

**School for New Learning
DePaul University
Course Syllabus: SW 229 Business and War from a Cognitive Science Perspective
Summer, 2008**

1. General Information

Faculty: Paul Buchheit
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Location:

Dates/Time:

2. Course Description and Faculty Biographical Sketch

This course will use principles from Cognitive Science to investigate the causes and effects of American economic and military policies. With reference to pertinent aspects of psychological, neurological, and philosophical motivations for human decisions on strategies related to war and trade, in view of historical patterns of societal behavior in these areas, and with respect to mental models for future progress, a systematic effort will be made to ascertain America's self-image and the forces driving our local and global policies in business and war.

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 for an academic paper, a class presentation, and, optionally, an effort to publish the work. A strong emphasis will be placed on the use of popular presentation and multimedia software to present findings.

Paul Buchheit has been a long-time faculty member with the Chicago City Colleges and Northwestern University, and he has taught a course at DePaul based on his book, "American Wars: Illusions and Realities" (Clarity Press, 2008). 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.

University of Illinois at Chicago. Received 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

S-1-A

Can explore natural phenomena or the world of everyday experiences using scientific methods, and can use theories to interpret observations.

S-5

Information Technology: Can use current information technology for integrated solutions to problems.

H-1-X

Can explain, justify, and offer possible solutions for various forms of military intervention and social and economic inequality.

H-5 Globalization: Can analyze issues and problems from a global perspective. A primary emphasis of this class will be America's military and economic relationships with foreign nations.

4. Learning Experience

This class will include readings, brief written reports on those readings, and follow-up 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 presented through a journal-quality research paper, 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

- Gardner, Howard. Five Minds for the Future. Harvard Business School Press, 2007.
- Buchheit, Paul. American Wars: Illusions and Realities (Clarity Press, 2008)

Suggested Readings

- Neil A. Stillings, Steven W. Weisler, Christopher H. Chase, and Mark H. Feinstein. Cognitive Science: An Introduction, Second Edition. The MIT Press, 1995.
- Reich, Robert B. Supercapitalism. Knopf, 2007.
- Stiglitz, Joseph E. Making Globalization Work. W. W. Norton, 2006.
- Brown, Sherrod. Myths of Free Trade. New Press, 2006.
- Friedman, Thomas L. The World Is Flat. Farrar, Straus and Giroux, 2005.
- Phillips, Kevin. Bad Money: Reckless Finance, Failed Politics, and the Global Crisis of American Capitalism. Viking, 2008.
- Rothkopf, David. Superclass: The Global Power Elite and the World They Are Making. Farrar, Straus and Giroux, 2008.
- Klein, Naomi. The Shock Doctrine: The Rise of Disaster Capitalism. Metropolitan Books, 2007.
- Melissa Rossi, "What Every American Should Know About Who's Really Running America" (Plume, Penguin Group, 2007)
- Frank, Robert. Richistan: A Journey through the American Wealth Boom and the Lives of the New Rich. Crown Publishers, 2007.
- Kosslyn, Stephen. "How Cognitive Science Can Improve Your PowerPoint Presentations." <<http://io9.com/357063/how-cognitive-science-can-improve-your-powerpoint-presentations>>
- Rosen, Stephen Peter. War and Human Nature. Princeton University Press, 2004.
- 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.
- Fry, Douglas. Beyond Wars: The Human Potential for Peace. Oxford University Press, 2007.
- Ackermann, Jurgen & Duvall, P. A Force More Powerful. Palgrave Macmillan, 2000.
- Solomon, Norman. War Made Easy. John Wiley & Sons, 2005.
- Hedges, Chris. War Is a Force that Gives Us Meaning. First Anchor Books, 2002.
- Bacevich, Andrew J. The New American Militarism. Oxford 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.
- 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

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 permission.

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, psychological, neurological, and philosophical implications of conducting business and war.
2. Students will be able to define the reasons for and effects of waging war and establishing trade policies.
3. Students will gauge the effectiveness of government and social institutions in designing military and economic policies.
4. Students will study the racial, social, and cultural implications of military and economic decisions.
5. Students will derive a global view of war and trade.

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 business and war from a cognitive science perspective.

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)

20% Multimedia Presentation: Relevance of presented material, effectiveness of content and delivery

40% Class Participation: Discussion and brief written reports, participation in online discussion

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: Overview of Cognitive Science

- **Definitions**
- **Cognitive Psychology**
 - **Memory and Attention Mental**
 - **Semantics**
- **Neuroscience: Neural Networks for language and images**
- **Philosophy: Ontological issues**

Week 3

Text: The Disciplined Mind

Discussion: Policy Issues

- **Military**
 - War
 - Intervention
 - Peace
- **Economics**
 - Corporatism
 - Evolution of Corporate Power
 - Multinational Corporations
 - Globalization
 - Economic and Trade Policies
 - Inequality
 - The US: The Disappearing Middle Class
 - Reaganism
 - Taxes: Regressive and Progressive
 - Inequality Within and Between Countries
 - Socialism
 - Breakdown of Democracy, Neglect of Infrastructure
 - Evidence For and Against the Effective Role of Government

Week 4

Text: The Synthesizing Mind

Discussion: The Positive Illusion

- Honor
 - We Fight for Peace and Democracy, and to Defend Our Personal Freedoms
- Altruism
 - We Are Creating a Better World with Our Wars
 - We Are Offering the World's People a Better Life with Our Trade Policies
- Self-Awareness
- Manifest Destiny

One-page outline of paper / Summary of presentation

Week 5

Text: The Creating Mind

Discussion: Self-Centeredness

- Greed
- Keeping Up with the Joneses

Week 6

Text: The Respectful Mind

Discussion: Cognitive Dissonance

- Trust (Propaganda)
- Desensitization

First drafts of paper and presentation

Week 7

Text: The Ethical Mind

Discussion: Philosophical (Ontological) Issues

- Cartesian dualism, reductionism, behaviorism, functionalism
- Inevitability of War

- Patriotism
- Spiritual Motivations For and Against War and Trade Pacts

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.