

**History 381/Public Affairs 388L  
Strategy and Decision-Making in Global Policy**

Tuesdays, 9:00am-12:pm  
Fall 2024  
University of Texas at Austin  
SRH 3.124

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Office hours by appointment

**Course Aims**

This advanced graduate course will examine how leaders formulate a coherent and effective strategy for policy-making in a complex and unpredictable global environment. Readings and discussions will focus on planning, organization, persuasion, and adaptation to changing international pressures. The course will concentrate on case studies in leadership, as well as broader studies of global change in the modern world. Students should gain a greater appreciation for what it means to be an effective strategist, policy-maker, and agenda-setter. They should also acquire a certain humility about the difficulties involved with fulfilling these often inhuman tasks. The course will center on intensive reading, writing, discussion, and a final project.

**Academic Accommodations and Academic Integrity**

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, please see the website for the Division of Diversity and Community Engagement, Services for Students with Disabilities, <http://ddce.utexas.edu/disability/>.

Academic integrity is central to the mission of the university. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person or artificial intelligence without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the Internet,

created by artificial intelligence, or created by another student. A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking, and paraphrasing, can be found at the Office of the Dean of Students web page (<http://deanofstudents.utexas.edu/conduct/>) and Graduate Studies (<http://www.utexas.edu/ogs/ethics/transcripts/academic.html>). The University has also established disciplinary procedures and penalty guidelines for academic dishonesty, especially Sec. 11.504 in Appendix C of the Institutional Rules on Student Services and Activities section in UT's General Information Catalog.

### **Emergency Evacuation Procedures**

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://operations.utexas.edu/units/csas/terms.php>:

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Behavior Concerns Advice Line (BCAL): 512-232-5050

Link to information regarding emergency evacuation routes and emergency procedures can be found at: <https://preparedness.utexas.edu/emergency-plans>

### **Harassment Reporting Requirements**

[Senate Bill 212 \(SB 212\)](#), which took effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident". Please note that the instructor for this class is a mandatory reporter and MUST share with the Title IX office any information about sexual harassment/assault shared with him by a student whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information CANNOT be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the [Title IX website](#).

### **Campus Safety & Wellness Resources link:**

<https://www.utexas.edu/campus-life/safety-and-security>

### **Required Book Readings**

Brands, Hal and Michael Beckley. *Danger Zone: The Coming Conflict with China* (W.W. Norton, 2022). 978-1324021308.

Butler, Judith. *Frames of War: When Is Life Grievable?* (New York: Verso, 2016). Paperback. 978-1784782474.

Cicero, Quintus Tullius. *How to Win an Election: An Ancient Guide for Modern Politicians*, trans. Philip Freeman (Princeton: Princeton University Press, 2012). 978-0691154084.

Clausewitz, Carl von. *On War*, edited and translated by Michael Howard and Peter Paret (Princeton: Princeton University Press, 1976). Paperback. 978-0691018546.

Einstein, Albert and Sigmund Freud. *Why War? A Correspondence Between Albert Einstein and Sigmund Freud*, trans., Stuart Gilbert (New York: Warbler Press, 2024). Paperback. 978-1962572170.

Herodotus, *The Histories*, trans. Robin Waterfield (New York: Oxford University Press, 1998). Paperback. 978-0199535668.

Machiavelli, Niccolo. *The Prince*, translated by Harvey C. Mansfield (Chicago: University of Chicago Press, 1998). Paperback. 978-0226500447.

Simon, Steven. *Grand Delusion: The Rise and Fall of American Ambition in the Middle East* (New York: Penguin Press, 2023). 978-0735224247.

Suri, Jeremi. *Civil War By Other Means: America's Long and Unfinished Fight for Democracy* (New York: Public Affairs, 2022). 978-1541758544.

Tolstoy, Leo. *War and Peace*, translated by Richard Pevear and Larissa Volokhonsky (New York: Vintage, 2008). Paperback. 978-1400079988.

Tzu, Sun. *The Art of War*, translated by Samuel Griffith (New York: Oxford University Press, 1971). Paperback. 978-0195014761.

### **Reading Assignments**

This course includes a heavy load of weekly reading – generally a full book per week. Students are expected to read all of the assigned materials carefully and critically *before each seminar meeting*. Focus on each author’s key arguments and how they relate to larger historical concerns and debates – how is the author trying to change the way we think about strategy and policy? Interrogate narrative strategies – how does the author assemble his or her argument for the purpose of convincing the reader? Pay close attention to sources – how does the author “prove” his or her point? Most important, as the semester progresses think about how the assigned readings relate to one another – how is each author responding to other scholars?

### **Weekly Response Essays**

Each week by **5:PM** on the **Monday before class**, all students should post a short response essay on the course website (available through UT’s Canvas Course Management Website): <http://canvas.utexas.edu/>.

This response essay should include 3 basic paragraphs. The first paragraph should summarize the key arguments in the readings and their significance. The second paragraph should analyze how the week’s readings relate to other course and outside texts. The third paragraph should offer the student’s critical assessment of the week’s readings: What was most persuasive? What was least persuasive? Which are the issues and questions that need more attention? What kind of new research do the readings inspire?

Students are expected to read each other’s weekly essays before class. They are also expected to comment substantively on each other’s essays. The weekly essays and comments will provide a starting point for each week’s class discussion.

**Grading**

Weekly Response Essays and Comments	30%
Weekly Class Discussion Participation	30%
Final Project	40%

**Final Project: Strategy Statement (approximately 15 pages total)**

The purpose of this course is to prepare students to become strategic planners, ready to advise and lead large global organizations. This difficult task requires analytical sophistication, historical knowledge, and current awareness. It calls for focused analysis of complex policy problems, and imagination to define pathways for change.

With this core purpose in mind, students will be responsible at the end of the semester for preparing a written strategy briefing on a current U.S. policy issue of their choice. Here are the guidelines:

1. Each student should choose a contemporary policy issue (in consultation with the instructor) that they care about, and where they have some background knowledge.
2. Each student should identify at least three of their weekly responses that relate to the chosen policy issue, conceptually and/or empirically.
3. Building on the identified weekly responses, and the related readings, each student should assemble a strategic framework for addressing the chosen policy issue (approximately 5 pages of text).
4. The main body of the paper should then apply the student's strategic framework to a more detailed empirical examination of the chosen policy issue (approximately 10 pages of text).
5. Each paper should have a short introduction that articulates key insights, and a short conclusion that looks forward to future policy questions and contributions.

The strategy statement papers should be concise, focused, and deeply analytical. They should cite sources and show creative thinking.

Every word counts. Papers will be judged by the following criteria:

1. Analytical depth.
2. Creative thought.
3. Careful, concise, and precise writing.
4. Persuasive argument.
5. Overall professionalism.

**Strategy Statement papers are due by December 10.**

**Please email a PDF of your paper to Professor Suri: [suri@austin.utexas.edu](mailto:suri@austin.utexas.edu)**

8/27 Introduction: Why do countries fight wars?  
Einstein and Freud, *Why War?*

### **History and Theory**

9/3 Herodotus, *The Histories*, Books 7-9.

9/10 Sun Tzu, *The Art of War*.

9/17 Machiavelli, *The Prince*.

9/24 Clausewitz, *On War*, Books 1-5.

10/1 Clausewitz, *On War*, Books 6-8.

10/8 Tolstoy, *War and Peace*, Volumes 1-2.

10/15 Tolstoy, *War and Peace*, Volumes 3-4, Epilogue.

10/22 Butler, *Frames of War*.

10/29 Garbage Cans and Muddling Through  
Cohen, March, Olsen, "A Garbage Can Model of Organizational Choice";  
John Kingdon, "The Garbage Can Model," in *Agenda, Alternatives, Public Policies*;  
Charles Lindblom, "The Science of 'Muddling Through'";  
Charles Lindblom, "Still Muddling, Not Yet Through";  
True, Jones, Baumgartner, "Punctuation Equilibrium Theory";  
Franklin Roosevelt, Oglethorpe University Speech, May 22, 1932.  
\*\*\* This week's readings will be available on CANVAS\*\*\*

### **Applications**

11/5 Elections  
Cicero, *How to Win an Election*

11/12 Middle East  
Simon, *Grand Delusion*.

11/19 China and Taiwan  
Brands and Beckley, *Danger Zone*.

11/26 THANKSGIVING BREAK

12/3 Civil War  
Suri, *Civil War By Other Means*.

**12/10 Strategy Statement Papers Due.**