IGA 224: Decision Making in Recent Crises: Understanding Decision-Making in Iraq and Beyond and the Lessons for Today’s Challenges in the Middle East

Syllabus as of 22 December 2016
Professor Meghan L. O’Sullivan
Harvard University Kennedy School Spring 2017

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SECTION 1: Contact Information

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Professor Meghan L. O’Sullivan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Office:</td>
<td>Littauer 329</td>
</tr>
<tr>
<td>Faculty Telephone:</td>
<td>(617) 496-4308</td>
</tr>
<tr>
<td>Faculty Email:</td>
<td><a href="mailto:Meghan_OSullivan@hks.harvard.edu">Meghan_OSullivan@hks.harvard.edu</a></td>
</tr>
<tr>
<td>Faculty Assistant:</td>
<td>Nikoleta (Nika) Sremac</td>
</tr>
<tr>
<td>FA Office:</td>
<td>Belfer 222</td>
</tr>
<tr>
<td>FA Telephone:</td>
<td>(617) 496-8238</td>
</tr>
<tr>
<td>FA Email:</td>
<td><a href="mailto:Nikoleta_Sremac@hks.harvard.edu">Nikoleta_Sremac@hks.harvard.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tuesdays from 2:15-4:00pm Please sign up on sheet posted on door of L329; new sheet posted every Tuesday at 4:45pm</td>
</tr>
<tr>
<td>Course Assistants:</td>
<td>Katie Rose, Hyung-kyung Kim,</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Katie_Rose@hks17.harvard.edu">Katie_Rose@hks17.harvard.edu</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Hyun-kyung_Kim@hks17.harvard.edu">Hyun-kyung_Kim@hks17.harvard.edu</a></td>
</tr>
</tbody>
</table>
CLASS TIMES:

Mon & Wed from 11:45am-1 PM in L 230 Gundle Family Classroom

***Please note that due the schedule of guests, some classes are held at alternative times. Unless specified, these classes are considered to be part of the course, with attendance required unless discussed with Professor O’Sullivan.

Discussion Sessions:

Discussion sessions will be scheduled at varying times throughout the semester to carry on informal discussion with a smaller group.

Assignment submissions:

Upload files via Canvas Assignments section

SECTION 2: Course Description

Objectives: There are three primary objectives to this course. First, the course will provide students with key insights into some of America’s toughest foreign policy challenges in the post-cold war era. The course, while touching on the 1980s and 1990s, will focus primarily on U.S. and international engagement in the broader Middle East over the last decade. It will also discuss current policy and strategy, and consider options available for the future.

Second, the course will offer students a theoretical framework for assessing how and why certain foreign policy decisions are made and encourage students to apply this framework in evaluating key recent decisions. In so doing, the course will give students insight – through positive and negative examples – of how policy makers can make the best decisions in the face of imperfect information and various constraints.

Third, the course will enable students to extract lessons from America’s recent experience in Iraq and beyond that are relevant to future military or state-building efforts by the United States or other powers. Students will emerge from the course equipped with analytical tools to understand and evaluate foreign policy decision making more generally and state-building in particular. In the last part of the semester, the class will discuss how lessons from recent decisions apply to the current challenges of ending conflict and rebuilding societies in the Arab world, and Syria, Libya, and Yemen in particular. The course is designed to help prepare students for any position – in government, NGOs, or international institutions – in which they make policy decisions in complex environments.
**Topics:** After a brief introduction to conflict in the contemporary Middle East, the course begins by reviewing theories and constructs for understanding decision making in foreign policy. Early on, the course will develop a framework for explaining and evaluating decision making. This framework will highlight the importance of how the problem at hand is formulated; what entities have equities in the outcome; how stakes are assessed; what is the strategic context of the time; what information gaps exist at the time of decision; who was consulted in the process of the decision; whether contingencies were considered; and what other scenarios were weighed.

The course then proceeds to examine a series of important decisions made by the United States and its allies primarily since 9/11. Students will be encouraged to evaluate both the process and the outcome of the decision. They will be asked whether there was a better decision that might have been made at the time – and whether, with the benefit of hindsight and subsequent information, a superior decision was conceivable. There is a heavy focus on decisions made in Iraq from 2003-2011, for several important reasons. First, enough time has elapsed so that sufficient information is available for us to gain insights into the dynamics of particular decisions that are often kept confidential. Second, for many of the decisions selected, the instructor was personally involved, allowing her to provide insights into the process not otherwise available. Finally, many of the decisions contemplated and made in Iraq relate to the very topics which are being considered in the context of other Arab countries; a better understanding of how and why decisions and events unfolded in Iraq from 2003-2011 will prove useful in tackling today’s challenges.

Several formats will be used to examine these decisions, including decision-making reenactments, lectures and class discussions, and guest speakers who participated in the decision making process. The final section of the course involves a group project which seeks to both shed light on the dynamics of different processes to resolve on-going conflicts in Libya, Syria, and Yemen – and to distill lessons from Iraq and beyond to the particular challenges of these three countries.

**Components of Course:**

- **Introduction:** On the Middle East and on theoretical and conceptual material on decision making and state-building.

- **Reenactments/Simulations:** The course will explore three decisions through reenactments/simulations, offering students the chance to experience the challenges of being a senior policy maker. The reenactments/simulations are paired with lectures, exploring a historical case in depth. In the two reenactments, students will break out into small groups, where they will assume the roles of different policy makers and debate an importance historical decision. Before each reenactment, students will receive a “read ahead” to help them get a feel for the decision being discussed, what was and was not known when the decision was made, and any reenactment-specific instructions. Each
group will submit a final options memo based on the outcome of its reenactment/simulation, which will be the basis for a class discussion comparing the experiences of each group in the following lecture.

- **Lectures and Class Discussions:** Other key decisions will be explored through lectures, class discussions, and guest speakers with personal experience either in decisions discussed in class or in related areas. Lectures and discussions will explore issues such as whether the decision was framed appropriately, whether other information was necessary or desirable, whether history provided us with relevant cases, what other options were or might have been considered, how the outcome compared to the intended goals, and how to evaluate counterfactuals. In light of all these factors, the class will try to come to a key judgment about the soundness of the decision and whether a better course of action existed at the time.

- **Guest Speakers:** A range of former senior officials will join us in various classes to lend their expertise on particular decisions and on the decision making process as a whole.

- **Informal Discussion Groups:** On various occasions throughout the semester, we will hold informal discussion groups, participation in which is voluntary. The purpose of the discussion groups is to broaden discussion beyond what is possible in class and to expand the discussion of contemporary events as they may relate to what is being discussed in class.

**SECTION 3: Course Policies, Assignments, and Grading**

IGA 224 is a graduate level course appropriate for those with an interest in decision making in foreign policy. There are no prerequisites for the course. The focus of the readings, lectures, class conversations and projects will be more political and strategic than technical in nature. Students must be able to attend all classes; absence from more than one class may be reflected in a student’s grade. They should expect to arrive on time and be prepared to actively participate in class. No laptops will be permitted in the classroom except for those of students who are making presentations. Cell phone use is also not allowed during class. Students will be held to the highest standards of academic honesty and integrity.

<table>
<thead>
<tr>
<th>Activity/Assignmnet</th>
<th>Percentage of Grade</th>
<th>Date due</th>
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<tbody>
<tr>
<td><strong>Class Participation and Decision Making Reenactments:</strong> The class participation and reenactment grade involves several components:</td>
<td>20%</td>
<td>NA</td>
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</table>
- Being part of the general class conversation; Students should be prepared to discuss the readings and to be cold-called.
- Group memos submitted after each reenactment.
- Quality of each small group’s contributions during in-class simulation meetings and the final briefing/memo.
- Quality of each individual student’s participation in the reenactments and group project, both inside and outside of class.

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<tr>
<td><strong>Two Short Papers</strong>: Each student will write two short papers throughout the course, each pertaining to a historical decision explored in class. Students can select any of the historical decisions discussed in class to write about.</td>
<td>50% (25% each)</td>
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<td>Various days throughout the semester</td>
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<td>You will note in pages 7-10 the topics you can write a paper on are indicated by:</td>
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<td>Possible Paper Option</td>
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<td>Students <strong>cannot</strong> write a paper and a TAP for the same day.</td>
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<td>Papers should be 5 pages in length (more will not be read, less is not recommended), double-spaced, 12pt times new roman font, with one-inch margins.</td>
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<td>Both papers are due by 9pm the evening before the day the particular decision will be discussed in class. In the two cases where simulations occur, papers on that decision must be submitted at 9pm the evening before the simulation.</td>
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<td>Please name your files according to the convention: “Last Name, First Name – Short Paper N” where N is the option number; Please be sure to include your name and the assignment name/number in the body of your file as well.</td>
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<td><strong>One of the six “Take a Position” propositions delineated in the class schedule below</strong>: Several propositions are presented throughout the semester. Students can choose which ones they will address. Students will be asked to argue for or against the</td>
<td>10%</td>
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<td>Various days throughout the semester</td>
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| proposition by submitting a view of **no more than 350 words** 9pm the evening **before** the day the topic will be discussed in class.  
• Students **cannot** write a paper and a TAP for the **same day**.  
  Please name your files according to the convention: “Last Name, First Name – Take a Position N” where N is the option number; Please be sure to include your name and the assignment name/number in the body of your file as well. |  |  
| Groups Project. This year, students will have three options for fulfilling the group project component of this class. They will work in teams of six to do meet one of three objectives. The class will be divided evenly among teams that are:  
• Constructing a simulation around a decision the group anticipates could arise related to the Israel-Palestinian conflict. The teaching team will select one of the simulations to be used in class toward the end of the term. All groups will be involved in the class discussion following the simulation;  
• Devising a new plan to be presented to the president of the United States, Russia, Iran, or Turkey on how to advance that country’s interest through a new strategy vis-à-vis Syria. Teams will present the elements of their ideas in class toward the end of term; or  
• Creating a new strategy to be presented to a senior leader at the United Nations, the European Union (or a particular European state), or the United States on how to advance that entity’s interest through a new approach toward Libya. Teams will present the elements of their ideas in class toward the end of term. | 20% | April 5 |
SECTION 4: Class Schedule

Please note that the schedule below may change in small respects – in terms of the sequence and possibly timing of certain classes – to accommodate guest speakers or exciting opportunities as they arise. In rare instances, we might drop a topic from the syllabus in order to accommodate an extraordinary speaker. We will do our best to give you plenty of advance notice.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td></td>
<td><strong>UNIT 1: INTRODUCTION</strong></td>
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| 1     | Friday January 20     | **Shopping Day:**
|       | 11:45am – 1:00pm     | Introduction and Overview of Course and Requirements
|       |                      | *Please note time and room: L140*                                    |
| 2     | Monday January 23     | Introduction to Conflict in the Middle East Today                     |
| 3     | Wednesday January 25  | Theories and Realities of Decision Making                             |
| 4     | Monday January 30     | Decision Making in the U.S. Government                                |
|       | **UNIT 2: CASE STUDIES OF DECISIONS**                      |
| 5     | Wednesday February 1  | Decision to Fund the Mujahedin in the 1980s and Supply Them with Stinger Missiles (Lecture and Class Discussion)
<p>|       |                      | • Possible Paper Option                                               |
|       |                      | • OR TAP 1 due the night before class by 9pm: “The decision to provide the Afghan mujahedin with Stinger missiles in the 1980s offers direct lessons for those lending international support to local forces in Syria, Libya, or Yemen today.” |
| 6     | Monday February 6     | <strong>Gulf War I: Decision to Go to War and to Stop from Going to Baghdad</strong> |
|       |                      | • Possible Paper Option                                               |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>February 8</td>
<td>Wednesday RE-ENACTMENT: Decision to Go to War in 2003</td>
<td>- Possible Paper Option</td>
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<tr>
<td>February 13</td>
<td>Monday Decision to Go to War in 2003 (Lecture and Class Discussion)</td>
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<tr>
<td>February 15</td>
<td>Wednesday Decision to Have an Extended Occupation (Lecture and Class Discussion)</td>
<td>- Possible Paper Option</td>
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<td>OR TAP 3 due the night before class by 9pm: “A formal and legal occupation of Iraq was justified by – even required by – the circumstances.”</td>
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<tr>
<td>February 20</td>
<td>Monday Presidents’ Day Holiday</td>
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<tr>
<td>February 22</td>
<td>Wednesday Decision to Disband the Army and Institute De-Ba'athification (Lecture and Class Discussion)</td>
<td>- Possible Paper Option</td>
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<td>OR TAP 4 due the night before class by 9pm: “Any Syrian peace agreement needs to heed the lessons from Iraq which argues against dismantling state institutions.”</td>
</tr>
<tr>
<td>February 27</td>
<td>Monday Decisions to Make Iraq a Federal Country (Lecture and Class Discussion)</td>
<td>- Possible Paper Option</td>
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<tr>
<td>March 1</td>
<td>Wednesday RE-ENACTMENT: Decision to Change Strategies and Authorize the Surge</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>13</td>
<td>March 6</td>
<td>Decision to Authorize the Surge (Lecture and Class Discussion)</td>
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<tr>
<td>14</td>
<td>March 8</td>
<td>Guest Speaker TBA</td>
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<td></td>
<td>March 11-19</td>
<td>SPRING BREAK</td>
</tr>
</tbody>
</table>
| 15 | March 20     | Decision to Remove all U.S. Forces from Iraq in 2011 (Lecture and Class Discussion)  
|    |              | • TAP 5 due the night before class by 9pm: “Had the United States kept a residual force in Iraq after 2011, ISIS would not have emerged.” |
| 16 | March 22     | Guest Speaker TBA                                                     |
| 17 | March 27     | NO CLASS TODAY – MAKE UP CLASS SCHEDULED FOR ______; students can use class time to work on group projects |
| 18 | March 29     | NO CLASS TODAY – MAKE UP CLASS SCHEDULED FOR ______; students can use class time to work on group projects |
| 19 | April 3      | Decision to Complete a Nuclear Deal with Iran and the P5+1 (Lecture and Class Discussion)  
<p>|    |              | • Possible Paper Option                                                |</p>
<table>
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<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
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</table>
| 20 | Wednesday  | Decision Not to Intervene in Syria in 2012 OR Decision to Intervene in Libya in 2011 (Lecture and Class Discussion)  
       | April 5     | ● Possible Paper Option                                               |
| 21 | Monday     | Decision to Support President Erdogan in Turkey in Wake of the Coup  
       | April 10    | (Lecture and Class Discussion)                                       |
|     |            | ● Possible Paper Option                                               |

**UNIT 3: APPLYING LESSONS TO FUTURE CHALLENGES**

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>22</td>
<td>Wednesday</td>
<td>Recommendations to a New Administration: What to do about Libya</td>
</tr>
</tbody>
</table>
<pre><code>   | April 12   | (Presentations of Strategies Developed in Group Projects)            |
</code></pre>
<p>| 23 | Monday     | Simulation: The Israel-Palestinian Conflict                          |
| April 17   | (One Group Project Simulation Selected)                              |
| 24 | Wednesday  | The Israel-Palestinian Conflict                                       |
| April 19   | (De-Brief and Class Discussion)                                      |
| 25 | Monday     | Recommendations to a New Administration: What to do about Syria       |
| April 24   | (Presentations of Strategies Developed in Group Projects)            |</p>

**UNIT 4: CONCLUSION**

<table>
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<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>26</td>
<td>Wednesday</td>
<td>Lessons Learned and Wrap Up</td>
</tr>
<tr>
<td></td>
<td>April 26</td>
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</tr>
</tbody>
</table>
SECTION 5: Required Texts and Reading List*

* Readings may be adapted in response to current events in the Middle East.

Required Texts:

* We will make sure copies are on reserve in the HKS Library for those who would prefer not to purchase all of these books.


Optional Recommended Texts:


Donald Rumsfeld, Known and Unknown: A Memoir, Sentinel, 2011.


UNIT 1: INTRODUCTION

Class 1: January 20 11:45am-1:00pm L140
Topic: Shopping Day: Introduction and Overview of Course and Requirements

- Please read over syllabus carefully.

Class 2: Monday January 23
Topic: Introduction to Conflict in the Middle East Today

Required:

- (17 Pages) Kenneth M. Pollack, “U.S. policy toward a turbulent Middle East”, United States Senate Committee on Armed Services, Testimony, 24 March 2015. [http://www.brookings.edu/research/testimony/2015/03/24-us-policy-middle-east-pollack](http://www.brookings.edu/research/testimony/2015/03/24-us-policy-middle-east-pollack)


Optional:


Class 3: Wednesday January 25

Topic: Theories and Realities of Decision Making

Required:


Class 4: Monday January 30

Topic: Decision Making in the U.S. Government

Required:


- WATCH: The Council on Foreign Relations, The Role of the National Security Advisor, August 5, 2016. https://www.youtube.com/watch?v=IoJNsA2nJ1Y&list=PL4THPmJfF2nCKXl5tmwDi9yfQby70UeKsm&index=16


Optional:


UNIT 2: CASE STUDIES OF DECISIONS

**Class 5: Wednesday February 1**

**Topic: Decision to Fund the Mujahedin in the 1980s and Supply Them with Stinger Missiles (Lecture and Class Discussion)**

- Possible Paper Option OR TAP

- TAP 1 due 9pm the evening BEFORE class: “The decision to provide the Afghan mujahedin with Stinger missiles in the 1980s offers direct lessons for those lending international support to local forces in Syria, Libya, or Yemen today.”

**Required:**

• (15 pages) Seth G. Jones. *In the Graveyard of Empires: America’s War in Afghanistan,*


Optional:


### Class 6: Monday February 6

**Topic:** Gulf War I: Decision to Go to War and to Stop from Going to Baghdad (Lecture and Class Discussion)

- *Possible Paper Option OR TAP*
- **TAP 2 Due 9pm the evening BEFORE class:** “The 1991 war against Iraq was about oil.”

**Required:**


Optional:


(26 pages) Dennis Ross, Statecraft: How to Restore America's Standing in the World, Chapter 4, pp. 73-99.


Class 7 and 8: Wednesday February 8 and Monday February 13

READINGS FOR BOTH DAYS BELOW

Topic: Decision to Go to War in 2003 (Re-enactment, Lecture and Class Discussion)

• Possible Paper Option – due 9pm the night before Feb 8

All are Required to Read/Watch the Below:

• WATCH: Council on Foreign Relations, How to Run a Meeting, January 13, 2016. https://www.youtube.com/watch?v=USq4nDQ9a1M&index=39&list=PL4THPMjF2nCKXl5tmwDl9yfQby70UeKsm
• WATCH: PBS Frontline, Bush’s War: Part One, March 2008. [Link]

• (1 page) Timeline: [Link]

• (9 pages) George W. Bush, Decision Points, pp. 228-230; 236-242.

• (16 pages) Kenneth M. Pollack, “Next Stop Baghdad?” Foreign Affairs, March/April 2002. [Link]

• (7 pages) National Intelligence Estimate on Iraq's Continuing Program for Weapons of Mass Destruction, October 2002. [Link]


• Douglas J. Feith, War and Decision, U.S. government documents in appendices 3-5.

Read the excerpt from the person you have been assigned to play in the re-enactment (meaning you don’t need to read all of the below, just one!):


• (38 pages) George Tenet, At the Center of the Storm, pp. 301-339.


• (39 pages) Condoleezza Rice, No Higher Honor: A Memoir of My Years in Washington, pp. 166-205.

Optional:

- (7 pages) James Dobbins, *After the Taliban*, pp. 146 – 152

**Class 9: Wednesday February 15**

**Topic:** Decision to Have an Extended Occupation (Lecture and Class Discussion)

- Possible Paper Option OR TAP
- TAP 3 Due 9pm the evening BEFORE class: “A formal and legal occupation of Iraq was justified by – even required by – the circumstances.”

**Required:**


Optional:


  http://article.nationalreview.com/351979/facts-for-feith/l-paul-bremer-iii


  http://www.mediatimesreview.com/february05/nationbuilding.php

• (2 pages) CPA Regulation #1, May 16, 2003.  
  http://www.iraqcoalition.org/regulations/20030516_CPAREG_1_The_Coalition_Provisio nal_Authority_.pdf


• (4 pages) Fredrick L. Kirgis, “Security Council Resolution 1483 on the Rebuilding of Iraq, American Society of International Law, May 2003:  

**NO CLASS: Monday February 20**

**Presidents’ Day Holiday**
## Class 10: Wednesday February 22

**Topic: Decision to Disband the Army and Institute De-Ba’athification (Lecture and Class Discussion)**

- **Possible Paper Option OR TAP**
- **TAP 4 Due 9pm the evening BEFORE class:** “Any Syrian peace agreement needs to heed the lessons from Iraq which argues against dismantling state institutions.”

### Required:

- (2 pages) CPA Order #1: *DeBa'athification of Iraqi Society*, May 16, 2003  


- (24 pages) Paul Bremer, *My Year in Iraq*, Excerpt from Chapters 2 & 3 - pp. 36-60.


- (6 pages) Donald Rumsfeld, *Known and Unknown*, Excerpt from Chapter 36 - pp. 514-519.


### Optional:

Class 11: Monday February 27

Topic: Decision to Make Iraq a Federal Country (Lecture and Class Discussion)

- Possible Paper Option

Required:


For Reference:
• (35 pages) Final Draft of Iraqi Constitution:

Optional:


• (37 pages) Noah Feldman, *What We Owe Iraq*, pp. 92-129.


<table>
<thead>
<tr>
<th>Classes 12 and 13: Wednesday March 1 and Monday March 6</th>
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<tbody>
<tr>
<td><strong>READINGS FOR BOTH DAYS BELOW</strong></td>
</tr>
<tr>
<td>Topic: Decision to Change Strategies and Authorize the Surge (Re-enactment, Lecture and Class Discussion)</td>
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<tr>
<td>- Possible Paper Option – due 9pm the night before March 1</td>
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**Required:**


- (30ish pages) Peter Baker, Days of Fire, pp. 478-501 with focus on parts related to Iraq and pp. 507-528.


• WATCH: Senator Dick Durbin (D-IL) opposition to surge strategy
  
  Press Conference: https://www.youtube.com/watch?v=SrG2FKJOXQ8
  Congressional Address: https://www.youtube.com/watch?v=vaX81WXo7mQ

Optional:


• (52 pages) Fred Kaplan, *The Insurgents: David Petraeus and the Plot to Change the American Way of War*, pp. 191-243.


  http://web.ebscohost.com.ezp-prod1.hul.harvard.edu/ehost/detail?vid=3&hid=110&sid=9dbbe333-7c03-428d-938f-29365474c2c1%40sessionmgr104&bdata=JnNpdGU9ZWhvc3QtbGl2ZSIZZGlcY29wZT1zaXpl#db=aph&AN=17979661


  http://www.nytimes.com/2008/08/05/opinion/05ohanlon.html?


• (21 pages) “Iraq’s Civil War, the Sadrists and the Surge,” International Crisis Group, Middle East Report No. 72, 7 February 2008. http://www.crisisgroup.org/~/media/Files/Middle%20East%20North%20Africa/Iraq%20Syria%20Lebanon/Iraq/72_iraq_s_civil_war_the_sadrists_and_the_surge.ashx

• (29 pages) Bob Woodward, The War Within, pp. 261-289

• (15 pages) Donald Rumsfeld, Known and Unknown, pp. 693-699, 701-703, 713-717.

• WATCH: Congressional Hearing of General Petraeus and Rep. Robert Wexler (D-FL). Debate on the effectiveness of the Surge. https://www.youtube.com/watch?v=f0upR5y-J2A

Class 14: Wednesday March 8
Topic: Guest Speaker TBA

• Readings to be assigned at a later date

SPRING BREAK – NO CLASSES MARCH 13 OR MARCH 15

Class 15: Monday March 20
Topic: Decision to Remove all U.S. Forces from Iraq in 2011 (Lecture and Class Discussion)

• Possible Paper Option
• TAP 5 due 9pm the evening BEFORE class: “Had the United States kept a residual force in Iraq after 2011, ISIS would not have emerged.”
Required:


Optional:


  http://www.foreignaffairs.com/articles/136621/meghan-l-osullivan/the-problem-with-obamas-decision-to-leave-iraq [Need better link - password protected, but can’t find on EBSCO]


For Reference:

• (3 pages) Definition of Status-of-Forces Agreement (SOFA)
  http://www.globalsecurity.org/military/facility/sofa.htm

• (3 pages) U.S.-Iraq Declaration of Principles for Long-Term Relationship of Cooperation and Friendship, November 26, 2007.


• (18 pages) *Agreement Between the United States of America and the Republic of Iraq On the Withdrawal of United States Forces from Iraq and the Organization of Their Activities during Their Temporary Presence in Iraq*, November 17, 2008.

<table>
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<tr>
<th>Class 16: Wednesday March 22</th>
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<td><strong>Topic:</strong> Guest Speaker TBA</td>
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• Readings to be assigned at a later date

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<th>Class 17: Monday March 27</th>
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*NO CLASS TODAY – MAKE UP CLASS SCHEDULED FOR _____; students can use class time to work on group projects*
Class 18: Wednesday March 29

NO CLASS TODAY – MAKE UP CLASS SCHEDULED FOR _____; students can use class time to work on group projects

Class 19: Monday April 3
Topic: Decision to Complete a Nuclear Deal with Iran and the P5+1 (Lecture and Class Discussion)
• Possible Paper Option

Class 20: Wednesday April 5
Topic: Decision Not to Intervene in Syria in 2012 (Lecture and Class Discussion) OR Decision to Intervene in Libya in 2011 (Lecture and Class Discussion)
• Possible Paper Option

Class 21: Monday April 10
Topic: Decision to Support President Erdogan in Turkey (Lecture and Class Discussion)
• Possible Paper Option

UNIT 3: APPLYING LESSONS TO CURRENT CHALLENGES

Class 22: Wednesday April 12: Recommendations to a New Administration: What to do about Libya (Presentations of Strategies Developed in Group Projects)

• Readings to be assigned at a later date

Classes 23 and 24: Wednesday April 17 and Monday April 19

READINGS FOR BOTH DAYS BELOW

Topic: The Israel-Palestinian Conflict (Re-Enactment, De-Brief and Class Discussion)

• Readings to be assigned at a later date
Class 25: Monday April 24: Recommendations to a New Administration: What to do about Syria (Presentations of Strategies Developed in Group Projects)

• Readings to be assigned at a later date

UNIT 4: CONCLUSION

Class 26: Wednesday April 26
Topic: Lessons Learned and Wrap Up

• Readings to be assigned at a later date