

HONS 291: INTERNATIONAL ISSUES IN PUBLIC AFFAIRS

U.S. FOREIGN POLICY IN THE 21ST CENTURY: SIMULATING DECISION-MAKERS IN CRISES

Spring 2015

Mondays & Wednesdays, 1:50-3:20 in Learning Center room 379

Professor: Dr. Lucas McMillan Phone: 864-388-8275
Office: Carnell Learning Center M63 E-mail: smcmillan@lander.edu

Office Hours: Mondays 10:00-12:00 Tuesdays 10:00-11:00
Wednesdays 10:00-12:00 Thursdays 10:00-11:00
For appointments only: Mondays & Wednesdays, 3:20-4:20

I am happy to make individual appointments with students. If I am not in my office, please leave me a voicemail message or send me an e-mail. Feel free to ask me questions about assignments and expectations. Students should bring the syllabus and the day's required readings to each class.



COURSE DESCRIPTION

This course seeks to engage students in experiential learning about U.S. foreign policy through a series of in-depth simulations of the National Security Council (NSC), the group of high-level officials that advise the President in the White House Situation Room. Through readings, discussion, and simulations, the course aims to teach students about U.S. foreign policy and America's role in the world since 1945, with special emphasis on the world since 9/11. The readings for the course will allow simulations to take an in-depth look at multiple regions of the world as well as varied issues that affect U.S. foreign policy and America's role in the world.

In the first five weeks of the course, students will learn much about the historical contexts of U.S. foreign policy and the important institutions and actors that form the processes of foreign policy-making. After this point, the classroom becomes The Situation Room and students will role-play in simulations of the National Security Council (NSC). The professor will serve as the President and students would serve as a cabinet-level official such as the Secretary of State, Secretary of Defense, Director of National Intelligence, and Chairman of the Joint Chiefs of Staff throughout the semester. In the first week of the course, students will be assigned a particular role that they will serve in these NSC simulations throughout the semester. In order to learn about this particular official in the foreign policy-making process, students will write a research paper that discusses their assigned official's position in the system, connections to other officials, and profile one occupant of this position as well as how s/he handled a chosen crisis. With quizzes on content during the first month, this "report on your role" paper, and meetings with the professor, it will be ensured that students are ready to begin simulations by Week 5 of the course.

Assigned readings will relate to specific regions of the world and/or specific issues that will confront the NSC. Some simulations may be only one class period in length, whereas others will occur over multiple class periods. Between these simulations, some class days will serve as "post simulation de-briefings" so that the professor and student can assess performances individually, collectively, debate alternative policy outcomes, and apply relevant course concepts and theories. These de-briefing sessions will help students to build analytical and critical thinking skills, just as the simulations themselves will build oral communication skills and the writing assignments will aid written communication skills.

The design for HONS 291 allows students who have not had any coursework in political science to succeed. Required readings would allow a student, for example, to refresh his/her knowledge of institutional processes and relevant actors to consider but not focus on these details at the expense of critical thinking about the foreign policy priorities of the United States and becoming an expert in a specific range of issues related to his/her assigned role. The professor will choose varied crises such as military matters, public health challenges, environmental crises, and human rights concerns, so that students from a variety of disciplinary backgrounds can feel comfortable with content, bring knowledge from their respective majors to discussions and NSC simulations, and succeed.

**fulfills political economy general education requirement*

RATIONALE FOR THE COURSE

Students may take this course for one of three reasons:

- to complete the three hour General Education requirement in political economy
- as an elective course in the Honors College curriculum
- as a course for the major/minor in political science or minor in international studies.

This course is part of Lander's General Education program, designed to expose students to a wide variety of course content. The goals are for students to develop:

- university-level knowledge and comprehension shown specifically through identifying key officials, individuals, groups, organizations, and/or events in the making of American foreign policy; understanding foreign policy decision-making theories; and recognizing important chronology of events in American foreign policy.
- the ability to apply the information to specific situations and policy problems;
- the ability to analyze the information in comparative situations; and,
- the ability to communicate effectively and appropriately about the information.

COURSE OBJECTIVES

After taking this course, the student will be able to:

- *Explain* the history of U.S. foreign policy and America's role in the world.
- *Explain* the forces and political processes that form foreign policy through course readings and by experiencing simulations of the National Security Council (NSC).
- *Apply* current events, course concepts, and theories to the crises discussed within NSC simulations, class discussions, and writing assignments.
- *Evaluate* critical problems in U.S. foreign policy and propose policies for the future.

LANDER UNIVERSITY POLICIES

STUDENTS' CLASSROOM RESPONSIBILITIES:

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity

- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

CELL PHONE POLICY: Cell Phones are to be turned off before entering the class and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.

ACADEMIC HONOR CODE AND PLAGIARISM: Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the [Lander University Student Handbook](#).

STUDENTS WITH DISABILITIES: If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University [Student Wellness Center](#) at 388-8885 or studentwellness@lander.edu. Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with Dr. McMillan by the third week of the semester to review their requests for accommodation so that both parties can be clear.*

INCLEMENT WEATHER: I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In addition information will be posted at the [Lander website](#). A recorded message will also be provided at 864-388-8000.

TITLE IX STATEMENT: It is the policy of Lander University to prohibit discrimination on the basis of age, color, disability, gender, national origin, race, pregnancy, religion, sex, veteran's status, and genetic information in regard to the administration of all campus programs, services and activities including intercollegiate athletics, the admission of students, employment actions, or other sponsored activities and programs as included in Title VII and Title IX.

Title IX of the Educational Amendments of 1972 addresses sexual harassment, gender based discrimination and sexual violence and assault. This conduct is illegal and prohibited.

For students, report incidents to Randy Bouknight, Vice President of Student Affairs and Deputy Title IX Coordinator at 864.388.8293. Mr. Bouknight's office is located in Room 345 at Grier Student Center or e-mail to rbouknight@lander.edu. You may also contact Cheryl Bell, Deputy Title IX Coordinator for Athletics at 864.388.8530 or cbell@lander.edu. Ms. Bell's office is located in Horne Arena.

Students who wish to file a criminal report should contact LUPD at 864.388.8922 on campus. If the alleged perpetrator is an employee, visitor to campus, vendor, or other non-student, please report the incident to Jeannie McCallum, Title IX Coordinator, by calling 864.388.8053 or e-mailing jmccallum@lander.edu. Her office is located in Human Resources at 511 Willson Street.

SPECIFIC COURSE INFORMATION

REQUIRED READINGS

- Cox, Michael, and Doug Stokes, eds. 2012. *U.S. Foreign Policy*. 2nd ed. Oxford: Oxford University Press. [The [textbook website](#) has many useful tools.]
- All assigned articles, book chapters, and essays posted on [Lander Blackboard](#), on reserve in the [Jackson Library](#), or sent to student's e-mail accounts.

GRADING

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| ▪ 4 Online Quizzes | 8% |
| ▪ General Participation in the course | 5% |
| ▪ Report on Your Role Paper | 15% |
| ▪ Participation in National Security Council Simulations | 35% |
| ▪ 3 Post-Simulation Papers | 15% |
| ▪ Final Exam | 22% |

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions completely, providing facts and evidence, and constructing sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

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|------------|-----------|----------------------------|
| ▪ A | 90-100% | excellent understanding |
| ▪ B | 80-89% | good understanding |
| ▪ C | 70-79% | satisfactory understanding |
| ▪ D | 60-69% | poor understanding |
| ▪ F | below 60% | marginal understanding |

ASSIGNMENTS

Four **online quizzes** will be given during the first four weeks of the course on [Blackboard](#) under the *Quizzes* tab. These will consist of questions covering main topics from assigned readings or class discussions and lectures from the previous week.

A **final exam** will consist of essay-style questions covering course materials and simulations. This exams will be cumulative and should display a mastery of information and concepts from assigned readings, simulations, and class discussions. All students are required to take the Final Exam.

Assignments related to simulations of the National Security Council (NSC):

Students have two types of writing assignments: a *Report on Your Role Paper* and three *Post-Simulation Papers* are part of the NSC simulations.

The **Report on Your Role** aims to get students familiar with their assigned role during NSC simulations. Students will be asked to take on the role of Cabinet-level officials such as the Secretary of State and Secretary of Defense. Information describing your role must include (a) background and experience needed (b) education needed (c) political beliefs that might matter (d) institutional roles within government and the NSC system (e) relationships with other key NSC members and the President (f) other needed information helping to determine your individual's perceptions. The paper must also profile one occupant of the position (the student's choice) as well as one foreign policy crisis that this individual dealt with while having this particular position.

In the **Post-Simulation Papers**, you describe what happened during the actual simulation in order to evaluate your own performance, group dynamics, and the performance of others. This is meant to be an analytical exercise because students will have to assess how you interacted with others while simulating government officials.

Participation in NSC simulations would be based upon a rubric that measures a student's professionalism, oral communication skills, and ability to integrate relevant course content and utilize materials to decipher the best policy advice for the President. In other words, students will be graded on their ability to convince the President to make a certain policy choice. Specifically, the participation rubric measures attire, enthusiasm and role-playing, oral communication skills, eye contact and posture, content, and audience participation (how the individual relates to other participants). At 35% of the final grade, this is a very important ingredient to the course. Thus, students should always take the simulations and role-playing seriously.

More information about these assignments, such as all format details (style, citation methods) will be provided throughout the semester. I recommend using [Lander's Writing Center](#) for assistance with papers. Visit their website or Learning Center room 347 for more information.

CLASS PARTICIPATION & COURSE EXPECTATIONS:

Students are expected to be present for all classes and to complete assigned readings prior to class meetings. Students should come to class prepared to discuss all assigned material and are strongly encouraged to participate in class discussions. Since the course aims to be a *seminar-style class*, it is vital that students actively engage in class discussions because it will help you (and others) better understand course material. **Participation across the semester** is 5% of your final grade.

I prefer to keep this class very interactive, although I will sometimes provide lectures during the first month of the course. I encourage students to ask questions about anything I say, particularly if they want to know more about a specific topic. Statements of opinion will be subjected to examination of the facts and evidence by the class and me. The design of this course assumes students have a basic understanding of American government institutions and politics. I will provide basic information about the U.S. government on Blackboard for students to read through during Week 1 of the course, but students should feel free to ask me questions about any topics related to politics and government.

Students are also expected to keep up with major foreign policy events through regular reading of [The New York Times](#) or [The Washington Post](#). Other sources are strongly encouraged such as (a) watching a news program, (b) reading news magazines, and/or (c) listening to [NPR](#). For a global perspective, I recommend [BBC News](#) or [The Economist](#). Other foreign policy resources are available online and at the [Jackson Library](#). I will send e-mails to Lander e-mail accounts with reminders about assignments and articles to read, so students must regularly check [Blackboard](#) and their Lander e-mail accounts.

ATTENDANCE

- Class begins promptly at **1:50** and students are accountable for all learning that takes place. Students are expected to attend all classes and are responsible for all coursework, lectures, announcements, and assignments whether present or not.
- After missing 3 classes, a student's final grade will be penalized by a loss of two points off their final grade with each absence thereafter. *Students are responsible for keeping up with their absences.*
- Students who engage in behavior disruptive to the learning process will be asked to leave the classroom. Depending upon the nature of the offense, students may be required to see a member of the student affairs staff before returning to class. Any absence due to the obstruction of academic instruction results in a student being counted *absent*.

LATE POLICY & MAKE-UP ASSIGNMENTS:

- Students are not allowed to take make-up exams *or* turn in assignments late without either (1) an excuse pre-approved by me or (2) an extraordinary circumstance such as an illness or family emergency. Students should make every effort to inform me about such circumstances *before* the day of the scheduled exam or when assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a make-up exam or accept a late assignment is within my discretion.
- Written assignments will typically be collected in class after the role is called.

MY TEACHING PHILOSOPHY

U.S. foreign policy is a fascinating subject constantly in the news, but not always adequately understood. An appreciation for its history, the context of America's role in the world, and knowledge about the actors and processes involved U.S. foreign policy will build a greater understanding for what foreign policy is and how it works. We will confront U.S. foreign policy's challenges and controversies. Therefore, I seek to create an environment in which students rigorously examine the readings, apply current events to course topics, and think critically about political priorities and processes in a globalized environment.

While reading assigned material, students should constantly ask themselves these questions:

- *What is the major theme or purpose of this writing?*
- *What is the argument and how compelling is it?*
- *What relevant historical events, concepts and information apply?*
- *How can the readings be related together?*

I hope students will generously participate in discussions to provide new insights about how foreign policy works and why various decisions are reached. Active learning can increase our general interest and understanding of foreign policy. With class discussions and multiple NSC simulations, I hope students will leave the course with the ability to think critically about the challenges faced by policymakers and apply the concepts we learn to make policy assessments and recommendations about America's role in the 21st century.

IMPORTANT DATES TO REMEMBER

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| ▪ Quizzes | Announced by the professor |
| ▪ CFR Academic Conference Call | Wednesday, Feb. 11, 12:00-1:00 |
| ▪ Report on Your Role Paper due | Wednesday, Feb. 11 |
| ▪ NSC Simulation #1 | Wednesday, Feb. 18 |
| ▪ Post-Simulation Paper #1 due | Monday, Feb. 23 |
| ▪ NSC Simulation #2 | Wed., Feb. 25 & Mon., Mar. 2 |
| ▪ NSC Simulation #3 | Wed., Mar. 18 & Mon., Mar. 23 |
| ▪ Post-Simulation Paper #2 due | Wednesday, Mar. 25 |
| ▪ NSC Simulation #4 | Monday, April 13 |
| ▪ NSC Simulation #5 | Wednesday, April 15 |
| ▪ Post-Simulation Paper #3 due | Monday, April 20 |
| ▪ Final Exam | Monday, Apr. 27, 11:00-1:00 |

*The Course Schedule on the next few pages gives an overview of topics we will consider and all assigned readings. Students are expected to have read assigned material and bring questions and examples of how current events relate to the course. Students are divided into **two reading groups** (Groups A and B), so please pay attention to your assigned readings to actively participate in discussions.*

(A)= a reading for Group A

(B)= a reading for Group B

COURSE SCHEDULE

*Subject to change with prior notice by the professor.

(BB) = posted on [Lander Blackboard](#)**Week 1: Theories of Foreign Policy and America's Role in the World**

- Jan. 12 Syllabus Overview and Introduction to the Course
Cox and Stokes – “Introduction: U.S. Foreign Policy—Past, Present, and Future” by Michael Cox and Doug Stokes, 1-4
Cox and Stokes – “Chapter 1: Theories of U.S. Foreign Policy” by Brian Schmidt, 5-20
- Jan. 14 Cox and Stokes – “Chapter 1: Theories of U.S. Foreign Policy” by Brian Schmidt, 5-20
Cox and Stokes – “Chapter 2: American Exceptionalism” by Daniel Deudney, 21-39

Week 2: Historical Contexts of American Power

- Jan. 19 No class – Holiday honoring *The Reverend Dr. Martin Luther King, Jr.*
- Jan. 21 Cox and Stokes – “Chapter 3: The U.S. Rise to World Power, 1776-1945” by Walter LaFeber, 43-58
Cox and Stokes – “Chapter 4: American Foreign Policy During the Cold War” by Richard Saull, 59-81

Week 3: The American Presidency, Congress, & U.S. Intelligence Community

- Jan. 26 Cox and Stokes – “Chapter 5: American in the 1990s: Searching for Purposes” by John Dumbrell, 82-96
Cox and Stokes – “Chapter 6: Obama and Smart Power” by Joseph Nye, 97-107
Mathews, Jessica T. 1997. “Power Shift: The Rise of Global Civil Society.” *Foreign Affairs*. Vol. 76 (January/February). 50-66. (BB)
- Jan. 28 Cox and Stokes – “Chapter 7: The Foreign Policy Process: Executive, Congress, Intelligence” by Michael Foley, 109-129
Rothkopf, David J. 2005. “Inside the Committee that Runs the World.” *Foreign Policy* (March/April), 30-40. (BB) [[Web](#)] (A)
Daalder, Ivo H. and I.M. Destler. 2009. “In the Shadow of the Oval Office: The Next National Security Adviser.” *Foreign Affairs*. 88(1): 114-130. (BB) [[Web](#)] (B)
Divoll, Vicki. 2009. “Congress’s Torture Bubble.” *The New York Times*, May 13. A31. (BB) [[Web](#)]

Week 4: The U.S. Department of Defense and Subnationalism in Foreign Policy

- Feb. 2 Cox and Stokes – “Chapter 8: Military Power and U.S. Foreign Policy” by Beth A. Fischer, 130-143
Ignatius, David. 2011. “The Blurring of CIA and Military.” *The Washington Post*, June 1. (BB) [[Web](#)]
- Feb. 4 Cox and Stokes – “Chapter 9: Regional Shifts in U.S. Foreign Policy” by Peter Trubowitz, 144-159
Becker, Jo and Scott Shane. 2012. “Secret ‘Kill List’ Proves a Test of Obama’s Principles and Will.” *The New York Times*. May 29. A1. (BB) [[Web](#)]
Kreps, Sarah and Micah Zenko. 2014. “The Next Drone Wars: Preparing for Proliferation.” *Foreign Affairs*. 93(2): 68-79. (BB)

Week 5: The Global Environment, Diseases, and Health

Feb. 9 Cox and Stokes – “Chapter 20: Global Environment” by Robyn Eckersley, 351-373

Feb. 11 **Council on Foreign Relations “academic conference call” on the global health crisis from 12:00 – 1:00 pm.** (class follows until 2:00pm)
Moderated by Thomas J. Bollyky, CFR Senior Fellow for Global Health

Council on Foreign Relations. 2014. “Noncommunicable Diseases [NCDs] Interactive.” Dec. [\[Web\]](#)

Daniels Jr., Mitchell E., Thomas E. Donilon, and Thomas J. Bollyky. 2014. “A New Direction for Global Health.” *Project Syndicate*. Dec. 15. [\[Web\]](#)

Council on Foreign Relations. 2014. *The Emerging Global Health Crisis: Noncommunicable Diseases in Low- and Middle-Income Countries*.

Independent Task Force Report No. 72. New York: Council on Foreign Relations. (BB) [\[Web\]](#)

*****Report on Your Role paper due**

Week 6: Africa, Dirty Wars, Terrorism, and Human Rights

Feb. 16 Cox and Stokes – “Chapter 17: U.S. Foreign Policy in Africa” by Robert G. Patman, 297-314

***Simulation-related readings

Feb. 18 **Simulation #1: Africa, Humanitarian Disasters, and Warfare**

Gettleman, Jeffrey. 2012. “Africa’s Dirty Wars.” *The New York Review of Books*. Mar. 8. (BB) [\[Web\]](#)

Walker, Andrew. 2012. “What is Boko Haram?” *The United States Institute of Peace Special Report*. Special Report 308. May 30. 1-16. (BB) [\[Web\]](#)

***Simulation-related readings

Week 7: Terrorism and Public Health in Afghanistan and Pakistan

Feb. 23 *Post-Simulation De-Briefing and Evaluation on Simulation #1*

*****Post-Simulation Paper #1 due**

Cox and Stokes – “Chapter 19: Global Terrorism” by Paul Rogers, 335-350

***Simulation-related readings

Feb. 25 **Simulation #2: Afghanistan & Pakistan: Public Health & Terrorism**

Baker, Aryn. 2011. “Frenemies: Why We’re Stuck With Pakistan.” *Time*. May 12. 36-42. (BB) [\[Web\]](#)

Rubin, Alissa J. and Rod Nordland. 2011. “Departing U.S. Envoy Sees Progress in Afghanistan, and Pitfalls Ahead.” *The New York Times*, July 5. A4. (BB)

***Simulation-related readings

Week 8: Defining “Security” in the 21st Century

Mar. 2 **Simulation #2: Afghanistan & Pakistan: Public Health & Terrorism**

Haass, Richard N. and Martin Indyk. 2009. “Beyond Iraq: A New U.S. Strategy for the Middle East.” *Foreign Affairs*. 88(1): 41-59. (BB)

Mar. 4 Post-Simulation De-Briefing and Evaluation on Simulation #2

Steve Coll. 2012. "Our Secret American Security State." *The New York Review of Books*. Feb. 9. (BB)

Spring Break --- no classes on Mar. 9 and 11

Week 9: The Middle East: Challenges, Complexities, and Conundrums

Mar. 16 Cox and Stokes – "Chapter 12: U.S. Foreign Policy in the Middle East" by Toby Dodge, 197-218
***Simulation-related readings

Mar. 18 **Simulation #3: Syria: Islamists, Dictatorship, & Military Capacity**

Kirkpatrick, David D. and Ben Hubbard. 2013. "For Islamists, Dire Lessons on Politics and Power." *The New York Times*, July 5. A1. (BB) [Web] (A)
McLaughlin, John. 2014. "Three Years After bin Laden: Terrorism + The Trouble Ahead. OZY. May 1. (BB) [Web] (B)
***Simulation-related readings

Week 10: The Middle East, part II

Mar. 23 **Simulation #3: Syria: Islamists, Dictatorship, & Military Capacity**

Mironova, Vera and Sam Whitt. 2014. "A Glimpse into the Minds of Four Foreign Fighters in Syria." *Combating Terrorism Center Sentinel*. June 30. 5-7. (BB) [Web]
Friedman, Thomas L. 2011. "Tribes With Flags." *The New York Times*, Mar. 23. A27. (BB) [Web]
***Simulation-related readings

Mar. 25 Post-Simulation De-Briefing and Evaluation on Simulation #3
Catch-up day on "what we should have known" from previous simulations

*****Post-Simulation Paper #2 due**

Week 11: Foreign Policy Decision-Making Theories

Mar. 30 Rosati, Jerel A. and James M. Scott. 2013. "Decisionmaking Theory and Foreign Policymaking," in *The Politics of United States Foreign Policy*. 6th ed. Belmont, CA: Cengage Learning. 268-289; 296-300.

Apr. 1 Rosati, Jerel A. and James M. Scott. 2013. "Decisionmaking Theory and Foreign Policymaking," in *The Politics of United States Foreign Policy*. 6th ed. Belmont, CA: Cengage Learning. 268-289; 296-300.
Dyson, Stephen Benedict and Alexandra L. Raleigh. 2014. "Public and Private Beliefs of Political Leaders: Saddam Hussein in Front of a Crowd and Behind Closed Doors." *Research & Politics*. 1(1): 1-7. (BB) [Web] (A)
Kahneman, Daniel and Jonathan Renshon. 2007. "Why Hawks Win." *Foreign Policy*. 158 (Jan/Feb): 34-38. (BB) [Web] (B)

Discussion on what theories we have used individually and collectively

Week 12: Transatlantic Relations and the Global Economy

Apr. 6 McCormick, James M. 2005. "Office of the U.S. Trade Representative" in *American Foreign Policy and Process*. 4th ed. Belmont, CA: Thomson Wadsworth. 368-371. (BB)
Cox and Stokes – "Chapter 18: Global Economy" by Peter Gowan and Doug Stokes, 317-334

- Apr. 8 Sanger, David E. 2011. "In World's Eyes, Much Damage is Already Done." *The New York Times*. Aug. 1. A12. (BB) [[Web](#)]
 Cox and Stokes – "Chapter 13: The USA and the EU" by Mike Smith, 219-238
 ***Simulation-related readings

Week 13: Globalization Today: Integrated Economies and Superpower Statuses

- Apr. 13 **Simulation #4: Western Europe: Economic Crisis and Shared Identities**
 ***Simulation-related readings

- Apr. 15 **Simulation #5: Debating U.S. Policy Toward China**
 Cox and Stokes – "Chapter 15: The USA, China, and Rising Asia" by Michael Cox, 259-276
 Hart, James E. and Mark Owen Lombardi, eds. 2009. "Issue 20: Will China be the Next Superpower?" in *Taking Sides: Clashing Views on Global Issues*. 5th ed. Boston: McGraw-Hill. 377-388. (BB)
 Yardley, Jim. 2008. "After 30 Years, Economic Perils on China's Path." *The New York Times*. Dec. 19. A1. (BB) [[Web](#)]
 Ignatius, David. 2013. "A Power Test for the U.S. and China." *The Washington Post*. May 31. (BB) [[Web](#)]
 Zakaria, Fareed. 2013. "China is Not the World's Other Superpower." *The Washington Post*. June 5. (BB) [[Web](#)]
 Monaghan, Angela. 2014. "China Poised to Overtake US as World's Largest Economy, Research Shows." *The Guardian*. April 30. (BB) [[Web](#)]
 Den Boer, Andrea and Valerie M. Hudson. 2014. "The Security Risks of China's Abnormal Demographics." *The Washington Post*. April 30. (BB) [[Web](#)]

Week 14: The Future of U.S. Foreign Policy and America's Role in the World

- Apr. 20 Post-Simulation De-Briefing and Evaluations on Simulation #4 & #5
 Cox and Stokes – "Chapter 21: American Foreign Policy After 9/11" by Caroline Kennedy-Pipe, 377-391
 Pollack, Kenneth M. and Ray Takeyh. 2014. "Near Eastern Promises: Why Washington Should Focus on the Middle East." *Foreign Affairs*. 93(3): 92-105. (A)
 Campbell, Kurt M. and Ely Ratner. 2014. "Far Eastern Promises: Why Washington Should Focus on Asia." *Foreign Affairs*. 93(3): 106-116. (B)
 *****Post-Simulation Paper #3 due**

- Apr. 22 Cox and Stokes – "Chapter 22: The Future of U.S. Foreign Policy" by Anatol Lieven, 392-408
 Cox and Stokes – "Chapter 23: U.S. Primacy or Decline?: A Debate" by William Wohlforth, Stephen G. Brooks, and Christopher Layne, 409-429

Week 15: Final Exam

- Apr. 27 **Final Exam** (held from 11:00am – 1:00pm)