

AMERICA GOES TO WAR

Political Science 349 DePaul University Winter 2019
Tuesday & Thursday 11:20 am—12:50 pm Will Denton

"The past is never dead. It's not even past." William Faulkner
["Requiem for a Nun", 1951]

"War is not an independent phenomenon, but a continuation of politics by other means." Clausewitz
[On War, 1873]

"War is God's way of teaching Americans geography"
[Ambrose Bierce (American satirist, 1842-1914)]

"Only the dead have seen the end of war."
[Plato]

"North Korean Leader Kim Jong Un just stated that the "Nuclear Button is on his desk at all times." Will someone from his depleted and food starved regime please inform him that I too have a Nuclear Button, but it is a much bigger & more powerful one than his, and my Button works!" President Trump [Twitter, Feb. 1, 2018]

"This is the Trump theory on war. But I'm good at war. I've had a lot of wars of my own. I'm really good at war. I love war, in a certain way, but only when we win... I know more about ISIS than the generals do. Believe me. . . [ISIS has oil refineries] some in Syria, some in Iraq. I would bomb the s--t out of 'em. I would just bomb those suckers. That's right. I'd blow up the pipes. ... I'd blow up every single inch. There would be nothing left."
[Donald Trump, Nov. 11, 2015]



COURSE DESCRIPTION

Political Science 349 is a course dealing with America's wars. The course will examine continuities and differences among America's wars. We will also explore the causes and outcomes of these wars. We will also focus on major issues related to America's wars.

COURSE OBJECTIVES

Students should:

- Understand the basic concepts and issues related to America's wars.
- Understand the similarities and differences among America's wars.
- Acquire knowledge to be able to analyze and to understand future wars after the course is completed.

READINGS

- From Lexington to Baghdad and Beyond: War and Politics in the American Experience. Donald Snow & Dennis Drew. 2010 [FLBB].
- The Hidden History of America at War. Kenneth C. Davis. 2015. [HHAW]
- Dispatches. Michael Herr. 1977. 1991. [DISP]
- America's War for the Greater Middle East: A Military History. Andrew J. Bacevich. 2016. [AWGME]
- Non-Text Required Readings as indicated in syllabus. These are located on D2L or will be handed out in class.
- Regularly read a news source.
- Other readings may be assigned during the course.

STRUCTURE OF CLASS

This class is slightly too large to be a "seminar" and slightly too small to be a "lecture class". Thus, it will be a hybrid class: "lecture-discussion based class". For parts of some sessions, I will be presenting material in a lecture format. In other classes, we will have a discussion based session based on the readings and your written responses to those readings. In most sessions, the students will be actively participating in the class discussion based on reading for the session. Also, to facilitate class discussion, we will have in-class activities. We will also be discussing your research project at each step along the way.

COURSE OUTLINE

Session 1: January 8 (Tuesday) INTRODUCTION

In-class essay: Why does America go to war?

Session 2: January 10 (Thursday) AMERICA AT WAR: OVERVIEW

Text Reading:

- FLBB. "Introduction".
- FLBB. Chapter 12 "The American Experience"
- HHAW. "Introduction"
- HHAW. "Afterward"

ASSIGNMENT DUE TODAY:

1. Reading Response 1: For you what are the two most important points presented in the readings? Explain.

Session 3: January 15 (Tuesday) THE CAUSES OF WAR

Text Reading:

- FLBB. Chapter 1 "War and Political Purpose"

Non-Text Required Reading:

- "War is an Instrument of Policy", Carl von Clausewitz. 1832.
- "How Geography Explains the United States", Aaron David Miller. 2013.

ASSIGNMENT DUE TODAY:

Reading Response:

In From Lexington to Baghdad and Beyond, Snow and Drew discuss the critical role of political objectives for a state going to war. They suggest five criteria for how the political objectives must be framed for in order to have broad support. Political objectives must be 1. simple, straight-forward, and unambiguous; 2. morally and politically lofty; 3. vital to US national interests; 4. interests of most Americans must be served by the decision to go to war; and 5. the threat to American interests posed by the adversary must be true [based on Iraq experience].

1. Reading Response 2: Which of these criteria do you think is most important in "selling" the war's political objectives to the American public? Explain. Make specific reference to readings.

2. Reading Response 3: What advantages does the U.S. geography location provide to the U.S. during wartime?

IN-CLASS STUDENT PRESENTATIONS: (only for those assigned a specific chapter)

TMI:

- Explaining the "Pledge of Allegiance"
- Origins of the "National Anthem"

Session 4: January 17 (Thursday) ON AMERICAN SOIL

Text Reading:

- FLBB. Chapter 2 “American Revolution”
- HHAW. Chapter 1. “Washington’s Men”

- FLBB. Chapter 3 “Civil War”
- HHAW. Chapter 2 “The Battle of the Old Men and the Young Boys”

ASSIGNMENT DUE TODAY:

1. Reading Response 4:

Should all Confederate war memorials be removed? Why or why not?

2. RESEARCH PAPER ASSIGNMENT: *Attending “Conducting Library Research” Presentation by Jennifer Schwartz*

3. IN-CLASS STUDENT PRESENTATIONS: (only for those assigned a specific chapter)

Text Chapter Discussion Leader Presentation:

- FLBB. Chapter 2 “American Revolution”
- HHAW. Chapter 1 “Washington’s Men”

- FLBB. Chapter 3 “Civil War”
- HHAW. Chapter 2 “The Battle of the Old Men and the Young Boys”

TMI:

- Origins of Veterans’ Day.
- The Medal of Honor

Text Reading:

- FLBB. Chapter 11 “America’s Minor Wars” [War of 1812, Mexican War, Spanish-American War]
- HHAW. Chapter 3 “The Water Cure”

ASSIGNMENT DUE TODAY:

1. Reading Response 5: Was morality or national interest the prime motivation for America engaging in “minor wars”? Explain. Be specific.

2. MAP ANALYSIS DUE

3. IN-CLASS STUDENT PRESENTATIONS: (only for those assigned a specific chapter)

Text Chapter Discussion Leader Presentation:

- FLBB. Chapter 11 “America’s Minor Wars” [War of 1812, Mexican War, Spanish-American War]
- HHAW. Chapter 3 “The Water Cure”

Supplemental Readings Presentation:

- WAF. Chapter 1 “The ‘Divine Mission’: War in the Philippines”
- OT. Chapter 1 “A Hell of a Time Up at the Palace” (Hawaii) [Imperial Era]
- OT. Chapter 2 “Bound for Goo-Goo Land” (Cuba, Philippines) [Imperial Era]
- OT. Chapter 3 “From a Whorehouse to a White House” (Central America) [Imperial Era]
- OT. Chapter 5 “Despotism & Godless Terrorism” (Iran) [Covert Action]
- OT. Chapter 6 “Get Rid of This Stinker” (Guatemala) [Covert Action]
- OT. Chapter 8 “We’re Going to Smash Him” (Chile) [Covert Action]
- OT. Chapter 10 “Our Days of Weakness are Over” (Grenada) [Invasions]
- OT. Chapter 11 “You’re No Good” (Panama) [Invasions]

TMI:

- Blowback
- Operation Mongoose

Session 6: January 24 (Thursday) THE WORLD WARS

Text Reading:

- FLBB. Chapter 4 “World War I”
- FLBB. Chapter 5 “World War II”
- HHAW. Chapter 4. “Berlin Stories’

ASSIGNMENT DUE TODAY:

1. Reading Response 6: World War II has been called the “Good War”. Do you agree? Explain. Is there ever a “good war”? Elaborate.

2. RESEARCH PAPER ASSIGNMENT: *Submit topic for research paper*

3. IN-CLASS STUDENT PRESENTATIONS: (only for those assigned a specific chapter)

Text Chapter Discussion Leader Presentation:

- FLBB. Chapter 4 “World War I”
- FLBB. Chapter 5 “World War II”
- HHAW. Chapter 4. “Berlin Stories’

Supplemental Readings Presentation:

- WAF. Chapter 2 “Crusade for Democracy: Over There in the Great War”.
- WAF. Chapter 3 “The Good War: Fighting for a Better Life in World War II”.

TMI:

- Zimmerman Telegram
- Sinking of the Lusitania
- Fu-Go attacks on the American west coast
- Navaho Code Talkers
- Sullivan Brothers
- Rosie the Riveter

Session 7: January 29 (Tuesday) THE PROCESS OF GOING TO WAR: DECLARATIONS OF WAR OR NOT

Non-Text Required Reading:

We will divide these readings among the class.

- Proclamation of a State of War with Great Britain, June 19, 1812.
- Declaration of War with Mexico, May 11, 1846.
- Declaration of War with Spain, April 25, 1898.
- Joint Resolution Declaring that a state of war exists between the Imperial German Government and the Government and the people of the United States and making provision to prosecute the same, April 6, 1917.
- Declaration of War on Japan, December 8, 1941
- Joint Resolution Declaring That a State of War Exists Between the Government of Germany and the Government and the People of the United States and Making Provision To Prosecute The Same, December 11, 1941.
- Tonkin Gulf Resolution
 1. President Johnson's Message to Congress, August 5, 1964.
 2. Joint Resolution of Congress, H.J. RES 1145, August 7, 1964.
- War Powers Act, Nov 7, 1973.
- War Powers Act Veto Message, Richard M. Nixon, October 24, 1973.
- Authorization for the Use of Military Force, (PUBLIC LAW 107-40), September 18, 2001.
- S. J. Res. 54. To direct the removal of United States Armed Forces from hostilities in the Republic of Yemen that have not been authorized by Congress. December 13, 2018

ASSIGNMENT DUE TODAY:

1. Declarations of War Exercise: We will divide the declarations of war and other war authorizations among the class. Each group will present information on the assigned readings to the class. [More information about the assignment is available on D2L.]

Session 8: January 31 (Thursday) WAR AND THE COURTS

Non-Text Required Reading:

- World War II and the Japanese Internment Cases
--Korematsu v. United States (1944)
- Freedom of the Press and the Vietnam War
--New York Times Co. v. United States (1971)
- The War Power in Federal Court: The First Iraq War
--Ange v. Bush (D. D. C. 1990)
--Dellums v. Bush (D. D. C. 1990)

ASSIGNMENT DUE TODAY:

1. Reading Response 7: Students should provide two major/interesting points for each case. Also, you should list two questions you have for Dr. Barnum about each case. [See D2L for the format and more information.]

2. RESEARCH PAPER ASSIGNMENT: *Annotated bibliography due*

Session 9: February 5 (Tuesday) MIDTERM EXAM

Session 10: February 7 (Thursday) BEGINNING OF THE COLD WAR

Text Reading:

FLBB. Chapter 6 "Korean War"

ASSIGNMENT DUE TODAY:

1. RESEARCH PAPER ASSIGNMENT: Research paper thesis due & in-class Speed Dating to review theses

2. IN-CLASS STUDENT PRESENTATIONS: (only for those assigned a specific chapter)

Text Chapter Discussion Leader Presentation:

- FLBB. Chapter 6 "Korean War"

Supplemental Readings Presentation:

- WAF. Chapter 4 "War in Korea: "The Front Line in the Struggle between Freedom and Tyranny".

Session 11: February 12 (Tuesday) ROUND TABLE DISCUSSION

Text Reading:

- Dispatches. Michael Herr. 1977. 1991.

ASSIGNMENT DUE TODAY:

1. Reflection essay on Dispatches. See D2L and information sheet for specifics.

Session 12: February 14 (Thursday) THE VIETNAM WAR

Text Reading:

- FLBB. Chapter 7 “Vietnam War”
- HHAW. Chapter 5 “The Living Room War”

ASSIGNMENT DUE TODAY:

1. Reading Response 8: Answer one of these questions:

Could the Vietnam War have been avoided? Explain. **OR** If Vietnam War could not have been avoided, how could the U.S. have won the war? Explain.

2. IN-CLASS STUDENT PRESENTATIONS: (only for those assigned a specific chapter)

Text Chapter Discussion Leader Presentation:

- FLBB. Chapter 7 “Vietnam War”
- HHAW. Chapter 5 “The Living Room War”

Supplemental Readings Presentation:

- WAF. Chapter 5 “Why Vietnam: More Questions than Answers”
- OT. Chapter 7 “Not the Preferred Way to Commit Suicide” (Vietnam) [Covert Action]

TMI:

- Draft deferments
- The use of Napalm & Agent Orange
- Antiwar protests
- Tet Offensive

Session 13: February 19 (Tuesday) THE PERSIAN GULF WAR & THE AFGHANISTAN WAR: WARS OF NECESSITY?

Text Reading:

- FLBB. Chapter 8 “Persian Gulf War”
- FLBB. Chapter 9 “Afghanistan War”

Non-Text Required Reading:

“The Lessons and Legacies of the War in Afghanistan”. Aaron B. O’Connell. 2015.

ASSIGNMENT DUE TODAY:

1. Reading Response 9: Were the wars in the Persian Gulf and Afghanistan “wars of necessity”? Why or why not? Be specific.

2. RESEARCH PAPER ASSIGNMENT: Revised thesis due

3. IN-CLASS STUDENT PRESENTATIONS: (only for those assigned a specific chapter)

Text Chapter Discussion Leader Presentation:

- FLBB. Chapter 8 “Persian Gulf War”
- FLBB. Chapter 9 “Afghanistan War”

Supplemental Readings Presentation:

- OT. Chapter 12 “They Will Have Flies Walking Across their Eyeballs” (Afghanistan) [invasions]

TMI:

- April Glaspie & Saddam Hussein meeting
- AK-47
- Mission Creep
- Vietnam syndrome
- Rules of Engagement

Session 14: February 21 (Thursday) THE IRAQ WAR: WAR OF CHOICE?

Text Reading:

- FLBB. Chapter 10 "Iraq War",
- HHAW. Chapter 6 "The Bridge Over the River Euphrates".

Non-Text Required Reading:

"The Lessons and Legacies of the War in Iraq". David Kieran. 2015

ASSIGNMENT DUE TODAY:

1. **Reading Response 10:** Compare the goals of the Iraq War and the outcome of the Iraq War.

2. **IN-CLASS STUDENT PRESENTATIONS:** (only for those assigned a specific chapter)

Text Chapter Discussion Leader Presentation:

- FLBB. Chapter 10 "Iraq War",
- HHAW. Chapter 6 "The Bridge Over the River Euphrates".

Supplemental Readings Presentation:

- WAF. Chapter 6 "Operation Iraqi Freedom: War and Infoganda".
- OT. Chapter 13 "Thunder Run" (Iraq) [invasions]

TMI:

- Guantanamo Bay detention center
- Seal Team Six
- Tora Bora
- IEDS

Session 15: February 26 (Tuesday) BOOK CLUB #1

Text Reading:

- America's War for the Greater Middle East: A Military History. Andrew J. Bacevich. 2016. [AWGME]

ASSIGNMENT DUE TODAY:

1. Reflection essay on America's War for the Greater Middle East. See information sheet for specifics.

Session 16: February 28 (Thursday) BOOK CLUB #2

Text Reading:

- America's War for the Greater Middle East: A Military History. Andrew J. Bacevich. 2016. [AWGME]

ASSIGNMENT DUE TODAY:

1. Reflection essay on America's War for the Greater Middle East. See information sheet for specifics.

Session 17: March 5 (Tuesday) WAR, POPULAR CULTURE & MEMORY

Non-Text Required Reading:

“ ‘Watching War Made Us Immune’: The Popular Culture of the Wars”. Andrew C. McKeivitt. 2015

ASSIGNMENT DUE TODAY:

1. Reading Response 11:

Examine the images of the World War II memorial and the Vietnam War memorial provided on D2L. For you, what are the differences in how each memorial is represented? Why do you think these differences exist? What is the mood/feelings these differences are designed to evoke?

2. IN-CLASS STUDENT PRESENTATIONS: (only for those assigned a specific chapter)

TMI:

- Rally around the flag hypothesis
- Antiwar protests

Session 18: March 7 (Thursday) OBAMA AND DRONE WARFARE

Non-Text Required Reading:

- “She Kills People from 7,850 Miles Away”, Kevin Maurer, *Daily Beast*, Oct. 18, 2015.
- “Drones Are the New Face of U.S. Foreign Policy. What Good are they?”. Jacqueline Hazelton. *Lawfare*. July 23, 2017.
- “Why Drones Work”. Daniel Byman. *Foreign Affairs*. July/August 2013.
- “The Obama Doctrine”. David Rohde. *Foreign Policy*. March/April 2012.

ASSIGNMENT DUE TODAY:

1. Reading Response 12:

For you should drones be a major instrument of American war fighting? Why or why not?

2. IN-CLASS STUDENT PRESENTATIONS: (only for those assigned a specific chapter)

TMI:

- VA hospitals
- Veterans’ traumatic brain injury
- Military suicides

Session 19: March 12 (Tuesday) TRUMP AT WAR

Non-Text Required Reading:

- “Assessing Trump’s Emerging Counterterrorism Policy”. Daniel Byman. 2018.
- “Trump's Secret War on Terror”. Daniel J. Rosenthal and Loren DeJonge Schulman. *Atlantic: Web Edition Articles (USA) - August 10, 2018*

ASSIGNMENT DUE TODAY:

1. **IN-CLASS STUDENT PRESENTATIONS:** (only for those assigned a specific chapter)

TMI:

- U.S. Space Command force

Session 20: March 14 (Thursday) FINAL COURSE REVIEW

ASSIGNMENT DUE TODAY:

1. **Final Course Review Essay**

How would you describe the historical arc of America’s war?

[See D2L for the format and more information.]

Session 21: March 19 (Tuesday)

FINAL RESEARCH PAPER due by 2:00 pm.!!!!

D2L (DESIRE TO LEARN)

[Don’t ever say the words “desire to learn”.]

I have posted course information on D2L. The course information includes lecture presentation information, “additional required readings”, syllabus, grading information and your grades.

ASSIGNMENTS



SAVE ALL YOUR RETURNED ASSIGNMENTS!!!

Regardless of where we are in the lecture sequence, the out of class assignments will be due on the dates specified below. I will not change the due dates of the written assignments or of the exams unless some extraordinary circumstances arise. This is in order that you can plan your quarter activities in this class and in your other classes, as well as, your social, work and travel life.

EXPLANATION OF ASSIGNMENTS

IN-CLASS ESSAY (ICE)

The in-class essay is a brief written response by each student to a question presented in class. We will then discuss your responses in class. If you are not in class when we do an In-Class Essay, you can turn the essay in on D2L within a week for half credit. You can only turn in late ICEs to the D2L Submission Folder.

READING RESPONSES (RR)

The reading responses are your response to questions about the reading for a particular session. Your responses should answer the question provided.

The Reading Response prompts are presented in the Course Outline above in the specific session in which they are due. **The response should be ¾ to 1 page length.** If there are more than one prompt, divide the length equally between the prompts.

REFLECTION ESSAYS

The Reflection Essays are designed for you to think and to reflect on issues raised by the readings. "Reflection" does not mean a stream of consciousness essay about the issues. You are to take a serious look at the issue raised and write a well thought out essay. You have to include information from the reading and class discussions in your essays. We will discuss the topics more before they are due. The response should be 2 – 2 ½ pages in length.

TEXT CHAPTER DISCUSSION LEADER PRESENTATIONS (TCDLP)

Each student will be assigned a chapter from the FLBB or HHAW and help the instructor facilitate discussion. There may be more than one student for each chapter. More information is available on the TCDLP information sheet and on D2L. If you do not make your presentation, you will not only not receive the points for the presentation, I will deduct an additional 5 points.

SUPPLEMENTAL READING PRESENTATIONS (SRP)

Each student will be assigned a chapter from the Why America Fights or Overthrow. The student will provide a summary and insights from the chapter to the class. More information is available on the SRP information sheet and on D2L. If you do not make your presentation, you will not only not receive the points for the presentation, I will deduct an additional 5 points. I will provide the books for you.

TWO MINUTE INFORMATION (TMI) OR LESS

Each student will present a brief class presentation on a topic provided by the instructor. The TMIs should be two minutes or less. If you do not make your presentation, you will not only not receive the points for the presentation, I will deduct an additional 5 points.

MIDTERM EXAM

The midterm exam will be a take home exam. I will provide 1 or 2 questions and you will make up 2 – 3 questions. We will discuss your answers in class. More information will be provided.

MAP ANALYSIS

To understand America's wars, it is important to know where these wars take place. Thus, there will be a map analysis exercise. I will provide a list of geographic locations and issues to be addressed. We will discuss this exercise in class.

RESEARCH PAPER

- **Attendance at Library Research presentation:** There will be a presentation by the library staff on the research materials that that has been assembled specifically for this course.
- **Submit topic:** You will submit a topic for your research paper. I will hand out and make available on D2L possible topics. You may also submit a topic of your choice, **after consulting with me**. The topic assignment should reflect some preliminary thought and research on the topic. Your submission should include the topic and a paragraph exploring the topic and/or why you chose the topic. I will make comments and return it to you. **YOU CANNOT CHANGE YOUR TOPIC AFTER SELECTION.**
- **Submit preliminary annotated bibliography.** You will submit a preliminary annotated bibliography for your research paper. The bibliography should consist of 8 to 10 sources on your topic. You should write a brief summary of the items in the bibliography. I will make comments and return it to you.
- **Submit preliminary thesis.** You will submit a preliminary thesis. The thesis is the identifiable argument that you will defend and debate in your paper.
- **Preliminary thesis "speed dating" class input.** In class, the students will engage in a "speed dating" like exercise in which other students will give input on other students' theses. Students will pair up; one student will present his or her thesis and the other student will give advice on how to improve the thesis. Then the roles will be reversed. After a few minutes, students will pair up with other students and redo the exercise.
- **Submit final revised thesis.** You will resubmit your thesis which has been revised based on the input you received from the other students.
- **Research Paper.** Your final research paper should be 10 pages in length, excluding bibliography.

You have to complete ALL the steps leading up to the research paper in order to get any credit for the research paper. Also, you have to submit in the assignment in the proper order. Thus, you cannot hand in your thesis without handing in your topic and bibliography. Even if you do not submit an assignment within the week of the due date and thus got no points, you still have to submit the assignment before you submit the next assignment.

ATTENDANCE

Attendance per class—5 points. Your attendance grade is based on the sum of the per session attendance points.

- There are no excused absences. You are either here or you aren't.
- At each class session, there will be an "Attendance Sign-in Sheet" that I will pass around the class. In order to get attendance credit, you must sign the sheet.
- If you come in late, you should sign the "Late Attendance Sign-In Sheet" which is posted by the door.
- It is a violation of the DePaul Academic Integrity Code to sign in for someone else.
- If you don't sign the circulating attendance sheet or don't sign the late arrival sheet, you will not get attendance credit for the day.
- You can miss ONE CLASS without penalty. Thus, if you attended 19 classes but miss one, you get the full attendance points.
- Note of Book Club attendance: You will receive attendance for the session you attend and the other session you don't have to attend. However, if you do not attend either session, you will not receive points plus you will lose an additional 10 points.

CLASS ABSENCES

- You are responsible for all the material presented in class, for assignments due for the class, for additional course requirements, for additional readings, and for any changes in the syllabus discussed in class.
- Your job or some personal matter may cause you to be late for class or cause you to have to leave early.
- It is better to be late or leave early, than miss the whole class.
- Try to be as quiet as possible when entering or leaving.
- If you are habitually late for class, I will take notice.

CLASS PARTICIPATION—YOUR ROLE

This course is designed to allow you to participate and contribute to the topics and discussions. I think the students learn more and get more out of the course if they actively participate in the class: Ask questions, present your interpretation of readings, etc.

In her book Bossypants, Tina Fey discusses rules for improvisation. These rules also apply to our class discussions.

*"Now, obviously in real life you're not always going to agree with everthing everone says. But the Rule of Agreement reminds you to '**respect what your partner has created**' . . .*

*"To me 'Yes, and' means **don't be afraid to contribute**. It's your responsibility to contribute. Always make sure you're adding something to the discussion. . . .*

*"**There are no mistakes, only opportunities**. If I start a scene as what I think is very clearly a cop riding a bicycle, but you think I am a hamster in a hamster wheel, guess what? Now I'm a hamster in a hamster wheel. I'm not going to stop everything to explain that it was really supposed to be a bike. Who knows? Maybe I'll end up being a police hamster who's been put on 'hamster wheel' duty because I'm 'too much of a loose cannon' in the field. In improv **there are no mistakes, only beautiful happy accidents**. And many of the world's greatest discoveries have been by accident. I mean, look at the Reese's Peanut Butter Cup, or Botox." "The Rules of Improvisation That Will Change Your Life and Reduce Belly Fat"*

CLASS PARTICIPATION—YOUR GRADE

I will base your class participation grade on three components: my evaluation of your participation (20 points), your evaluation of your participation (20 points), and the whole classes' evaluation of your participation (10 points). At the end of the quarter, you should submit your class participation grade. You need to defend the grade in 2 or 3 sentences. I will also hand out a form for the class to evaluate the class members. I reserve the right to change the grade if you are wildly off the mark: you are too modest and give yourself a low grade or you have never said a word but give yourself a high grade. If you do not hand in a class participation grade, you will receive no credit for class participation.

EXTRA CREDIT

Office Visit:

I encourage you to come by and discuss the class and your academic issues any time during the quarter. In order to obtain the extra credit points, you have to answer three questions: 1. What do you like about the course? 2. What do you not like about the course? (You do not have to worry about hurting my feelings.) 3. What is one thing you would change about the course?

Writing Center:

To receive extra credit for a Writing Center you have to make an appointment with the Center **AND** have them send me an email that you attended the session. I would prefer that you take a writing assignment from this class. However, you can take ANY writing assignment for any of your class. The main point is for you to get feedback on your written work.

Additional Extra Credit:

At the beginning of the quarter, the only extra credit assignments are "office visit" and "visit to the Writing Center". As the quarter progresses, I may add other extra credit assignments. These may include a newly released film related to the class or a speaker on campus. This is it! At the end of the quarter if you are upset about your impending grade, you cannot ask, "Is there any extra credit I can do to improve my grade?". The answer is "No". There is nothing else. I obviously cannot give extra credit only to one student; all extra credit is available to all students.

GENERAL FORMAT OF ASSIGNMENTS

- The assignments should be typed double spaced with no more than one-inch margins.
- The format for each assignment is presented on D2L.
- *ALL ASSIGNMENTS HAVE TO BE IN THE CORRECT FORMAT; IF NOT, I WILL DEDUCT POINTS.*

SUBMITTING ASSIGNMENTS

THE D2L SUBMISSION

- **USING THE D2L SUBMISSION FOLDERS IS THE PREFERRED METHOD FOR SUBMITTING ASSIGNMENTS.**
- There is a D2L submission folder for each assignment.
- Each submission folder will indicate the on-time date, late submission date, and too late to submit date.

THE IN-CLASS SUBMISSION FOLDERS

- There will be in-class submission folders.
- If you do not use the D2L submission folder your out-of-class assignments, you should put your assignment in one of the in-class submission folder.
- **Use the in-class submission folder for any out of class hard copies only if absolutely necessary.**
- For the in-class assignments, you should put your assignments in one of the in-class submission folder.

GENERAL SUBMITTING INFORMATION

- **DO NOT EMAIL ME YOUR ASSIGNMENTS**—submit them to the D2L submission folder or bring them to class.
- For an assignment you bring to class, do not hand it to me, put it in the “In-Class Submission Folder”.
- DO NOT submit your assignments to both the D2L submission folder AND hand it in class.
- I have to receive it for the assignment not to be late. I also have to be able to open your submissions. Just saying you submitted it, but just can’t figure out why I didn’t get it is not acceptable. If I can’t open the assignment, I will email you. If I get no response, I will not grade the assignment. If you have not done the assignment and submit an assignment in some unopenable format, the essay is late.
- **Word or PDF only. Do not submit your work in some exotic format in Apple’s “Pages” for example.**

DEPAUL’S ACADEMIC INTEGRITY POLICY

Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>).

Cheating and Plagiarism: Academic integrity entails absolute honesty in one's intellectual efforts. The DePaul Student Handbook details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism. Cheating is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments, or possessing unauthorized materials during an examination. Plagiarism involves the representation of another's work as your own, for example: (a) submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's; (b) paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. Resources found on the Internet must be cited. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.

Penalties: Students discovered violating DePaul’s Academic Integrity Policy will receive a zero (0) on the assignment or exam. I will then file an Academic Integrity violation report with the Office of Academic Affairs. At that point the appeal and hearing process begins.

LATE ASSIGNMENTS

GENERAL INFORMATION FOR LATE ASSIGNMENTS

- Assignments are due at the beginning of class on the date listed in the syllabus.
- Points (20%) will be deducted for late assignments.
- You have to submit late assignments **within a week of the due date** for the assignment to be graded.
- Below is an example chart for late assignments.

<u>DUE DATE</u>	<u>LATE (within a week of due date)</u>	<u>NOT ACCEPTED</u>
Jan. 15 (Tue) @ class time	Jan. 15 (after class) - Jan. 22 (by 5 pm)	Jan. 22 (after 5 pm)
your pts earned	(your pts earned) – (20% of assignment pts)	0 pts

SUBMITTING LATE ASSIGNMENTS

Submit late out-of-class assignments **ONLY** to the D2L Drop Box.

FREE LATE PASS

ONE FREE LATE PASS FOR WRITTEN ASSIGNMENTS. FOR ANY REASON. BUT ONLY ONE!

1. While there are no excused class absences, there is one excused late assignment. Everyone gets to turn in one assignment late (within a week of the due date) with no penalty. It can be late for any reason: sickness, death in the family, no printer ink, you forgot, you were drunk, etc. **But only one!**
2. In addition to the one “free” late assignment, there is a second free late pass. If you are sick, there is a death in the family, or a natural disaster, you may hand in the assignment (within a week of the due date) without a late penalty. But you will need documentation. You need to include a signed doctor’s note, obituary notice, or a note from the Dean of Students office.
3. After your “free” late pass, all other excuses for late assignments are not valid. I can’t judge the difference between printer with no ink or a car with a flat tire.
4. **TO GET THE FREE PASS, YOU HAVE TO INDICATE ON THE ASSIGNMENT WHICH TYPE OF FREE PASS YOU ARE USING.** Don’t tell me after class or in an email that you are using your late pass.

	One Late	One Late	None	Over a
	Assignment	Assignment with	of	Week
	<u>Assignment</u>	<u>Documentation</u>	<u>Previous</u>	<u>Late</u>
Late Penalty	None	None	Yes	No Credit

GRADING

GRADING SCALE:

(% earned =grade): 100-96 =A / 95-91 =A- / 90-86 =B+ / 85-81 =B / 80-76 =B- / 75-71 =C+ / 70-66=C / 65-61 =C- / 60-56 =D+ / 55-51 =D / 50-0 =F

FINAL COURSE GRADE:

Your final course grade will be the points you have earned as a percentage of total course points (1,000).

POSTING GRADES:

I will post your points for each assignment on D2L.

CHECKING YOUR GRADES:

Periodically, you should check D2L to make sure I have entered your completed assignment points and recorded your points correctly. If there is a problem, let me know right away.

Keep all your assignments until the end of the quarter in case there is a discrepancy between what you say you handed in and what is on the D2L grade sheet. If you say you handed in an assignment, but it is not in the D2L Drop Box, I don't have it, and you don't have it returned, then I cannot give you credit for the assignment.

WHAT NOT TO TELL ME:

"I need (a specific grade, probably and A) in order to keep my financial aid or maintain my 4.0 GPA or to stay on the Dean's List or not to flunk out of school or to keep my scholarship or anything similar to the previous statements." If you come to class, take notes, do the reading, think about the assignments, and study for the exams, you will do fine.

NOTE TO ANY GRADUATING SENIORS:

If you need this course to graduate, make sure you do the work. I will record the grade you earn. If your grade is a D or F, that's what you will receive. Even it means you do not graduate.

POINTS FOR ASSIGNMENTS

There is a total of 1,000 points that can be earned in the class. Each assignment has a given number of points. Your final grade will be determined by the total number of points you earn as a percentage of total course points.

Assignments	Number	Points	Total
In-Class Essay	1	4	4
Reading Response	12	10	120
Declaration of War Exercise	1	12	12
Dispatches Reflection Essay	1	80	80
Book Club Essay	1	110	110
Text Chapter Discussion Leader Presentation	1	7	7
Text Chapter Discussion Leader Written Response	1	7	7
Supplemental Reading Presentation	1	7	7
Supplemental Reading Presentation Written Response	1	7	7
Two Minutes Information Presentation	1	6	6
Research Paper			
Library information session.	1	9	9
Research Paper Topic	1	9	9
Annotated Bibliography	1	15	15
Preliminary Thesis	1	9	9
Speed Dating	1	15	15
Revised Thesis	1	9	9
Final Research Paper	1	200	200
Map Analysis	1	44	44
Midterm Exam	1	90	90
Final Course Review Essay	1	90	90
Attendance	20	5	100
Class Participation	1	50	50
TOTAL			1000

Extra Credit

Office Visit	5
Visit the Writing Center	10

CLASSROOM ISSUES

Classroom Decorum: DePaul is not a junior high school and I am not a junior high school teacher. I should not have to “police” the classroom. You are adults enrolled in a university course. Thus, you need to act appropriately. However, I will actively police the classroom. I will monitor your cell phone behavior. I will monitor your “personal discussions”. **You will be required to leave the class for disruptive or distracting behavior.**

Attendance: Attendance will be taken and it will be worth a certain number of points toward your final grade. Your attendance will not be counted if your class behavior is deemed impolite, rude, disrespectful or disruptive, you use your cell phone, you talk out of turn or you are actively not paying attention. *So, if you are only attending class for the attendance grade, then there is no reason to be here.*

Participation: At any point during the class, if you have something pertinent to add to the discussion or lecture, please do. Your comments should deal with the point of the discussion. For the sake of order and keeping on track and on time, I may ask you to quickly wrap up your comments. If you disagree with another student or me, keep it civil: do not engage in personal attacks.

The class is not the place for chit-chat during lectures. Your voice carries and it is disturbing to your classmates and me. The students who sit near you are not interested in your romantic lives or how stupid you think the instructor is.

Seating: I know that students have a favorite place to sit in the classroom. In order to make sure the students don't get too comfortable on the back row, I may periodically ask students to take a different seat.

- **NO LAPTOPS PERMITTED. PERIOD.**
- **NO CELL PHONES PERMITTED. PERIOD.**

Research indicates that students using laptops and/or cell phones during class tend to receive lower grades in the class.

- If you are a student registered with the Center for Students with Disabilities and need to use your laptop, you need to provide a note from CSD.
- If I have to ask you to put away your cell more than once, I will ask you to leave the class session.

CLASSROOM EXPECTATIONS

Expectations of Instructor:

- To be prepared for class.
- To maintain class decorum to ensure students have a productive experience.
- To respect your opinion.
- To try not to put you to sleep too often.
- To be clear about assignments.
- To grade fairly and in keeping with procedures presented in the syllabus.
- To return graded assignments in a timely fashion.
- To be available for students to contact me.
- To respond in a timely fashion to your emails.
- To work with students individually outside of class to assist their learning of course material.

*From time to time students have health, family, or work problems. If you are concerned that these problems will affect your course work, come see me. See me sooner rather than later. We can work something out to make sure you do as well as you can in the course. **"If you bring me a problem, it's our problem. If you don't, it's your problem."***

Expectations of Student

Academic Expectations

- To do reading assignments as specified in syllabus on time.
- To do required assignments as specified in syllabus on time.
- To be prepared to discuss readings.
- To be actively involved in class participation and discussion.

Classroom Behavior Expectations

- To be on time.
- To express your opinions in a respectful manner and to respect other students' opinions.
- To not talk when the instructor or other students are discussing class issues.
- To pay attention in class.
- To eat or drink only in unobtrusive ways and clean up after yourself.
- To not use earbuds or headphones in class.
- To not do homework for this class or another class during class session.
- To not do any reading for this or another class during class session.
- To try not to go to sleep.

NO CELL PHONES AND LAPTOP PERMITTED. PERIOD.

BEHAVIOR ISSUES

- Students will be required to leave the class if the instructor determines the student's behavior is disruptive or distracting in any way to the class.
- Repeat offenders will not be allowed to attend class except for in-class exams.

BY ATTENDING CLASS AFTER RECEIPT OF THIS SYLLABUS WHICH INCLUDES THE "CLASSROOM EXPECTATIONS AGREEMENT", THE STUDENT AGREES TO ALL THE EXPECTATIONS PRESENTED IN THE "CLASSROOM EXPECTATIONS AGREEMENT".

UNIVERSITY CLOSING

- If the university is closed for any reason, the assignments due on the day the university is closed will be due at the next scheduled class meeting.
- The assignments originally due at the next regular session will also be due.
- If the university is closed before the midterm or final, all the reading up to the midterm or final will be on the midterm or exam.
- Obviously, only those lectures delivered before the closing would be on the test.

OFFICE HOURS

Office 2108, 990 Fullerton Bldg. (Across from the Wholefoods)

- Monday: 12:00 pm - 1:30 pm
- Tuesday: 1:30 pm – 2:30 pm
- Wednesday: 12:00 pm - 1:30 pm
- Thursday: 1:30 pm – 2:30 pm
- Before or after class
- Just drop by
- By Appointment

HOW TO FIND OR CONTACT INSTRUCTOR

- Will Denton's office— #2108, 990 Fullerton Bldg. (Across from the Wholefoods)
- Will Denton's office telephone— 773-325-3609
- Political Science Main Office—LPC: #2111, 990 Fullerton Bldg. 773-325-7336
- Email: wdenton1@depaul.edu

STUDENTS WITH DISABILITIES STATEMENT

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations: Loop Campus - Lewis Center #1420 - (312) 362-8002 / Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.