

Syllabus

PSC 4316 Grand Strategy

Dr Richard Jordan

Spring 2021

General Information

Email: Richard.Jordan@Baylor.edu

Office: Draper 346.07

Office Hours: MF 10-11:10 and 2-5; also by appointment

Sundays: I neither read nor respond to work-related emails on Sunday.

Classroom

MWF 9:05 in Draper 343

MWF 11:15 in Draper 345

Outline of the Course

Grand strategy unites all the instruments of state power—military, economic, political, diplomatic, and cultural—in pursuit of a state’s overarching objectives. It is the highest level of policy, and it is also the level a citizen is most able to access and understand.

Grand strategy confronts policymakers with uniquely difficult problems. They have at their disposal a set of tools of enormous power and breadth, but they likely do not understand any of these tools very thoroughly. Moreover, they are constrained by institutions, by other policymakers, and by the strategies of other countries, and so any attempt to instill coherence into policy must survive a labyrinth of competing interests and ideas. The central question of grand strategy is thus—*how can a country reconcile its means and its ends within a single, coherent strategy?* In this course, we will break this question down into three themes relevant to America’s grand strategy today:

Democracy Grand strategy must reconcile national with international politics—even though the demands of one often contradict the demands of the other. In light of this tension, do democracies formulate and execute grand strategy differently than non-democracies?

Rise and Decline America is in relative decline: we are not as powerful in 2020 as in 2000, and we will be less powerful still in 2040. Nonetheless, for some time we will remain preeminent in world affairs. How have other leading states managed decline, and what can they teach America today?

East versus West As America is declining, so China is rising. As we try to anticipate the strategies of others, we need to know whether they approach the world in ways fundamentally different from ourselves. Is grand strategy universal, or do different cultures approach its problems from their own, unique perspectives?

Course Format

The course is about $\frac{2}{3}$ lecture and $\frac{1}{3}$ discussion. Typically, I will spend Monday lecturing on background material; Wednesday will be mostly lecture with some conversation; and Friday will be reserved for a weekly quiz (10 minutes) and long discussion (35 minutes).

Course Goals

- You will have a working knowledge of the most important grand strategies from past eras
- You will master the essentials of core grand strategic thinkers, especially Sun Tzu and Clausewitz
- You will draw parallels easily between strategic situations in different milieus, including current events and your own career and daily life

Summary of Course

The course is arranged in (roughly) chronological order. All of the strategies examined will deal with at least two of the themes of this course.

I. Early Grand Strategy

Sun Tzu
Ancient Greece
Republican Rome
Imperial Rome
Rise of the West
Building the State

II. Modern Grand Strategy

Clausewitz
British Empire
WWII
Modern Warfare
Containment
Rise of China

Readings

This is a reading-intensive course. Your entire grade will depend on how well you do the readings (quizzes and exam), discuss them (participation), and synthesize them (group projects). Listed below are the required texts in the order we will read them. Except where noted, I do not require a particular translation or edition. While there are many required books, they are mostly inexpensive (if you buy all of them new on Amazon, you'll spend less than \$150). Other readings are on Canvas, linked on this syllabus, or on electronic reserve (go to the Baylor library homepage, click on Course Reserves, and enter PSC 4316).

- Sun Tzu, *The Art of War*. A classic treatment of war and alliance politics, emphasizing strategy, trickery, and information as the keys to victory. I recommend the Samuel Griffith translation (with the foreword by BH Liddell Hart), but you may use any edition you please.
- Thucydides, *The Peloponnesian War* (purchase not required). The founder of realism and the rigorous study of history. Readings will be posted on Canvas, but I recommend you purchase this book, and I highly recommend the Landmark edition, which has excellent notes and maps (and is also cheap). ISBN 978-0684827902
- Julius Caesar, *The Conquest of Gaul* (purchase not required). Excerpts will be posted on Canvas, but you might find it helpful to purchase this book; if so, I suggest buying the Penguin Classics edition. ISBN 978-0140444339
- Edward Luttwak, *The Grand Strategy of the Roman Empire*. Though written by a non-classicist, this book is the definitive treatment of its subject. It canvasses every aspect of Roman power in a comprehensive study of Imperial Roman strategy. ISBN 978-1421419459
- Machiavelli, *The Prince*. Machiavelli is the quintessential theorist of *internal* grand strategy. While in many ways a teacher of evil, his influence on subsequent generations is undeniable.
- Carl von Clausewitz, *On War*, eds. Michael Howard and Peter Paret. Probably the most important book ever written about war. You ***must*** use the Princeton edition (it's white with a blue ribbon). ISBN 978-0691018546
- Mao Zedong, *The Red Book of Guerrilla Warfare*. Mao was both a highly effective political leader and a deeply insightful strategist. This book outlines the grand strategy he used to master China. ISBN 978-1934255278
- John Lewis Gaddis, *Strategies of Containment*. This book is the leading history of the Cold War. ISBN 978-0195174472

In addition, over the course of the semester we will read chapters from Lee Kuan Yew's autobiography. (So, you have to buy it.) He is one of the most successful and widely respected grand strategists in history, and his memoirs intersect many of the topics of this class. I find that this book helps us connect the past with the present, the East with the West, and the nation with the world.

- Lee Kuan Yew, *From Third World to First: the Singapore Story 1965-2000*
ISBN 978-0060197766

Undergraduate Grading

This course assigns a *lot* of reading. To offset this burden, the course assigns minimal written work and only one exam. Since I have done you the courtesy of reducing these aspects of the course, I expect you to keep up with the readings accordingly. Your participation grade will suffer *severely* if I suspect you aren't.

20% Participation This is an upper-level seminar. Participation is crucial to your success in this course. Each discussion is worth over 1% of your final grade. You will be evaluated based on your ability to deploy your knowledge of the readings and concepts in our conversations. **Note:** if you do not speak, you get an F for the day (you do *not* get a C just for showing up). If you are terrified of speaking publicly, talk to me at the beginning of the semester, and I will try to accommodate you.

30% Quizzes Each Friday is a quiz on the readings and lectures. Take these seriously; they add up to an important component of your grade. All potential quiz questions will be posted in advance.

20% Final Exam The final exam will cover the entire course. It will be composed entirely of potential quiz questions you've seen before.

5% Discussion Memo With a partner, you will prepare a memo for one class discussion. See the next page for more details.

25% Capstone Project You have two options for the final project:

- 1. Research Paper** This option is intended for students who are writing honors theses (if your advisor approves, you may use this paper as a thesis chapter), are hoping to pursue PhDs, or are cripplingly introverted. Write a long paper (3500-4000 words) on a topic of your choice. I must approve your topic *at the latest* by quiz 8. In addition to works from class, the paper must cite at least 12 outside, scholarly sources. It is due before the last quiz begins. Include an abstract/tldr of 75 words or fewer (not included in the paper's word count).
- 2. Group Project** This option is intended for everyone else. Form a group of seven to eight people—no more, no less (*really*). You **may**, and in fact will probably have to, work with students from the other section. Choose a work of fiction relevant to grand strategy that most of you haven't read before (see p7 for suggestions); I must approve your choice *at the latest* by quiz 8. If you are not in a group by quiz 8 with an approved book, you have to write a research paper. After forming your group, schedule a time with me when everyone can meet together 2.5 hours to discuss the work. In preparation for this seminar, the group will write a memo, and each person will write a short response paper. (See the next pages for more details.) Ideally, we will discuss the book at my home over dinner.

	B+	87 – 89.9	C+	77 – 79.9			
A		94 – 100	B	84 – 86.9	C	74 – 76.9	
A-		90 – 93.9	B-	80 – 83.9	C-	70 – 73.9	
				D	60 – 69.9	F	0 – 59.9

Graduate Grading

75% Paper(s) You have two options:

1. Write three long reaction papers, 1750-2000 words apiece. Each one should address a different core question of the course (the questions are on the first page of this syllabus). These papers should draw extensively on the course readings up to that point in the semester, but no outside research is required. Due dates are on the calendar.
2. Write one 4000-5500 word research paper on a topic of your choice (related to GS). This will require significant outside research. I must approve your topic before fall break. A draft is due to me before the last week of lecture. The final paper is due the week of final exams.

25% Participation You will only get out of this seminar what you put in. Speak up and be counted.

Discussion Memo

Choose a partner and a discussion for which to write a 2-sided memo. I reserve the right to assign you to a week or a partner as I see fit. With your partner, come up with a discussion question for the class. Discussion questions should be debatable and engaging, such as “Could Athens have won the Peloponnesian War?,” “Was defense-in-depth a mistake?,” or “Is America today more like Athens or like Rome?” (Yes, you may use any of those questions, if you like.) The questions should directly relate to at least one of the three themes of the class (see page 1 of this syllabus). Write a memo satisfying these guidelines:

- At the top of the memo, in bold, write your question.
- The front of the memo (page 1) argues in *favor* of the question (e.g. “Yes, Athens could have won”). The reverse of the memo (page 2) argues *against* the question (e.g. “No, Athens could not have won”).
- For each position (yea or nay), list at least 4 key arguments/points (e.g. “1. Athens lost because of unforced errors” or “4. For most of the war, Athens was winning”). At least one point for each side must directly respond to a point on the other side of the memo (e.g. “4. While Athens might have been winning for most of the war, its victories weren’t very impressive”).
- For each key argument/point, include 1-3 supporting quotations or paraphrases from relevant course readings. Include page numbers. If necessary, you may briefly explain the passage’s relevance.
- Cite *all* the readings from your assigned week. In addition, cite readings from at least *two* other weeks from the course.
- Somewhere on the memo, hyperlink something from the news that’s relevant to your topic. Briefly summarize this current event and explain its relevance.
- Print 25 copies of your memo: one for each of your peers, one for me, and a few extras. Bring these to the lecture **before** the discussion, i.e. if a discussion is on a Friday, bring them to class on Wednesday.

Group Project

The group project has three components:

1. A paper, which you write individually (40%)
2. Your edits of others' papers (20%)
3. A memo, which you write as a group (40%)

The group as a whole will receive a single grade for the memo; otherwise, your grade on the project will be determined individually.

Group Project Memo

Follow the same guidelines as the discussion memo, except this memo should be twice as long and cite material from at least *five* weeks of the course. You must still cite at least one current event.

Group Project Paper

You may write on a topic of your choice related to grand strategy. Your paper should satisfy the following:

- 1200-1450 words. You will be docked $\frac{2}{3}$ of a letter grade if you exceed or fail to meet the word limits.
- You may use any style of citation you please, but footnotes do not count toward the word limit.
- Cite extensively from the work of fiction you have chosen *and* from at least three different weeks of the course.
- Demonstrate a strong command of the concepts and ideas we have covered during the semester.
- Using the worksheet posted on Canvas, this paper ***must be proofread by two other group members at least 72 hours before we meet***. Your edits for your peers *will be graded*; they are worth 20% of your grade on the project.
- Include a separate title page with a word count and abstract/tldr of 50 words or fewer (not included in the paper's word count).

The final draft is due when you arrive at my house for dinner. When you walk in my front door, hand your paper to me, with everything ***stapled***, in this order:

1. title page
2. clean, final draft
3. your second rough draft with a peer's edits
4. a peer's editing worksheet on your second draft
5. a peer's written feedback on your second draft
6. your first rough draft with a different peer's edits
7. that peer's editing worksheet on your first draft
8. that peer's written feedback on your first draft

Suggested Works of Fiction

Below are works of fiction which would be appropriate for the final project. Short works (such as plays) would need to be paired with another short work or film. Descriptions of these suggested works are posted in a document on Canvas. **Note well!** This list is offered only as a suggestion. These are primarily books I have read (hence how I know to recommend them), but I am certainly open to a group reading a book not on this list—so long as it is still relevant to Grand Strategy. *You should not in any way feel obliged to choose one of these titles.*

Theme	Suggested Books
Democracy	Alcibiades, <i>Lysistrata</i> (the women of Athens devise a clever strategy to end the war) Charles Dickens, <i>A Tale of Two Cities</i> (politics vs ordinary people during the French Revolution) Robert Heinlein, <i>The Moon is a Harsh Mistress</i> (libertarian revolution on the moon) Robert Heinlein, <i>Starship Troopers</i> (civil-military relations during a war against aliens) Baroness Orczy, <i>The Scarlet Pimpernel</i> (whimsical adventure during Revolutionary France)
Rise & Decline	Isaac Asimov, <i>Foundation</i> (political science salvages a collapsing intergalactic empire) Alexandre Dumas, <i>The Three Musketeers</i> (galloping adventure in Richelieu's France) Umberto Eco, <i>The Name of the Rose</i> (monastic murder mystery amidst a Continental struggle for power) Euripides, <i>The Trojan Women</i> (when all the men are dead, it's still not over for the women) Boris Pasternak, <i>Doctor Zhivago</i> (ordinary people surviving the Russian Revolution)
East vs West	Mikhail Bulgakov, <i>The Master and Margarita</i> (the devil visits the Soviet bureaucracy) Luo Guanzhong, <i>Romance of the Three Kingdoms</i> (grand politics in a warring China) Rudyard Kipling, <i>Kim</i> (spy coming-of-age adventure in British India) Shi Naian, <i>Water Margin</i> (outlaws in the Chinese empire)
Leadership	Rudyard Kipling, "The Man Who Would be King" (buddy adventure in Afghanistan) Michael Shaara, <i>The Killer Angels</i> (strategy and heroism at the battle of Gettysburg) TH White, <i>The Once and Future King</i> (Arthurian coming-of-age drama amidst Medieval politics)
Christianity	John Bunyan, <i>Pilgrim's Progress</i> (classic allegory about navigating a dangerous world) GK Chesterton, "Lepanto" (Don John defeats the Ottoman navy) GK Chesterton, <i>The Man Who was Thursday</i> (a spy infiltrates an anarchist society in London)
Shakespeare	<i>Richard II</i> (a weak king just doesn't understand what holds a country together) <i>Henry IV, parts 1 and 2</i> (princely hijinks while a civil war threatens the kingdom) <i>Henry V</i> (Shakespeare's favorite monarch glues England together and trounces the French) <i>Henry VI, parts 1-3</i> and <i>Richard III</i> (four plays of civil wars make you glad to live in 21st-century America) <i>Coriolanus</i> (Rome becomes democratic at the same time a very un-democratic man is leading it to victory) <i>Julius Caesar</i> (Rome transitions from Republic to Empire) <i>Antony & Cleopatra</i> (East vs West, desire vs duty war as Rome tears itself apart) <i>The Tempest</i> (magic and machinations in a New World that looks an awful lot like the Old)
Misc.	Orson Scott Card, <i>Ender's Game</i> (learning strategy through video games) Larry Heinemann, <i>Paco's Story</i> (Vietnam War) Karl Marlantes, <i>Matterhorn</i> (Vietnam War) Erich Remarque, <i>All Quiet on the Western Front</i> (small group dynamics in WWI)
Putting the "Grand" in Grand Strategy	Homer, <i>The Iliad</i> (egos, strategy, and mortality in ancient Greece) C.S. Lewis, <i>Till We Have Faces</i> (love, faith, and state-building in a pre-Christian world) Walter Miller, <i>A Canticle for Leibowitz</i> (the politics of knowledge in a post-apocalyptic world) Leo Tolstoy, <i>War and Peace</i> (it's all in the title) Vergil, <i>The Aeneid</i> (duty, sacrifice, and the extraordinary cost of building Rome) JRR Tolkien, <i>The Lord of the Rings</i> (you haven't read this yet?! Good grief then now's your chance already)

Important Policies

1. Students must complete all assignments in order to pass the course. Failure to complete any assignment will result in an F in the course.
2. Attendance is mandatory. You should be present, prepared, and on time. Unexcused absences will count as a zero for the day. Excessive tardiness will count against your grade. Per the College of Arts & Sciences, ***failure to attend 75% of class meetings will result in an F.***
3. Should the need arise, and if classroom space permits, you **may** attend the other section of this course, including on a quiz day. For instance, if you oversleep and miss the 9:05 section, you may attend the 11:15 instead. However, you may exercise this privilege no more than twice during the semester.
4. Absences are excused in the cases of personal illness, a major sporting event, a job interview, religious observances, or a family death or emergency. If an illness, please bring a signed note from the health center. If a sporting event, please let me know at least one week in advance with a signed note from your coach. If a religious observance, please notify me in the first two weeks of class.
5. Any student who needs accommodation related to a documented disability should let me know at the beginning of the semester. You are responsible for obtaining appropriate documentation and information regarding accommodations from the Baylor University Office of Access and Learning Accommodation (OALA). Contact Information: 254-710-3605 - Paul L. Foster Success Center, 1st floor on the East Wing of Sid Richardson. *There is a deadline to make such disabilities known and it is strictly enforced.*
6. Technology is a useful way to learn, but it is often abused. If you watch videos or wander the web during class, your participation grade will suffer significantly. If it becomes a serious problem, I reserve the right to forbid computers in the classroom. Do note that all the existing research shows that note-taking by hand is more effective than note-taking on a computer. See “The Case for Banning Laptops in the Classroom.” ([link](#))

Culture of Christian Charity and Title IX

As a Christian university which sets for itself the highest academic and moral standards, Baylor faculty, staff, and students are keenly aware of the ways in which we sometimes fail to love one another as God has called us to love. In particular, we sometimes fail to live up to the standards of sexual conduct we are called to. In some cases, this failure results in injustice to others. Baylor tolerates no conduct which harms, harrasses, disparages, or demeans anyone on the basis of his or her sex. The Baylor Title IX Office is one way in which Baylor holds its people accountable to these high standards. To learn more about the role of the Title IX Office at Baylor, please visit www.baylor.edu/titleix. You may also contact the Title IX office directly by phone, (254) 710-8454, or email, TitleIX_Coordinator@baylor.edu.

Disclaimer

I reserve the right to alter this syllabus as I see fit at any time during the semester.

Schedule of the Course

NB: readings should be completed *before* the day on which they appear.

MONDAY	WEDNESDAY	FRIDAY
<p><u>Jan 18th</u> Syllabus and Salutations What is Grand Strategy? (no reading)</p>	<p><u>20th</u> Sun Tzu The Art of War Sun Tzu, <i>The Art of War</i> (entire book)</p>	<p><u>22nd</u> Sun Tzu Discussion Interview with Sec. Mattis (link) Quiz 1 - Sun Tzu</p>
<p><u>25th</u> The Peloponnesian War Background Thucydides I.21-23, 140-146; II.18-23, 34-46 Choose Partners for Memo <small>NB: with ancient works, we often refer to marginal numbers instead of page numbers, eg I.21-23 means read Book I, paragraphs 21-23 - not pages 21 through 23.</small></p>	<p><u>27th</u> The Peloponnesian War Athenian Strategy Evolves Thucydides II.59-65; IV.2-6, 9-23, 27-41, 45, 55-56, 80; V.8-10, 14-16, 25</p>	<p><u>29th</u> The Peloponnesian War Discussion “Why the White House is Reading Greek History” (link) Quiz 2 - Pelo. War I-V</p>
<p><u>Feb 1st</u> The Peloponnesian War Athenian Strategy Implodes Thucydides V.84-116; VI.8-29, 60-61, 74-88, 88-93; VII.28, 47-48, 51-52, 55, 84-87 (about 36 pages)</p>	<p><u>3rd</u> The Peloponnesian War Leadership and Athenian Strategy Strauss and Ober, “The Alcibiades Syndrome” 45-65</p>	<p><u>5th</u> The Peloponnesian War Discussion Lee Kuan Yew, <i>FTWF</i> Foreword, Preface, Ch. 1 (12 pages) Quiz 3 - Pelo. War VI-VII</p>
<p><u>8th</u> Republican Rome Hannibal, Fabius, Scipio VD Hanson, <i>Carnage and Culture</i> 99-132</p>	<p><u>10th</u> Republican Rome How did Rome Conquer the World? Polybius I.1-4; III.4, 6-10, 117-118; VI.2-3, 43-44, 48-58 (31 pages) start reading Caesar</p>	<p><u>12th</u> Republican Rome Discussion Caesar <i>skim</i> I.1-29 read II.1,20; IV.16-19; V.53-54; VI.11-24; VII.85-90; VIII.49 <i>FTWF</i> Ch.2 (18 pages) Quiz 4 - Rep. Rome</p>
<p><u>15th</u> Imperial Rome Client States to Perimeter Defense Luttwak, <i>The GS of the Roman Empire</i> Introduction Ch 1: The System in Outline, Management of the Clients, Concl. Ch 2: The System in Outline, Border Defense: Tactical Dimension, Border Def: Strat. Dimens. (first $\frac{1}{2}$), Decline of the Client System, The Army (first 2 pages), Concl. (about 70 pages all told)</p>	<p><u>17th</u> Imperial Rome Defense-in-Depth Luttwak, <i>The GS of the Roman Empire</i> Ch 3: The System in Outline, Walled Towns and Hard-pt Defenses, Central Field Armies, Conclusion Epilogue (about 30 pages all told)</p>	<p><u>19th</u> Imperial Rome Discussion <i>FTWF</i> Ch.3 (16 pages) Quiz 5 - Imp. Rome</p>

MONDAY	WEDNESDAY	FRIDAY
<p><u>22nd</u></p> <p><u>Rise of the West</u> War Made the State... Tilly, "War Making and State Making" (17 pages) Hoffman, <i>Why did Europe Conquer the World?</i> 1-18</p>	<p><u>24th</u></p> <p><u>Rise of the West</u> ...and the State Made War Machiavelli, <i>The Prince</i> chapters 1-3 5-6, 9, 12-21, 25-26 (about 54 pages)</p>	<p><u>26th</u></p> <p><u>Rise of the West</u> Discussion FTWF Ch.8 (read), 15 (skim) "How Lee Kuan Yew Thinks" p128-139 Quiz 6 - Rise of the West Grads: 1st paper due</p>
<p><u>Mar 1st</u></p> <p><u>Building the State</u> The Habsburg Failure Paul Kennedy, <i>The Rise and Fall of the Great Powers</i> 31-55, 70-72</p>	<p><u>3rd</u></p> <p><u>Building the State</u> Richelieu and France Richelieu, <i>Political Testament</i> 9-11 31-33, 94-102, 118-124 Kissinger, <i>Diplomacy</i> 56-70 Belloc, <i>Richelieu</i> read 42-52; skim 7-9, 53-61, 68-71</p>	<p><u>5th</u></p> <p><u>Building the State</u> Discussion FTWF Ch.11-12 Quiz 7 - Building the State</p>
<p><u>8th</u></p> <p><u>Building the State</u> China After Sun Tzu Hui, <i>War and State Formation in Ancient China</i> 54-108</p>	<p><u>10th</u></p> <p><u>Building the State</u> The American Founding <i>Federalist</i> 2-5,6,11,23</p>	<p><u>12th</u></p> <p><u>Building the State</u> Discussion FTWF Chapters 7,9,13 Quiz 8 - Building the State Final Project group, topics due As a reminder, if you haven't formed a group by this date, you have to write a 20-page research paper instead of reading a fun novel and talking about it.</p>
<p><u>15th</u></p> <p><u>Clausewitz</u> Introduction Clausewitz, <i>On War</i> Two Notes p69-71 Book I: chapters 1-3, 6-7 Book II: chapters 2-3 Book III: chapters 1-4, 9-11, 17 (about 70 pages)</p>	<p><u>17th</u></p> <p><u>Clausewitz</u> The Nation in Arms Clausewitz, <i>On War</i> Book IV: chapters 9, 11 Book VI: chapters 1-3, 26 Book VII: chapters 4-5 Book VIII: chapters 1-6, skim 9 (about 54 pages)</p>	<p><u>19th</u></p> <p><u>Clausewitz</u> Discussion Quiz 9 - Clausewitz optional: Jullien, <i>P propensity of Things</i> optional: Handel, <i>Masters of War</i> 1-19</p>
<p><u>22nd</u></p> <p><u>British Empire</u> "Britania, Rule the Waves" Darwin, <i>The Empire Project</i> 23-63</p>	<p><u>24th</u></p> <p><u>British Empire</u> The Weary Titan Friedberg, <i>The Weary Titan</i> TBD</p>	<p><u>26th</u></p> <p><u>British Empire</u> Discussion FTWF Ch.23 Quiz 10 - Britain</p>
<p><u>29th</u></p> <p><u>Modern Warfare</u> The Modern System Biddle, <i>Military Power</i> 1-5, 28-51</p>	<p><u>31st</u></p> <p><u>Modern Warfare</u> Guerrilla War TE Lawrence, "Guerrilla Warfare" Mao, <i>The Red Book of Guerrilla Warfare</i> part I (67 pages)</p>	<p><u>Apr 2nd</u></p> <p>Good Friday - No Class</p>

MONDAY	WEDNESDAY	FRIDAY
<p><u>5th</u></p> <p>WWII</p> <p>Germany and Japan</p> <p>Adolf Hitler, <i>Mein Kampf</i> chapter IV (Munich)</p> <p>Colin Gray, <i>War, Peace, and International Relations</i> 157- 183</p>	<p><u>7th</u></p> <p>WWII</p> <p>The Allies</p> <p>Overy, <i>Why the Allies Won</i> 1-24, 314-325</p> <p>Stalin, <i>Socialism in One Country</i> TBD</p>	<p><u>9th</u></p> <p>WWII</p> <p>Discussion</p> <p>skim LKY, <i>Memoirs</i> Ch.3 “Japanese Invaders” (posted on canvas)</p> <p>Quiz 11 - Modern System and WWII</p> <p>Grads: 2nd paper due</p>
<p><u>12th</u></p> <p>Containment</p> <p>Conception</p> <p>The Long Telegram</p> <p>Gaddis, <i>Strategies of Containment</i> 18-23; 24-52; 53-57</p>	<p><u>14th</u></p> <p>Containment</p> <p>Nuclear Adolescence</p> <p>NSC-68 sections I-IV and Conclusions</p> <p>Gaddis, <i>Strategies of Containment</i> 87-93, 106-115; 197-204, 212-217</p> <p>Schelling, <i>Arms and Influence</i> 1-34</p>	<p><u>16th</u></p> <p>Containment</p> <p>Mature Statesmanship</p> <p>NSDD-75</p> <p>Gaddis, <i>Strategies of Containment</i> 272-281, 286-302, 341; 342-379; 390-391</p>
<p><u>19th</u></p> <p>Containment</p> <p>Discussion</p> <p><i>FTWF</i> Chapters 27-28 (30 pages)</p> <p>Quiz 12 - Containment</p>	<p><u>21st</u></p> <p>Rise of China</p> <p>Background</p> <p>skim Swaine and Tellis, <i>Interpreting China’s Grand Strategy</i> 21-95</p>	<p><u>23rd</u></p> <p>Rise of China</p> <p>Chinese Grand Strategy</p> <p>Allison, <i>Destined for War: Can America Escape Thucydides’ Trap?</i> 3-24</p> <p>Interviews with Lee Kuan Yew</p> <p>“The Future of China”</p> <p>“The Future of US-China Relations” (about 26 pages)</p>
<p><u>26th</u></p> <p>Rise of China</p> <p>Discussion</p> <p><i>FTWF</i> Chapter 40</p> <p>Quiz 13 - China</p> <p>Research Papers due</p> <p>Grads: 3rd paper due</p>	<p><u>28th</u></p> <p>Parting Thoughts</p> <p>We will have a laid-back conversation about the course as a whole. Attendance is still required.</p>	<p><u>30th</u></p> <p>Final Exam 4:30pm for the 11:15 section</p>
<p><u>May 3rd</u></p>	<p><u>5th</u></p> <p>Final Project: Group Projects due</p> <p>Final Exam 4:30pm for the 9:05 section</p>	<p><u>7th</u></p>