

ARMS, SECURITY AND WAR

Political Science 342 DePaul University Fall 2019
Tuesday & Thursday 2:40 pm—4:10 pm

INSTRUCTOR: Will Denton

OFFICE: #2108, 990 Fullerton Bldg. (Across from the Wholefoods)

OFFICE HOURS:

- Tuesday & Thursday: 12:00 pm – 1:30 pm
- Before or after class , Just drop by or By Appointment

HOW TO CONTACT INSTRUCTOR:

- Email: wdenton1@depaul.edu
- Office telephone—773-325-3609
- Political Science Main Office—LPC: #2111, 990 Fullerton Bldg. 773-325-7336

- *“The past is never dead. It’s not even past.” William Faulkner*
- *“International politics, like all politics, is a struggle for power.” Hans J. Morgenthau, Politics Among Nations*
- *“Security is like virginity: you’re either a virgin or you’re not. You either have security or you don’t.’ Lennart Meri*
- *“Put your trust in God; but be sure to keep your powder dry”. Oliver Cromwell*
- *“War is not an independent phenomenon, but a continuation of politics by other means.” Carl Von Clausewitz*



COURSE DESCRIPTION

The course focuses on issues of war and peace and the military dimensions of international politics—issues of security, arms, and war.

OBJECTIVES OF THE CLASS

- To provide an understanding of arms, security and war issues by assessing these issues historically, ethically, and analytically.
- To provide a framework to analyze these issues after the completion of the class.
- To help the students clarify their thinking about security, arms and war issues.
- To guide the students through a successful research project

READINGS

- The Tragedy of Great Power Politics, John Mearsheimer. 2014. [TGPP]
- The Assault on Intelligence, Michael Hayden. 2018.
- Causes of War. Jack S. Levy & William R. Thompson. 2010. [COW]
- Additional Required Readings as indicated in syllabus. These are located on D2L.
- Regularly read a news source.
- Other readings may be assigned during the course.

Readings should be completed by the day they are first listed in the syllabus.

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 or our two guest speakers will be presenting material. In other classes, we will have a discussion based session based on the readings and your written responses to those readings. Also, to facilitate class discussion, students will write a series of assignments. We will also be discussing your research project at each step along the way.

COURSE OUTLINE

Session 1: September 12 (Thursday) ORGANIZATIONAL MEETING

In-Class Essay: How would you explain the relationship among the concepts: “arms”, “security” and “war”.

Session 2: September 17 (Tuesday) PARADIGMS: EXPLAINING SECURITY, ARMS AND WAR

Readings:

--TGPP: Chapter 1, “Introduction”

Session 3: September 19 (Thursday) INSECURITY 1

Readings:

--TGPP: Chapter 2, “Anarchy & the Struggle for Power”

ASSIGNMENT DUE TODAY

Chapter Talking Points #1: TGPP, Chapter 2.

Session 4: September 24 (Tuesday) INSECURITY 2

RESEARCH PAPER ASSIGNMENT: Library Information Session

Session 5: September 26 (Thursday) SECURITY: COOPERATION OR CONFLICT

Readings:

--TGPP: reread pp 42 – 46 & read pp 344 - 346

In-Class Exercise: Security through cooperation or conflict

TMI:

--Bletchley Park

--Enigma Machine

--Moe Berg baseball player and WWII spy

Session 6: October 1 (Tuesday) THREAT ASSESSMENT

Readings:

--Worldwide Threat Assessment of the US Intelligence Community, 2019. [available on D2L]

Whole class should read the Introduction and Foreword.

Students should read the section that have been assigned to them.

ASSIGNMENT DUE TODAY

Threat matrix for your assigned section. (More information will be provided later.)

TMI:

--National Security Agency

--Office of Strategic Services (OSS)

--MI6. (Great Britain)

--Andrew Marshall Pentagon threat expert

Session 7: October 3 (Thursday) STATE RESPONSE TO UNCERTAINTY

Readings:

--TGPP: Chapter 5 “Strategies for Survival”

Whole class should read pages 138 – 147.

Individuals should read the section that have been assigned to them.

ASSIGNMENT DUE TODAY

--Chapter Talking Points #2: TGPP, Chapter 5, for your section.

--Groups will present of each chapter in a class discussion.

RESEARCH PAPER ASSIGNMENT: Research Paper Topic Due

TMI:

--Alan Turing

--Levels of Security Clearance & Homosexuals and Security Clearance

--Trump White House overruling security clearance denials

Session 8: October 8 (Tuesday) NATIONAL SECURITY AND COURTS

Guest speaker: David Barnum

Readings:

TBA

ASSIGNMENT DUE TODAY

--Chapter Talking Points #3: Court Cases

Session 9: October 10 (Thursday) ACQUIRING POWER

Readings: [I will divide these two chapters among the class.]

--TGPP: Chapter 3, "Wealth and Power"

--TGPP: Chapter 4, "The Primacy of Land Power"

ASSIGNMENT DUE TODAY

Chapter Talking Points #4: the TGPP on the chapter you are assigned.

RESEARCH PAPER ASSIGNMENT: Annotated Bibliography Due

TMI:

--Robert Philip Hanssen Espionage Case

--Aldrich Ames Espionage Case

--Chelsea Manning Case

Session 10: October 15 (Tuesday) HARD POWER & SOFT POWER: A DEBATE

Readings: [I will divide these two chapters among the class.]

--Eliot Cohen, "The Logic of Hard Power", The Big Stick: The Limits of Soft Power & The Necessity of Military Force.

--Joseph Nye, "The Changing Nature of Power", Soft Power: The Means to Success in World Politics.

ASSIGNMENT DUE TODAY

--Read and Critique #1: [your assigned article]

--Be prepared to debate the virtues of your chapter in class.

TMI:

--Retired General David Petraeus & Paula Broadwell

--Julian Assange

--George Papadopoulos

--Maria Butina

Session 11: October 17 (Thursday) NUCLEAR ISSUES: CIVIL DEFENSE—REAL OR JUST SOOTHING

Readings:

TGPP: pages 224 – 233.

RESEARCH PAPER ASSIGNMENT: Preliminary Thesis and Speed Dating [The class will do the speed dating exercise in class.]

TMI:

--Julius and Ethel Rosenberg case

--False missile alert in Hawaii

Session 12: October 22 (Tuesday) BOOK CLUB

We will meet in the Richardson Library Room 300. I will provide refreshments.

Readings:

Michael Hayden, The Assault on Intelligence: American National Security in an Age of Lies

Analysis Essay: Analysis of Hayden book. (See D2L for more information.)

Session 13: October 24 (Thursday) NUCLEAR ISSUES

Guest speaker: Yuki Miyamoto

Readings:

Barton Bernstein, "Truman and the A-Bomb: Targeting Noncombatants, Using the Bomb, and His Defending 'Decision', Journal of Military History, 1998.

ASSIGNMENT DUE TODAY

--Read and Critique #2: Truman and the A-Bomb

Session 14: October 29 (Tuesday) WAR AND THE INDIVIDUAL & WAR 1

Readings:

--TGPP: Chapter 9, "The Causes of Great Power War"

ASSIGNMENT DUE TODAY

Chapter Talking Points #5: TGPP, Chapter 9

RESEARCH PAPER ASSIGNMENT: Revised Thesis Due

TMI:

--Pfc. Dan Bullock youngest American killed in Vietnam

--Shannon Kent cryptologist killed in Afghanistan

Session 15: October 31 (Thursday) WAR 2

Readings:

--COW: Chapter 1 and Chapter 8

ASSIGNMENT DUE TODAY

Chapter Talking Points #6: COW, Chapters 1 & 8

TMI:

--The Espionage Act 1917

--The National Security Act of 1947

--USA Patriot Act. 2001

Session 16: November 5 (Tuesday) CAUSES OF WAR PART 1

Readings:

--COW, Chapter 2 or 3 or 4 or 5 or 6 depending on the chapter you were assigned

ASSIGNMENT DUE TODAY

Student presentations on Chapters 2, 3, 4, 5, and 6

Session 17: November 7 (Thursday) CAUSES OF WAR PART 2

Readings:

--COW, Chapter 2 or 3 or 4 or 5 or 6 depending on the chapter you were assigned

ASSIGNMENT DUE TODAY

Student presentations on Chapters 2, 3, 4, 5, and 6

Session 18: November 12 (Tuesday) WAR AND MORAL CHOICE

Readings:

--Semus Miller, "The Ethics of Targeted Killing: Osama Bin Laden, Drones, and Counterterrorism", Public Affairs Quarterly, Oct 2014.

--Charlie Dunlap, "Yes, The Raid that Killed Osama Bin Laden was Lawful", Lawfare, Jan. 31, 2019.

In-Class Exercise on Fog of War

ASSIGNMENT DUE TODAY

--Read and Critique #3: Ethics in War

--Fog of war exercise

TMI:

--Edward Gallagher Navy Seal court-martial & pardon

Session 19: November 14 (Thursday) WAR: CAN IT JUST? IS IT PREVENTABLE?

Readings:

--Louis Menard, "Drop Your Weapons: What Happens When You Outlaw War?", The New Yorker, Sept 19, 2017.

--Michael Walzer, "The Crime of War", Just and Unjust Wars.

ASSIGNMENT DUE TODAY

--Read and Critique #4: War-Just / Preventable

In order to aid discussion, think about this issue before class: In war do the ends justify the means? In other words, can a war started for a "just cause" still be considered a just war, if that war is waged in an "unjust manner"?

Session 20: November 19 (Tuesday) FINAL COURSE REVIEW

ASSIGNMENT DUE TODAY

Final Review Essay due.



This is not an exam.

Session 21: November 24 (Sunday)

RESEARCH PAPER DUE due at 5 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 material, "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 Essays

The in-class essay is a written response by each student to a question presented in class. We will then discuss your responses in class. I may add a few more ICEs later. If I do, they will be extra-credit.

In-Class Exercise: Cooperation or Conflict

In this exercise the class will explore the cooperation and conflict among actors. You will be able to earn additional points in this exercise.

Threat Matrix

Students will discuss aspects of the World Threat Assessment report. I will provide more information in class and on D2L.

Chapter Talking Points

Each student should submit a chapter talking points assignment for the chapters indicated.

Chapter Talking Points assignment is designed to stimulate class discussion.

The Talking Points should be about 1 page in length.

Chapter Talking Points Submission format

PSC 342	Chapter Talking Points for [book title & chapter title & number]	date

		name

1. Questions for Class

develop 2 – 3 questions you would like to ask the class about the chapter

2. Main Points

5 - 6 points from the chapter that you think are important
(these should be bullet points)

3. Summary

One paragraph summary of what you think is the most important issues raised in the chapter.

Read and Critique

After reading the items listed, you should write a critique the readings. Your critique should not be about the “facts” of the reading, but rather about the ideas and opinions expressed in the readings.

You can critique the readings in almost any way you want. However, your critique has to have a clearly stated point of view or thesis. You will use your critique as the basis of your in-class discussion.

The critiques are designed for you to think and reflect on issues raised by the readings. “Critique” does not mean a stream of consciousness essay about the issues. Nor does it mean you have to negatively criticize the readings. 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 discussions in your essays.

You have to include one question for the class to discuss in order to help further in understanding the readings. [Not a good question: “What do you think about the second point the author raised?”. Good question: “Do you think the author’s concept of X accurately supports his point? Do you see any problems with the author’s concept?”]

Your critique should be 1 page in length.

Read and Critique Submission format

PSC 342	Read & Critique for [book title & chapter title & number]	date

		name

Reflection Essay the Hayden book for the Book Club.

For the Hayden book you should reflect on the book based on questions provided by the instructor. The essay should be 2 pages in length. We will discuss your essay at the book club meeting..

Causes of War Presentation

I will divide several of the chapters of The Causes of War among the class. You will work with your group to present your chapter information to the rest of the class.

Three Minute Information (TMI) or less

Each student will present a brief class presentation on a topic provided by the instructor. The TMIs should be three minutes or less. I will assign these shortly. 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.

Research Paper

- *Attendance at Library Research presentation:* There will be a presentation by the library staff on the research materials 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 at least 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 footnotes and bibliography.

You have to submit 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 essay or 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.

Final Course Review

For the final course review you will write one question and answer it. The question needs to deal with the breadth of the issues addressed in class and to tie various sections together. The quality of the question is almost as important as your answer. Your question will indicate to what extent you have integrated the course ideas.

As many students as possible will ask the class their question. Any number of students can answer the question. The grade on the final will include: quality of your question, quality of your response, and the questioner will grade the class on the answer [I will take the average grade for this aspect of your grade].

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 class?

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 “11th Reading & Critique”, “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 FOLDER

- ***USING THE D2L SUBMISSION FOLDERS IS THE PREFERRED METHOD FOR SUBMITTING ASSIGNMENTS.***
- There is a 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 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 at the end of class.

GENERAL SUBMITTING INFORMATION

- ***DO NOT EMAIL ME YOUR ASSIGNMENTS***—submit them to the D2L Submission Folder or bring them to class.
- 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. Word or PDF only. Do not submit your work in some exotic format in Apple's "Pages" for example.***

DEPAUL'S ACADEMIC INTEGRITY POLICY (<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>
Sept 12 (Thu) @ class time	Sept 12 (after class) – Sept 19 (by 5 pm)	Sept 19 (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 Submission Folder.

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.

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

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 and 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 on Book Club attendance: You will receive attendance for the session you attend. If you do not attend the session, you will not receive attendance points plus you will lose an additional 5 points.

CLASS PARTICIPATION

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"*

GRADING

GRADING PROCEDURE:

You will receive points for each assignment.

Check the syllabus, D2L and class handouts for specific grading issues for each assignment.

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 Submission Folder, I don't have it, and you don't have it returned, then I cannot give you credit for the assignment.

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.

WHAT NOT TO TELL ME: "I need [*a specific grade, probably an A*] in order to keep my financial aid or maintain my 4.0 GPA or stay on the Dean's List or not 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, turn in assignments, and study for the exams, you will do fine.

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	6	6
Chapter Talking Points	6	25	150
In-Class Exercise Coop Conf	1	6	6
In-Class Exercise Fog of War	1	15	15
Threat Matrix Exercise	1	20	20
Read & Critique	4	30	120
Analysis Essay	1	90	90
Causes of War Presentation	1	20	20
TMI	1	12	12
Final Course Review	1	30	30
Attendance	20	5	100
Class Participation (Student)	1	40	40
Class Participation (Instructor)	1	40	40
Class Participation (Class)	1	20	20
Research Paper			
Library information session.	1	10	10
Research Paper Topic	1	10	10
Annotated Bibliography	1	11	11
Preliminary Thesis	1	10	10
Speed Dating	1	20	20
Revised Thesis	1	10	10
Final Research Paper	1	260	260
TOTAL			1000

Extra Credit

Office Visit	5
Visit the Writing Center	10

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.

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:

- Be prepared for class.
- Maintain class decorum to ensure students have a productive experience.
- Respect your opinion.
- Try not to put you to sleep too often.
- Be clear about assignments.
- Grade fairly and in keeping with procedures presented in the syllabus.
- Return graded assignments in a timely fashion.
- Be available for students to contact me.
- Respond in a timely fashion to your emails.
- 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

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

Classroom Behavior Expectations

- No cell phones and laptop permitted. Period.
- Be on time.
- Express your opinions in a respectful manner and to respect other students' opinions.
- Not talk when the instructor or other students are discussing class issues.
- Pay attention in class.
- Eat or drink only in unobtrusive ways and clean up after yourself.
- Not use earbuds or headphones in class.
- Not do homework for this class or another class during class session.
- Not do any reading for this or another class during class session.
- Try not to go to sleep.
- Not ask the professor if you "missed anything important" during an absence
- Not pack up your things as the class is ending (before it has concluded).

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.

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.