

Latest as of August 11, 2020.

Students will receive a paper topic in the class on November 2 and submit their paper electronically by the deadline of 8pm, November 20, Friday. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

Graduate students: The paper will be between 4,500-6,000 words (15-20 pages equivalent). A paper shorter than 4,500 words and longer than 6,000 words will be penalized. Like undergraduate students, students in the graduate section will receive a paper topic in the class on November 2 and submit their paper electronically by the deadline of 8pm, November 20, Friday. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

Class participation: 30% of final grade

Your attendance and active participation is vital to the success of this course. At a minimum, you should come to class on time having completed and prepared to discuss assigned readings for that class. A record of

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Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course

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Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements office.

Mandatory Statement on Face Masks (Fall 2020)

Interim Policy on Face Masks governs all students, faculty, staff, and campus visitors in all

Attendance

The health and well-being of our students and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an
(effective August 2020 through May 2021).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. - yourself just prior to speaking.
Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.

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Mearsheimer, *The Tragedy of Great Power Politics*, pp. 83-125. **Oral presentation**
Stephen Biddle, *Military Power: Explaining Victory and Defeat in Modern Battle*
(Princeton: Princeton University Press, 2006), pp. 1-9, 14-51.

The Public Opinion Quarterly, Vol. 12, No. 2 (Summer 1948), pp. 280-
306 (not -315). **Oral presentation**

Kenneth Pollack, *Armies of Sand: The Past, Present, and Future of Arab Military
Effectiveness*, (Oxford: Oxford University Press, 2018), pp. 1-43.

Sept 7 War, Peace, and Technology

Audrey Kurth Cronin, *Power to the People: How Open Technological Innovation is*
(Oxford: Oxford University Press, 2019), pp. 1-35. **Oral
presentation**

Survival, Vol.
60, No. 5 (2018).

Journal of Strategic Studies,
Vol. 9, Nos. 2-3 (1986), pp. 51-69 (not -92). **Oral presentation**

Foreign Affairs (July/August 2013), pp. 32-43.

Foreign Affairs

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Foreign

Affairs (September/October 2018), pp. 10-18.

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Dale Copeland, *Economic Interdependence and War* (Princeton: Princeton University Press, 2014), pp. 1-50, 428-446. **Oral presentation**

Dominic Johnson, *Overconfidence and War: The Havoc and Glory of Positive Illusions* (Cambridge, MA: Harvard University Press, 2004), pp. 1-26, 191-238.