

**Political Science 357: U.S. Foreign Policy (CRN12813)**  
 DRAFT SYLLABUS (may be changed and or updated) – Winter 2022

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PS 357 – U.S. Foreign Policy is a required course for the major in international affairs and an optional core course for political science. It also fulfills the **Colonnade Requirement, Connections – subcategory, Local to Global** while attaining the following general learning goals

<b>Local to Global</b>	<ul style="list-style-type: none"> <li>Analyze issues on local and global scales.</li> <li>Examine the local and global interrelationships of one or more issues.</li> <li>Evaluate the consequences of decision-making on local and global scales.</li> </ul>
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In particular, the course introduces students to U.S. foreign policy-- what it is and how it is made. We will examine the development of said policy over time with the purpose of identifying continuities and changes and successes and failures.

Upon completion of the course:

Students should be able to—

- ✓ Understand the basic theories and concepts of U.S. foreign policy
- ✓ Identify the evolution of U.S. foreign policy priorities
- ✓ Identify key actors and sources of the policy-making process
- ✓ Compare and contrast policies
- ✓ Articulate policy proposals with evidence and reasoning

**\*\* NOTE:** This syllabus may be updated and modified up to the start of the course and or during the course. **CONTACT ME--** If you have any questions or comments, please contact me via email and in your subject heading, type "PS 357" and a topic. See "How to Communicate with your Professor" section below. I generally will respond to your emails within 24-48 hours\*\*

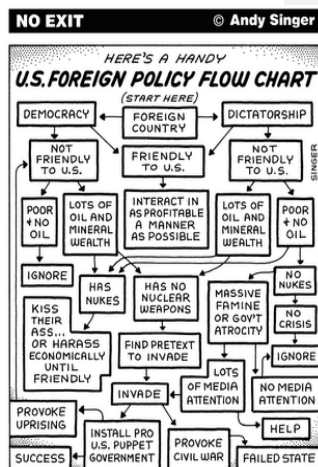
**Course Objectives & Description:**

The course examines challenges that the United States faces in promoting its national interests in an international system characterized by cooperation and conflict. Concepts, theories and principles of foreign policy are applied to a host of issues that are important for the economic well-being and security of each and every student. International trade, war and peace, terrorism, nuclear non-proliferation, environmental concerns, human rights and global health are some of the core issues that students will analyze and evaluate in the context of foreign policy analysis.

This course is an *introduction* to U.S. foreign policy. Foreign policy has been defined in numerous ways:

*Foreign policy is a broad term used to define the relationship and practices (diplomacy) of one country with others with regard to national and mutual (bilateral) interests (from answers.USA.gov)*

*Diplomacy is a complex and often challenging practice of fostering relationships around the world in order to resolve issues and advance interests. (http://diplomacy.state.gov/discoverdiplomacy/)*



We will begin the course with concepts and definitions and theoretical approaches to foreign policy. These are covered in our primary text and core supplemental readings (found on BB). After a historical and theoretical overview, we look at the internal and external influences on foreign policy. Throughout the course, we will use real case studies and “foreign service officer” briefings to explore current and past foreign policy issues and topics confronting the United States.

Many of the questions we address in this class are normative in nature, such as—

What role should the U.S. play in global affairs? What are the national interests of the United States? Should we work more with others in solving world problems or take our own route? When should the U.S. intervene militarily overseas? What role should international institutions play and what are the responsibilities of the U.S.? Do human rights trump corporate profits? How should the U.S. respond to rising powers? What are the greatest foreign threats to the U.S.? How should we deal with these threats? **These are not the only questions we can ask -- What questions would YOU add to this list?**

**Required texts and readings:**

- Steven W. Hook, U.S. Foreign Policy: The Paradox of World Power, 5<sup>th</sup> ed. (Washington, DC: CQ Press, 2017), ISBN: 9781506321585.
- Various Case Studies AND Required Readings on Bb
- CLASS LECTURES are a key component of the course material
- Films and film clips related to U.S. foreign policy
- Follow U.S. foreign policy by monitoring the U.S. State Department’s [daily press briefings](#), [CNN foreign policy news](#), for a British and left-of-center take—the [Guardian](#), [Foreign Policy magazine](#), and the daily news briefing by the [Council on Foreign Relations](#). The following link will take you to a list of think-tanks that focus on foreign policy <http://www.state.gov/s/p/tt/>
- An interesting source for academic purposes only is wikileaks. While I do not recommend going directly to the wikileaks site if you are interested in working for the federal government, media sources are accessible (and to my knowledge still protected by the first amendment): <http://www.guardian.co.uk/media/wikileaks>  
<http://www.guardian.co.uk/world/the-us-embassy-cables>  
<http://www.nytimes.com/interactive/world/statesecrets.html>



**All Times are United States Central Standard Time CST or Central Daylight Time depending on the month/year**

**\*\* NOTE:** This syllabus is a work in progress and may be updated and modified up to the start of the course. CONTACT ME-- If you have any questions or comments, throughout the course and even before we get started, please contact me via email and in your subject heading, type “PS 357” and a topic (non-substantive subject

headings will be ignored). See “How to Communicate with your Professor” section below. I generally will respond to your emails and or phone calls within 24-48 hours\*\*

#### How to Communicate with your Professor:

- *When you email me, in any email correspondence include:*

1. Your subject heading, type “PS 357” AND a “topic” (non-substantive subject headings will be ignored) Example of a substantive heading, “PS 357– paper guidelines”. Subjectless emails go to my junk folder at times.
2. Use a salutation, such as, “Dr. Kiasatpour,”
3. An email message that uses ALL the same conventions as any other piece of academic writing. I.e., Capitalization and punctuation, a meaningful message, and a formal closing and “signature” [e.g., Regards, John Doe] I will ignore emails, which do not follow these guidelines. Even an email can help to improve one’s writing.
4. For my part, when I receive your emails and or phone calls, I will try to respond within 48 hours or sooner and react as best as I can based upon the information you provide me.

#### How to Succeed in this course:

- a) read, understand and follow the syllabus and schedule of assignments
  - b) follow all assignment, quiz and exam directions
  - c) actively read all assigned material & TAKE NOTES
  - d) reflect on what you have read or what is discussed in class
  - e) complete all assignments on time
  - f) study hard for each quiz and exam
  - g) make sure you have a reliable connection and computer when doing course work; BACK UP all files; send yourself an email copy of work; Note: technical issues occur all the time and so plan ahead
- *Many of my students have been non-majors and from all backgrounds and at all levels of their college career. Many of them have done well. You can too! Do not be overwhelmed, just follow the above guidelines and things will work out overall.*

**TECHNICAL ISSUES ARE NOT A VALID EXCUSE FOR FALLING BEHIND AND FAILURE TO COMPLETE ASSIGNED WORK ON TIME, INCLUDING QUIZZES AND EXAMS. Make a back up of all your work as you work.**

- **WINTER and SUMMER web courses are intensive! Follow the schedule of assignments closely! THERE ARE NO MAKE UPS nor TIME TO CATCH UP IF YOU FALL BEHIND.**

**Teaching Philosophy:** I want to challenge my students to go beyond their comfort zone and discover new things each day. You are expected to go beyond the “normal” requirements of any given college course. In other words, your grade for this course will reflect the effort you put into understanding and critically analyzing U.S. foreign policy. Participation and thoughtful deliberation are encouraged and rewarded. I hope that I can facilitate your exploration of an interesting, challenging and critical subject.

*NOTE: If you are a Political Science major or International Affairs major, when you become a senior and to graduate you will be responsible for integrating the key concepts you learn in this course as a part of senior seminar. As such, keep your text and notes and THINK LONG-TERM!*

#### **Statement on Academic Honesty and Integrity:**

You are expected to maintain a high standard of academic integrity. I will ask you to sign an academic honesty statement for each assigned work you turn in and will hold you accountable. As such, plagiarism and academic dishonesty will not be tolerated.

Violation of these standards will result in an “F” in the course and no possibility of withdrawal from the course. NO EXCEPTIONS. That means if you cheat, plagiarize, engage in any sort of academic dishonesty including failure to cite sources appropriately on ANY portion of the course and are caught—you may receive an “F” in the course and no further assignments will be honored. In addition, at the discretion of the instructor, cases may be pursued even

further according to departmental and university guidelines. Here are excerpts from p. 27 of the Western Kentucky University Undergraduate Catalog (2001-2003) concerning academic honesty:

**Academic Offenses** – The maintenance of academic integrity is of fundamental importance to the University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

**Plagiarism** – To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

\* So when do you cite a source? If you have ANY doubts click on the links below

[http://owl.english.purdue.edu/handouts/print/research/r\\_plagi.html](http://owl.english.purdue.edu/handouts/print/research/r_plagi.html)

for Purdue University's Online Writing Lab page on plagiarism. Or go to "Turn-it-in.com" for their tips-- [http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html)

Or if you are in doubt, email me or call me and or go to the Writing Center for guidance. **SEE CITATION GUIDE ON FOLLOWING PAGE AND ON BB.**

\*\* I maintain a zero-tolerance position on academic dishonesty.

DO NOT COLLABORATE WITH EACH OTHER ON ASSIGNMENTS OR USE SOURCES WITHOUT APPROPRIATE ATTRIBUTION. \*\*

I DO NOT ACCEPT ANY MATERIAL FROM ONLINE DICTIONARIES AND OR ENCYCLOPEDIAS such as WIKIPEDIA; Only use *our* sources and or SPECIALIZED SOCIAL SCIENCE DICTIONARIES AND OR SPECIALIZED ENCYCLOPEDIA (with appropriate citations) available online, in most university libraries and some public libraries. WKU's are in the area past Java City to the left on the first floor.

**YOUR FINAL GRADE will be based on your performance in the following 3 areas:**

**A. Written assignments (40% of total course grade); papers must follow APSA Style Format and include page number references to the source and or paragraph numbers.**

Students will mainly write ONE "Foreign Service Officer" (FSO) brief on a UNIQUE and assigned issue area and/or country (worth 30%). Must post briefing papers on the course Blackboard when the assigned FSO brief is due. Briefs may describe and explain the current issue/policy, evaluate the policy, provide a policy prescription or course of action (COA), and predict what will be done ultimately. Guidelines for each FSO Brief will be provided. See sample FSO assignment at the end of the syllabus. Other written assignments include TWO Article Analysis Sheets, which are focused short responses to a choice of assigned supplemental readings on Bb. [5% each]

**B. Quizzes (30% of total course grade)**

Students will complete quizzes of mainly multiple choice questions and some short answer (approximately 15 questions per chapter/section) to demonstrate they are doing all assigned readings, lectures and ppts.

**C. Final Exam (30% of total course grade)**

Students are required to take an online final exam that if needed may be administered at a Testing Office or other University approved location. The final exam will mainly consist of past quiz questions and similar type questions consisting of multiple choice and some short answer questions. The exam is cumulative so make sure you are doing well on your chapter quizzes.

**Academic Freedom and Respect for Others:** Please share your views that are relevant to our class subject matter and that are supported by evidence and allow others to express themselves as well. Each student is encouraged to participate in class discussions. In any class that includes the analysis and discussion of political ideas, there are bound to be many differing points of view. U.S. foreign policy is fraught with issues that have deep moral, political and social dimensions. Students may not only disagree with each other, but may also have different views from the instructor on sensitive and volatile topics. It is my hope that these differences will enhance class discussion and create an atmosphere where students and instructor alike will be encouraged to think and learn. Therefore, be assured that your grades will not be adversely affected by any beliefs or ideas expressed in class or your

assignments. Rather, we will all respect the views of others when expressed in classroom discussions.

**\*\*\*\* NOTE: All of your Assignments and Exams that are turned in via email or the Assignment Link of Blackboard need to include the following statement at the bottom (excluding discussion boards and Q&A if applicable):**

*This assignment (exam) represents my own work. I have not incorporated into this assignment (exam) any **\*\*unacknowledged\*\*** material from the work of another person, including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation taken from the Internet, books, periodicals, or other sources. Word Count \_\_\_\_\_ words SIGNATURE (type your name) and DATE*

The purpose of this is to make the author cognizant that any material from another should be given proper attribution. Failure to do so constitutes academic dishonesty.

**For ALL written work in this course use APSA Style format which is a modified form of Chicago Style. Note: YOU MUST USE IN-TEXT CITATIONS WITH PAGE NUMBERS [whether using direct quotes or when PARAPHRASING].**

#### **Reference Citations in Text (Parenthetical References)**

When writing your paper, whenever you express words, facts, or ideas that are not your own, you need to refer the reader to the original source of that information. Those sources are listed in the References. The author's last name and the year of publication should always appear in the text, and pages or paragraphs should be listed when citing or quoting a specific section of the work.

**See Chapter 17 of the *Chicago Manual of Style* for more reference citation examples.**

For ALL of your Written Assignments in this Course **USE PARENTHETICAL CITATIONS** as follows and include a WORKS CITED or REFERENCE list. At times I ask for an annotated BIBLIOGRAPHY. See the Directions of Assignments.

- Page or chapter numbers must be included for quotes, and should be included to point to specific data sets, ideas, or to avoid ambiguity. The numbers should point to a specifically contextual page or range of pages. The page numbers can be cited as either inclusive or nonconsecutive page numbers. No comma should be placed between the last name and the year of publication, but a comma should be placed after the year before page or chapter numbers.

(Jentleson 2015, 12–14) (Fraser 1989, 304, 308)

If no page numbers (e-book), include chapter name/heading, sub-chapter headings, e.g., (Goldstein 2012, International Conflict, Types of Conflict, Ethnic Conflict)

**For more examples on parenthetical in-text citations SEE Bb or go to:**  
<https://connect.apsanet.org/stylemanual/parantheical-citations/>

#### **STUDENT PAPER EXAMPLE (Note: papers should be double-spaced):**

Regulating hijab has been met with a variety of responses including judicial review, criticism, and applause.

In 2018, the UN Human Rights Committee condemned the full-face veil ban of France as a “violation of human rights” (“UN panel condemns French Ban” Par. 6-10). The ban of religious symbols in school has also been criticized internationally. These bans are sometimes welcomed. Ananya Kabir is a British-Indian Muslim

**Commented [KS1]:** Since there is no specific author, student provides full article title. And since there is no page number, student provided paragraph numbers

woman who at large opposes veiling. She considers it an oppressive outlet of faith, yet she also criticized the French ban as a political solution to an ideological problem (Kabir 2010, 17). This is a sentiment that carries over in the interviews Noor mentions with French-Muslim women (Noor 37). These arguments or beliefs speak to the effects that these bans are having on Muslims in Europe. There is a growing realization within this community that faith is a personal and private venture. Ideologically speaking, this enters the territory of "re-Islamization" as mentioned by Mandaville (371-372). These political decisions are inspiring a greater amount of privatization of faith and a greater divide between spheres of identity for Muslims. These legislations are creating the idea that there are Muslims in Europe but there are not truly European Muslims (Khader 2016, 169). If integration is the goal of such decisions, it seems that they are having the opposite effect because, on a small scale, they are inspiring radicalization (Khader 169-170).

**Commented [KS2]:** Note: parenthesis, author last name, publication year, a comma, and page number, and the parenthesis followed by the period or other end mark.

**Commented [KS3]:** This is the author of this course's main text and as the student is using the author's name in the sentence, he only provided the page number.

**Commented [KS4]:** Since this author was already previously cited there is no need to include the publication date again.

#### Works Cited

- Kabir, Ananya Jahanara. 2010. "The Burqa Ban." *Economic and Political Weekly* 45, no. 37: 16-18. [www.jstor.org/stable/25742063](http://www.jstor.org/stable/25742063).
- Khader, Bichara. 2016. "Muslims in Europe or European Muslims? The Construction of a Problem." *Rivista Di Studi Politici Internazionali*, NUOVA SERIE, 83, no. 2 (330): 169-87. [www.jstor.org/stable/44427757](http://www.jstor.org/stable/44427757).
- Mandaville, Peter. 2014. *Islam and Politics*. New York, NY: Routledge.
- Noor, Sanam. 2007. "Hijab Controversy in Europe." *Pakistan Horizon* 60, no. 4: 27-45. [www.jstor.org/stable/41500091](http://www.jstor.org/stable/41500091).
- "UN panel condemns French ban on full-face veils as violation of human rights." 2018. France 24, October 23. <https://www.france24.com/en/20181023-france-un-ban-full-veil-human-rights>

#### Annotated Bibliography Example:

- Noor, Sanam. 2007. "Hijab Controversy in Europe." *Pakistan Horizon* 60, no. 4: 27-45. [www.jstor.org/stable/41500091](http://www.jstor.org/stable/41500091).  
Noor uses interviews and qualitative research to determine the effects that the hijab bans have had on European Muslims. She argues that there is no single Muslim response towards hijab bans, but overall, there is slight opposition to hijab bans. Women are divided on the issue, which makes it difficult for the Muslim community to respond to the laws. Many women oppose veiling but also oppose a ban on veiling.

#### Important Grading and Testing Policies:

You will receive instructions for exams and assignments. Following the directions closely will help you earn the most possible points. WORK ALONE AND INDEPENDENT OF OTHERS. Keep current with the readings. Multiple-choice exams are difficult for many; however, that is how most standardized exams are done. I reserve the right not to accept late work. IF accepted, there may be at minimum a whole letter grade (10 percentage point) reduction for each 24-hour period or fraction thereof (this applies to any and all days of the week). MAKE UP EXAMS are given at the instructor's discretion. Only students who have arranged in advance with appropriate justification (documented medical exception, school-sanctioned events with official documentation) will be given the benefit of a make-up.

IF YOU FAIL TO COMPLETE ANY ASSIGNMENT OR MISS AN EXAM by its due date, you will receive a ZERO for that portion of the course. **IF YOU ARE CAUGHT CHEATING >> See Academic Dishonesty Policy above**

Final Grades are given using the following scale:

A = 90- 100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

**Other Course Policies:**

- It is the student's sole responsibility to drop the class if s/he decides to no longer continue attending.
- I DO NOT DO CHANGE OF GRADES or LATE WITHDRAWALS UNLESS ABSOLUTELY NECESSARY (meaning documented emergencies).

**Title IX Misconduct/Assault Statement**

*Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and*

**Discrimination and Harassment Policy (#0.2040) at**

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

**ADA Accommodation Statement**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the **Student Accessibility Resource Center** located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Important Grading and Testing Policies:**

LATE WORK WILL NOT BE ACCEPTED OR GRADED. MAKE UP EXAMS WILL NOT BE GIVEN.

IF YOU FAIL TO COMPLETE ANY ASSIGNMENT OR MISS AN EXAM by its due date, you will receive a ZERO for that portion of the course.

IF YOU ARE CAUGHT CHEATING >> See Academic Dishonesty Policy above

**Sample FSO Assignment**

FSO SAMPLE ASSIGNMENT – Security or Trade ties between U.S. & \_\_\_\_\_  
Student Name

The Foreign Service Officer briefing should be typed using 12 point Arial, Times Roman, Calibri or other similar font and be no longer than 750 words. FSO should provide a brief historical overview of bilateral relations between the United States and your state. Use U.S. government sources for this purpose (see below, for examples of sources). After the overview, highlight some of the developments over time and identify 2 key issues in the topical area of \_\_\_\_\_ (military-security OR trade) that are of most concern for the U.S. vis a vis your state. These may or may not be the main focus of your final FSO. Focus mainly on last ten years of relations. Include a very brief summary of an article from the popular press (NY Times or Washington Post or other approved source) which describes the current state of affairs. Include a works cited list. Use APSA Style guide for formatting your citations which are required. MUST include page number references to all sources.

Some Useful Sources:

U.S. Bi-lateral Relations fact sheets

If focusing on an Asian state, for example, you could use The U.S. Department of State, Bureau of East Asian and Pacific Affairs site for data.

Major State Department Publications

Historical Documents – Office of the Historian

Go to your state’s main embassy page, for example, Consulate General of Costa Rica

Council on Foreign Relations

Federation of American Scientists

Foreign Policy magazine

Congressional Research Service

**SCHEDULE OF ASSIGNMENTS**

Day	Readings, Lectures, and Activities	Assignment
Monday, Jan 3	<ul style="list-style-type: none"> <li>Lecture 1 ppt Introduction to the course</li> <li>Hook 1 The United States in a Turbulent World</li> <li>Unique state/issue assigned to student</li> </ul>	Qz1 Due Before 9:00 PM CST Begin working on FSO 1 (with assigned country)
Tuesday, Jan 4	<ul style="list-style-type: none"> <li>Lecture 2 ppt</li> <li>Hook 2. The Expansion of U.S. Power</li> <li>Mead Article - American Grand Strategy in a World at Risk</li> </ul>	Qz2 Due Before 9:00 PM CST
Wednesday, Jan 5	<ul style="list-style-type: none"> <li>Lecture 3 ppt</li> <li>Hook 3. Dynamics of Decision Making</li> </ul>	Qz3 Due Before 9:00 PM CST
Thursday, Jan 6	<ul style="list-style-type: none"> <li>Lecture 4 ppt</li> <li>Hook 4. Presidential Power</li> <li>Wolfsberger Article: The Return of the Imperial Presidency?</li> </ul>	Qz4 Due Before 9:00 PM CST
Friday, Jan 7	<ul style="list-style-type: none"> <li>Lecture 5 ppt</li> <li>Hook 5. Congress Beyond the "Water's Edge"</li> </ul>	Qz5 Due Before 9:00 PM CST
Saturday, Jan 8	<ul style="list-style-type: none"> <li>WRITTEN ASSIGNMENTS DUE</li> <li>Article Analysis 1</li> <li><b>FSO OPTION 1</b></li> </ul>	Article Analysis 1 Due by 11:59 AM CST NOON  FSO OPTION 1 Due by 11:59 PM (just before Midnight)

Sunday, Jan 9	<ul style="list-style-type: none"> <li>Lecture 6 ppt</li> <li>Hook 6. The Foreign-Policy Bureaucracy</li> </ul>	Qz 6 Due Before 9:00 PM CST
Monday, Jan 10	<ul style="list-style-type: none"> <li>Lecture 7 ppt</li> <li>Hook 7. Public Opinion at Home and Abroad</li> </ul>	Qz 7 Due Before 9:00 PM CST
Tuesday, Jan 11	<ul style="list-style-type: none"> <li>Lecture</li> <li>Hook 8. The Impact of Mass Communications</li> <li>Framing U.S. Coverage of International News, Entman</li> </ul>	Qz 8 Due Before 9:00 PM CST
Wednesday, Jan 12	<ul style="list-style-type: none"> <li>Hook 9. Social Movements and Interest Groups</li> </ul>	Qz 9 Due Before 9:00 PM CST FSO OPTION 2 Due before 11:59 PM (just before midnight)
Thursday, Jan 13	<ul style="list-style-type: none"> <li>Hook 10. National Security and Defense Policy</li> <li>WRITTEN ASSIGNMENT DUE</li> </ul>	Qz 10 Due Before 9:00 PM CST Analysis Sheet 2 Due by 11:59 PM
Friday, Jan 14	<ul style="list-style-type: none"> <li>Hook 11. Economic Statecraft</li> </ul>	Qz 11 Due Before 9:00 PM CST
Saturday, Jan 15	<ul style="list-style-type: none"> <li>WRITTEN ASSIGNMENTS DUE</li> <li>Article Analysis 2</li> <li>And FSO2 (if you did not do FSO OPTION 1, or if you want you can do this one too for up to 5 bonus points added to final course grade)</li> <li>Final Exam Provided</li> </ul>	Article Analysis 2 Due by 11:59 AM CST NOON FSO OPTION 2 Due by 11:59 PM (just before Midnight) Final Exam can be turned in on Saturday night or Sunday
Sunday, Jan 16	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>	Final Exam due by 11:59 PM CST