

**School for New Learning
DePaul University
Course Syllabus: HC 143 American Wars: Illusions and Realities
Spring, 2008**

1. General Information

Faculty: Paul Buchheit
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Location: O'Hare Campus

Dates/Time: Spring, 2008, Thursday

2. Course Description and Faculty Biographical Sketch

This course will examine the myths and realities of American wars from a number of different perspectives, and will evaluate the means by which misconceptions about war enhance or threaten American values. Specific areas of study will include the benefits and risks of foreign intervention, the impact of war on aggressor and victim, the role of the media, environmental effects, and rationalizations for and against war. The emphasis for each study area will be the contrast between generally accepted beliefs and the consensus of reputable, diverse sources. Readings from pro- and anti-war and centrist sources will be considered.

Students in this course will be required to participate through selected readings, brief reports on those readings, and class discussions. Each student will choose a specific topic of interest for individualized study, which will entail research and writing, a multimedia class presentation, and an effort to publish the work on one of a number of selected websites.

Paul Buchheit has been a long-time faculty member with the Chicago City Colleges and Northwestern University. He has numerous publications in Cognitive Science, with an emphasis on language development. He is the founder of fightingpoverty.org, and in 2006 he founded Global Initiative Chicago (GIChicago.org), which promotes awareness of critical global issues among colleges and high schools in the Chicago area. He is widely published on progressive websites, and is also the editor of and main contributor to the forthcoming book "American Wars: Illusions and Realities" (Clarity Press).

University of Illinois at Chicago. Ph.D. in Computer Science (1991).
Natural Language Processing and Cognitive Science

Northwestern University. Received MS in Computer Science (1977)

Loyola University. Received BBA in Finance (6/75)

University of Illinois at Chicago (additional studies). 60+ hours in Biology, Chemistry, and Biochemistry.

3. Competencies

A-3-C

Can examine a social issue from an ethical perspective.

This class will consider the moral and ethical justifications for America's willingness to intervene in the affairs of foreign nations.

H-1-F

Can describe and explain the roles of individuals, groups, societies, or states in history.

This class will study the attitudes and actions of people impacted by war in both aggressor and target nations.

H-5 Globalization: Can analyze issues and problems from a global perspective.

A primary emphasis of this class will be America's relationship with allied, occupied, and adversarial foreign nations.

FX Can evaluate the societal impact of conflict and interventionism, the justifications for such actions, and possible alternatives, especially through an analysis of common misconceptions about war.

4. Learning Experience

This class will include readings, brief written reports on those readings, and followup class discussion.

Each student will choose a specific area of interest relevant to the course for a comprehensive and up-to-date research study. Results of the study will be provided through a journal-ready research paper, which will be submitted for publication to one of various selected progressive, centrist, or conservative websites, and through a multimedia class presentation.

Students will also be required to actively participate in a course-specific online discussion board, and to prepare a rudimentary website with a demonstration of their work.

Required Readings

American Wars: Illusions and Realities (Clarity Press, 2008)

Suggested Readings and Websites

- Kinzer, Stephen. Overthrow: America's Century of Regime Change from Hawaii to Iraq. Henry Holt & Co. 2006.
- Barash, David P. and Webel, Charles P. Peace and Conflict Studies. Sage Publications, 2002.
- Solomon, Norman. War Made Easy. John Wiley & Sons, 2005.
- Bacevich, Andrew J. The New American Militarism. Oxford University Press, 2005.
- Rosen, Gary (Editor). The Right War?: The Conservative Debate on Iraq. Cambridge University Press, 2005.
- Mandelbaum, Michael. The Case For Goliath: How America Acts As The World's Government in the Twenty-first Century. PublicAffairs, 2005.
- Fukuyama, Francis. America at the Crossroads: Democracy, Power, and the Neoconservative Legacy. Yale University Press, 2007.
- Hook, Steven W. and Spanier, John W. American Foreign Policy Since World War II. CQ Press, 2006.
- Chomsky, Noam. Hegemony or Survival. Henry Holt & Co., 2003-2004.
- Worldwatch Institute, "State of the World 2005." W. W. Norton & Co., 2005
- United Nations Human Development Report (most recent)
- Human Rights Watch World Report (most recent)
- The Human Security Report 2005: War and Peace in the 21st Century
- World Bank, "World Development Report" (most recent)
- Arundhati Roy, "An Ordinary Person's Guide to Empire" (South End Press, 2004)
- Amy Goodman, "The Exception to the Rulers" (Hyperion Books, 2004)
- John V. Denson, Ed., "The Costs of War: America's Pyrrhic Victories" (Transaction Publishers, 1997)
- Fareed Zakaria, "The Future of Freedom" (W W Norton & Co, 2004)
- "Winning Wars," U.S. Army, 2005
- Paul Farmer, "Pathologies of Power" (University of California Press, 2005)
- World Net Daily (<http://www.wnd.com>)
- Heritage Foundation (<http://www.heritage.org>)
- Cato Institute (<http://www.cato.org>)
- American Enterprise Institute (<http://www.aei.org>)
- Hoover Institution (<http://www.hoover.org>)
- The Economist (<http://www.economist.com>)
- Economic Policy Institute (<http://www.epinet.org>)
- Center for Public Integrity (<http://www.publicintegrity.org>)

Attendance and Participation

Class attendance will be part of the student's grade. Points will be deducted for unexcused absences and tardiness, and for leaving class early without prior justification.

Technology Requirement

Students should be aware of the technological component of this class. They should be familiar with the basic features of Blackboard. They will be expected to find and review course-relevant Internet documents, perform online research, prepare a multimedia presentation, participate in a class discussion board, and develop a simple informational website. Students will receive instructor assistance with fundamental search techniques and website development.

5. Outcomes (based on competencies)

1. Students will understand the ethical implications of intervention and aggression.
2. Students will attain a more thorough knowledge of American attitudes about war over the country's recent history.
3. Students will derive a global view of war and its causes and effects.
4. Students will achieve clarification of common misconceptions about war and their impact on generally recognized American values.

6. Evidence the Students will Submit

Students will be required to submit a fully documented, publishable research paper and to make a multimedia presentation of their work in class. Both the research paper and presentation should address the issues of wartime ethics and improprieties as they relate to generally recognized American values. Both the research paper and presentation must provide an analysis based on historical and global perspectives. Particular emphasis should be placed on misconceptions about war that might compromise American values.

Guidelines:

Paper, 1 Competence: 5+ pages, 5+ references (about 2500 words)

Paper, 2 Competencies: 10+ pages, 10+ references (about 5000 words)

Presentation, 1 Competence: 5-minute showing

Presentation, 2 Competencies: 15-minute showing

NOTE: The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) 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. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment

Students will be graded as follows:

40% Research Paper: Relevance and thoroughness of research, quality of writing (clarity, persuasiveness, grammatical correctness)

25% Multimedia Presentation: Relevance of presented material, effectiveness of content and delivery

25% Class Participation: Discussion and brief written reports

10% Technological Input: Participation in discussion board, website

Note: Late assignments will not be accepted. Incomplete grades will be awarded only for documented medical or other emergency reasons.

8. Class Schedule

Week 1: Introduction / Preliminary Discussion / Assignment of Readings & Reports

Week 2: Honor: We Fight for the Right Reasons

Chapter 1A We Fight for Peace and Democracy

Chapter 1B We Fight to Defend Our Personal Freedoms

Week 3: Trust: We Can Believe Our Decision-Makers

Chapter 2A Our Government Tells Us the Truth About War

Chapter 2B We are Correctly Informed about the Prospects for Peace in Iraq

Chapter 2C The Mainstream Media Gives Us Balanced Reporting

Week 4: Self-Awareness: We Understand How War Affects Us

Chapter 3A We Will Win

Chapter 3B War Doesn't Impact Me Personally

Chapter 3C The Military Will Take Good Care of Our Soldiers

Chapter 3D Americans Bear the Costs of War Equally

One-page outline of paper / One-paragraph proposal for presentation

Week 5: Sensitivity: We Have Compassion for the Enemy

Chapter 4A Suffering is Minimized in Today's Wars

Chapter 4B War is Harsh but Temporary

Chapter 4C Our Modern Military Warfare Only Kills the 'Bad Guys'

Chapter 4D 'Collateral Damage' is an Impersonal By-Product of War

Week 6: Altruism: We Are Creating a Better World

Chapter 5A America's Relationship with Israel Promotes Stability in the Middle East

Chapter 5B Developing Countries Ultimately Benefit from Our Wars for Democracy

Chapter 5C The Environmental Consequences of War are Insignificant.

First drafts of paper and presentation

Week 7: Pragmatism: There Is No Better Alternative

Chapter 6A I Personally Have No Better Options Than the Military

Chapter 6B Wars are a Part of Human Nature: There have Always been Wars.

Week 8: Presentations / Second draft of research paper

Week 9: Presentations / Final draft of research paper

Week 10: Summary / Feedback / Individual conferences / Publishing results / Future work

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.