

Johns Hopkins University
School of Education
Strategic Thinking: Concept, Policy, Plan and Practice
ED.720.752.61

Fall 2015
Columbia Campus

Instructor: Ambassador Lino Gutierrez
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Credit Hours: 3 credits

Class Time: Saturdays: 8:30 am – 4: 30 pm
August 22, 29 and September 12, 19 and 26, 2015

Course Description:

Strategic thinking sets a steady course for an individual task or an entire organization. It aids in confronting change, coping with crises, planning for transitions, and envisioning alternatives and new possibilities. It sustains people, programs, and assignments through changes in administration, shifts in demand for service, and political influence. Students discuss and debate strategic decisions that shaped modern history, including the use of military power to serve political ends. They examine the development of warfare from the 19th century to the present, emphasizing strategic and theoretical concepts. Through readings and discussion, students develop their strategic thinking skills and apply them to a myriad of case studies. They apply step-by-step methods to developing and implementing a strategy for their work unit. Students apply an array of techniques to assessing, modifying, and presenting strategic plans and motivating others to participate in the strategic planning process. They also examine their role in their agencies and/or client's strategic plan.

Course Objectives:

- Understand the concept of strategic thinking and how to apply it to foreign policy issues.
- Learn how the strategic model works and how to apply it to current and future foreign policy problems.
- Learn how to think strategically, and how strategy models can be useful in their future endeavors.

Textbooks:

Sun Tzu. *The Art of War*
Machiavelli, Niccolo. *The Prince*
(read online at www.online-literature.com/machiavelli/prince)

Deibel, Terry. *Foreign Affairs Strategy: Logic for American Statecraft*. (Cambridge, Mass., Cambridge University Press), 2007

OTHER READINGS AND HANDOUTS AS ASSIGNED

Assignments

Book Report (To Be Presented Orally and Written 4th Class Meeting, September 19)

- Each student will read a book or a long article or series of articles, as approved by the instructor, to report to the class during the 3rd class meeting.
- Students should turn in copies of their report to the instructor and the other members of the class.

Research Paper (To be Submitted 5th Class Meeting, September 26)

- Each student will submit a 10-12 page paper on a foreign policy issue as approved by the instructor.
- The paper will: identify the national interests of the United States as they relate to the issue; assess the assumptions of policymakers, and whether they were/are correct; analyze the opportunities and threats that exist/existed in dealing with the issue; and plan the courses of action that the student would have recommended to policymakers.
- The students will apply the material learned in the course in devising the recommended courses of action.

Oral Presentations of Research Paper (5th Class Meeting, September 26)

- Each student will offer a 10-minute presentation of their research paper during the final class session. The presentation should clearly explain how the presenter applied the strategic model to the foreign policy issue. The presenter should be prepared to defend the recommended courses of action.

Evaluation and Grading

Grades will be determined on the basis of two factors: how much students have learned and how well they can apply it. Students must demonstrate their ability to apply the concepts presented in this course by successfully fulfilling the many applied requirements contained in individual assessments, group presentations, group discussions, and research. Grade assessment will be based on:

| | |
|-------------------------------------|-----|
| Class Attendance and Participation: | 20% |
| Book Report | 20% |
| Group Exercises | 15% |

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|---|-----|
| Research Paper | 30% |
| Oral Presentation of Research Paper (Final Class) | 15% |

Grading Scale

Each professor assigns grades according to his/her own system. Note that there are four (4) measures of success (evaluation opportunities) in this particular course. All students must also possess acceptable written command of the English language. The professor will consider writing quality when assigning grades and make referrals for those students needing improvement in writing skills (Academic Policy Manual, 1994, p. 21).

Grading Scale (grading scale is determined by the university)

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|------------|---------------|----|
| 93 - 100 | Superior | A |
| 90-92 | Excellent | A- |
| 87-89 | Commendable | B+ |
| 84-86 | Good | B |
| 80-83 | Conscientious | B- |
| 77-79 | Satisfactory | C+ |
| 70-76 | Mediocre | C |
| 69 or less | Unacceptable | F |

The grades of D+, D, and D- are not awarded at the graduate level

Course Outline

Session 1- August 22: Getting Started & Thinking About Strategic Thinking in Foreign Affairs

Introductions, course overview, discussion of readings, grading, attendance, & student reflection papers

Discussion of student & instructors expectations, and course objectives

Introduction to the Deibel model

Discussion of *Foreign Affairs Strategy*

Discussion of other classical strategists

Guest Speaker: Ambassador (ret.) James Jeffrey

Assigned Reading:

- Deibel, Chapters 1-3

Session 2- August 29: Classic Strategic Thinking

Discussion of *Foreign Affairs* Strategy (continued)

Discussion of *The Art of War*

Guest Speaker: Ambassador (ret.) Ron Neumann

Assigned Reading:

- Deibel, Chapters 4-5
- *The Art of War* (whole book)

Session 3- September 12: Analyzing and Planning Strategy

Discussion of *The Prince*

Case Study and group exercise

Guest Speaker: Mr. Denis Cosgrove, Booz Allen

Assigned Reading:

- Machiavelli's *The Prince* (whole book)

Session 4- September 19: Carrying Out Strategy

Book Reports due

Book Reports presented

Discussion of Bush and Obama National Security Strategies

Assigned Reading:

- Bush Administration National Security Strategy, georgewbush-whitehouse.archives.gov/nsc/nss/2006
- Obama Administration National Security Strategy 2010
[National Security Strategy 2010 » National Security Strategy ...](#)
- Obama Administration National Security Strategy 2015
- [National Security Strategy - White House Features](#)

Session 5- October 6: Conclusions and Wrap-Up

Research Papers Due

Student Presentations of Research Papers

Final conclusions

Academic Conduct

The School of Education defines academic misconduct as any intentional or unintentional act that provides an unfair or improper advantage beyond a student's own work, intellect, or effort, including but not limited to cheating, fabrication, plagiarism, unapproved multiple submissions, or helping others engage in misconduct. This includes the misuse of electronic media, text, print, images, speeches and ideas. Any act that violates the spirit of authorship or gives undue advantage is a violation. Students are responsible for understanding what constitutes academic misconduct. (Please refer to the School of Education's Academic Catalog for the current academic year for more information on the School's policies and procedures relating to academic conduct--<http://www.students.education.jhu.edu/catalog/>, see Academic and Student Conduct Policies under the Academic Policies section.)

Please note that student work may be submitted to **Turnitin.com**, an online plagiarism detection tool, at the discretion of the course instructor. If student work is deemed plagiarized, the course instructor shall follow the policy and procedures governing academic misconduct as laid out in the School of Education's Academic Catalog.

Religious Observance Accommodation Policy

Religious holidays are valid reasons to be excused from class. Students who must miss a class or examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class and to make arrangements to make up any work that is missed.

Attendance

Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly; those who are compelled to miss class meetings should inform their instructors of the reasons for absences. Faculty often includes classroom participation and attendance in student grading and evaluation. The instructor will clearly communicate expectations and grading policy in the course syllabus. **Students who expect to miss several class sessions for personal, professional, religious, or other reasons are encouraged to meet with their academic advisers to consider alternative courses prior to registration.**

COURSE REQUIREMENTS:

- Class attendance and active participation in class discussions are foundational to course objectives.
- Completion of all assigned reading, and reflection on how to apply the ideas from the reading to one's work and career are also basic to success in the course
- All student papers and class presentations must be completed as outlined in this syllabus.

CLASS PARTICIPATION:

Class participation is foundational to your learning, and to the success of the class! Participation will be evaluated throughout the course using the following criteria:

- Consistent, and substantive, contributions to each class discussion
- Willingness to share personal experiences in the areas of leadership and organizational behavior, and your reflections on what was effective, what was not, and why.

Examinations

A student who must miss an examination should notify the instructor. If the absence is justifiable, the instructor may permit a deferred examination.

Statement of Academic Continuity

Please note that in the event of serious consequences arising from extreme weather conditions, communicable health problems, or other extraordinary circumstances, the School of Education may change the normal academic schedule and/or make appropriate changes to course structure, format, and delivery. In the event such changes become necessary, information will be posted on the School of Education web site.

Classroom Accommodations for Students with Disabilities

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact Jennifer Eddinger in the Disability Services Office at 410-516-9734 or via email at soe.disabilityservices@jhu.edu.

Statement of Diversity and Inclusion

Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty, and staff who are committed to creating a climate of mutual respect that is supportive of one another's success. Through its curricula and clinical experiences, the *School of Education* purposefully supports the University's goal of diversity, and, in particular, works toward an ultimate outcome of best serving the needs of all students in K-12 schools and/or the community. Faculty and candidates are expected to demonstrate a commitment to diversity as it relates to planning, instruction, management, and assessment.

IDEA Course Evaluation

Please remember to complete the IDEA course evaluation for this course. These evaluations are an important tool in the School of Education's ongoing efforts to improve instructional quality and strengthen its programs. The results of the IDEA course evaluations are kept anonymous—

your instructor will only receive aggregated data and comments for the entire class. Typically, an email with a link to the online course evaluation form will be sent to your JHU email address approximately 85% of the way through the course. Thereafter, you will be sent periodic email reminders until you complete the evaluation. The deadline for completing the evaluation is normally one week after the last meeting of class. Please remember to activate your JHU email account and to check it regularly. (Please note that it is the School of Education's policy to send all faculty, staff, and student email communications to a JHU email address, rather than to personal or alternative work email addresses.) If you are unsure how to activate your JHU email account, if you're having difficulty accessing the course evaluations or you haven't received an email reminder by the day of the last class, or if you have any questions in general about the IDEA course evaluation process, please contact Jenna Ballard (410-516-9710; idea@jhu.edu).