regularly.

Arizona State has partnered with The New York Times and the Wall Street Journal to provide free access to students and faculty. You are *strongly* encouraged to make reading these an integral part of your Marshall brief, since doing so requires nothing other than reading the international politics sections of these papers. But you are also encouraged to read broadly in other sections as well, especially national political and economics news.

You can find details for access at:

- www.nyt.com/asu.
- <https://WSJ.com/ArizonaState>

Below are some other resources for news.

- www.economist.com. Britain's top weekly newspaper on global affairs
- www.realclearpolitics.com. Curated links from around the world. See also the sister websites:
 - www.realcleardefense.com
 - www.realclearpolicy.com

This is a course in grand strategy, we will occasionally take time to discuss contemporary issues in foreign affairs. Here are some links for websites which focus on these issues:

- www.warontherocks.com
- www.realcleardefense.com
- www.foreignpolicy.com (Occasionally they have a paywall, but recently all their articles have been free.)

Many other sources can be found, including podcasts, blogs, and social media. The aforementioned sites are only a beginning. In time each of you will begin to develop your own tastes covering a range of news, commentary, and ideological perspectives. The only bit of advice here is to read broadly and force yourself to read at least as much from perspectives opposite from those which share your ideological commitments.

Calendar / Synopsis of Readings

The following is only a rough outline of readings we shall cover each week. For a detailed reading list for each day, please consult Canvas. Any reading not from a required texts to purchase will be made available either online or as PDF in Canvas or both.

Note that students are responsible for anything listed under **REQUIRED**. Readings listed under **RECOMMENDED** are aimed to highlight additional readings for those who find a particular set of readings interesting and want to dive deeper into the issue on their own.¹

1. Introduction to American Grand Strategy

Required

The White House, *National Security Strategy of the United States*, December, 2017

Feaver, Peter. 2017. "Five Takeaways From Trump's National Security Strategy," *Foreign Policy*, December 18, 2017

Walter Russel Mead, 2019. "Trump's Foreign-Policy Critics Are Losing," *Wall Street Journal* (February 4, 2019)

Recommended

William Inboden, et al., "Policy Roundtable: What to Make of Trump's National Security Strategy," *Texas National Security Review*, (December 21, 2017)

Nina Silove, "Beyond the Buzzword: The Three Meanings of 'Grand Strategy' " in *Security Studies*, 27:1, 27-57, DOI: [10.1080/09636412.2017.1360073](https://doi.org/10.1080/09636412.2017.1360073)

2. The Philosophy and Nature of War

A. THE NATURE OF WAR

Required

Carl von Clausewitz, "On the Nature of War," *On War* BOOK ONE, Edited and Translated by Michael Howard and Peter Paret, (Princeton: Princeton University Press, 1984), 75–123

Recommended

Raymond Aaron. *Peace & War: A Theory of International Relations* (New Bruswick: Transaction, 2008 [1966]), 21–176

Thucydides. *War of the Peloponnesians and the Athenians*. Edited and Translated by Jeremy Mynott. (Cambridge: Cambridge University Press, 2013)

Xenophon. *The Anabasis of Cyrus*. Translated and Annotated by Wayne Ambler. (Ithaca, NY: Cornell University Press, 2008)

B. ON THE THEORY OF WAR

Required

¹Recommended readings are known to be quite helpful long after students graduate and need or want to "brush up" on a theme. You may want to save this and other syllabi for your future self.

Clausewitz, "On the Theory of War", *On War* BOOK TWO, 127–174

3. War as a strategic Problem

A. ON STRATEGY IN GENERAL

Required

Clausewitz, "On the Theory of War," *On War* BOOK THREE, 177–222.

Recommended

Terry L. Deibel, *Foreign Affairs Strategy: Logic for American Statecraft*, (Cambridge: Cambridge University Press, 2007), 1–32.

David A. Lake and Robert Powell, *Strategic Choice and International Relations*, (Princeton, NJ: Princeton University Press, 1999).

Thomas C. Schelling, *The Strategy of Conflict*, (Cambridge, USA: Harvard University Press, 2005).

B. WAR PLANS

Required

Clausewitz, "War Plans," *On War* BOOK EIGHT, 577–637.

Recommended

Daniel W. Drezner, ed., *Avoiding Trivia: The Role of Strategic Planning in American Foreign Policy*, (Washington, D.C.: Bookings Institution Press, 2009)

Anna Kasten Nelson, ed., *The Policy Makers: Shaping American Foreign Policy from 1947 to the Present*, (Lanham, MD: Rowman & Littlefield, Pubs., 2009).

4. Foundations for American Grand Strategy, Pt 1

A. CONSTITUTIONAL FOREIGN AND STRATEGIC POLICY-MAKING

Required

The Constitution of the United States (selections)

Alexander Hamilton, John Jay, and James Madison, *The Federalist Papers*, (selections)

Recommended

Saikrishna Bangalore Prakash, *Imperial from the Beginning: The Constitution of the Original Executive* (New Haven: Yale University Press, 2015)

B. REPUBLICAN STRATEGY IN THE FIRST AMERICAN GOVERNMENT

Required

The Jay Treaty

George Washington, "Neutrality Proclamation," *The Pacificus-Helvidius Debates of 1793–1794*, Edited and with an Introduction by Morton J. Frisch, (Indianapolis: Liberty Fund, 2007), 1

Alexander Hamilton, "Pacificus I-II," *The Pacificus-Helvidius Debates of 1793–1794*, Edited and with an Introduction by Morton J. Frisch, (Indianapolis: Liberty Fund, 2007), 2–25

5. Foundations of American Grand Strategy, Pt 2

A. CONTINUING DEBATES OVER WASHINGTON'S GRAND STRATEGY

Required

Alexander Hamilton, "Pacificus III-V" *Pacificus-Helvidius*, 26–40

B. CONTINUING DEBATES OVER WASHINGTON'S GRAND STRATEGY, CONTINUED.

Required

Alexander Hamilton, "Pacificus VI-VII," *Pacificus-Helvidius*, 41–43

Thomas Jefferson "Letter to James Madison," *Pacificus-Helvidius*, 54

James Madison, "Helvidius I," *Pacificus-Helvidius*, 55-64

6. Foundations of American Grand Strategy, Pt 3

A. CONTINUING DEBATES OVER WASHINGTON'S GRAND STRATEGY, CONCLUDED.

Required

James Madison, "Helvidius II-V," *Pacificus-Helvidius*, 65–98

Hamilton, "Americanus I-II," *Pacificus-Helvidius*, 99–116

George Washington, "*Farewell Address*," *The Avalon Project* (1796)

Recommended

Paul Carrese, "The Grand Strategy of Washington and Eisenhower: Recovering the American Consensus," *Orbis*. (2015) [doi:10.1016/j/orbis.2015.02.002](https://doi.org/10.1016/j/orbis.2015.02.002)

7. Grand Strategy in the Early Republic, Pt 1

A. THE FIRST *American* GRAND STRATEGIST

Required

John Quincy Adams, *selected readings*

1, 4a, 4d

B. ENGAGEMENT OR RESTRAINT IN EARLY AMERICAN GRAND STRATEGY

Required

4a

Charles Edel, "In search of Monsters to Destroy: The Extent and Limits of American Power" in *Nation Builder: John Quincy Adams and the Grand Strategy of the Republic*

8. Durable impacts of American grand strategy

A. THE MONROE DOCTRINE IN THE 19TH CENTURY

Required

4a, 4d Norman A. Graebner, "The Monroe Doctrine" *Ideas and Diplomacy: Readings in the Intellectual Tradition of American Foreign Policy*, §IV

B. THE OPEN DOOR AND AMERICA AS GREAT POWER

Required

4a, 4d Norman A. Graebner, "Reluctant World Power" *Ideas and Diplomacy: Readings in the Intellectual Tradition of American Foreign Policy*, §VI

9. Spring Break: No classes Tuesday, March 10, 2020 & Thursday, March 12, 2020

10. Early 20th Century Grand Strategy

A. RISING POWER TO GREAT POWER (SPANISH AMERICAN WAR TO WORLD WAR I)

Required

George Kennan, *American Diplomacy*, (Chicago: The University of Chicago Press, 1984), 3–54.

Recommended

Michael J. Green, *By More than Providence: Grand Strategy and American Power in the Asia Pacific Since 1783*, (New York: Columbia University Press, 2017), 115–243.

Paul J. Heer, *Mr. X and the Pacific: George F. Kennan and American Policy in East Asia Hardcover*, (Ithaca: Cornell University Press, 2018).

B. WORLD WAR I TO WORLD WAR II

Required

George Kennan, *American Diplomacy*, (Chicago: The University of Chicago Press, 1984), 55–103.

11. American Strategy at the start of the Cold War

A. THE COLD WAR BEGINS

4a, 4d { Winston Churchill, "Sinews of Peace ['The Iron Curtain Speech']," (Fulton, MO: March 5, 1946).
U.S. National Security Council, *United States Objectives and Programs for National Security - NSC 68*, (Washington, DC, 1950).
U.S. National Security Council, *A Report to the National Security Council by The Executive Secretary on Basic National Security Policy - NSC-68*, (Washington, DC, 1953).

B. DEVELOPING A COLD WAR STRATEGY

Required

4a, 4d

Henry M. Jackson, *Henry M. Jackson and World Affairs: selected 1953–1983*, (Seattle: University of Washington Press, 1990), selections TBD

12. Cold War Grand Strategy

A. KOREA, VIETNAM

Required

Henry M. Jackson, *Henry M. Jackson and World Affairs: selected 1953–1983*, (Seattle: University of Washington Press, 1990), selections TBD

John Lewis Gaddis, "Implementing Flexible Response: Vietnam as a Test Case," *Strategies of Containment*, (New York: Oxford University Press, 1984), 235–271.

B. NUCLEAR STRATEGY

Required

Henry M. Jackson, *Henry M. Jackson and World Affairs: selected 1953–1983*, (Seattle: University of Washington Press, 1990), selections TBD

Reinhold Niebuhr, "The Bomb," *Love and Justice: Selections from the Shorter Writings of Reinhold Niebuhr*, edited by D. B. Robertson, (Louisville: John Knox Press, 1957), 232–237.

Paul Ramsey, "The Limits of Nuclear War," *The Just War: force and moral responsibility*, (Lanham, MD: Rowman & Littlefield, Pubs., 1983), 211–258

Recommended

John Finnis, Joseph Boyle, and Germain Grisez, *Nuclear Deterrence, Morality and Realism*, (New York: Oxford University Press, 1987).

Thomas C. Schelling, *Arms and Influence*, (New Haven: Yale University Press, 2008 [1966]).

13. The end of the Cold War

A. HUMAN RIGHTS AS GRAND STRATEGY

Required Hal Brands, *Making the Unipolar Moment: U.S. Foreign Policy and the Rise of the Post-Cold War Order*, (Ithaca: Cornell University Press, 2016), 1-67

4a, 4d

Recommended

Michael C. Morgan, *The Final Act: The Helsinki Accords and the Transformation of the Cold War*, (Princeton: Princeton University Press, 2018).

Sarah B. Snyder, *Human Rights Activism and the End of the Cold War: A Transnational History of the Helsinki Network*, (Cambridge, UK: Cambridge University Press, 2011).

Kristina Spohr and David Reynolds, *Transcending the Cold War: Summits, Statecraft, and the Dissolution of Bipolarity in Europe, 1970–1990*, (New York: Oxford University Press, 2016).

Anna Su, "Cold War, Hot Rights," *Exporting Freedom: Religious Liberty and American Power* (Cambridge, MA: Harvard University Press, 2016), 110–133.

B. RONALD REAGAN'S GRAND STRATEGY, PT. 1

Required

Hal Brands, *Making the Unipolar Moment*, 68–118

14. The end of the Cold War, continued.

A. RONALD REAGAN'S GRAND STRATEGY, PT. 2

Required

Hal Brands, *Making the Unipolar Moment*, 119–171

B. RONALD REAGAN'S GRAND STRATEGY, PT. 3

Hal Brands, *Making the Unipolar Moment*, 171–223

15. Grand Strategy after the Cold War

A. "UNIPOLARITY"

Required

Hal Brands, *Making the Unipolar Moment*, 274–235

B. RECONSIDERING AMERICAN GRAND STRATEGY

Readings, TBD

Wrapping up

Planned time to catch up and "Marshall Briefs." No pre-determined reading. Consult canvas.

Appendix: Additional Policies

Technology Policy

Laptops, tablets, smartphones, or any other electronic device are not permitted in class. Ample scientific research has demonstrated that it actually makes it harder to learn. Some of the research suggests students have lower rates of retention. And almost of it shows that when students use laptops or tablets in the classroom, they often have lower overall course grades.

Students who require an accommodation to this policy should consult the relevant section in the appendix [here](#).

Course Evaluation

You are expected to complete all readings **before** attending class. Class time will be divided between lecture and robust discussion, including regular questioning of students by the professor. Lectures will only situate the readings in the larger context of the course, introduce ideas and themes which might not be immediate obvious to first time students, and address questions left from previous class sessions. The primary vehicle for students to master the material will be in-class discussions, with regular use of the Socratic method. The purpose of this format is to help students acquire the skills to develop their own ideas, articulate and defend them, and engage with other students intellectual development.

The graded evaluation will consist of several short writing assignments (1-2 pages) and reading quizzes as well as three end-of-unit writing (5 pages) assignments. These assignments are designed to test your comprehension *and application* of course materials.

4d Weekly Short Assignments (50 percent) Students will complete short response paper each week that engages some aspect of the assigned readings. Prompts will not be given. Rather, students are expected to identify a passage within the reading that raises questions or potential lessons for American grand strategy, and use the text to show what the author thinks the lesson will be.

NB: these are not editorial essays. Students must use the assigned readings to both raise and answer the questions. It is an exercise in textual analysis.

Papers will be formatted in Chicago Manual of Style, without a title page. We will discuss CMS in class.

The two lowest scores will be dropped for each student (and students may use these as “free-passes” to not submit on a given week if their schedules require).

Short papers will be due on the day before each class at 5pm. In canvas the due date will be set for Monday at 5pm, but they will not lock until Wednesday at 5pm. Papers submitted after 5pm on Monday, if they are for Thursdays class, will not be considered late and will be graded accordingly. (Obviously, papers for Tuesday submitted after 5pm on Mondays will not be graded and will receive a zero.)

Critical Book Review on Grand Strategy (20 percent) Students will write a critical book review of approximately 12 pages that engages a recent contribution to the theme of grand strategy.

I will circulate a list of books in the second or third week of class. If there is a title that students think falls within the theme of grand strategy, they can suggest a title, but I have final say whether or not it will be permitted.

Marshall Brief on Grand Strategy (20 percent) Students will spend the semester becoming an “issue area expert” and present a short memo to the class along with a written policy memo to me. They will use the free news resources that ASU provides (New York Times and Wall Street Journal) along with foreign policy websites and blogs and follow that issue area throughout the semester.

The “brief” component will be a 5-7 minute oral presentation to the class highlighting the major contours of the issue area which distills the strategic questions into several key take-away ideas, challenges, and opportunities for US foreign policy. Briefs will take place in the last two weeks of the semester.

The “memo” component will be a written brief that provides the same materials and includes citations. The memo due date is TBD but all memos must be submitted before the first oral presentation.

Vigorous Class Participation (10 percent) Students are expected to bring the assigned text to class and be prepared to answer questions, ask questions, and offer interpretations of the text.

Any student who does not bring the text will be considered absent (no participation for the class session; though for the sake of keeping up with discussions, students who have not prepared or forgot their texts are strongly encouraged to attend class anyway).

Although there is no formal attendance policy, students who miss five or more classes are encouraged to drop the course.

Missing classes for illness or religious holidays do not count but advanced notice in both cases is required.

Occasionally through the week, the professor will call on students at random to discuss either their short paper for the week or their subject matter area for their Marshall Brief. Be ready to update the professor and class on what you are discovering or answer a few follow up questions about what you wrote.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>

Accommodations Policy

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior

Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

Policy against threatening behavior

In keeping with university policy, all incidents and allegations of violent or threatening conduct by an ASU student whether on or off campus must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Additional Safety

Students may also use the <https://cfo.asu.edu/livesafe-mobile-app> to access updated emergency and non-emergency safety information for the university. Guidelines for in-class emergencies may be found <https://conhi.asu.edu/facilities/emergency-action-plans/classroom-emergency-procedure>

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU

Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Sexual Discrimination

Arizona State University is committed to providing an environment free of **discrimination**, **harassment**, or **retaliation** for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Technology

Although most of our readings are in books and students are required to bring a copy of the text to each class, you will still use technology regularly in class. Students will need a reliable computer and Internet connection, an application to read PDF documents, and some form of a text or word processor.

Back up your files regularly. This article from 2015 ([here](#)) from CNET covers some of the basics. Just know that using Google Docs, Dropbox, or similar service is not technically a backup.

If you have any technology-related difficulties, please contact the ASU Help Desk at 480-965-6500. Remember: keep copies of all your assignments; back up all of your work!

Copyrighted Material

Students are warned that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Attendance Policy

You are expected to attend class, to arrive on time, to have prepared assigned reading and writing, and to participate in all in-class editing, revising, and discussion sessions. Should you miss the equivalent of five class days, you will fail the course. If you find that an unavoidable problem prevents you from attending class, you should contact your instructor as soon as possible, preferably ahead of time, to let him or her know.

Please note that there is no such thing as an "excused or unexcused" absence. You do not need to ask permission to miss a class. It is recommended, however, that you do not consider these as freebies. You are responsible for any materials covered in class. Do not email me asking to cover

whatever was important if you miss class (see the email policy). When you must miss a class, you are responsible for getting notes and assignments from a classmate.

In accordance with Federal law, Arizona State University does not penalize you for missing class on religious holy days, jury duty, and military service. It is your responsibility to notify me—in advance and in writing—at the beginning of the semester of your religious practices and holy days. Servicemembers who need to miss class for Drill Duty, TDY, or other obligations must notify me in advance and provide a copy of your orders.

Email Policy

Do not expect me to respond to email sent, received, or read between the hours of 6:00pm–8:00am, Monday through Friday nor over the weekends. Although at times I will occasionally work early or late and reply to emails during these times, it is important to know that as a rule, I do not check email when at home.

NB Please keep in mind that the following categories of emails will not receive a reply.

1. The student could answer his/her own inquiry by reading the syllabus.
2. The student missed class for which there was no exam and would like to know if anything that was missed was important. *An e-mail is unnecessary unless the impromptu absence involved missing a midterm or final.*
3. The student is protesting a grade without reference to specific points of objection. Students interested in improving their knowledge of material should see me during office hours: it is why professors have them! Also, Federal Law prohibits faculty from discussion grades over email.
4. The students wants to know how many classes s/he missed at some point during the semester.
5. The student is requesting an extension on a major assignment for which the syllabus already established the deadline. The answer is always no. (Major emergencies require documentation.)
6. The student is “grade grubbing” (See also, the Scholastic Honesty Policy below).
7. The student is asking for extra credit. The answer is always no. If I decide to offer extra credit, I will offer to the entire class and announce it in advance.