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[This syllabus will be updated frequently so please do check this link regularly](#)

## POLECON 383 – MANAGING POLITICALLY CONFLICTUAL ENVIRONMENTS<sup>2</sup>

We live increasingly in a world of political polarization and conflict. Disagreements, often violent, dramatically shape the challenges and opportunities that leaders face, whether it be while managing diverse organizations to addressing the future of the planet.

So what can we do about it? In this course, participants will consider a series of decision-making challenges that leaders of organizations have faced in societies divided by political polarization and conflict. We will combine historical and contemporary examples drawn from countries around the world at critical moments of conflict or institutional change, along with insights distilled from the newest social science research on how to address these issues. This includes work conducted by us at the Stanford Conflict and Polarization Lab. By the end of the course, participants will develop a new set of tools for identifying when, where and how they can be effective leaders while managing organizations in societies divided by political polarization and conflict.

### THE BASICS

- **Class Meetings:** M104, Mondays and Thursdays, 1:15PM-2:35PM.
- **Materials:** Cases and all other readings are posted in Canvas. Submissions will be done on Canvas.
- **Grading:** Course grades are based on: i) individual assignments (40%) ii) class participation (30%), iii) a group-based assignment (30%).
- **Group work:** Please form your own group of 3-7 members with other students. This group will work together on the final group project (due May 26).

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<sup>2</sup> Successful completion of this course grants Stanford GSB Center for Social Innovation certificate credit for *understanding problems*, and *building, managing and scaling ecosystems*.

## **ATTENDANCE AND PARTICIPATION (30%)**

**• Learning from one another is a key part of the class. As this is a class about managing politically conflictual environments, we will invariably be discussing some sensitive topics about which reasonable people may disagree. Yet what is exciting is that we are coming together as a team to think about and discuss novel solutions. For us to succeed, it is important to suspend judgement, assume the best intentions of one another, and be willing to provide grace when someone misspeaks.**

- Class participation is critical for learning in this course and accounts for part of the overall grade. Class starts on time; repeated late arrivals will negatively affect the course grade. We will systematically track attendance, as well as the quantity and quality of contributions in all sessions. The quality of your participation will be judged on its relevance to the topics, your ability to integrate in-class cases and out-of-class experiences with the course concepts, and your contributions to a positive classroom climate. Each class, everyone is expected to listen carefully to each other's insights and to offer your own insights, both personal and based on the readings. Our class will be an open learning environment through which our understanding of the issues will become enriched by multiple perspectives.
- Class participation also includes points for answering surveys and short response questions and preparing and submitting a question for each guest speaker, based upon their bios and the readings.
- Everyone is entitled to one “freebie” unexcused absence. Unexcused absences beyond this one negatively affect the course grade. The “freebie” absence cannot be used during the group presentations sessions.
- Use of laptops, iPads, cellphones etc. during the class to surf the web or engage in other non-class related activities can be highly distracting and severely impacts your ability to contribute to the learning of your classmates. Following GSB norms, *we will not allow electronic devices in class* (contact me if you have an accommodation).
- Spotlights: As outlined in the Experience Survey, if you have relevant background or experiences in issues related to the course, it would greatly enrich the class if you might be willing to volunteer to give a 5 minute student spotlight. This is 100% optional and comes with bonus participation points. What would be most valuable would be to briefly describe your background, provide an example of one experience that you feel was particularly germane to a theme or session of the course, and an non-obvious takeaway that you learned from that experience. Please let me know if you are interested in a spotlight when completing the initial survey.

## **INDIVIDUAL ASSIGNMENTS (40%):**

You will have a series of short assignments as well as regular *Qualtrics* survey response questions **(20%)**.

For your final paper **(20%)**, due **June 4**, you can choose to do one of two different variants:

- (1) **A Case Study of Leadership in Conflict:** Your final paper will be to carefully consider the life of a *particular individual leader, past or present*, in the context of a particular group-level conflict in light of the frameworks of the course. Among the questions you will be expected to answer are: (1) in what dimensions was that individual's endowed characteristics unique and in what way were they representative of broader groups? (2) To what extent was the individual free to make choices during the conflict, and to what extent were they constrained by exogenous forces? (3) How did their exposure to ideas or exogenous experiences affect their decision-making? (4) What were the drivers of the conflict more generally and how did the individual's circumstances interact with these drivers? (5) What lessons, if any, can we draw from their lives for contemporary conflicts?
- (2) **Personal Analysis Variant: You as the Leader:** Instead of an analysis of someone else, you can apply the questions above to yourself, and perform an analysis of a conflictual environment that you have been involved in (past or current) from either your work or personal life, or a prospective conflict you anticipate facing soon after you graduate. The assignment gives you a chance to think and reflect on the learnings from the class as they apply to your own experiences. In essence, you will analyze a past or

current conflict through the lens of the class concepts, cases, and readings.

Your paper should include **at least 5 class concepts** (from either the readings, and/or our discussions). It should be no longer than 7 pages long, typed in 12-point Times Roman font, spaced at 1.5 lines, with 1-inch margins. Your paper should focus on critical analysis (answering the five questions above) rather than merely description. Be assured that all of the material you turn in for the personal analysis variant will be completely confidential.

### **THE GROUP PROJECT (30%)**

Focus your group project on an individual, company or organization that faces a specific conflictual environment. You may select an organization for which a member of your study group has worked. If possible, try to make contacts in the organization. Focus your analysis prospectively: i.e. analyze the conflict the organization currently faces and advise the organization's leadership on strategic options to pursue moving forward.

The project will unfold as follows:

1. A one paragraph prospectus is due **the day after Session 9, on Friday May 1**. It should provide a concise overview of the conflict that your individual, company or organization faces, as well as approaches that can be used to manage or mitigate the conflict. Beyond the paragraph, please also provide a roadmap for how you and your group intend to make progress, including a clear assignment of individuals to specific tasks, and a schedule for meetings. This is your main opportunity for feedback from me, so be as specific as possible about what you intend to study.
2. In **Session 13**, we will have a flipped classroom, where you will also have designated time to make progress on your projects together and I will be available for one-on-one feedback.
3. The final report is due on **May 26th** via Canvas. The report should apply frameworks to understand the environment in which the issue or problem is located, specify a strategy to address the problem, describe its implementation, and explain why it is likely to be more effective than other possible strategies. Frame your report as a memo that recommends a course of action to the individual or leader involved.. The main text of your paper (excluding title page and exhibits) should be at most 10 pages, typed in 12-point Times Roman font, spaced at 1.5 lines, with 1-inch margins.
4. **Sessions 14-15** will include a class-wide pitch competition. Each group will provide an 8 minute pitch presenting a diagnosis of your organization's conflict and your proposed solution. Another group will be assigned to represent the CEO and board and ask questions (4 minutes) to probe the analysis. We will then collectively vote for the best pitch.

We will adopt the 'touchy-feel' standard that the default is that every individual in the group has contributed to the best of their abilities. However, along with the project, you will be asked to fill out a survey, in which you can highlight certain group members as worthy of special recognition, or those who have room in which to build.

### **THE HONOR CODE AND AI POLICY**

Stanford has a tradition of respect for students' integrity in academic work. The Honor Code outlines mutual obligations for students and faculty in making this system work.

It is useful to recall that the Honor Code prohibits plagiarism. This class is part of a master's degree program at Stanford, so you must follow the norms of academic writing, which differ from those in the business world. According to the Stanford Board on Judicial Affairs, "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas,

language, research, strategies, writing or other form(s).” *In practice, this means that when you submit a written assignment for this class you should use quotation marks to indicate text written by others and you should use footnotes and references to cite others’ ideas or data.*

*Further, you may use AI tools to assist in research and write-ups, but if you do, you must save and submit all chat transcripts. Naturally, you are responsible for checking and correcting any hallucinations.*

## COURSE OUTLINE

### **PART 1: INTRODUCTION: “THIS TIME MAY BE DIFFERENT”**

SESSION 1 – Thursday, April 2: INTRODUCTION “*This time may be different*”: Conflicts of the Past, Present and Future

In the first class, we will introduce the overarching themes and frameworks of the class as well as have an in-class discussion / debate about AI and regulation in light of plausible future conflicts. You will be asked to answer a set of questions in preparation.

**So: latest by midnight on Wednesday, April 1, please do the following.**

1. Read the following short pieces:
  - a. [“America isn’t ready for what AI will do to jobs”](#), *The Atlantic* February 10, 2026.
  - b. [“The Means of Prediction: How AI Really Works \(and Who Benefits\) by Maximilian Kasy: Book Review by David Autor”](#), *the Journal of Economic Literature*, March 2026
  - c. [“Silicon Valley Musters Behind-the-Scenes Support for Anthropic”](#), *The New York Times*, March 18, 2026.
2. Fill out your Background and Experience Survey on *Qualtrics*.
3. Answer the following questions on that same pre-class *Qualtrics* survey:
  - a. What do you believe will be the most important impact of AI on the prospects for political conflict—either internationally, domestically, or within organizations—in the next five years?
  - b. Given your response to (a), answer: in the interests of the United States and of the world, to what extent should AI be regulated in the United States [1-10]? How specifically?
4. Go to your favorite financial news portal (e.g. [investing.com](#)). Pick a financial stock, bond, or other asset that you believe will increase the most in value just after the November 3, 2026 midterm US elections. Enter the Ticker and current price into the survey in *Qualtrics*, and briefly describe why you believe this. Be prepared to discuss and elaborate on your decision in class.

#### Key Concepts:

Echo Chambers, Affective Polarization, Common and Private Values, Uncommon Veridicality, Introducing Overarching Framework I: Jha and Wilkinson Agency Framework (Preview), Overarching Framework II: A Framework for Conflict - the Political Coase Theorem.

SESSION 2 – Monday, April 6: REVOLUTIONARY LEADERSHIP AND EXTREME POLITICAL RISKS

In this class, we will begin to discuss the role of leaders, both political and in the business community, in revolutionary change. We will discuss why the timing of revolutions are systematically hard to predict, even though the underlying factors that can drive them are much more so. We will also seek to understand the roles that leaders can play. We will illustrate these concepts through the example of one such unexpected revolution: the role played by business and political leaders in South Africa in the late 1980s - early 1990s. This was a period when South Africa was facing international sanctions and escalating ethnic violence. The declining

status quo could have set the stage for a retrenchment of the existing apartheid regime, civil war, or just maybe, an opportunity for something new.

1. Listen to / read the (condensed/free version of the ) transcript of [“Timur Kuran on Why We Lie About our Beliefs”](#), in conversation with Yascha Mounk, the *Good Fight* podcast, Sept 3, 2024.
2. You will each be assigned to play the role of one of three individuals who played crucial roles in negotiating South Africa’s transition: *Gavin Relly*, Chairman of Anglo-American Co., *Cyril Ramaphosa*, head of the National Union of Mineworkers (representing the African National Congress), and *F.W. De Klerk* (state president and head of the National Party).

You will be asked to work together to negotiate a plan for a peaceful transition from apartheid to democracy, taking into account the aligned and conflicting interests of the three players and the people they represent. Here are some questions to consider ahead of time to prepare.

- i. How do they derive their monopoly power and political agency? How does this shape their realm of possible actions?
  - ii. What are their best alternatives to a negotiated agreement? What could they and their group / organization stand to lose if the negotiations collapse?
  - iii. How can they address possible preference falsification / false consensus and other forms of opposition within their constituencies?
  - iv. How can they address the threat of violence or attempted coups by factions on the extreme left, extreme right, and the Inkatha Freedom Party?
  - v. How can they devise plans to make any negotiated commitments credible given that a pure majoritarian elections will almost surely guarantee the ANC complete control of the government?
2. To prepare, for context,
    - a. watch the following specific excerpts from Yale Prof. Ian Shapiro’s lectures: [Lecture 11: Democracy’s Fourth Wave? South Africa, Northern Ireland, and the Middle East](#) (from “nobody expected it...” 5:55-18:52 only)  
  
[“Business and Democratic Reform: A Case Study of South Africa.”](#) , from 20:38 onwards.
    - b. Or you can access the underlying case, with original interview recordings, at: <https://cases.som.yale.edu/cases-access/claim-seat/7395/pHEq7b>. If you return to the case, please open it in the same browser as you used before, so as not to inadvertently take someone else’s seat.

Key Concepts: Preference Falsification, False Consensus, Bandwagon Effects, Credible Commitment

Geographical Focus/Case Examples: South Africa, Iran, Arab Spring, ‘Velvet’ Revolutions, Nepal, Bangladesh, Global Revolutions

## **PART II: MANAGING POLARIZATION AND CONFLICT IN SOCIETY**

SESSION 3 – Thursday, April 9: FINANCIAL LEADERSHIP I: SAMURAI STRATEGIES.

In this class we take you to post Civil War Japan. Put yourself in the shoes of the Meiji reformer, the 35 year old ‘outsider’, Okuma Shigenobu, in 1873. Having just ascended to Finance Minister, you face massive challenges. Crucial among them is how to deal with the declassed samurai, a warrior caste constituting 1.94 million, or 5-6% of the population, with strong, conflicting clan and domain loyalties, to whom you owe salaries absorbing a third of the national budget. The samurai have remilitarized during the Boshin Civil War, and violent samurai rebellions may break out at any moment in the former feudal domains, including your own home domain of Saga. Externally, outside powers can provide investment, but are seeking increasing

concessions, sometimes backed by 'gunboat diplomacy'. What are the strategies you can use to help Japan to develop and catch up to the technological frontier economically, while keeping the samurai at peace?

Read: Jha [“Can Financial Innovations Mitigate Civil and Ethnic Conflict?”](#), *The World Financial Review*, 2013

Read: New draft GSB Case: [Navigating Caste Violence Through Financial Reforms: Okuma Shigenobu, 1873](#)

#### PREPARATION QUESTIONS

1. Put yourself in the shoes of Okuma Shigenobu in 1873. What gives you political agency? Who are the likely key supporters you need to stay in office? How do you keep them onboard?
2. How to address the challenge of the largest potential losers from reforms-- the samurai? What are the alternative avenues you could choose to redirect their energies from caste conflict and civil war? Which do you prefer and why?
3. Building on your answers to 1 and 2, sketch an integrated strategy for addressing the multiple challenges you face as Finance Minister: creating a sound budget, attracting and mobilizing investment in modernizing the country, while warding off the extreme political risks faced by post-revolutionary Japan.

Geographical Focus/Case Examples: Japan, the UK, US, Malaysia, South Africa, Namibia

#### SESSION 4 – Monday, April 13: FINANCIAL LEADERSHIP II: CONFLICT AND POPULISM

Read: Winter-Levy [“If you want Israelis to favor peace negotiations, let them trade stocks”](#), *Washington Post*.

#### PREPARATION QUESTIONS:

- What are the key reasons why violent conflict may persist even when the gains from peace are large?
- Why are populists less likely to support action on climate change?

Geographical Focus/Case Examples: Israel/Palestine, the UK (Brexit).

#### SESSION 5 – Thursday, April 16: FINANCIAL LEADERSHIP III: SHARED PROSPERITY, THE COMMON GOOD PROJECT AND ABUNDANCE.

Read: Hanlon, Jha, Kala, Shroff and Weiss. [Seeing Green: The Effects of Financial Exposures on Support for Climate Action](#), *NBER*, 2026 (*introduction only*)

Listen to: [A pro-worker experiment: how one private equity exec is giving workers equity : Planet Money : NPR](#), April 2026

1. Some people see the path to environmental stability as involving more investment in green infrastructure and sustainable housing, while others emphasize the importance of environmental conservation and maintaining regulations that may limit such development. Where do you stand on this issue? What are the areas of common ground? How would you frame arguments that might be more persuasive to those on the other side of this question?
2. In response to projected widespread economic disruptions to people's livelihoods, including those due to AI and automation, some are proposing regular cash grants or *universal basic income* (UBI) to citizens as a means to forestall future conflict. Compare a UBI approach to that of providing financial equity with experiential learning. What are the pros and cons of these approaches?

#### SESSION 6 – Monday, April 20: MANAGING POLITICAL TRANSITIONS

Guest Speaker (confirmed): *Vivek Garg '13, Co-Founder and COO RideZUM, Founder and former CEO, Business Alternatives for Peace and Reconciliation, ex- Indian Army.*

Before Class:

1. Read / Review Jha [“Analyzing Political Risk in Developing Countries: A Practical Framework for](#)

[Project Managers](#)”, *Business and Politics*. This is a piece I wrote to advise the World Bank on political risks and guides you through interest group analysis in societies facing political risks and transitions. Parts of this may be familiar to those who have taken Strategy Beyond Markets and were exposed to my cases on CNG Mandates in Delhi and the Tata Nano. Focus more on the Political Transitions component (Progresa and Oportunidades).

2. Read the New Garg and Jha GSB Mini-Case “*An Electrifying Challenge: Navigating Political Change on Climate Policies*” to be posted in the Canvas module, and prepare the study questions.
3. **Due 11:59pm the Day Before Class (April 19): research the speaker and submit** three questions relevant to the class that you would like the Speaker to address on the [Qualtrics survey](#).  
**Here are some potential links to get you started:**
  1. ["An All Electric Bus Service" interview with Vivek Garg](#)
  2. [RideZum Blog](#)
  3. [Insights by Stanford Business: Vivek Garg: How to Fight War with Business](#).
  4. [The Better India: The Soldier Entrepreneur Who is Creating Peace Through Trade](#).

SESSION 7 – Thursday, April 23: INTER-ETHNIC PEACE, APEX CORRUPTION AND HONESTY  
Before Class:

1. Read: Rivera, Seira and Jha [Apex Corruption Erodes Democratic Values](#) , Stanford GSB working paper, [introduction only](#).
2. Read/ Skim: Jha [Breaking through the Ethnic Growth Trap](#), *Economic Policy* 2025. This is a pathfinding piece I wrote to advise the UK Foreign Commonwealth and Development Office (FCDO) *Reducing Conflict and Improving Performance in the Economy* (ReCIPE initiative) on issues of ethnic diversity and nation-building.

Review your notes on the previous pre-readings on building resilient peace , i.e.

1. Read: Jha [“Tolerance by Accident, Trust By Design”](#), *Public Books*, 2021
2. Watch: [NOVA: The Violence Paradox - PBS \(FULL DOCUMENTARY\)](#) - the 15 minute segment about our former PhD student, Salma Mousa’s experiment with football teams in Iraq (from 1:36:03 “With the help of data” to 1:50:50).

PREPARATION QUESTIONS:

1. Why might *apex corruption*— corruption, or its perception, at the very top of a firm, organization or government— be particularly harmful for cultures of honesty, civic engagement and democratic values?
2. What can leaders do to restore such cultures?
3. What is Ethnic Cronyism, and why may it lead to corruption and conflict? How might leaders mitigate these incentives?
4. What are the conditions under which ‘having a beer’, ‘breaking bread’ or other forms of direct contact between individuals from groups experiencing conflict can be successful in reducing tensions and when are they likely to backfire?
5. What are three practical ways business leaders may be able to help in building resilient peace and cooperation in socially- or ethnically-divided societies?

Key Concepts: Contact Hypothesis, Robust Complementarity, Vulnerability Framework, Ethnic Cronyism, Apex Corruption, Apex Honesty, Strategic Complementarities, Contagious Norms, Accountability

Geographical Focus/Case Examples: Iraq, South Asia, Malawi, Zambia, Zanzibar, Mexico, Latin America.

### **PART III: LEADERSHIP IN VIOLENT AND NON-VIOLENT MOVEMENTS**

SESSION 8 – Monday, April 27: LEADERS IN POLITICAL MOVEMENTS. The Strategy of Non-Violent Protests

Before Class:

1. Read: Bhavnani and Jha [“How Non-Violence Works”](#), Book introduction.
2. Read the New Case: [Dramatically Non-Violent: Leading an Effective Civil Disobedience Campaign:](#)

#### PREPARATION QUESTIONS

1. Craft the first paragraph of a *Declaration of Independence* for India in January 1930. What do you put in your platform? What case can you make for why the people of India should risk mobilizing for Independence and democratic rights?
2. Put yourself in the sandals of Mohandas Gandhi in January 1930 as he plans his strategy. How do you navigate the three strategic tensions faced by non-violent movements? Which of the four tactical options do you favor and why? Which locations will you focus your attention and resources on?

Key Concepts: Bhavnani and Jha Non-Violent Protest Effectiveness Framework.

Geographical Focus/Case Examples: India, the UK, the US

SESSION 9 – Thursday, April 30: HEROIC LEADERSHIP, NETWORKS AND IDENTITY

Before Class:

Read: Cagé, Dagorret, Grosjean and Jha [“Heroes and Villains: The Effects of Heroism on Autocratic Values and Nazi Collaboration in France”](#), *American Economic Review* 2023. Please focus on the Introduction, Historical Background, Mechanism and Discussion sections (i.e. you can skim Section II “Empirical Strategy” and IVb/c Robustness checks, Alternative Mechanisms etc.)

#### PREPARATION QUESTIONS

1. Where do heroic credentials come from? Do they only come from war?
2. How did Philippe Pétain develop political agency? How did he develop a stronger degree of political influence than other French generals?
3. What explains the patterns of Nazi collaboration and Resistance among French citizens during the war?
4. What explains why more than ten thousand Frenchmen, including war heroes like Joseph Darnand and Marcel Bucard who were virulently *anti*-German in 1940, became willing to swear personal loyalty to Adolf Hitler and *volunteer* to fight on the Eastern Front three years later in late 1943-early 44, at a time when Germany was clearly losing and this was close to suicidal?
5. What are the implications for modern attempts to depolarize and break through social and informational bubbles of strong hierarchical networks based on investment in common social identities, including, but not limited to, shared heroism?

Geographical Focus/Case Examples: France, India, Kenya, the US, Global Conflicts.

Key Concepts: Jha and Wilkinson Leaders in Conflict Framework, Key Concepts: Heroism, Management Style, Sacrifice and Trust, Complementary Investments, Identity.

**FRIDAY May 1: *Group Project Prospectus Due.***

#### **PART IV: COGNITION, COMMUNICATION, NEGOTIATION AND IDENTITY**

SESSION 10 – Monday, May 4: COOPERATION BY DESIGN: PSYCHOLOGICAL TEMPLATES FOR CONFLICT

Guest Speaker (confirmed): *Professor Nir Halevy, Stanford Graduate School of Business.*

Geographical Focus/Case Examples: Global

SESSION 11 – Thursday, May 7: NEGOTIATING PEACE

Guest Speaker (confirmed): *Ambassador Sergio Jaramillo Caro, Former National Security Adviser of Colombia, Vice Minister of Defense and High Commissioner for Peace, chief architect of the peace agreement with the FARC in Colombia.*

Read: [The Possibility of Peace](#), by Sergio Jaramillo (posted on Canvas)

Watch: [Peace Fellowship Dialog with Sergio Jaramillo Parts I](#) and [II](#)

**Due Day Before Class: please submit the key question relevant to the themes of the class that you would like the Speaker to address, on this [survey link](#).**

SESSION 12 – Monday, May 11: POLITICAL COMMUNICATIONS AND MEDIA STRATEGY

Guest Speaker (confirmed): *Alison Goldsworthy '2017, Founder, Depolarization Project, President, Accord, Author Poles Apart, Former Deputy Chair, UK Liberal Democrats.*

Geographical Focus/Case Examples: the UK, the US

**Due Day Before Class: research the speaker, and submit the key question relevant to the themes of the class that you would like the Speaker to address, on this [survey link](#):**

[Stanford GSB Book Feature.](#)

[The Progress Network Profile.](#)

[Change Makers Podcast Episode.](#)

[Podcast Episode: How Political Polarization Affects Our Personal and Professional Lives.](#)

[Thought Piece for Center for International Relations & Sustainable Development: The Science Behind Contemporary Polarization.](#)

**Qualtrics:** Submit three questions relevant to the class that you would like the Speaker to address.

SESSION 13 – Thursday, May 14: **Flipped Classroom:** Time to Work on Group Project and Get Feedback.

#### **PART V: MANAGING CONFLICTS: GRAND STRATEGY AND SYNTHESIS**

SESSION 14 – Monday, May 18: **Project Presentations**

SESSION 15 – Thursday, May 21: **Project Presentations**

Monday, May 25: NO CLASS - MEMORIAL DAY.

## **Tuesday, May 26: Group Project Due**

SESSION 16 – Thursday, May 28: Grand Strategy: Leadership in Diplomacy and International Relations

Guest Speaker (confirmed): *Ambassador Michael McFaul, Former US Ambassador to Russia*. Author: *From Cold War to Hot Peace*, and *Autocrats vs Democrats*

**Due Day Before Class: research the speaker, and submit the key question relevant to the themes of the class that you would like the Speaker to address, on this [survey link](#):**

1. [Michael McFaul's Personal Website](#).
2. [PBS Frontline Interview with Michael McFaul](#).
3. [Michael McFaul on Russia, China, and American Power | A Charlie Rose Global Conversation](#).
4. [Why This Isn't a New Cold War | Michael McFaul | TEDxMidAtlantic](#).
5. [PBS NewsHour: In new book, Michael McFaul explores the global fight between autocracy and democracy](#).
6. [They're Not Like Us: Michael McFaul on Autocrats vs. Democrats and the Fight for the 21st Century](#).
7. [Interview with Katie Couric: Ambassador Michael McFaul on the Rise and Fall of Democracies](#).

Geographical Focus/Case Examples: Global, Russia, the US.

SESSION 17 – Monday June 1: Conclusions

**Wednesday June 3: Final Paper Due**

**Additional Readings will be posted on Canvas.**