

AUC# 007

Fitchburg State University All University Committee

2017-2018 Proposal Form

Date: 8 November 2017

I. Proposal Title: Count "Conduct of American Foreign Policy" Course in the American Government Concentration for Political Science Majors.

II. Sponsor/Contact Person: Dr. Joshua Spero _____

III. Sponsor's Department, Phone No., e-mail: __EHPS, ext. 3214, jspero@fitchburgstate.edu _____

IV. Collaborating Parties: Political Scientists: Eric Budd, Paul Weizer, Rod Christy; EHPS Curriculum Committee

V. Proposal Summary (If applicable, highlight changes from previous policy or practice.): *

Count the Political Science elective, "Conduct of American Foreign Policy" – POLS 3400 – for both the International Politics Concentration and, now, the American Government Concentration, since many of its facets focus on American governmental structures, processes, and policymaking approaches.

VI. Rationale for the Proposal:

By giving Political Science Majors the option to select the "Conduct of American Foreign Policy" Course (see attached Syllabus & Assignments), students in both the International Politics or American Government tracks can have the opportunity to count this course as one of their four required electives in one of the Major's Concentrations. POLS 3400 provides POLS Majors the opportunities to study different approaches, processes, and structures for American government decision-making, often at different levels of policymaking – theoretically and pragmatically – that combine domestic and foreign policymaking. Offering POLS 3400 as either an elective to count in the International Politics Concentration (long-standing) or American Government Concentration (newly to be designated) provides more flexibility for students majoring in Political Science.

VII. Proposal (Attach a complete proposal): *

Count the Political Science elective, "Conduct of American Foreign Policy" – POLS 3400 – for both the International Politics Concentration and, now, the American Government Concentration.

VIII. If this proposal requires the publication of new information in the Catalog, provide the text you propose for how it should appear in the Catalog. If this proposal will require a change to existing material in the Catalog, or a change to a four-year plan of study, show the current wording, and how you propose the new wording appear.

* All proposals that involve curriculum change require review by the Department Curriculum and the Department Chair.

Name of Chair, Department Curriculum Committee Dr. Joshua Spero _____

Vote: Dr. Ozge Ozay/For / Dr. Joshua Spero/For / (2-0/For)

Name of Chair, Department Dr. Eric Budd _____

IX. Submitted to Appropriate Dean(s):

Name of Dean(s): Dr. Franca Barricelli, Dean of Arts and Sciences

*Submitted to
FB*

**Conduct of American Foreign Policy – 1/R 12.30
(POLS 340) – 3 Credits, Fall 2017, PERC 204**

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Coordinator of the International Studies Minor & Internships
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"The central strategic questions confronting the United States remain the same: What are the principal threats to American interests? What combination of economic, diplomatic, and military instruments should be used to protect and advance U.S. interests? These are the enduring questions of U.S. strategy..."

— Lynn-Jones, Sean M. "Preface." In *America's Strategic Choices, revised edition*, edited by Michael E. Brown, Owen R. Coté, Jr., Sean Lynn-Jones, and Steven E. Miller. Cambridge, MA: The MIT Press, 2000, p. xi.

Our Course Writ Large:

I intend this intensive course to provide an environment where we raise more questions than we're likely to answer. This course probes and considers options for how we try to understand the conduct of American foreign policy amid great change at the end of the twentieth century and into the upheaval of the early years of the twenty-first. My hope remains that each of you comes away with more abilities to decipher the complex world in which the United States finds itself and understand its intricacies, as best as we can, by developing notions, perhaps solutions, to seemingly intractable international problems.

We all work together in extensive classroom sessions to forge public policy game plans for practical application as you role-play advisory teams to U.S. cabinet secretaries – with me role-playing the U.S. President's National Security Advisor. The ideas, opinions, and recommendations generated through this interaction form the basis for how we research and analyze policy options for students to role-play government decision making advisers on crisis management simulation exercises.

Simulation Crisis Management Decision-Making (SCMD) infuses our learning for research, analysis, planning, and negotiation in discussing and debating what appears to work effectively in bargaining. The goal centers on guiding our discussions, debates, and simulations to understand better the challenges resulting from confrontation and cooperation.

We learn more about the concept of *Resolution*, or trying to grasp the shift of a situation from an unknown or undesirable state, to a more known or more desirable state, signaling an end to a set of objectives achieved. More challenging becomes the focus for us comprehending how *Anti-Resolution* gears us toward the shift of a known situation or desirable state, to an unknown or less desirable state, signaling the need for evaluation and formulation of a new set of objectives.

Course Web Site:

<http://blackboard.fitchburgstate.edu/>

Type in web site address above and the Blackboard Gateway will appear. Click the Login button. At the Login screen enter your username and password, as directed below:

Your username is the same as your email username (i.e. "jsmith"). For your password use the last six digits of your

Banner Student ID number. This number can be found under the barcode on your One Card, on your class schedule, and on your student bill.

Once logged on, you will bring up your personal "My Fitchburg State" page. The course title/ID at the top should be listed under "My Courses." Click on the course title for course web site.

Visit the Information Technology (IT) Service Center in person with proper identification if you need assistance or click on <http://www.fitchburgstate.edu/technology/>

Note: Fitchburg State offers an email account to all registered students. Through this account, you will now have access to email from any computer with an Internet connection and a web browser.

Class Procedures:

All regular academic regulations apply and all work must be completed on time. Follow this Syllabus closely! I strongly value the interaction between students and professor and greatly appreciate that every student devotes her/his time to interact via our course website for questions/discussions.

Respect for everyone in the class is the underlying principle for our course. All of the policies from the University's "Code of Conduct" need to be followed. Please see this link for the University's Office of Student Conduct, Mediation and Education: <http://www.fitchburgstate.edu/judicial>

** Any students concerned about the course requirements or preparation should email us or talk with us in person.

** A student with any disability as covered under the guidelines stipulated in the collegiate catalogue will be supported as long as all of the guidelines and requirements are followed. Please indicate any disability for which faculty should be aware and your recommendations for how to find the best options to have the support and requirements met.

** If students miss more than one class session, they will receive a one-grade deduction, unless a full explanation is provided. For school related travel reasons, students must make their travel plans only after they know their course schedules. Please alert us immediately about missing class. Please make every effort to attend!

** Cheating will not be tolerated. Anyone cheating *fails the course* without exception. If cheating occurs in any capacity that student/s fail/s the course. The basic criteria for cheating:

- **Plagiarism is forbidden.** No one can use or "pass off as one's own (ideas, writings, etc., of another)" [definition of "plagiarism," *Webster's New Collegiate Dictionary*, second edition (Springfield, Mass: G. & C. Merriam Co., 1951), p. 644].
- **This link remains key for using electronic sources** (please abide by it as it's official university policy): <http://www.fitchburgstate.edu/offices/technology/policies/acceptableuse/>
- Publications from any source, especially obtained and/or purchased off the Internet, cannot be substituted for any class requirements.
- All students must do their own work, even when working together by sharing ideas and debating them respectfully, per course requirements.
- All citations from publications must be given full credit. Consult course website citation for guide on footnotes (style format) per course requirements (http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html).

Extensive documentation about citing & crediting published sources written by others is described on the link just above and on our course website under External Links! Please understand all of these syllabus stipulations about plagiarism and what to do and avoid in your research and writing. Always cite published works, giving credit to ideas that are not your unique and never-before published ideas.

At this stage in your careers, you are certainly able to capture the main ideas of the authors we read. It's then required to summarize those ideas by always referencing your work. Always paraphrase other people's publications, crediting their work with full citations, and putting into your own words parts of their writings, concisely, accurately, and creatively. There isn't any need to quote – please avoid quoting!

* * For all postings, always cite in Turabian Style your sources as Footnotes multiple times throughout sentences (multiple sources in sentences & multiple sources per footnote are fine). List sources fully/alphabetically in bibliography at end of your text's analysis! Use regular (Arabic) numbering for footnotes – not Roman numerals! See Blackboard course website under “Web Links/Turabian Citations” for how to cite footnotes and list bibliographic sources, and below for creating footnotes and bibliography.

* * To create footnotes and Bibliography, different Word Programs may have slightly different commands. Create a Word Document manually in which you alphabetically list in Turabian Style all of the sources you'll be required to use in this course, adding and saving that document consistently throughout the semester.

When you then do your assignments and you start to create a bibliography and footnotes, you can easily draw from your separate Bibliography-based Word Document to copy and paste the sources you've cited in that assignment, per Bibliography guidelines above. For generating a footnote, you can actually go to commands in most basic Microsoft Word programs and first place your cursor after the period at the end of the sentence or after the grouping of words within a sentence at the point where you want your footnote's Arabic numbering to appear (please remember to switch to Arabic numbering if your Word Program defaults to Roman Numerals).

Then, click on either “Document Elements” or “References” as a category at the top or just below the top of the Word Document. Lastly, click on “Insert footnote” and the number is generated for you to paste as your abbreviated footnote, per Turabian Style's guidelines above and, for all assigned sources, provided by Professor under each online reading's area. Remember: always change your access date for website documentation accordingly to reflect the date you actually posted the assignment!

Hence, all students must provide citations (footnotes) for every part of a sentence – all sentences paraphrased. Examples of such sentences are below. By following these guidelines, you avoid plagiarism and failing the course – and get consistently high grades to fulfill requirements, improve your writing, and communicate your analysis more effectively!

COURSE OVERVIEW

This course challenges students to think as policy/academic theorists and practitioners. The daily decisions confronting all of us – and those whom we study historically/currently – underscore how we absorb and assess the biggest contemporary challenges in the twenty-first century. The

course aims to strengthen the student's grasp of and judgment of a smaller world community of decision-making.

ISSUE-AREA ADVISORY ROLE-PLAYING & RESEARCH CATEGORIES: For the purpose of our course, these issue-area categories form the basis of our role-playing discussions, debates, simulations, and research project requirements – and role-playing cabinet-level team members choose one depending on how many members per team:

- *Political:* How governments, corporations, organizations, institutions, or non-state actors decide to lead, follow, or try to avoid the impact of world events, the latter option quite difficult given globalization. Includes whether to leverage final decisions by using diplomacy and negotiation or pressure, or even force. Goes beyond simple political parties or politicians. It's the bottom line that considers all of the options before making the overall decision.
- *Economic/financial:* How governments, corporations, organizations, institutions, or non-state actors decide to prioritize resources and money, budgets and investments. Entails where to focus and prioritize the resources and finances globally or not, influencing how the ultimate decision gets made. Always overlaps with political considerations and impacts final, overall political and security decisions.
- *Security:* How governments, corporations, organizations, institutions, or non-state actors protect themselves and their global interests. Doesn't require military forces only to carry out such actions if military or security forces are not integral to that leadership's mission and protection. Certainly, military assistance or international security reinforcement can involve getting help from others. Depends on resources to support such military or non-military security options and, thus, involves political and economic inputs for how to proceed.

Course Readings & Issues

Students must keep up with the online readings in order to raise questions about them, relate them to the class discussions and incorporate them during our small group topical interactions, postings, debates, and simulations.

The benefits of and opportunities for learning enable you to:

- Better understand the latest changes and linkages for governing at the national, and international levels – governing that impacts us as individuals and as key parts of society;
- Hone briefing capabilities, build negotiation techniques, and improve critical thinking, researching, analyzing, and role-playing for strategic and scenario planning, and cost-benefit analysis;
- Increase efforts to bridge the divide between public policy considerations and private sector bottom-line approaches.

This will help you determine more insightfully, critically, and constructively as you role-play advisors to some of the top public policymakers confronting simulated crises on:

- Intervention and Conflict Management
- Technology/Weapons/Proliferation
- International Economic Development
- Climate Change and Energy Challenges

Tips for Doing Well:

The course's Blackboard website benefits students and professors as each student remains responsible for fulfilling ALL assignments and keeping pace with requirements. Class readings need to be integrated into the research project.

Avoid printing. This saves time, money, and paper, and "globalizes" your research and analysis. Take electronic notes that you'll use for your research project. Learn to write electronic notes on Word and PDF documents, saving those documents each time you take notes. Always provide full citations in your work, backing up your arguments!

** The key to our course and the ways you'll practice writing based on your research to become a better analyst centers on grappling with the challenging process involving:

Resolution: The shift of a situation from an unknown or undesirable state, to a known or more desirable state, signaling a conceivable completion of an objective achieved.

Anti-Resolution: The shift of a known situation or desirable state, to an unknown or less desirable state, signaling the need for evaluation and formulation of a new objective.

Please keep in mind these two concepts for grappling with a problem, a dilemma, an issue, etc., help you to learn in terms of local, statewide, national, and international challenges. Then, as we understand how to explain real world challenges, we also use scholarly theories to explain how to prioritize and define an action plan, step-by-step:

THEORY:

* A theory explains how a process could unfold and a problem might get solved.

* Theories don't denote 100% solutions, but the theoretical framework helps us to understand & explain why a process could unfold and a problem might get solved.

Consider that putting a scholarly theory into policy practice helps us also understand how Resolution & Anti-Resolution engage us in a constant evaluation/re-evaluation process for real-world research and analysis:

- As we critically think, read, research, analyze, and role-play to simulate, we always keep in mind the cost-benefit analysis of our prioritized arguments.

- We take this approach to develop/revise the strategic and scenario planning needed for trying to tackle the challenges contained in the Simulation Crisis Exercise (SCE) Document – found under "Course Documents" category (on course's website) – Some courses do not have an SCE Document, but work from basis of simulation-to-simulation planning;

Grasp that the course challenges you to process and decide, based on substantiated research & analysis, problems regarding the SCE where unknowns emerge and questions may need to keep being asked – we need to anticipate that re-formulation of original strategic plans are likely;

Value this research and analysis process for improving your work and career portfolio via knowledge globally and domestically -- progressing and accomplishing, even as challenges continually arise from Resolution & Anti-resolution.

To try to tackle these challenges in our class (& well beyond, as you may see in the years ahead), we constantly use the following approach designed to capture the prioritizing so crucial in life – that gives you paths to many "answers":

Objective

Always draft an Objective to define a "strategic plan" by identifying two key arguments (priorities) -- your top priority vs. (more important than) your secondary priority (integrating footnotes in one sentence per examples below).

Objective (broad example of a "strategic plan"):

Identify your strategic plan's top priority "A" that you identified from a reading or readings (Identify/cite example in footnote here) vs. (more important than) your secondary priority "B" you identified from reading/s. (Identify/cite example in footnote here)

Objective (Specific example with key footnotes in Arabic numbering integrated in sentence – Note: footnotes as a source automatically appear sequentially at end of this document!) --

Find vital trade compromise to bridge tense economic divides¹ between Game of Thrones' country-kingdoms, Stark and Lannister families,² (*strategic plan's top priority "A"*) in trade-off before seeing if surviving Stark kingdom's leadership mobilizes by itself against invading "White Walker" army.³ (*Strategic plan's secondary priority "B"*)

Hypothesis

To explain how to achieve the Objective drafted above, provide a one sentence Hypothesis. The Hypothesis focuses on a cause and effect process to explain how your strategic plan might achieve this Objective's top priority in trying to move toward some kind of "Resolution."

Hypothesis Example (broad example):

If your top priority "A" is most important because... (Identify/cite example in footnote here), then "A" might be achieved by... (Identify/cite example in footnote here)

Hypothesis Example (specific example!):

If expanding vital, emergency trade between Starks and Lannisters by immediately signing an agreement reduces key tensions⁴ and promotes new political cooperation,⁵ (*top priority "A"/strategic plan*) then new trade pact might produce framework for immediate-term negotiation between kingdoms.⁶

Hypothesis Sub-Point

To expand on your Hypothesis, provide a one sentence Hypothesis Sub-Point. This Hypothesis Sub-Point explains how your new analysis for your top priority "A" expands your argument with new information and uses different sources (or uses similar sources differently than in the Hypothesis). This sub-point analyzes in more depth why your top priority is most important and gives the reader more insight about your argumentation and its evidence based support (via citations).

FOOTNOTES:

¹ Dyson, "International," 17.

² Posen/Ross, "Competing Visions," 16 / ("Selective Engagement" theory).

³ Bobbitt, "Seeing the Futures"; Posen/Ross, "Competing Visions," 10 ("Restraint" theory).

⁴ Posen/Ross, "Competing Visions," 16 / ("Selective Engagement" theory).

⁵ Dyson, "International," 30.

⁶ Bobbitt, "Seeing the Futures."

Hypothesis Sub-Point Example (broad example):

If your top priority "A" argues that its strategic plan might be achieved by doing...(Identify/cite example in footnote here) most effectively because...(Identify/cite example in footnote here) then this...(Identify/cite example in footnote here) might help to...(Identify/cite example in footnote here)

Hypothesis Sub-Point – Specific Example:

If political cooperation from the Stark-Lannister emergency trade agreement yields more funding⁷ to advance military training and build more military equipment faster for both kingdoms,⁸ then new alliance might advance both economies, providing better defense for their respective populations.⁹ (new information/analysis to explain top priority "A"/strategic plan)

Counter-Hypothesis Sub-Point:

Finally, devise the **Counter-Hypothesis Sub-Point** as your second sub-point that explains the concept of Anti-Resolution and shows how to grapple with a state of uncertainty (the scenario plan). This countering of the **Hypothesis** demonstrates how the **Hypothesis** might fail and what might be attempted *differently* in the Counter-hypothesis – using just one option from the following two options:

* 1) You decide still to try achieving the top priority and, therefore, try doing so *differently* (scenario plan);

Or –

* 2) You decide to abandon the top priority, briefly explain a consequence of that abandonment, and replace your top priority with your secondary priority (different scenario plan).

Counter-Hypothesis Sub-Point (broad example):

If top priority "A" fails because...(explain how this might happen and cite footnote here), then either stick with top priority "A," but explain how to achieve it *differently* (new scenario plan), OR abandon top priority "A," explain a consequence of its abandonment briefly, and replace with the secondary priority "B." (Different scenario plan)

Counter-Hypothesis Sub-Point (Specific example using 2nd option for scenario plan above – the "abandonment" option):

If emergency trade agreement collapses because King Joffrey (Lannister) orders ally, King Ned Stark killed,¹⁰ then recommend Stark Family abandon Stark-Lannister alliance, realizing Starks face a dire situation on their own¹¹ to mobilize by themselves against advancing White Walker army.¹² (Secondary priority "B" – a new scenario plan)

Bibliography:

Bobbitt, Philip. "Seeing the Futures." *New York Times*, December 8, 2003. Accessed 17 January

⁷ Dyson, "International," 28.

⁸ Posen/Ross, "Competing Visions," 16 / ("Selective Engagement" theory).

⁹ Dyson, "International," 23; Bobbitt, "Seeing the Futures."

¹⁰ Dyson, "International," 24.

¹¹ Posen/Ross, "Competing Visions," 10 ("Restraint" theory).

(NOTE: DIFFERENT THEORY OPTION IDENTIFIED, AS REQUIRED IN SENTENCE/THIS FOOTNOTE, FOR COUNTER-HYPOTHESIS = "Restraint" THEORY OPTION!)

¹² Bobbitt, "Seeing the Futures."

2017. <http://www.nytimes.com/2003/12/08/opinion/seeing-the-futures.html?scp=7&sq=philip%20bobbitt,%202003&st=cs>

Dyson, Stephen Benedict. "International Relations and Televised Science Fiction Come of Age." In *Otherworldly Politics: The International Relations of Star Trek, Game of Thrones, and Battlestar Gallactica*, 13-33. Baltimore: Johns Hopkins University Press, 2015. Accessed 17 January 2017.

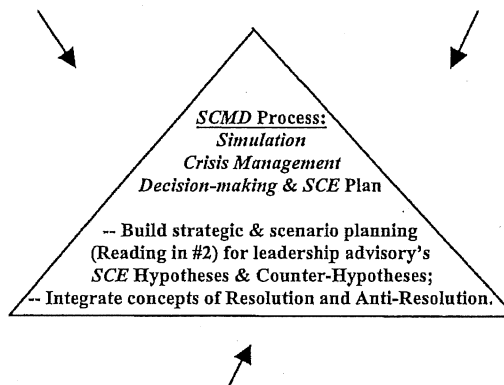
Posen, Barry R., and Andrew L. Ross. "Competing Visions for U.S. Grand Strategy." In *America's Strategic Choices, revised edition*, edited by Michael E. Brown, Owen R. Côté, Jr., Sean Lynn-Jones, and Steven E. 3-51. Miller. Cambridge, MA: The MIT Press, 2000. Accessed 17 January 2017.

Professor's KEY "TRIANGLE STRATEGY"**1. Online Readings:**

Backs up your arguments with key course readings – Online Readings #6-#11 (cite a minimum of 1 time each from these 6 sources)

2. Theory Reading:

Explains framework for prioritizing scholarly theory into policy practice – Reading #4 (cite minimum 10 times)

**3. "Real World" Leadership Documentation:**

Reinforces your real-world leadership's priorities from designated real world leadership website documentation -- (minimum of 10 sources cited from 10 different documents)

Course Procedures and Requirements:

Students must do the assigned readings in advance for each on campus class session to discuss, debate, and simulate.

Only a serious sickness or emergency precludes completing assignments. If students know they'll miss requirements before an assignment's deadline, students need to notify me and do their utmost to post thoughts on assignments.

Office Hours: As indicated on page one students are welcome to meet or email to discuss substantive or procedural matters related to the course. I cannot stress enough how important it to communicate if you have any concern regarding the course.

TIPS FOR WRITING RESEARCH PROJECT:

1. Synchronize consistent online and in-class dialogue to design the Research Project (below), posting substantively among/between students. This builds essential bonds, enabling students to write solid research projects on real world events.

2. Always use the Professor's "Triangle Strategy" to substantiate your arguments for postings and the Research

Project, including integration of Turabian Style bibliography and footnotes (Triangle source/citation requirements below!)

3. Do all posts first as Microsoft Word documents you save to your computer. Then in analysis, list bibliography and create footnotes in documents to be posted effectively into the posting area on the course website's Discussion Board.

4. Tips for Downloading website documentation: Download documents to computers (hard drive) or disks (zip disk) from website such as reading assignments, Power Point Slides, PDF attachments, or Microsoft Word templates. Avoid printing files, download and save them to your computer hard drives or disks – and take notes electronically on them!

RESEARCH PROJECT & GRADING:

**** PLEASE READ THE KEY FILES UNDER COURSE DOCUMENTS ON THE COURSE WEBSITE.**

**** Research Project needs to include only the course title, role-playing leadership's name, students' names, and date completed. Title page is unnecessary. All pages need to be numbered in the following format: single-spaced, in 12-point font, with bibliography & footnotes in Turabian Style (footnotes in regular numbering, not roman numerals!)**

LENGTH: Each "Team Outline" and "Team Memo" should be between one-two pages. Turabian Style bibliography and footnotes can go over two-page limit, but requirements need to meet minimum/maximum length to gain key credit. Professor won't read beyond the two-page maximum for the analysis!

CITATIONS for Sources: ("Team Memo"):

Please use the course required sources a minimum of 26 times in citations for footnotes according to explanation provided in the Triangle Strategy diagram above! You can have more or fewer than 26 actual footnotes, but need to cite the course required sources a minimum of 26 times. Remember, more than one source can be cited in a footnote within a sentence! Multiple footnotes within sentences are strongly recommended to produce the most effective writing/analysis.

For teams, each Outline and Memo must fulfill requirements by careful teamwork and coordination via postings for individual credit. *Final grades are the average of individual's contributions (total points from that individual's posts) averaged with Outline and then Memo's overall grade, per template's requirements. Discussion board coordination also demonstrates leadership for best individual grades!*

**** Late research projects lose one letter grade per day late. Grading is comprehensively determined and not curved. Each student gets the chance to excel differently. The following provides the University's defined grading breakdown:**

University Grade*	Letter Grade	100 Point Equiv.
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
1.7	C-	69-70
1.5	C-/D+	67-68
1.3	D+	64-66
1.0	D	60-63
0.0	F	0-59

* Grades in-between intervals rounded to the higher number.
** Lateness for class and assignments badly affects grading.

SPECIFIC GRADING:

- (1) Weekly participation (individual contributions): 25%
- (2) Discussion Board postings: 25%
- (3) Research Project: 25%
- (4) Final Simulation: 25%

* * Online participation entails professional conduct. *Ignore Blackboard's class average grades or its point system – they don't apply. A student's final grade depends on all grading categories, particularly different percentage total/category.*

* * Highest grades = Triangle research, analysis, role-playing! Some grading categories are "works in progress" and won't be final until the end of the course, such as Course participation grades and discussion board postings (postings have direct numerical grading – see below). Posting consistently with mature contributions treats everyone with respect!

* Any team session absences result in that individual student getting one-point deduction for a "missed" class – deducted from the final course's overall grade! But, follow-up postings will count toward Discussion Board grade to gain some credit.

* – Extra Credit opportunities (points toward final, overall grade): student expectation form, clicker usage, and post-Simulation/post-course evaluation)

- (1) ** Individual discussion & online participation: 25% --
- Blackboard Course Website Scavenger Hunt (5%)
- In-class Discussion/Debate Contributions (5%)
- Outline Peer Review (5%)
- Practice Simulations (10%) [Key Focus: Online Readings: #5; #8/9; #10/11 – Readings need to be integrated into posts to gain greatest credit]

(2) ** Discussion Board posts: 25%. Each post must fulfill Syllabus Assignment guidelines for Online Readings #2; #3; #4; #6; & #7. Each post can gain key points up to the following credit scale for assignments #2-4 (maximum of up to 5 points/assignment); #6 (maximum of up to 10 points); and #7 (maximum of up to 20 points) – and credit only gained if done by the Midnight deadline, per Syllabus Assignments. This means that posting assignments on Discussion Board threads or sub-threads after Midnight deadlines don't gain credit. Remember: Posting feedback helps students improve weekly:

- | | |
|---------------------------------------|--|
| 1 st post: (60 – 65 range) | 4 th post: (75 – 85 range) |
| 2 nd post: (65 – 70 range) | 5 th post: (85 – 105 range) |
| 3 rd post: (70 – 75 range) | |

**** Please note:** Simulation and team project posts do not count in discussion board grading, but gain key credit per individual's posting to contribute to individual & team efforts.

(3) ** Research Project: 25%. *Final grade for each of the two Research Project's phases is the average of the individual student's posting contributions (total points) averaged with overall grade of Team Outline & then the Team Memo:*

- Team Outline (10%)
- Team Memo (15%)

(4) ** Final Simulation Process – In-class/online individual and team-consensus based contributions, peer review: (25%)
-- Posting analysis – Triangle Strategy = highest grade (10%)
-- Individual Peer Review of one Team's Memo & that team's Final Simulation postings (5%)
-- Individual Simulation Participation overall (10%)

Conduct of American Foreign Policy (AFP)

Simulation Crisis Exercise (SCE) – Fall 2017

Professor Joshua B. Spero
Office: Miller Hall, 306
Voicemail: 978-665-3214
E-mail (7 days/weekly): jspero@fitchburgstate.edu

Background

Students choose an individual advisory role, representative of a real-world leadership, in preparation for the Final *Simulation Crisis Exercise (SCE)* Game. The game is described on pp. 2-4 in great depth and that captures the pragmatic policy and theoretical application of this course.

Pages 2-4 of this *SCE* Document are the most important pages you'll need to know in this course! Relate what pp. 2-4 explain for the *SCE* to the first posting by the Professor that will be posted on each respective team's discussion board once you choose your role-playing team!

*** This course revolves around how each student and our entire class learns how to research, analyze, and role-play effectively with global crises affecting geography, politics, economics, finance, security, culture, history, sociology, health, science, and communication. The key to the discussion board postings, in-class and online debates, research and analysis, and role-playing leaderships in our simulations is that you all put yourselves into the roles of the leadership you advise. Always make the arguments that those leaderships have done in the real world or likely would do, given the *SCE* below!

Once teams are determined several weeks into the course, role-play and synchronize your leadership position with your team members, and compare/contrast with other leaderships via your team's discussion board, and on other team boards. To gain credit post substantively before and after each class = postings integrating course readings to support role-playing. Post consistently to maximize your talents and skills -- daily -- not leaving your posting only to the days/nights assignments are due!

The *SCE* on pp. 2-4 includes several critical areas on which your leadership strategizes toward other leaderships, given the unfolding *SCE* and constantly changing Hypotheses, Counter-Hypotheses, Resolution, and Anti-Resolution game plans from your leaderships:

- Integrate a thorough knowledge from the perspective of the leadership role-played (not your personal opinion!). Thus, remain as objective and non-partial as possible.
- Conduct serious research during the semester to know your respective leadership's real world role-playing standpoint extremely well — so that you have the best understanding you can about advising that leadership's potential next moves;
- Understand that this challenges you to go beyond your personal opinions. Those opinions are important, but remember, you are role-playing a leadership's advisor, not representing your student standpoint!
- See the course website's "Online Readings" category for

"Simulation Background" explanations, with examples!

- Ensure that every student applies the theory attached to its real-world leadership below to explain all arguments and documents to design the research project.

- Follow all research parameters for documents under the website's "Course Documents" category and the Research Project as explained on the Syllabus.

Role-Playing Leaderships: Student groups comprise the key leadership advisors — depending on the number of students — and role-play how these real-world leaderships grapple with the *SCE*'s challenges.

The ideal is to have three students per team, each of whom chooses an issue-area to role-play for the semester, but get determined based on how many students remain in the course. Choices focus on Political Advisor, Economic Advisor, or Security Advisor. Advisory role definitions are, respectively, on the Syllabus:

- Secretary of State (Cooperative Security Theory)
- Secretary of Defense (Restraint Theory)
- Secretary of Treasury (Selective Engagement Theory)
- National Intelligence Director (Primacy Theory)

- Secretary of Homeland Security (Primacy Theory)
- Chairman of Joint Chiefs of Staff (Restraint Theory)

Each student presidential cabinet-level advisor connects the cabinet-level position represented above to explain his/her *SCE* presidential advice in terms of the representative American foreign policy theory from the main text — constantly throughout the semester!

SCE CONTEXT

To help student understand the context of the *SCE*, the following (4) key points give us a broad understanding for the reasoning of such a challenge as an "*SCE*" Document and, by extension, for the course. These are adapted from my colleague: Flynn, Stephen E. "Drug Trafficking, the International System, and Decision-Making Constraints: A Policy-Making Simulation," *International Studies Perspectives* 1, 1 (2000): 45-55 --

1. The increasing ability of individuals and non-state actors — those individuals or networks of individuals — to act locally and globally without following traditional "rules of law" or norms of conduct for nation-states or international organizations;
2. The decreasing capabilities of even the strongest sovereign states, such as the U.S., to reverse this trend, whether by unilaterally, bilaterally, or multilaterally;
3. The necessity for political leaders and their respective domestic constituencies to realize international threats and the concomitant turmoil that often results pose a growing range of global challenges at localized levels;
4. The realities that global challenges such as terrorism, economic instability, pandemics, or environmental degradation cause constant re-evaluation by nation-states, organizations, and corporations for how they might better forge alliances and share common approaches, interests, and policies.

SIMULATION CRISIS EXERCISE (SCE)
KEY TO THE ENTIRE COURSE

Each leadership represented in our class remains very concerned with the *SCE*'s challenges and threats below, and needs to approach the following simulated international situation from the standpoint of the team's leadership, not student personal opinions.

During the semester (!) find out what your representative leadership has done toward the *SCE*'s regions over the past year so that each student possesses a good historical baseline for evaluating what happened in the "real world" and what might happen in the *SCE*.

Find out from real world examples for your designated leadership's main website or sites what might be the best ways to try to tackle the *SCE*'s challenges and threats. From the standpoint of real world leaderships, use evidence: speeches, interviews, press conferences, etc.

Assume that the timeframe for this *SCE* spans the duration of the course. In other words, write your research project accounting for the time passed from the beginning of the semester and what might happen in real world terms to influence the *SCE* "Concerns" and "Developments" below. Our final simulation game (at the end of the semester) will pick up where this *SCE* leaves off and your *SCE* leadership game plan starts.

Keep in mind how current, real world missions and operations will be affected by what advice you give your leadership. The key to such decisions you advise your leadership to make should focus on the trade-offs involved between your leadership's top priority and its lesser priorities (your Hypothesis & Counter-Hypothesis for each *SCE* priority).

*** Always consider all regions for each team's *SCE* priority you make that requires both a Hypothesis and Counter-Hypothesis you devise. Your advice for one *SCE* region is quite likely to influence what could happen in the other *SCE* regions. This is critically important!

*** * * *SCE*'s CONCERNS: * * ***

The *SCE* primarily involves these key regions for which all presidential advisors role-played remain concerned:

- Southwest Asia (India, Pakistan, Afghanistan, China, Russia)
- Middle East/North Africa (Iran, Saudi Arabia, Iraq, Yemen, Turkey, Syria, Jordan, Israel, Egypt, Libya)
- East Asia (China, Russia, Japan, North Korea, South Korea, Taiwan)
- The Americas (U.S., Mexico, Brazil, Argentina)
- Eastern Europe/Eurasia (Ukraine, Poland, Romania, the Baltic nations, Scandinavia, Russia)

The following "concerns" provide each presidential advisor the assumptions within the *SCE*'s context for options, fallbacks, and probabilities on which you should build. Importantly, keep in mind that each advisor needs to use its team's designated American foreign policy

theory to explain the respective theory's impact on that presidential advisor's role-playing *SCE* arguments.

Specific Concerns:

East Asia –

Concern arises both regarding potential threats from North Korea's significant *SCE* leadership crisis below and the subsequent security treaty guarantee requests the U.S. may need to provide its South Korean and Japanese allies. These regional political tensions could pressure economically and militarily the great regional powers – China, Russia, India – on their next moves in East Asia, as well as the Middle East and Southwest Asia.

Southwest Asia --

Given the current U.S. global impact from its force deployments, political commitments, and economic obligations in culturally and socially explosive countries such as Afghanistan, enormous uncertainties for further American only or American-led missions to be undertaken elsewhere remain quite slim. Afghanistan's potential peace negotiations between the government and Afghan Taliban may yield more flexibility for U.S. and NATO-led military operations to withdraw from Afghanistan, but that appears to be a long-term proposition.

After nearly 17 years of foreign war in Afghanistan, U.S. and NATO resources are still stretched thin and the reality in recent years has witnessed the increasing dependence on unmanned aerial vehicles – drones – for targeting either insurgents within Afghanistan or international terrorist networks along the Afghanistan-Pakistan border. Given the uncertainty about Afghan-Pakistani, Afghan-Indian, and Indian-Pakistani relations, the wild cards of India, China, and Russia all gravely concerned with Afghanistan and Pakistan must be considered.

Middle East/North Africa –

Given the small U.S. Military advisory presence and mainly former U.S. Military personnel as contractors, Iraq truly seems independent from foreign major military deployments on its territory since 2011. However, the race for influence and power regarding not just Iraq's role regionally, but also Iran's rising impact throughout the Middle East, centers on likely leadership power plays, even for territory by Iran, Saudi Arabia, Turkey, and Egypt.

The turmoil in the Persian Gulf over the uncertainty about blocking internationally protected oil and natural gas tanker transport, particularly through the narrow Strait of Hormuz, constantly worries the U.S. Yet, such international economic threats also concern the major country importers of Saudi, Iranian, Iraqi, and Kuwaiti energy supplies, mostly via huge, slow ship tankers – those countries: India, Pakistan, China, Japan, South Korea, Taiwan, and North Korea.

Simultaneously, the rise of the Islamic State (IS) to compete with Al-Qaeda for dominance geographically spans Iraq, Syria, Libya, and Yemen. Such competitive non-state actor rampaging particularly worsens the ongoing Syrian, Libyan, and Yemen civil wars and their great uncertainty about the future U.S. role in the Middle East rises. Anticipation about the likely collapse of Syria's government, chaotic Libya and Yemen, militarily

threatening Turkey, Egypt, Saudi Arabia, Iran, and Israel toward their neighbors or nearby regionally, and tensions over tenuous U.S./European Union/China/Russia denuclearization agreement with Iran – all portend very dangerous power plays over which country/countries try to dominate the Middle East and North Africa.

The Americas (North/Central/South America) --

The ongoing challenges facing Mexico as its militarized policy against large internationalized drug cartels threaten the Mexican-American border with constant violence. Simultaneously, Brazil and Argentina, the two key powers in South America continue facing economic viability, especially since their determination to be major energy players internationally threatens the environmental damage their doing domestically. It is this energy boom throughout the Americas, particularly newfound oil and natural gas resources, that fuels international crime, in turn raising the stakes for international drug and arms cartels to attempt to control territories throughout the Americas to make money! Governments and these non-state actors likely will clash constantly.

Eastern Europe/Eurasia --

During the past three years, geostrategic moves and maneuvers by Russia and Ukraine have led to Russia annexing the Crimea and some Russian-Ukrainian border areas. Tensions not only have regionally inflamed Russian-Ukrainian relations, resulting in ongoing war in parts of Eastern Ukraine, but also have wrecked a lot of Russia-European Union and Russia-American ties.

These challenges don't appear to be subsiding and both the European Union and United States need Russia's support on a host of key global disputes: Iran's intentions; Afghanistan's status; Syria's realities; China's moves; India's turns. The bottom line: Russia's concerns about Europe in Ukraine – European Union and North Atlantic Treaty Organization/NATO decisions about Ukraine's potential membership in both institutions – only ratchet-up tensions. Consequently, Ukraine's sovereignty over its foreign policy might be further challenged by additional Russian land grabs of territory – even threatening actual Ukrainian independence.

Thus, the President of the United States faces tremendous pressures as to which *SCE* crisis to prioritize, what *SCE* game plans from each of his presidential advisory teams to consider in that prioritizing, which *SCE* policies to enact, how supportive such *SCE* policies would be at home and abroad, and what *SCE* eventualities U.S. measures might have internationally.

All U.S. presidential advisors must, therefore, consider the constraints and limitations placed on American abilities and resources, especially regarding how other nations, allies, partners, even enemies alike, will respond to U.S. priorities – and decisions. Subsequently, presidential advisors must consider the sensitivities involved in:

-- Intervening politically, economically, even militarily in such uncertain and unstable nations;

-- How such nations are currently linked to the U.S. (in the real world before *SCE* crises unfold below!);

-- What impact current American foreign policy has had

during the past year toward these countries (before this *SCE* unfolds below!)

***** SCE's DEVELOPMENTS: *****

The following "developments" build on the "concerns" above to provide role-playing teams the crises to devise presidential advice this semester:

1. *EAST ASIA*: Dramatic changes continue as China becomes more powerful regionally and keeps expanding its influence territorially and internationally, worsening its relations with all of its neighbors. Even as those East Asian nations remain economically dependent on China, North Korea's leader, Kim Jong Un, suddenly and mysteriously dies. This creates not only a power struggle in North Korea, but also raises already high regional tensions among North Korea's neighbors, South Korea, Japan, China, Russia, and Taiwan, as well as those in Southeastern Asia – Indonesia and Australia. Caught in these regional tensions, U.S. troops in South Korea and Japan go on high alert, as do those respective governments, potentially raising the stakes about requests for U.S. treaty-based security guarantees.

2. *SOUTHWEST ASIA*: Global political and military destabilization increases even more significantly as backlashes against America and American-supported policies in Southwest Asia intensify, particularly Pakistan. The Pakistani civilian leadership falls, as non-state actors, assessed by U.S. intelligence as Pakistani Taliban and surrogates of the ever changing and competitive Al-Qaeda and Islamic State international terrorist networks, respectively, vie for power. As the situation unfolds, Al-Qaeda takes Pakistan's President hostage, while Islamic State militants hold hostage Pakistan's Prime Minister. These hostages have already been shown on competing television networks, as Al-Qaeda and Islamic State militants each has taken over different television stations. It appears both Pakistani leaders have been tortured and their exact whereabouts remain unknown. To worsen matters, Al-Qaeda and Islamic State spokesmen spar on Pakistan's airwaves and in social media, each declaring that Southwest Asia will come to a standstill unless Pakistan's military and security leadership (not yet taken hostage) turns over the nuclear controls for Pakistan's nuclear weapons.

3. *MIDDLE EAST/NORTH AFRICA*: U.S. supremacy in the Persian Gulf is threatened by competing regional rivals for power in the Middle East, emerging rapidly as Saudi Arabia vs. Iran rather than competing against the U.S. Even as the region begins to seethe with these regional middle powers trying to gain primacy, the U.S. wants to avoid being drawn into another large-scale conflict and maintain its naval protection for civilian, unarmed oil and natural gas tankers – protect for navigation from the Gulf's small water passageway – the Strait of Hormuz – to remain open for international trade.

Yet, the Middle East and North Africa refuse to enable the U.S. to disentangle itself regionally because political and economic chaos erupts over the Saudi King's assassination by unknown assailants. This throws into further chaos the crackdowns in Syria, Egypt, Yemen, and Libya as those civil wars expand, threatening fragile Iraq, Jordan, and even Saudi Arabia with collapse.

International terrorism from Al-Qaeda and further military moves by the Islamic State appear even greater to exploit such vulnerable countries, just as Jordan's king barely escapes assassination and Libya's civil war spills into Egypt.

Finally, Israel is gravely fearful of its own stability and fears Iran's emerging power the most, even as these other developments above may threaten Israel more directly, given its very high Palestinian Muslim population. As a result, Israel requests the U.S. guarantee its security per the Israel-U.S. treaty's stipulation, as Israel goes on high alert. Furthermore, the likelihood of Israel striking first at Iran, while watching Saudi Arabia, Iraq, and Egypt warily, creates enormous regional tensions. The U.S. security treaty's commitments with Israel, Egypt, and Jordan are certainly put to the test, as are America's commitments to Saudi Arabia, Iraq, and Turkey.

4 *EASTERN EUROPE/EURASIA*: The inundation of migrants from across Africa, the Middle East, Southwest and Southeast Asia has overwhelmed European leaderships and their governments during the past several years. Attention by the European Union has turned internally rather than as much externally toward Russia and its constant territorial conflict with Ukraine. Around the same time, the Northern Tier European countries in Scandinavia, the Baltic region, and North-Central Europe detect apparent submarine actions threatening their shorelines with potential blockade of trade, stoking fears of threats to oil and gas pipeline, rigs, and depots. Whether these are Russian submarines isn't yet verified. What is apparent is that NATO's leaders raise their threat levels to high in anticipation of probable sea-based conflict. As European leaderships attempt to avoid any confrontation with Russia, they determine to begin war mobilization. Since the U.S. is part of NATO it must take such threats seriously as part of its North Atlantic Alliance obligations.

5. *THE AMERICAS*: Strange and unexplained explosions rock key, new natural gas exploration areas in the Northeast and Southwest parts of the United States, threatening the essential ways the U.S. already has started becoming more energy efficient, independent, and environmentally improved. The transformation away from coal and higher carbon polluting industries during the past eight years has enabled more effective natural gas exploration, and a boom in natural gas replacing even the boom in oil production on U.S. territory. However, such explosions greatly worry U.S. policymakers, as they can't yet decipher if such developments are natural or a series of human-made attacks. Suspicions do run high, given that simultaneous to these U.S. energy related explosions, crucial oil supply areas withstand similar explosions that significantly damage Brazilian and Argentinian energy supplies.

FINAL CONSIDERATIONS: *SCE* prioritizing remains extremely difficult because of these crucial foreign policy security dilemmas in Developments 1-5 above – and the collision course the U.S. faces financially. Foreign currencies plummet with the U.S. dollar and Euro dramatically declining as international trade falters and countries threaten protectionism to save their economies.

Leaders in all great trading powers, especially Brazil, Russia, India, China, Germany, South Africa, and the U.S., begin to worry that such fleeting protectionist policies could portend serious threat of world economic

recession. These key international economic powers must determine next steps quickly, particularly as international trade agreements, such as the Trans Pacific Partnership, and international environmental accords, such as the Paris Agreement on Climate, have collapsed due to the withdrawal by the U.S. during the past year.

The future looks very grim, especially if yet another war erupts or another military operation becomes "necessary" for America's intervention role.

THE *SCE* ENDS HERE!

Consider and re-consider your 5 key *SCE* priorities explained above. This takes constant preparation and team coordination throughout the semester.

** Remember: Your team's prioritized hypotheses and counter-hypotheses can – and likely will – constantly change over the duration of the semester.

** Always keep in mind that there isn't any one "correct" answer as these challenges force you constantly to reconsider your options!

** Role-played advisory teams always use their designated theory, respectively – Restraint, Selective Engagement, Cooperative Security or Primacy!

American Foreign Policy POLS/IDIS 3400: Syllabus Assignments Spero (T/R, 12:30) Fall 2017

Assignments should be done to correspond with scheduled sessions below.
 Read assignments BEFORE class and post BEFORE class on the date the assignments are due.
 Unless otherwise indicated, follow up to post no later than Midnight the day that the assignment's due!

Research Project Due Dates:

- Team Outline (16 November/Midnight)
- Individual Outline Peer Review (19 November/Midnight)
- Team Recommendation Memo (6 December/Midnight)
- Team Presentations/Final Simulation (7 December in-class)
- Final Simulation Analysis (13 December -- Midnight)
- Individual Memo Peer Review (inclusive of Final Simulation Game's postings) -- (14-17 December/Midnight)

TUESDAYS

THURSDAYS

<p>Some tips for keeping pace and excelling in our class:</p> <ul style="list-style-type: none"> -- BASIC CREDIT: Student Expectation form -- follow instructions under course website's "Course Documents." Credit up to 9/14 -- Midnight (Adds 1 point to your final grade). -- Avoid so much printing -- tackle as much electronically as possible to advance by electronic note taking and downloading to your computers all course documents and readings consistently! 	<p>9/7: <i>Introduction & Goals</i></p> <ul style="list-style-type: none"> -- Current international scene and its challenges (review of the following Slide in "Online Readings" at the top: "Introductory Class Session Slide on Introduction to American Foreign Policy.") -- Student views on American foreign policy. <p>FOR NEXT CLASS SESSION:</p> <ul style="list-style-type: none"> -- Navigate the Course Website by first reading the website's Announcements closely -- lead page! -- Familiarize with the Syllabus contents & this Syllabus Assignments Document, and relate to the website's procedures, readings, discussion boards, & research project's phases; -- Start working on the Scavenger Hunt (Online Reading #1), due on 9/22 (no later than Midnight!): -- Scavenger Hunt requirement found on course website under the "Online Readings" category; -- Note: Your Scavenger Hunt's "Student" designation is listed under the "Announcements" Board's area -- Post answers on designated Thread: "Scavenger Hunt Assign." thread ("Discussion Board" area -- 1st Board -- Start early!)
<p>9/12: <i>Critical Thinking, Simulations, & American Foreign Policy</i></p> <ul style="list-style-type: none"> -- Review slide under the "Course Documents" category by scrolling down to: "Critical Thinking & SCMD Slide." -- Review of World Map & Conflict Areas ("Course Documents") -- Review "Introductory Overview of Course -- Guide and Guidelines" and keep in mind the following: <ul style="list-style-type: none"> -- Consider how these Syllabus concepts, particularly on pages three-four, relate to your notions of decision-making, prioritizing, & simulation role-playing: <ul style="list-style-type: none"> -- Hypothesis & Counter-Hypothesis decision approaches -- Resolution & Anti-Resolution concepts -- Start to relate what you're reading in these documents above to how you're absorbing the requirements from the Scavenger Hunt and how you're beginning to answer its questions. *** By chipping away NOW at the Scavenger Hunt without rushing, you'll save very valuable time! Because it takes time, start the Scavenger Hunt ASAP and spend 10-15 minutes DAILY to complete 1-2 Steps/day. This really pays off as you absorb and learn our course -- AND absorb the Syllabus, have it work for you, and get on track fast in our course! HUNT DUE DATE: MIDNIGHT/22 SEPT.! 	<p>9/14: <i>Critical Thinking—Simulation Crisis Management Decision-making Research, Analysis, & Role-playing (Sources & Citations)</i></p> <ul style="list-style-type: none"> -- Review "Prof's Triangle Strategy" (Course Documents). -- ** Practice for future student role-playing advisory positions in class by first reviewing each of the role-playing advisor definitions on the Syllabus, page two. -- Review Turabian Style bibliography and footnote citation ("External Links) -- reviewed and practiced in class. -- Always cite any course provided readings and websites as Bibliography listed sources and as Footnotes, using Turabian Style ("External Links/Citations/Turabian Style"). -- *** <u>Review Example/Template for Assignments</u> under "Online Readings" category, directly under "Scavenger Hunt." -- REMEMBER: (Basic Credit assignment due at Midnight on 9/14!) -- Keep chipping away at Scavenger Hunt -- Due NLT Midnight on 22 September!
<p>9/19: <i>Strategic & Scenario Planning for Simulation Gaming</i></p> <ul style="list-style-type: none"> -- Read <u>Online Reading #2</u> (Bobbitt) -- Show "Success" Clip -- Post before class session on 9/19 to prepare most effectively, but posts will be possible until Midnight (9/20!) on the following: "<u>LEADERSHIP Board/Online Reading #2/Strategic-Scenario Planning</u>" Thread. -- Understand basic strategic and scenario planning arguments 	<p>9/21: <i>Real World Policy Challenges, Decisions, Communications</i></p> <ul style="list-style-type: none"> -- Keep chipping away at Scavenger Hunt -- Due NLT Midnight on 22 September! -- Read <u>Online Reading #3</u> (Biswas/Paczynska) -- For all postings, always provide citations using Turabian Style

the Syllabus emphasizes to research & role-play.

-- Identify & PARAPHRASE (put into your own words) two key arguments from Online Reading #2 and determine your most important argument (your "top priority") and your next most important argument (your "secondary priority").

-- What you're starting to practice from this reading and each decide for yourselves is forming a "strategic plan" as an "Objective" to achieve and then briefly explain your accompanying "strategic plan's hypothesis" (trying to achieve a "top priority").

-- When you "Counter-Hypothesize," you explain a "scenario plan" to show how your "strategic plan's Hypothesis" might not work out – how your "top priority" might fail – and that's OK!

-- Thus, you're going to explain in 4 sentences TOTAL in your own words/paraphrase to fulfill the requirement for Online Reading #2 (broadly building from the Example provided in the Prof's. Template for Assignments – reviewed in class on 9/19).

-- For all postings, always provide citations using Turabian Style within each sentence for any course reading requirements as Footnotes and, after your Counter-hypothesis in the text, your Bibliography (see: "External Links/Turabian Style Citations").

-- For this assignment, as you take notes, create a Word Document, think broadly about each argument you identify by paraphrasing (your "top" vs. "secondary" priorities), focusing on a specific example for each argument, and cite Online Reading #2 as footnotes within each sentence for the:

* *Objective* (Defines briefly your "top priority" argument [most important] vs. your "secondary priority" argument [next most important]) = strategic plan to achieve -- 1 sentence w/citations).

* *Hypothesis* (Explains briefly how you might achieve your "strategic plan's top priority" as you try to move toward "Resolution" of your objective – 1 sentence with citations).

** *Hypothesis Sub-Point/Indented* (Expands argumentation for trying to achieve your top priority, providing different detail, information, and analysis to strengthen why the top priority you've chosen is most important – 1 sentence with citations).

** *Counter-Hypothesis Sub-Point/Indented* (Explains briefly how you might NOT achieve your "top priority" and provides a "scenario plan" – for how you now deal with "Anti-Resolution" – 1 sentence with citations, choosing 1 option from 2 options here:

*** Whether you would try to achieve your "top priority" *differently* than in your "strategic plan," given your Hypothesis might fail and explain– 1 sentence with citations.

OR

**** Whether you'd abandon your "top priority," explain a consequence of abandonment, and replace your "top priority" with your "secondary priority" – 1 sentence with citations.

-- Lastly, don't forget to list your BIBLIOGRAPHY after your Counter-Hypothesis, skipping a space to separate these two categories. Remember that your FOOTNOTES should automatically get generated at the bottom of each page of your document, per the example reviewed in class to create a footnote!

within each sentence for reading requirements as Footnotes and, after your Counter-Hypothesis in the text, your Bibliography.

-- Identify two key policy decision-making approaches from Online Reading/#3 (Biswas/Paczynska), building on your key strategic & scenario planning.

-- Create a Word Document & draft 4 sentences (Due NLT 9/21):

* *Objective* (1 sentence: top vs. secondary strategic plan's priorities – identify 1 argument from Biswas/Paczynska as your top priority cited in footnotes *VS.* 2nd argument from Biswas/Paczynska, for your secondary priority trade-off/citing in new footnotes as strategic planner [Bobbitt in footnote for latter part of this sentence – defines entire strategic plan for both priorities]).

* *Hypothesis* (1 sentence: strategic plan – toward "Resolution" by explaining how your top priority might be achieved – Cite only for top priority argumentation in footnotes throughout sentence: Biswas/Paczynska & Bobbitt).

* *Hypothesis Sub-point 1*: (1 sentence: provide different analysis than from Hypothesis strategic plan with new information to advance top priority's argument – Cite Biswas/ Paczynska & Bobbitt in separate footnotes throughout sentence).

* *Counter-Hypothesis Sub-point 2* (1 sentence: Scenario plan to grapple with top priority's potential failure – "Anti-Resolution" – to explain potential consequence of top priority's failure and then to argue in terms of 1/one of the 2 Counter-Hypothesis options – Cite Biswas/ Paczynska & Bobbitt/scenario planning in separate footnotes throughout sentence).

<p>9/26: Putting AFP Theory Options into Policy Action</p> <p>-- Read Online Reading #4 (Posen/Ross from <i>America's Strategic Choices – ASC</i>)</p> <p>-- Discussion Focus: As strategic and scenario planners, identify a key argument from one ASC theory for your top priority and another argument from a different ASC Theory for your secondary priority to develop and refine in class for key discussion board posting credit NLT Midnight on Thursday, 9/28.</p> <p>-- For all postings, always provide citations using Turabian Style within <u>each</u> sentence for any course reading requirements as <u>Footnotes</u> and, after your Counter-Hypothesis in the text, your <u>Bibliography</u> (see: "External Links/Turabian Style Citations").</p> <p>-- SEE 9/28 FOR STEP-BY-STEP GUIDE RE: ASSIGNMENT. -- NOTE: Posting for credit, per above due NLT 9/28 Midnight.</p> <p>-- *** REMEMBER: 1st Practice Simulation Prep <u>SIGN-UP</u> ("LEADERSHIP Board/1st Practice Sign-Up Board Thread" for leadership you want to role-play (first come, first serve by 9/29 – no later than Midnight!)</p>	<p>9/28: Continuing to Put Scholarly Theory into Policymaking Practice</p> <p>-- Create a Word Document & draft 4 sentences (Due NLT 9/28):</p> <p>* Objective (1 sentence: top vs. secondary strategic plan's priorities – Identify 1 theory argument from one ASC theory you select as your top priority vs. an argument from a different ASC theory you select as your secondary priority to define your <u>strategic plan's</u> trade-off – Cite Bobbitt, ASC theory in separate footnotes throughout sentence).</p> <p>* Hypothesis (1 sentence: strategic plan – moving you toward "Resolution" by explaining how your top priority's ASC theory argument in "Objective" might be achieved – Cite Bobbitt, ASC theory in separate footnotes throughout sentence). * Hypothesis Sub-point 1: (1 sentence: provide different analysis than from Hypothesis strategic plan with new information to advance top priority's argument – Cite Bobbitt, ASC theory in separate footnotes throughout sentence). * Counter-Hypothesis Sub-point 2 (1 sentence: Scenario plan to grapple with top priority's failure -- "Anti-Resolution" to explain consequence of top priority's failure by using <u>different ASC theory</u> argument in terms of <u>1/one</u> of the 2 Counter-Hypothesis options – Cite Bobbitt, ASC theory in separate footnotes throughout sentence).</p>
<p>10/3: 1st Practice Simulation: "Abu Ghraib"</p> <p>-- Read Online Reading #5 (Day)</p> <p>-- Review grading guidelines for simulations listed under "Course Documents" toward bottom. -- PLEASE NOTE: On new Discussion Board Thread, under Leadership Discussion Board, please read carefully about new teams and each team's designated Posen/Ross theory!</p> <p>-- For all postings, always provide citations using Turabian Style within <u>each</u> sentence for reading requirements as <u>Footnotes</u> and, after your Counter-Hypothesis in the text, your <u>Bibliography</u>.</p> <p>-- Prioritize two arguments only from the document/role-playing "script" (#5) – <u>only in advising for role-player only what the script's players considers or has decided</u> (please don't make anything up). Paraphrase as a strategic and scenario planner/role-playing, designated theory advisor.</p> <p>-- Create a Word Document & draft 4 sentences – more than one post strong encouraged on your team's sub-thread and on other team sub-threads, but vary your analysis on other team threads from your team's sub-thread postings – (Posts allowed up 10/5 by 12:30 pm): * Objective (1 sentence: top vs. secondary strategic plan's priorities – identify 1 argument from Day as your top priority and explained by designated ASC theory cited in footnotes VS. 2nd argument from Day as your secondary priority trade-off, explained by a different ASC theory of your choice cited in footnotes as strategic planner [Bobbitt]). * Hypothesis (1 sentence: strategic plan – toward "Resolution" by explaining how your top priority might be achieved – Cite <u>only</u> for <u>top priority argumentation</u> in separate footnotes throughout sentence: Day, designated ASC theory, & Bobbitt). * Hypothesis Sub-point 1: (1 sentence: provide different analysis than from Hypothesis strategic plan with new information to advance <u>top priority's argument</u> – Cite Day, designated ASC theory, & Bobbitt in separate footnotes throughout sentence). * Counter-Hypothesis Sub-point 2 (1 sentence: Scenario plan to grapple with top priority's failure -- "Anti-Resolution" to explain potential consequence of top priority's failure -- and then use a different ASC theory [different than from top priority] to argue in terms of <u>1/one</u> of the 2 Counter-Hypothesis options – Cite Day, the <u>different</u> ASC theory, & Bobbitt/scenario planning in separate footnotes throughout sentence).</p>	<p>10/5: 1st Practice Simulation Game Continued & Lessons Learned</p> <p>-- ** IMPORTANT: FOR REST OF SEMESTER: Please sign up under new "LEADERSHIP Board/ROLE-PLAYING Leaderships" Thread to choose your leadership (first come, first serve – <u>from 10/6 - 10/8 Midnight</u>).</p> <p>-- Continue 1st Practice Simulation -- Keep devising team approach from 1st practice simulation session, coordinating with team members, revising individual team member arguments and prioritizing on your team's sub-thread. -- Gain highest credit by using your team's consensus to post on other teams' sub-threads (thru 12:30 pm 10/5 for key credit!) - For all postings, always provide citations using Turabian Style within <u>each</u> sentence for reading requirements as <u>Footnotes</u> and, after your Counter-Hypothesis in the text, your <u>Bibliography</u>.</p> <p>-- <u>After</u> class, post NLT Midnight (10/6) on new "LEADERSHIP Board /1st Practice Simulation/Lessons Learned" Thread. -- Remain in your practice simulation role-playing advisor's character and post two prioritized important lessons you learned during the 1st Practice Simulation experiences.</p> <p>-- Create a Word Document & draft 4 sentences (Due NLT 10/6/Midnight):</p> <p>* Objective (1 sentence: top vs. secondary strategic plan's priorities – identify 1 lesson learned from Day as your top priority and explained by designated ASC theory option cited in footnotes VS. 2nd lesson learned from Day as your secondary priority trade-off, explained by different ASC theory of your choice, cited in footnotes as strategic planner [Bobbitt]). * Hypothesis (1 sentence: strategic plan – toward "Resolution" by explaining how your top priority lesson learned might be achieved – Cite <u>only</u> for <u>top priority argumentation</u> in footnotes throughout sentence: Day, designated ASC theory & Bobbitt). * Hypothesis Sub-point 1: (1 sentence: provide different analysis than from Hypothesis strategic plan with new information to advance <u>top priority's argument</u> – Cite Day, designated ASC theory, & Bobbitt in separate footnotes throughout sentence). * Counter-Hypothesis Sub-point 2 (1 sentence: Scenario plan to grapple with top priority's failure -- "Anti-Resolution" to explain potential consequence of top priority's failure -- and then use a <u>different ASC theory</u> [different than from top priority] to argue in terms of <u>1/one</u> of the 2 Counter-Hypothesis options – Cite Day, different ASC theory than top priority, & Bobbitt/scenario planning in separate footnotes in sentence).</p>

<p>10/10: Simulation Crisis Exercise (SCE) & Crisis Management</p> <p>-- Please note your new team & new team board's thread/key instructions to use for the semester's remainder under "LEADERSHIP" Discussion Board!</p> <p>-- Read Online Reading #6: <i>Simulation Crisis Exercise (SCE)</i> – One of the key documents for our course!</p> <p>-- Show Indiana University Simulation clip.</p> <p>-- Review instructions on new team's thread (1st sub-thread) and note how SCE Document plays a crucial role throughout!</p> <p>-- For all postings, always provide citations using Turabian Style within <u>each</u> sentence for reading requirements as <u>Footnotes</u> and, after your Counter-Hypothesis in the text, your <u>Bibliography</u>.</p> <p>-- Begin to consider how each team member can start identifying a <u>top priority</u> vs. a <u>secondary priority</u> from the SCE Document (focus on pp. 2-4) – working together and responding to one another.</p> <p>-- <u>Select</u> a role-playing <u>advisor ASAP</u> on the <u>Advisor Sub-thread</u>: a strategic and scenario planning political, economic, <u>or</u> military/non-military security planning advisor (as appropriate, depending on number of students per team).</p> <p>-- Prepare for class session on 10/10 by knowing SCE Document well enough to raise questions and/or to discuss any concerns.</p>	<p>10/12: Putting the SCE into Action – Advisory Team's Planning</p> <p>-- For <u>Leadership Sub-thread</u>: Begin compiling documentation from designated team's real world websites – start familiarizing with that leadership's global focused arguments in posts with documentation to maximize credit (ensure you provide the full source's citation – Turabian Style for Bibliography Listing).</p> <p>-- For <u>SCE Sub-thread</u>: Keep identifying <u>your advisor's top vs. secondary SCE priorities</u>, realizing your SCE prioritizing will likely change constantly. Try to build team consensus for SCE prioritizing.</p> <p>-- Create a Word Document & draft 4 sentences (due NLT Midnight on 10/12) and always provide citations using Turabian Style within <u>each</u> sentence for reading requirements as <u>Footnotes</u> and, after your Counter-Hypothesis in text, your <u>Bibliography</u>:</p> <p>* <u>Objective (1 sentence)</u>: top vs. secondary strategic plan's SCE priorities – identify SCE top priority explained by team's designated ASC theory, citing in footnotes <u>VS. SCE</u> secondary priority trade-off, explained by different ASC theory cited in footnotes as strategic planner [Bobbitt]).</p> <p>* <u>Hypothesis (1 sentence)</u>: strategic plan – toward "Resolution" by explaining how SCE top priority might be achieved – Cite <u>only</u> for <u>top priority argumentation</u> in footnotes throughout sentence: SCE, top priority's designated ASC theory, Bobbitt, possibly Day).</p> <p>* <u>Hypothesis Sub-point 1: (1 sentence)</u>: provide different analysis than from Hypothesis strategic plan with new information to advance <u>top priority's argument</u> – Cite SCE, top priority's designated ASC theory, Bobbitt, possibly Day in separate footnotes throughout sentence).</p> <p>* <u>Counter-Hypothesis Sub-point 2 (1 sentence)</u>: Scenario plan to grapple with top priority's failure -- "Anti-Resolution" to explain potential consequence of top priority's failure -- and then use a <u>different ASC theory</u> [different than from top priority] to argue in terms of <u>1/one</u> of the 2 Counter-Hypothesis <u>options</u> – Cite SCE, the <u>different ASC theory</u>, Bobbitt/scenario planning in footnotes).</p>
<p>10/17: "Saving America First"</p> <p>-- Read Online Reading #7 (Bacevich)</p> <p>-- <u>Focus</u>: As ASC theory-based strategic/scenario planning advisors, integrate two key arguments from Bacevich into your four sentences below to explain your team's top vs. secondary SCE priority trade-off.</p> <p>-- See <u>10/19</u> for assignment, remembering to integrate into the four sentences:</p> <p>READING & ROLE-PLAYING POSTING GUIDELINES:</p> <p>-- Use "Triangle Strategy" evidence to cite readings as <u>Footnotes</u> & as <u>Bibliography</u>. Use Turabian Style Citations!</p> <p>-- For <u>SCE Sub-thread</u>:</p> <ul style="list-style-type: none"> * Role-play as strategic/scenario planning advisor/Bobbitt; * Focus on top vs. secondary SCE team priority trade-off; * Paraphrase key argumentation from two ASC theories; * Paraphrase team website's key documentation; * Paraphrase a two key arguments from each reading (#7). 	<p>10/19: Continuing to Try "Saving America First"</p> <p>-- Create a Word Document & draft 4 sentences (due NLT Midnight on 10/19) and always provide citations using Turabian Style within <u>each</u> sentence for reading requirements as <u>Footnotes</u> and, after your Counter-Hypothesis in text, your <u>Bibliography</u>:</p> <p>* <u>Objective (1 sentence)</u>: Identify SCE top priority related to 1st key argument/Bacevich reading & backed-up by team website document/explained by designated ASC theory cited in footnotes <u>VS. SCE</u> secondary priority trade-off regarding 2nd key argument/ Bacevich reading & backed-up by team website document/explained by different ASC theory cited in footnotes as strategic planner [Bobbitt]).</p> <p>* <u>Hypothesis (1 sentence)</u>: strategic plan – explain how top SCE priority might be achieved – Cite <u>only</u> for <u>top priority argumentation</u> in footnotes throughout sentence: SCE, Bacevich reading, leadership website document, designated ASC theory, Bobbitt).</p> <p>* <u>Hypothesis Sub-point 1: (1 sentence)</u>: provide different analysis than from Hypothesis strategic plan with new information to advance <u>top SCE priority's argument</u> – Cite SCE, Bacevich reading, leadership website document, designated ASC theory, Bobbitt).</p> <p>* <u>Counter-Hypothesis Sub-point 2 (1 sentence)</u>: Scenario plan to explain consequence of top priority's failure and then use <u>different ASC theory</u> [different from top priority] to argue for <u>1</u> of the 2 Counter-Hypothesis <u>options</u> – Cite SCE, Bacevich reading, leadership website document, different ASC theory, Bobbitt/scenario planning in separate footnotes in sentence).</p>
<p>10/24: 2nd Practice Simulation – Part I – Challenges for Greater or Lesser American Involvement/Intervention Internationally</p> <p>Read:</p> <p>-- Online Reading #8 (Stell)</p> <p>-- Online Reading #9 (Haass)</p>	<p>10/26: 2nd Practice Simulation Continuation/Part II & Lessons Learned</p> <p>-- Continue 2nd Practice Simulation Game in-class & provide post-Simulation analysis (Final posts for credit on team and other team boards considered <u>NLT Midnight, 10/26</u>).</p> <p>-- Continue to follow all of the instructions provided from the</p>

<p>-- <u>MOST CREDIT GAINED BY:</u> * Posting your <i>SCE</i> game plan, per instructions below, <u>before</u> Part I's class simulation session; ** Posting your <u>Part I/2nd</u> Practice Simulation analysis <u>after</u> our 10/24 session and <u>before</u> our 10/26 class simulation session; ***Post your <u>Part I/2nd</u> Practice Simulation comments and/or debate arguments on other team boards, based on in-class follow-up (Triangle Strategy analysis gains key credit).</p> <p>-- <u>Simulation Focus:</u> <i>As ASC theory-based strategic/scenario planning advisors, integrate one key argument from Steil and Haass into your four sentences below to explain your team's top vs. secondary SCE priority trade-off.</i></p> <p><u>READING & ROLE-PLAYING POSTING GUIDELINES:</u> -- Use "Triangle Strategy" evidence to cite readings as <u>Footnotes</u> & as <u>Bibliography</u>. Use Turabian Style Citations! -- For <u>Simulations Sub-thread:</u> Address "Simulation Focus" above by ensuring you <u>integrate</u> these requirements as <u>footnotes</u> in your <u>four sentences</u> to gain full credit in these <u>five categories</u>: * Role-play as strategic/scenario planning advisor/Bobbitt; * Focus on top vs. secondary <i>SCE</i> team priority trade-off; * Paraphrase key argumentation from two <i>ASC</i> theories; * Paraphrase team website's key documentation; * Paraphrase a key argument from each reading (#8-9).</p> <p>-- Keep updating your Word Document throughout the practice simulation process for most posting credit & in-class efforts: * <u>Objective</u> (1 sentence: Identify <i>SCE</i> top priority related to 1st key argument/simulation reading & backed-up by team website document/explained by designated <i>ASC</i> theory cited in footnotes <i>VS.</i> <i>SCE</i> secondary priority trade-off regarding 2nd key argument/simulation reading & backed-up by team website document/explained by different <i>ASC</i> theory cited in footnotes as strategic planner [Bobbitt]). * <u>Hypothesis</u> (1 sentence: strategic plan – explain how top <i>SCE</i> priority might be achieved – Cite <u>only</u> for <u>top priority argumentation</u> in footnotes throughout sentence: <i>SCE</i>, Simulation reading/s, leadership website document, designated <i>ASC</i> theory, Bobbitt). * <u>Hypothesis Sub-point 1:</u> (1 sentence: provide different analysis than from Hypothesis strategic plan with new information to advance <u>top SCE priority's argument</u> – Cite <i>SCE</i>, Simulation reading/s, leadership website document, designated <i>ASC</i> theory, Bobbitt). * <u>Counter-Hypothesis Sub-point 2</u> (1 sentence: Scenario plan to explain consequence of top priority's failure and then use <u>different ASC theory</u> [different from top priority] to argue for <u>1</u> of the 2 Counter-Hypothesis <u>options</u> – Cite <i>SCE</i>, Simulation reading/s, leadership website document, <u>different ASC theory</u>, Bobbitt/scenario planning in separate footnotes in sentence).</p>	<p>assignments on 10/24 – for posting and in-class credit!</p> <p>-- As needed, update your four-sentence analysis to show changes in simulation argumentation as simulation unfolds.</p> <p>-- <u>Simulation Focus:</u> <i>As ASC theory-based strategic/scenario planning advisors, integrate one key argument from Steil and Haass into your four sentences below to explain your team's top vs. secondary SCE priority trade-off.</i></p> <p><u>READING & ROLE-PLAYING POSTING GUIDELINES:</u> -- Use "Triangle Strategy" evidence to cite readings as <u>Footnotes</u> & as <u>Bibliography</u>. Use Turabian Style Citations! -- For <u>Simulations Sub-thread:</u> Address "Simulation Focus" above by ensuring you <u>integrate</u> these requirements as <u>footnotes</u> in your <u>four sentences</u> to gain full credit in these <u>five categories</u>: * Role-play as strategic/scenario planning advisor/Bobbitt; * Focus on top vs. secondary <i>SCE</i> team priority trade-off; * Paraphrase key argumentation from two <i>ASC</i> theories; * Paraphrase team website's key documentation; * Paraphrase a key argument from each reading (#8-9).</p> <p>-- Teams please create a Google Doc and then please invite me "to edit" so that I can <u>grade</u> according to individual contributions (Invite: jspero@student.fitchburgstate.edu)</p>
<p>10/31: 3rd Practice Simulation – Part I – Challenges to Globalized System of Cooperation</p> <p>Read: -- Online Reading #10 (Colgan/Keohane) -- Online Reading #11 (Patrick)</p> <p>-- <u>MOST CREDIT GAINED BY:</u> * Post your <i>SCE</i> game plan, per instructions below, <u>before</u> Part I's class simulation session; ** Post your <u>Part I/3rd</u> Practice Simulation analysis <u>after</u> our 10/31 session and <u>before</u> our 11/2 class simulation session; ***Post your <u>Part I/3rd</u> Practice Simulation comments and/or debate arguments on other team boards, based on in-class follow-up (Triangle Strategy analysis gains key credit).</p> <p>-- <u>Simulation Focus:</u> <i>As ASC theory-based strategic/scenario planning advisors, integrate one key argument from Colgan/Keohane and Patrick into your four sentences below to</i></p>	<p>11/2: 3rd Practice Simulation Continued/Part II--Lessons Learned</p> <p>-- Continue 3rd Practice Simulation Game in-class & provide post-Simulation analysis (Final posts for credit on team and other team boards, in team Google Docs considered <u>NLT Midnight, 11/6</u>).</p> <p>-- Teams please create a Google Doc and then please invite me "to edit" so that I can <u>grade</u> according to individual contributions (Invite: jspero@student.fitchburgstate.edu)</p> <p>-- Continue to follow all of the instructions provided from the assignments on 10/31 – for posting and in-class credit!</p> <p>-- As needed, update your four-sentence analysis to show changes in simulation argumentation as simulation unfolds.</p> <p>-- <u>Simulation Focus:</u> <i>As ASC theory-based strategic/scenario planning advisors, integrate one key argument from Colgan/Keohane and Patrick into your four sentences below to explain your team's top</i></p>

<p>explain your team's top vs. secondary SCE priority trade-off.</p> <p>READING & ROLE-PLAYING POSTING GUIDELINES: -- Use "Triangle Strategy" evidence to cite readings as <u>Footnotes</u> & as <u>Bibliography</u>. Use Turabian Style Citations! -- For <u>Simulations Sub-thread</u>: Address "Simulation Focus" above by ensuring you <u>integrate</u> these requirements as <u>footnotes</u> in your <u>four sentences</u> to gain full credit in these <u>five categories</u>: * Role-play as strategic/scenario planning advisor/Bobbitt; * Focus on top vs. secondary SCE team priority trade-off; * Paraphrase key argumentation from two ASC theories; * Paraphrase team website's key documentation; * Paraphrase a key argument from each reading (#10-11).</p> <p>-- Keep updating your Word Document throughout the practice simulation process for most posting credit & in-class efforts: * <u>Objective (1 sentence)</u>: Identify SCE top priority related to 1st key argument/simulation reading & backed-up by team website document/explained by designated ASC theory cited in footnotes <u>VS. SCE</u> secondary priority trade-off regarding 2nd key argument/simulation reading & backed-up by team website document/explained by different ASC theory cited in footnotes as strategic planner [Bobbitt]). * <u>Hypothesis (1 sentence)</u>: strategic plan – explain how top SCE priority might be achieved – Cite <u>only for top priority argumentation</u> in footnotes throughout sentence: SCE, Simulation reading/s, leadership website document, designated ASC theory, Bobbitt). * <u>Hypothesis Sub-point 1: (1 sentence)</u>: provide different analysis than from Hypothesis strategic plan with new information to advance <u>top SCE priority's argument</u> – Cite SCE, Simulation reading/s, leadership website document, designated ASC theory, Bobbitt). * <u>Counter-Hypothesis Sub-point 2 (1 sentence)</u>: Scenario plan to explain consequence of top priority's failure and then use <u>different ASC theory</u> [different from top priority] to argue for <u>1</u> of the 2 Counter-Hypothesis <u>options</u> – Cite SCE, Simulation reading/s, leadership website document, different ASC theory, Bobbitt/scenario planning in separate footnotes in sentence).</p>	<p>vs. secondary SCE priority trade-off.</p> <p>READING & ROLE-PLAYING POSTING GUIDELINES: -- Use "Triangle Strategy" evidence to cite readings as <u>Footnotes</u> & as <u>Bibliography</u>. Use Turabian Style Citations! -- For <u>Simulations Sub-thread</u>: Address "Simulation Focus" above by ensuring you <u>integrate</u> these requirements as <u>footnotes</u> in your <u>four sentences</u> to gain full credit in these <u>five categories</u>: * Role-play as strategic/scenario planning advisor/Bobbitt; * Focus on top vs. secondary SCE team priority trade-off; * Paraphrase key argumentation from two ASC theories; * Paraphrase team website's key documentation; * Paraphrase a key argument from each reading (#10-11).</p>
<p>11/7: <u>Team Outline Preparation & Review</u></p> <p>-- <u>Review group editing functions via Google Doc, peer review approach, and Outline template overview!</u></p> <p>-- <u>Team Outline due NLT Thursday -- 11/16, NLT Midnight!</u></p> <p>-- <u>Individual Peer Review then due NLT Sunday -- 11/19, NLT Midnight!</u></p> <p>-- * * Template for Team Outline's instructions found under "Course Documents: <u>Team Outline & Individual Peer Review</u>";</p> <p>-- <u>POST ONLY ONE OUTLINE</u> in its <u>final</u> version on the new LEADERSHIP BOARD/Team Outline (teamwork remains key in drafting of the Outline together on team board to gain most credit!);</p> <p>-- *** Most credit individually per posts using full Triangle Strategy (see grade grid under "Course Documents").</p>	<p>11/9: <u>NO CLASS</u></p> <p>-- Continue writing Team Outline together on Google Doc – <u>Complete Team Outline NLT Midnight 11/16 (THURSDAY)</u></p> <p>-- *** <u>Individual Peer Review then due NLT Sunday – 11/19, at Midnight!</u></p> <p>-- Teams please create a Google Doc and then please invite me "to edit" so that I can <u>grade</u> according to individual contributions (Invite: jspero@student.fitchburgstate.edu)</p>
<p>11/14: <u>NO CLASS</u></p> <p>-- Continue writing Team Outline together on Google Doc – <u>Complete Team Outline NLT Midnight 11/16 (THURSDAY)</u></p> <p>-- *** <u>Individual Peer Review then due NLT Sunday – 11/19, at Midnight!</u></p>	<p>11/16: <u>FINAL DEADLINES/No Class: Outline -- 11/16 & Peer Review -- 11/19</u></p> <p>-- <u>POST ONLY ONE INDIVIDUAL STUDENT PEER REVIEW</u> NLT Midnight on Sunday, 19 November – of <u>one</u> Team's Outline by following specific instructions on website's Announcement page & accompanying new Team Outline Peer Review Discussion Board;</p> <p>-- * * * Ensure that your peer review stands out clearly from the Outline's text on which you're reviewing – "Graded Example" of Outline provides ways for each student individually to peer review!</p>

11/21: <u>NO CLASS – HAPPY BREAK!</u>	11/23: <u>NO CLASS – HAPPY BREAK!</u>
11/28: <u>Team Memo Preparation – In-Class Working Session – Show Final Matrix Clip</u> – PLEASE REVIEW TEAM MEMO TEMPLATE UNDER “Course Documents/Team Memo” TO PREPARE FOR CLASS! – Team Memo due NLT Midnight (12/6 – WEDNESDAY) to be posted on LEADERSHIP BOARD/Team Memo	11/30: <u>NO CLASS – Keep working on Team Memo!</u> – Ensure Team Memo due NLT Midnight (12/6 – WEDNESDAY) to be posted on LEADERSHIP BOARD/Team Memo Teams please create a Google Doc and then please invite me “to edit” so that I can <u>grade</u> according to individual contributions (Invite: jspero@student.fitchburgstate.edu)
12/5: <u>NO CLASS – Keep working on Team Memo!</u> – Ensure Team Memo due NLT Midnight (12/6 – WEDNESDAY) to be posted on LEADERSHIP BOARD/Team Memo – Teams please create a Google Doc and then please invite me “to edit” so that I can <u>grade</u> according to individual contributions (Invite: jspero@student.fitchburgstate.edu)	12/7: <u>Team Presentations & FINAL SIMULATION PHASE I</u> – Teams <u>briefly</u> present their <u>three SCE priorities</u> , providing a quick run-down in ranked order (1-2 minutes/priority). – Highlight briefly the Hypothesis and Counter-Hypothesis, with respective trade-offs for the <u>top two</u> priorities (5 minutes max). – <u>Final Simulation</u> credit gained through team board coordination & team consensus for posting contributions. – Posts & teamwork with full and comprehensive Triangle Strategy evidence get the most Final Simulation credit! – After Final Simulation Phase I, integrate Final Simulation Phase I “Developments” and “Breaking News” on your team’s board and other team boards, too!
12/12: <u>FINAL SIMULATION II & FINAL CLASS (Individual Peer Review of assigned Team Memo/Final Sim analyses – due 12/17)</u> – <u>FINAL Simulation Posts possible until 12/13 Midnight (WEDNESDAY)</u> – * * * Teams should take account of the Final Simulation Phase II “Developments” & “Breaking News” in final posts for credit; – Posts & teamwork with full and comprehensive Triangle Strategy evidence get the most Final Simulation credit! – Individual Peer Review of Team Memo & Final Simulation Game’s Analyses: take into account comparisons & contrasts of Final Simulation Game postings by the team members from the team whose memo you are reviewing: <u>DUE NLT Midnight on Sunday, 12/17!</u>	12/17: <u>FINAL REQUIREMENTS FOR THE COURSE!</u> – Post Individual Peer Review of Team Memo & Final Simulation Game’s Analyses on NEW “Final Simulation Team Memo” Peer Review <u>THREAD</u> on the LEADERSHIP BOARD). This thread will <u>open on 12/14 and close at Midnight on SUNDAY, 17 December!</u> *** REMEMBER: Course evaluation (separate from Fitchburg State evaluation) for <u>extra credit/add 1 point to your final grade</u> – Located on “Course Documents” at bottom – from 12/14 until 12/17 (<u>Midnight</u>).