

**Senior Capstone:**  
**Impeachment, Geopolitics, and America's Role in the World**  
DePaul University

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PSC 390, Sec 201  
Winter 2020  
Arts and Letters, Room 209  
Tues/Thurs, 11:20 – 12:50

**Course Description:**

In this class, we will be reading a number of books and articles related to international relations, American foreign policy, and the current impeachment process. There will also be one week dedicated to thinking about the meaning of a liberal arts education. The first part of the course will focus on the impeachment of President Donald Trump. Later sections of the class will focus on traditional conceptions of geopolitics, and contemporary debates over American “grand strategy.” The central theme of these latter two sections will be how the United States government pursues (and ought to pursue) both its interests and its values in a changing international context. Finally, week 8 will look at the issues involved in liberal arts education writ large. The course will be run as a graduate school seminar, with an emphasis on dialogue and discussion. Insofar as the Capstone course is meant to be a culmination of your undergraduate education, this seminar will allow you to bring the ideas and insights derived from other courses to bear on a new set of readings.

**Course Requirements:**

Each student is expected to read the assigned material before class and to be prepared to discuss its contents each week. Class attendance and participation is mandatory, and will comprise 25 percent of your grade. Part of the participation requirement will include student presentations and directed discussion. There will also be a three-part, take home final exam worth 50 percent of your grade. Finally, there is a reflective writing assignment (6 to 7 pages) worth 25 percent of your grade. More on the writing assignment can be found on the course D2L website.

**Required Reading**

The texts listed below are available in the school bookstore. Asterisked readings (\*) will be available electronically through the course D2L site.

*Books to purchase:*

- Simpson and Fritsch, *Crime In Progress: Inside the Steele Dossier and the Fusion GPS Investigation of Donald Trump*.
- Neal Katyal, *Impeach: The Case Against Donald Trump*.
- Joseph Nye, *Is The American Century Over?*

**Academic Dishonesty/Plagiarism:** Plagiarism is the effort to pass someone else's work off as one's own. This includes turning in papers that you did not write, cutting and pasting material from the internet without proper citation, or turning in a paper that you purchased either on-line or from another source. Any paper submitted with plagiarized material will result in a failing grade for the assignment. More than one infraction will lead to your failing the course. For more on the University policy on plagiarism and academic dishonesty, see the DePaul Student Handbook, which is available on the DePaul University Website.

**Learning Disabilities:** For students with learning disabilities, please contact me at the beginning of the course. The school has a clear policy on this issue, and I am happy to accommodate students with legitimate needs. All conversations along these lines will remain in confidence. You should also be in touch with the CSD Program office, which is located in the Student Center (Room 370).

**Technology:** The use of cell phones, tablets and laptops is prohibited in the classroom without prior permission.

**About the Capstone:** The capstone course is intended to provide graduating seniors an opportunity to reflect upon their undergraduate college experience, and to review various issues and ideas from earlier classes within the context of a particular topic. As a Political Science Capstone, the goal of this particular course is to examine two of the most pressing debates in contemporary American politics: whether to impeach a sitting president, and what the United States' role in the world ought to be. This course, in short, is meant to look at 'big picture' issues facing the country. A second feature of the class will be to think about the nature of a liberal arts education, which will be taken up in Week 8. This will also be the topic of your paper assignment.

The goal of the Capstone is also to help you make the connections between the courses that you have taken within your major and their relation to (1) your education writ large and (2) your life beyond DePaul. This idea is embodied in the three learning outcomes identified by the University for all Capstone courses:

1. Apply one or more theories or concepts from courses within the major to an analysis of a particular issue relevant to the major.
2. Identify an idea, method, or concept from a discipline outside the major field of study and apply it within the context of their major field of study.
3. Examine how previous coursework, including Liberal Studies courses, has contributed to the intellectual development of students and/or their post-graduation plans.

Students must receive at least a C- in order to get credit for the capstone course and, hence, to graduate.

## **Schedule and Readings**

### **Week 1: Introduction (January 7, 9)**

#### Class 1: Introduction

#### Class 2: Impeachment – Overview

- Katal, *Impeach* – pp. 160-190.
- Articles of Impeachment\*
- Donald Trump Letter to Nancy Pelosi. December 17, 2019.\*
- 538 Tracking Poll: Do Americans Support Impeaching Trump?\*  
<https://projects.fivethirtyeight.com/impeachment-polls/>

#### ***Impeachment***

### **Week 2 – The Origin Story (January 14, 16)**

- Simpson and Fritsch, *Crime in Progress*, pp. 1 – 121

### **Week 3 – The Russia Investigation (January 21, 23)**

- Simpson and Fritsch, *Crime in Progress*, pp. 122 – 162, and 243-277.
- Mueller Report, Introduction and Executive Summary, pp. 1-10.
- DOJ Inspector General Report, Executive Summary, pp. II - X

### **Week 4 – The Case for and Against Impeachment (January 28, 30)**

- Kayal, *Impeachment*, pp. 1-137.
- Republican Staff Memo, November 12, 2019.\*
- Jim Geraghty, “Decide Trump’s Fate at the Ballot Box,” *National Review*, November 18, 2019.\*

#### ***Geopolitics***

### **Week 5 – Geopolitics, Part I (February 4, 6)**

#### Class 1: Traditional Conceptions of Geopolitics

- The Geopolitics Reader*, pp. 1 - 31

#### Class 1: German Geopolitical Thought

- The Geopolitics Reader*, pp. 33 – 43 (Haushofer and Hitler)
- Geoffrey Parker, *Origins of Western Geopolitical Thought*, Chapters 5.\*

### **Week 6 – Geopolitics – Part II (February 11, 13)**

#### Class 1: The Liberal (American) Alternative

- Henry Luce, “The American Century,” *Life Magazine*, February 17, 1941.\*
- H.G. Wells (et. al.), *The Idea of A League of Nations* (pp. 3-16 only)
- John Ikenberry, “Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order,” *Perspectives on Politics*, March 2009.\*
- The Geopolitics Reader*, pp. 32.

### Class 2: Cold War and Post-Cold War Geopolitics

-*The Geopolitics Reader*, pp. 47 – 65 (Tuathail, Truman, and Kennan), 69 – 73 (O’Sullivan), 78 – 111 Tuathail, et. al), 131 – 135 (Bush), and 155 – 158 (Klare).\*

### **Week 7 – Geopolitics – Part III – Alternative Perspectives (February 18, 20)**

#### Class 1: Alternative Views

-*The Geopolitics Reader* pp. 179 – 185 (Dalby), 215-221 (Porter), 245-254 (Routledge), pp. 266-272 (King), 272-276 (Havel), 277-282 (Thompson).\*

-Bruno Latour, *Down To Earth: Politics in the New Climatic Regime*, pp. 1-21.\*

#### Class 2: Post-Cold War Debate over American Grand Strategy

-Barry Posen and Andrew Ross, “Competing Visions for American Grand Strategy,” *International Security*, Winter 1996/1997.\*

### **Week 8 – Reflections on Higher Education (February 25, 27)**

#### Class 1 & 2: Liberal Arts Education

-Louis Menand, “Live and Learn: Why We have College,” *The New Yorker*, June 6, 2011.\*

-Scott Hibbard, “Critical Thinking: An Insider’s View of Higher Education,” New City, January 8, 2015.\*

-Gov. McCrory (R-NC) critique of Liberal Arts Education.\*

-Tamar Lewan, “As Interest Fades in the Humanities, Colleges Worry,” *The New York Times*, October 30, 2013.\*

-Herb Childress, *The Adjunct Underclass* (University of Chicago Press, 2019), Chapters 2 and 5.\*

-Karin Fischer, “Barriers to Mobility: Why Higher Ed’s Promise Remains Unfulfilled,” *Chronicle of Higher Ed*, December 31, 2019.\*

-Pew Research Center, *The Rising Cost of Not Going to College* (2014), Overview only.\*

#### *Additional Material for Paper Assignment:*

-Harvard Taskforce Report on Liberal Education.\*

-DePaul Liberal Studies Program Description and Supporting Material.\*

### ***American Grand Strategy***

### **Week 9 - America’s Role in the World – Part I (March 3, 5)**

#### Class 2 – Is the American Century Over?

-Nye, *Is the American Century Over?* (selections)

#### Class 2 – Grand Strategy in the Trump Era

-Charles Kupchan, “Trump’s 19<sup>th</sup> Century Grand Strategy,” *Foreign Affairs*, September 26, 2018.\*

-Richard Falk, “World Order in the Age of Trump and Trumpism,” October 2018.\*

-Richard Haas, “How a World Order Ends,” *Foreign Affairs*, January/February 2019.\*

-Daniel Drezner, “This Time Is Different,” *Foreign Affairs*, May/June 2019\*

-Stephen Walt, “The End of Hubris,” *Foreign Affairs*, May/June 2019.\*

## **Week 10 – America’s Role in the World – Part II (March 10, 12)**

Class 1 & 2 – The Grand Strategy Debate 2020

-Heather Hurlburt, “More Diplomacy, Less Intervention, but for What? Making Sense of the Grand Strategy Debate, *Lawfare*, June 7, 2019.\*

-CNAS, *New Voices in Grand Strategy* (selections).\*

-Alex Ward, “The Push for a Progressive Foreign Policy,” *Vox Media*, April 2019.\*

-Ganesh Sitaraman, “The Emergence of Progressive Foreign Policy,” *War on the Rocks*, April 15, 2019.\*

Last Day of classes for Winter Quarter March 13

Take Home Exams due on Wednesday, March 18, at 5:00 pm.

Papers are due on Friday, March 20, 2019, at 5:00 pm.