SS490A: Studies in Grand Strategy: Lessons for U.S. Policy

The United States Military Academy
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MAJ Bradley L. Bowman
104 Lincoln Hall
(845) 938-3866
bradley.bowman@usma.edu

A grand strategy is a nation's comprehensive plan of action that coordinates and directs all political, economic, and military means and their associated factors in order to attain large ends.

The purpose of this course is to examine the theory and practice of grand strategy throughout history in order to identify lessons and transferable principles applicable to the formulation of future U.S. policy. The strategies studied in the course span more than two and a half millennia, beginning with the strategies of Sun Tzu and culminating in recent commentaries on U.S. grand strategy. The course provides an opportunity to examine both practice and theory through the study of the grand strategies of history's great empires and nation-states, as well as the leading theoretical writing on grand strategy.

Why study grand strategy?

The famous Prussian theorist and military officer Carl von Clausewitz wrote, "If we keep in mind that war springs from some political purpose, it is natural that the prime cause of its existence will remain the supreme consideration in conducting it…The political object is the goal, war is the means of reaching it, and means can never be considered in isolation from their purpose." In other words, Army officers cannot afford the luxury of exclusively focusing on tactical competence. The American people and their elected representatives utilize military operations to achieve larger political ends. If the graduates of West Point are to effectively serve the American people as Army officers, they must understand the larger political context in which wars are fought. War is a means to an end, and an Army officer who does not understand the war's purpose may ultimately undermine it.

Army officers have an obligation to plan and conduct military operations in a manner that will support the U.S. grand strategy and ultimately achieve the larger political objective. Immersing cadets in the preeminent grand strategic thinking as well as the successes and failures of past grand strategies will help them fulfill this obligation. Not only will this course teach future Army officers to identify and understand the political, economic, diplomatic, demographic, cultural, and psychological factors that impact war and the state's welfare, but it will prepare future Army officers to better connect desired ends with available means in their day-to-day responsibilities.

Course Overview

This course consists of four sections. The first section, entitled *The Practitioners and Theorists of Grand Strategy*, will explore the writings of Sun Tzu, Thucydides, Machiavelli, Clausewitz and others as a means to discover the essential, time-tested principles that characterize successful grand strategies. We will augment this study with an analysis of Athens, Rome, Philip II's Habsburg Empire, Great Britain, the Soviet Union, and the United States. While examining each of these powers, we will attempt to identify the respective grand strategy, understand its character, and assess its strengths and weaknesses using the theoretical writings as a touchstone. Throughout the course, the instructor will encourage students to determine whether the grand strategy achieved its purpose, and to evaluate the role the grand strategy played in extending or undercutting the viability and power of the state. Section I will conclude with a visit to Yale University's Grand Strategy Seminar. The cadets will join the Yale graduate and undergraduate Grand Strategy students for a two-hour long seminar with Professors John Gaddis, Paul Kennedy, and Charles Hill. The cadets and Yale students will use the Clausewitz reading as a vehicle to discuss civil-military relations and the relationship between policy and war.

Section II, entitled *Developing a U.S. Grand Strategy: Interests, Threats, Means, and Strategy*, will examine the current international setting that confronts US policymakers and sequentially explore US global interests, the preeminent threats to those interests, the political, military and economic means available to the US, and the possible grand strategies that the US can choose from. While there are many threats to U.S. interests, this course will focus on the "jihadist" and Chinese threats. During this section, the course will also familiarize the students with the major grand strategies, including dominion, primacy, (neo) isolationism, offshore balancing, collective security, cooperative security, containment, and selective engagement. We will conclude this section with a visit by Professor Robert J. Art on 12 April. He will summarize the major grand strategies and will lead discussion regarding which grand strategy the US should adopt in the future.

Section III is entitled *US Grand Strategy: Key Elements and Global Responses*. After examining the leading theorists and practitioners of grand strategy throughout history in Section I, and exploring interests, threats, means, and strategy in Section II, during Section III, we will assess the character and consequences of current US grand strategy. We will analyze in some detail the role of democratization in US grand strategy in general and more specifically in the Middle East. This section will conclude with a survey of the global response to current U.S. grand strategy and an examination of how other states oppose U.S. grand strategy.

During the final section of the course, the seminar will divide into three groups in order to develop and deliver Marshall Briefs. See below for more information.

Course Goals and Objectives

Goal 1: Graduates of this seminar will be familiar with the major theoretical works of

grand strategy and will be able to discuss how these theories have been implemented—successfully and unsuccessfully—throughout history.

Objective 1: Cadets will understand the major ideas of strategists such as Sun Tzu, Thucydides, Machiavelli, and Clausewitz.

Objective 2: Cadets will be able to provide thoughtful and supported critiques of these works.

Objective 3: Cadets will be familiar with major grand strategies throughout history, as well as more modern nation-state examples.

Objective 4: Cadets will be able to analyze the grand strategies of past rulers, empires, or nation-states, identifying the strengths and weaknesses of their respective grand strategies.

Goal 2: Graduates of this seminar, utilizing their newly acquired knowledge of the past theory and practice of grand strategy, will be able to critique current U.S. foreign policy and provide thorough and well-supported recommendations for future U.S. grand strategy.

Objective 1: Cadets will be able to analyze current U.S. policy using past theoretical work as a guide.

Objective 2: Cadets will be able to cite previous grand strategies from history in order to characterize the strengths and weaknesses of current U.S. grand strategy.

Objective 3: Cadets will be able to synthesize the past theory and practice of grand strategy with the current global environment in order to develop a future U.S. grand strategy.

Goal 3: Graduates of this seminar will improve their analytical reasoning and oral and written communication skills.

Objective 1: Cadets can present theoretically and historically grounded oral and written prescriptions for U.S. foreign policy.

Objective 2: Cadets can employ logical reasoning and oral communication skills in a formal presentation to the class on a selected topic.

Objective 3: Cadets can write succinct and persuasive memorandums and papers, recommending a particular policy or strategy.

Objective 4: Cadets can present a thorough and persuasive policy proposal briefing to a skeptical superior, confidently defending the logic and wisdom of the

proposed policy.

Course Requirements and Policies

This course is a reading seminar. The instructor expects cadets to complete the entire reading prior to every class. For the most part, reading assignments will be longer than most other classes, but the instructor compensates for this with a shorter term paper requirement. The class will be characterized by an informal, discussion-based format. Therefore, it is essential that cadets complete the readings and come to class prepared to ask questions, discuss the reading, and engage in lively and scholarly debate. A vast majority of the time, the instructor will not lecture. Instead the instructor will ask questions and challenge student assertions in order to increase understanding and provoke thought. Cadets that complete all of the readings and actively engage in every class discussion can expect to do well in the course.

Grades will be based on the following:

Participation (Classroom discussion)	140 points
Discussion Papers (3 x 20)	60 points
Mid-term paper	200 points
Marshall Brief I (Grand Strategy)	100 points
Marshall Brief II (Policy)	250 points
TEE Equivalent:	250 points
TOTAL	1,000 points

1. Participation – This seminar requires informed involvement from *all* participants, and you are expected to attend class and speak regularly. Your participation grade, as well as the degree to which you master the material, will depend on the quality and frequency of your participation in class discussion.

2. Discussion Papers – During lesson #1, each cadet will select three lessons for which he/she will write a discussion paper. The discussion papers will consist of a brief summary of the major arguments and a thoughtful critique. A majority (*at least two-thirds*) of the discussion paper should be devoted to analysis and critique of the reading. The discussion paper will conclude by asking three thought-provoking questions related to the reading. The purpose of the discussion papers is to encourage a thorough analysis of the readings, promote an informed and active class discussion, and provide the instructor an opportunity to help improve each cadet's writing skills. During each lesson, the instructor will look to the cadets who wrote the discussion papers for that lesson to play an especially active role in class discussion. The papers will be one page long; papers longer than one page will be deducted points. Cadets will email a copy of their discussion paper to the cadets in their section and the instructor no later than 0800 hours the day of class.

3. Mid-Term Paper – This 5-8 page paper will be focused on Section I material. Cadets will

select one theorist and one practitioner of Grand Strategy from Section I to analyze. Cadets will summarize and analyze key aspects of the selected theory and essential lessons from the selected practitioner. The cadet will then evaluate US foreign policy using these theories and lessons. Cadets should use Times New Roman 12 font and the paper should be double-spaced. The paper should be submitted in a brown bomber.

4. Marshall Brief I (Grand Strategy) – The Marshall Briefs—named for Secretary of State George C. Marshall—consist of a formal PowerPoint presentation and a short Marshall Brief (memo). The purpose of this exercise is to give cadets an opportunity to synthesize much of what they have learned in the course as well as giving them an opportunity to hone writing and presenting skills. The cadet presentations and Marshall Briefs should be global, inter-disciplinary, inter-agency, and ambitious in nature. Cadets should specifically address interests, threats, and means when discussing their grand strategy. In this first Marshall Brief, the cadets' goal is to persuade the decision-makers that their assigned grand strategy should be adopted by the United States. Two cadet groups will present during lesson #26. One group will present the grand strategy of Dominion/Primacy and the other group will brief (Neo) Isolationism. During Lesson #27, one group will present the grand strategy of Offshore Balancing. During Lesson #28, one group will present Collective Security and one group will present Containment. During Lesson #29, one group will present Selective Engagement. All presentations should be 15 minutes long. Quality presentations will make effective use of PowerPoint (graphs, pictures, charts, outlines, and quickly accessible back-up slides, avoiding slides with too many words). Quality presentations will also anticipate questions, answering them preemptively or addressing them in the question and answer period with back-up slides. Cadets will be assigned individual grades based on their speaking ability, composure, and demonstrated knowledge. Following the presentations, the decision-makers will aggressively question the cadet presenters. This rigorous questioning is affectionately referred to as a "murder board." Cadet members of the audience will be expected to aggressively question their classmates as well. In addition to the PowerPoint presentation, cadets will write a 3-4 page (single-spaced) Marshall Brief (inclusive of a one page executive summary). This Marshall Brief will be in memo format, addressed to the appropriate decision-maker. Only one Marshall Brief is required per group and groups should email their Marshall Briefs to the other cadets and the instructor no later than 2200 hours the night before the group is assigned to present. After the presentations and murder board, the instructor and cadets that did not present will provide constructive criticism to the cadet presenters.

5. Marshall Brief II (Policy) – This second round of Marshall Briefs will follow the same format as the first. However, this round of Marshall Briefs will be more specific in focus. Each cadet group will be assigned one of the following categories: energy, demographics, China, rogue states and WMD, and terrorism. Cadets will research their topics, apply lessons and principles learned in the course, deliver a 15 minute presentation, and develop a 5-6 page (single spaced) Marshall Brief (inclusive of a one page executive summary). The Marshall Briefs are due no later than 2200 hours the night before the group is assigned to present. Groups will also select and distribute relevant and informative readings (15-20 pages of reading) to their classmates and the instructor no later than 1600 hours the day before the assigned presentation.

6. TEE – The course includes a Term-End Examination. More details to be announced (TBA).

GRADES: To successfully complete SS490A, you must demonstrate achievement of the course objectives. The grading scale for the Department of Social Sciences follows:

Level of Achievement	Letter Grade	Percentage	Subjective Interpretation
Mastery	A+ A A-	97-100 93-96.9 90-92.9	Mastery of concepts. Can apply concepts to new situations.
Excellence	B+ B B-	87-89.9 83-86.9 80-82.9	Solid understanding of concepts. Strong foundation for future work.
Proficiency	C+ C	77-79.9 73-76.9	Acceptable understanding. Questionable foundation for future work.
Marginal Proficiency	C- D	70-72.9 67-69.9	Doubtful understanding. Weak foundation for future work.
Failure	F	<67	Definitely failed to Demonstrate understanding.

Course Texts

Among Nations: Readings in International Relations (New York: Pearson Custom Publishing, 2006)

Robert J. Art, *A Grand Strategy for America* (Ithaca, New York: Cornell University Press, 2003)

Carl von Clausewitz, *On War,* ed. Michael Howard and Peter Paret (New York: Alfred A. Knopf, 1993).

B.H. Liddell Hart, *Strategy* 2nd Edition (New York: Meridian, 1967).

John L. Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War* (New York: Oxford University Press, 2005)

Grand Strategies in War and Peace, edited by Paul Kennedy (New Haven: Yale University Press, 1992)

Niccolò Machiavelli, *The Discourses* (New York: Penguin Books, 1983).

Montesquieu, *Considerations on the Causes of the Greatness of the Romans and Their Decline,* edited by David Lowenthal (Indianapolis: Hackett, 1965).

Williamson Murray, MacGregor Knox, and Alvin Bernstein, *The Making of Strategy: Rulers, States, and War* (Cambridge: Cambridge University Press, 1994).

Sun Tzu, *The Art of War,* translated by Samuel B. Griffith (New York: Oxford University Press, 1963).

Stephen M. Walt, *Taming American Power: The Global Response to U.S. Primacy* (New York: W. W. Norton and Co., 2006)

Reading Assignments and Lecture Schedule

NOTE: All assignments must be completed before class.

1. 8 Jan. What is Grand Strategy?

Reading:

B.H. Liddell Hart, *Strategy*, pp. xvii-xxi, 319-329, 334-337, 353-360.

Paul Kennedy, "Grand Strategy in War and Peace: Toward a Broader Definition," *Grand Strategies in War and Peace*, pp. 1-7.

Bowman, Bradley L. "U.S. Grand Strategy for Countering Islamist Terrorism and Insurgency in the 21st Century." In *Countering Terrorism and Insurgency in the 21st Century,* edited by James J.F. Forest. Westport, CT: Praeger Security International, 2007. pp. 1-10. (In Reader)

Murray, Knox, and Bernstein, *The Making of Strategy*, Skim pp. 1-23.

Section I: The Practitioners and Theorists of Grand Strategy

2. 10 Jan. Sun Tzu

Reading: Sun Tzu, *The Art of War*, translated by Samuel B. Griffith, pp. 39-44, 63-149

3. 12 Jan. The Grand Strategy of the Athenian Empire

Reading: Donald Kagan, "Athenian strategy in the Peloponnesian War," *The Making of Strategy*, pp. 24-55.

4. 17 Jan. The Grand Strategy of the Roman Empire I

Reading: Arther Ferrill, "The Grand Strategy of the Roman Empire," *Grand Strategies in War and Peace*, pp. 71-86.

5. 19 Jan. The Grand Strategy of the Roman Empire II

Reading: Montesquieu, *Considerations on the Causes of the Greatness of the Romans and Their Decline*, pp. 1-42, 67-78, 91-99, 157-220.

6. 23 Jan. Machiavelli on the Romans

Admin: Students should note that the Machiavelli reading is delineated below using section numbers, not page numbers.

Reading: Niccolò Machiavelli, *The Discourses*, Book I, Sections 2-4, 13, 16, 25, 49, 51; Book II, Sections 1, 9-10, 12, 19-20, 22-25, 27-28, 30, 33; Book III, Sections 1-4, 9, 24, 41, 48-49.

7. 25 Jan. Philip II

Reading: Geoffrey Parker, "The making of strategy in Habsburg Spain: Philip II's bid for mastery,' 1556-1598," *The Making of Strategy*, pp. 115-150.

8. 29 Jan. British Grand Strategy in the War of Spanish Succession

Reading: John B. Hattendorf, "Alliance, Encirclement, and Attrition: British Grand Strategy in the War of the Spanish Succession, 1702-1713," *Grand Strategies in War and Peace*, pp. 11-29.

9. 31 Jan. The Grand Strategy of the New American Nation

Reading:

George Washington's Farewell Address. (Read the second half, starting with the paragraph that begins: "As a very important source of strength…").
Online: http://www.yale.edu/lawweb/avalon/washing.htm.

Alexander Hamilton, James Madison, and John Jay, *The Federalist Papers* (Read Federalist #8). Online: http://thomas.loc.gov/home/histdox/fed_08.html.

Peter Maslowski, "To the edge of greatness: The United States, 1783-1865," *The Making of Strategy*, pp. 205-225.

10. 2 Feb. British Grand Strategy Before and During World War I

Admin: During this lesson, the instructor will ask each cadet to give an update on the progress of their mid-term paper.

Reading:

Michael Howard, "British Grand Strategy in World War I," *Grand Strategies in War and Peace*, pp. 31-41.

John Gooch, "The weary titan: Strategy and policy in Great Britain, 1890-1918," *The Making of Strategy*, pp. 278-306.

11. 6 Feb. Great Britain, 1919-1945.

Reading:

Williamson Murray "The collapse of empire: British strategy, 1919-1945," *The Making of Strategy*, Skim pp. 393-427.

Eliot A. Cohen, "Churchill and Coalition Strategy in World War II," *Grand Strategies in War and Peace*, Read pp. 43-67.

12. 8 Feb. U.S. 1920-1945

Reading: Eliot Cohen "The strategy of innocence? The United States, 1920-1945," *The Making of Strategy*, pp. 428-465.

13. 12 Feb. U.S. Grand Strategy of Containment

Reading: John Gaddis, *Strategies of Containment*, Skim pp. 24-52, Read pp. 53-86.

14. 14 Feb. U.S. Grand Strategy of Containment (NSC-68 and Korea)

Reading: John Gaddis, Strategies of Containment, pp. 87-124.

15. 20 Feb. Soviet Grand Strategy

Reading: Condoleezza Rice, "The Evolution of Soviet Grand Strategy," *Grand Strategies in War and Peace*, pp. 145-164.

16. 22 Feb. Drop for Mid-Term Paper

17. 26 Feb. Mid-Term Paper Due NLT 1600

18. 28 Feb. Clausewitz

Reading: Carl Von Clausewitz, *On War*, pp 3-28, 83-114.

19. 2 Mar. Clausewitz

Admin: During this lesson, the course will not meet during the normally scheduled time. Instead, the course will meet to discuss the lesson #19 material during the Dean's Hour on 1 March. Location TBA.

Reading: Carl Von Clausewitz, *On War*, pp. 684-693, 700-737.

5 March: Trip Section to Yale University's Grand Strategy Seminar

On 5 March, the entire section will travel to Yale University to join the Yale Grand Strategy students and faculty in a two-hour seminar on Clausewitz. MAJ Bowman will distribute more specific information prior to the event.

Section II: Developing a U.S. Grand Strategy: Interests, Threats, Means, and Strategy

20. 6 Mar. The Current International Setting

Reading: Robert J. Art, *A Grand Strategy for America*, pp. 1-44.

Identifying US Global Interests and Threats to those Interests

21. 8 Mar. U.S. Global Interests and Threats to those Interests

Reading: Robert J. Art, *A Grand Strategy for America*, pp. 45-81.

22. 20 Mar. The "Jihadist" Threat

Reading:

Michael Doran, "Somebody Else's Civil War," *Foreign Affairs* 81 (Jan/Feb 2002). (In Reader)

Christopher Henzel, "The Origins of al Qaeda's Ideology: Implications for US Strategy," *Parameters* (Spring 2005) 75-80.
Online: http://carlisle-www.army.mil/usawc/Parameters/05spring/henzel.pdf.

Jarret Brachman and William F. McCants, "Stealing Al-Qa'ida's Playbook," Combating Terrorism Center. (Feb 2006).

Online: http://www.ctc.usma.edu/Stealing%20Al-Qai'da's%20Playbook%20--%20CTC.pdf.

Bowman, Bradley L. "U.S. Grand Strategy for Countering Islamist Terrorism and Insurgency in the 21st Century." In *Countering Terrorism and Insurgency in the 21st Century*, edited by James J.F. Forest. Westport, CT: Praeger Security International, 2007. Skim pp. 1-10, Read the remainder. (In Reader)

23. 22 Mar. The Chinese Threat

Admin: The Instructor will provide all three readings.

Reading:

John J. Mearsheimer and Zbigniew Brzezinksi, "Clash of the Titans," *Foreign Policy* 146 (Jan/Feb 2005).

David M. Lampton, "The Faces of Chinese Power," *Foreign Affairs 86* (Jan/Feb 2007)

David Shambaugh, "China Engages Asia: Reshaping the Regional Order," *International Security* 29 (Winter 2004/5). (Skim this article)

Assessing US Means

24. 26 Mar. US Military Means

Admin: There will be no class meeting during this lesson. Instead, cadets will attend the mandatory Dean's Hour lecture with Andrew Krepinevich on 27 March. The instructor will distribute the Kagan and McNaugher articles.

Reading:

Testimony by Andrew Krepinevich before the House Armed Services Committee, "The Quadrennial Defense Review," March 14, 2006. Online: http://www.csbaonline.org/4Publications/Archive/T.20060314.QDRTestimony/T.20060314.QDRTestimony.pdf

Frederick W. Kagan, "The U.S. Military's Manpower Crisis," *Foreign Affairs 85* (Jul/Aug 2006)

Thomas L. McNaugher, "The Real Meaning of Military Transformation: Rethinking the Revolution," *Foreign Affairs 86* (Jan/Feb 2007)

27 March: Dean's Hour Lecture: Andrew Krepinevich, The State of the U.S. Military.

Location TBA.

25. 28 Mar. US Political, Economic, and Soft Power Means

Reading:

Peter G. Peterson, *Running on Empty* (Farrar, Straus, and Giroux: New York, 2004) 29-35. (Provided by Instructor)

David H. Levey and Stuart S. Brown, "The Overstretch Myth," *Foreign Affairs 84* (Mar/Apr 2005). (In Reader)

Brad Setser and Nouriel Roubini, "How Scary is the Deficit?" *Foreign Affairs 84* (Jul/Aug 2005). (In Reader)

Joseph S. Nye, "The Decline of America's Soft Power," *Foreign Affairs 83* (May/Jun 2004). (In Reader)

Murray Weidenbaum, "More Guns and Butter," Foreign Affairs 86 (Jan/Feb 2006). (Provided by Instructor)

Selecting a Grand Strategy

Note: Lessons 26 - 29 will be dedicated to the Marshall Brief I (Grand Strategy) presentations. All cadets should complete the readings below, and groups should be prepared to present on their assigned day. Cadets not presenting will be expected to actively question the presenters.

26. 30 Mar. The Menu of Strategies: An Overview, Dominion/Primacy, and Isolationism

Reading: Art 82-86 (Overview), Art 87-92 (Dominion & Primacy), Posen 32-43 (Primacy), Art 172-176 (Isolationism), and Posen 5-16 (Neo-Isolationism).

27. 3 April. The Menu of Strategies: Offshore Balancing

Reading: Benjamin Schwarz and Christopher Layne, "A New Grand Strategy," *The Atlantic Monthly* (January 2002)

Christopher Layne, "Offshore Balancing Revisited," *The Washington Quarterly* (Spring 2002)

Robert J. Art, *A Grand Strategy for America*, pp. 176-197.

28. 5 April. The Menu of Strategies: Collective Security, Cooperative Security, and Containment

Reading: Art 92-110 (Collective Security), Posen 23-32 (Cooperative Security), Art 111-120 (Containment).

29. 9 Apr. The Menu of Strategies: Selective Engagement

Reading: Robert J. Art, *A Grand Strategy for America*, pp. 121-171.

30. 11 Apr. Which Strategy is Best?

Admin: There will be no class meeting during this lesson. Instead, cadets will attend the mandatory Dean's Hour seminar with Robert J. Art on 12 April. Professor Art will briefly summarize the grand strategies detailed in his book and then he will argue why he believes selective engagement is the best grand strategy for the U.S. to adopt. Cadets should be prepared to ask questions and challenge Professor Art's assertions.

Reading:

Robert J. Art, *A Grand Strategy for America*, pp. 198-222.

Stephen M. Walt, *Taming American Power*, pp. 218-247.

12 April: Dean's Hour Seminar: Robert J. Art, The Menu of Grand Strategies: Why Selective Engagement Best Serves U.S. Interests. LH100.

Section III: US Grand Strategy: Key Elements and Global Responses

31. 13 Apr. Current U.S. Grand Strategy

Reading:

George W. Bush, "The National Security Strategy of the United States," (March 2006)
Online: http://www.whitehouse.gov/nsc/nss/2006/.

George W. Bush, "National Strategy for Combating Terrorism," (September 2006)
Online: http://www.whitehouse.gov/news/releases/2003/02/counter_terrorism/counter_terrorism_strategy.pdf.

32. 17 April. A Critical Assessment of Current U.S. Grand Strategy

Reading: Stephen D. Biddle, "American Grand Strategy after 9/11: An Assessment," *Strategic Studies Institute* (April 2005)
Online: http://www.strategicstudiesinstitute.army.mil/pdffiles/PUB603.pdf.

33. 19 Apr. Democratization and U.S. Grand Strategy

Admin: There will be no class meeting during this lesson. Instead, cadets will attend the Dean's Hour lecture with Professor Gregory Gause on 20 April. The instructor will provide all three readings.

Reading:

Fareed Zakaria, *The Future of Freedom*, pp. 119-159. (Provided by Instructor)

F. Gregory Gause, "Can Democracy Stop Terrorism," *Foreign Affairs* 84 (Sep/Oct 2005). (In Reader)

Alberto Abadie, Poverty, Political Freedom, and the Roots of Terrorism, NBER Working Paper Series (October 2004) pp. 1-4, 9.
Online: http://ksghome.harvard.edu/~aabadie/povterr.pdf.

20 April: Dean's Hour Lecture: F. Gregory Gause, Democratization and Terrorism. Location TBA.

34. 23 Apr. Democratization and U.S. Grand Strategy

Admin: The instructor will provide the readings for this lesson.

Reading:

MAJ John P. Gallagher and CPT Brad L. Bowman, "Democratization and U.S. Grand Strategy," *Choices: An American Government Reader*, pp. 384-393.

Fareed Zakaria, *The Future of Freedom*, pp. 69-76.

Bruce Bueno de Mesquita and George W. Downs, "Development and Democracy," *Foreign Affairs* 84 (Sep/Oct 2005).

35. 25 Apr. Responses to Current U.S. Grand Strategy: The Roots of Resentment

Reading: Walt, *Taming American Power*, pp. 62-108

26 April: Dean's Hour Lecture: Andrew Bacevich, American Militarism. TH345.

36. 27 Apr. Responses to Current U.S. Grand Strategy: Strategies of Opposition

Reading: Walt, *Taming American Power*, pp. 109-179

Section IV: Marshall Briefs

Note: For the Marshall Briefs II (Policy), cadet groups will choose from energy, demographics, China, rogue states and WMD, and terrorism. The reading assignments will be provided by the presenting group no later than 1600 hours the day prior to presenting.

37. 1 May. Group I Marshall Brief. Topic and group members TBD.

38. 4 May. Group II Marshall Brief. Topic and group members TBD.

39. 8 May. Group III Marshall Brief. Topic and group members TBD.

40. 10 May. Final Meeting

Admin: During this class you will receive your Marshall Brief grades, we will review the course material, evaluate the course, and discuss the term end.

Reading: There are no assigned readings. Cadet should complete the course evaluation and bring it to class.