

Class: #63790 TTH 11:00 to 12:30, MAI 220c

Instructor: Stephen D. Reese, School of Journalism

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Office Hours: W 1:30 to 3:00, R 9:30 to 11:00; or by appointment

Blackboard site: <https://courses.utexas.edu>

Class blogsite: <http://signature911.wordpress.com>

Reese faculty site: <http://journalism.utexas.edu/faculty/reese>

This class approaches the understanding of 9-11, with its ten-year anniversary observed just last fall. Americans are often told “9-11 changed everything,” and indeed the attacks on the World Trade Towers and the Pentagon on September 11, 2001, became a watershed spectacle of modern terrorism. Al-Qaeda’s attack led to ongoing U.S. military action in Afghanistan and Iraq, and continuing controversies over issues such as “Ground Zero” memorials in New York and concerns over civil liberties, all revolving around how we view our country and the “enemy.”

Understanding 9-11 requires an interdisciplinary perspective. As examples of the various perspectives available, international media studies and media sociology intersect with political science—along with globalization, military and cultural studies—to help examine media framing of the “war on terror” and its deep ideological elements. Religious studies and international relations insights also help explain why 9-11 was characterized as an attack on our freedoms, by an enemy with a distinctive Islamic character, later conflated with the secular Saddam Hussein to produce what many have argued is perhaps the worst foreign policy blunders in our history. To illustrate the broad scope of the topic, a recent academic conference featured the following range of titles: The architecture of terror, designing the security society, the concept of the "Just" war and asymmetrical warfare, the politics of the "war on terror," rethinking empire, globalization and sovereignty after "9/11", rethinking ourselves: torture and identity; Islamophobia; immigration, asylum and refugees, Culture after "9/11": art, literature, film and popular culture; the politics of death after "9/11": "Remembrance" and demoralization.

The importance of 9-11 has made it an ongoing and exceedingly broad topic, so we narrow it in considering what 9-11 has been taken to mean and how the U.S. media have contributed to those meanings. In doing so we must understand the U.S. press as an institution, its historical relationship with foreign policy and military elites, and its location relative to other global media voices in helping frame the ensuing “global war on terrorism.” We compare different journalistic perspectives: insider, “boots on the ground,” and dissenting. This helps us discern the blindspots of American journalism and what additional insights, including dissenting and scholarly perspectives, would have been valuable in helping produce a well-informed and culturally aware citizenry.

Key Questions to be asked:

What happened?

Why did it happen?

What did we do about it?
 What should we have done about it?

Objectives:

The course is designed to help you...

Understand the significance of 9/11

Critically examine the claims surrounding 9/11

Identify how different perspectives shape that understanding (political, cultural, religious, etc.)

Assess the performance of the press in helping the public understand 9/11 and the ensuing “War on Terror”

Signature Course Objectives. In addition to the specific objectives related to the course topic above, the course is designed to equip you:

- To learn about a topic from a variety of disciplinary perspectives, including how it is playing out in contemporary events
- To develop skills in information literacy and library research
- To develop writing ability
- To communicate effectively in oral presentation
- To become aware of the world-class resources for learning on the campus
- To participate in the larger campus-wide conversation through University Lectures and other related events

As your instructor, I am here to help you. I strongly encourage you visit me in office hours at least once during the first two weeks, so I can get to know you and your interests. We are fortunate to have a small enrollment seminar format for the course, which allows for discussion and personal-level feedback. This also requires that we establish an atmosphere of mutual respect, as we create a learning community. Please be prompt and faithful in your attendance, turn off cell phones, etc. Laptops or Ipads* are not permitted unless for some specific class purpose. I have outlined as clearly as possible the procedures for the course below, so please read carefully, especially the deadlines. This is the most important course document. If I change it for any reason, you will be notified and updated clarifications will be posted on Blackboard.

Required readings:

A wealth of material has been published since 9/11, and some of it you will read in the course of your research. Otherwise, as required readings I’ve selected the following to read as a class, representing insider, long-view, and critical accounts by, respectively, a journalistic “insider,” Bob Woodward; an reporter and observer on the scene, Peter Bergen; and by someone who could be considered a “public intellectual” journalist, Howard Zinn, an historian but also one of the more familiar dissenting voices at the time.

Bergen, Peter (2011). *The longest war: The enduring conflict between America and Al-Qaeda*. New York: Free Press.

Woodward, Bob (2002). *Bush at war*. New York: Simon & Schuster.

Zinn, Howard (2002). *Terrorism and War*. New York: 7 Stories Press.

Electronic Course Support:

I will communicate with you via email, so make sure the university has your preferred address in your profile. I will post information on Blackboard (above). I will also use some combination of blog sites, including on WordPress (above) and perhaps Blackboard, to help assemble useful course-related material and recent developments in the news, as well as to allow you to post comments in preparation for or in reaction to classroom discussion. Stay tuned for further instructions.

University Lecture Connection:

Signature Courses integrate a University Lecture event or other similar campus-wide programs. You will be asked to attend and include what you learn in your own projects (See bibliography assignment below). Any number of lecture topics could intersect with these perspectives on 9-11, but a list of these events will be distributed at the first of the semester.

Gems of the University:

Signature Courses also make use of the university “gems.” Of particular interest to our topic is the collection of historical and journalistic papers (including Dan Rather, Walter Cronkite, and Harry Reasoner) in the Dolph Briscoe Center for American History, in addition to its Institute for Studies in American Military History. The LBJ Library also has relevant material concerning the press role in the Vietnam War. These all provide valuable historical perspectives on press coverage of conflict—particularly from World War II, comparing it now to the “war on terror.” We will arrange a class visit to one of these facilities.

Grading:

The assignment categories below sum to 100, and are used to compute the final grade. Under the plus/minus grading system of the university these are calculated as follows: 100-95, A; 94-90, A-; 89-87, B+; 86-83, B; 82-80, B-; 79-77, C+; 76-73, C; 72-70, C-; 69-67, D+; 66-63, D; 62-60, D-; 59-0, F. (sorry, there is no A+)

<u>Class work</u>	<u>35%</u>
contribution/participation:	25
Peer writing critique:	5
Oral presentations:	5
 <u>Written assignments:</u>	 <u>45</u>
Oral history report:	2
Sources exercise:	5
Gems visit report:	2
Essays: 3x11=	33
Storify report:	3

Final Project	20
Paper proposal:	2
Bibliography:	2
Final paper	16
<hr/> Total	<hr/> 100%

In the assignments below I will provide you with rubrics, so you will know as clearly as possible what the expectations are, and what will constitute acceptable work. These will be provided as we come to the various assignments.

Late policy:

I will not take attendance as such. However, the in-class contributions make up a significant amount of your grade and cannot be made up. There will be enough so that if an emergency arises, you can miss one or two without penalty. The written assignments must be turned in on time. Otherwise, 2 points will be taken off for every day late.

Description of Assignments

Class contribution/participation (25%)

You will be expected to contribute to class discussions. This will take a number of forms, including posting comments to the class blog and contributing in class itself. You will be expected to have read the material before class and be prepared to comment on it. Be sure to keep up and not get behind. The reading is manageable if you stay on schedule. Warning: you cannot do well in the course without showing evidence in class of reading and engaging with the material! As you keep up with the news and other research for your final project this will include connecting that material to class discussion. (more guidelines to follow)

Peer Writing Critiques (5%)

You will be assigned to groups of three for the purpose of critiquing each other's writing—in this case, Essay 1 (below). You will edit the papers of the two other group members, marking errors, making suggestions, and helping to improve the quality in both form and content. You will be graded on the quality of your feedback. Guidelines will be provided. I'll make my own evaluations of the papers you review, and based on the combined feedback you'll rewrite your own paper for a final score.

Oral presentations (5%)

You will present your final paper project to the class, prepare a one-page handout for the class and appropriate visual support (e.g, PowerPoint, YouTube clips, etc.). This can include a Storify compilation of such material (more information about that later).

Written Assignments (45% total)

Before listing the specific assignments below, here are some general rules; please follow them carefully. Your assignments are all typewritten and double-spaced, using APA style. (See library site for an APA style guide.) **Do not write more than the length requested**—if you write long it means you need to edit your work. Use 1-inch margins and 12-pt. font, Times New Roman. Put your name and the assignment number at the top right of each page. Do not use a title page or folders. Staple the pages. No paper clips or clamps.

Write in complete sentences; you will be judged on clarity and content, as well as grammar. Use a Spellcheck, but also review your work carefully for errors. Keep copies of all assignments you turn in and keep the graded assignments until the end of the semester. If there are errors in our records, this will help resolve any discrepancies. Papers are due on the class period marked on the schedule. Late papers will be penalized 2 points for every day late. Turn in a hard copy; **NO EMAIL ATTACHMENTS**, unless requested (if you must turn it in late, give it to the journalism office receptionist, 3rd floor Belo Media Center, who will stamp it).

Keep a file folder to help you with your writing assignments, in which you put relevant articles from your reading pertaining to your topics (of course, there are computer-based folders that you may prefer, but keep it backed up). This will prepare you for when it's time to write, and I may ask you to bring this file with you when I meet with you about your assignments.

1. 9/11 Collective memory and oral history: (2%)

Before we can understand 9/11 we have to know what we already think we understand and remember. Since, most of you were still in grade school in 2001, your first-hand experience of those events is limited. For this assignment, you will choose at least one individual who was 18 or over in 2001 to interview (this can be a family member). Using these recollections, combined with your own experience and what you've read and heard in the last 10 years, address in a written report the following questions, concerning 9/11: What does your interviewee remember about 9/11? What was it like that day and immediately afterward in 2001? How did it change his/her/their behavior, concerns about safety, and attitudes about the America and the world. What should we have done about it as a country? Based on this, what question is most on your mind about the events of 9/11 that provokes your curiosity and that you think needs investigation?

Write two pages double-spaced. Your assignment will be graded on clarity and proper use of grammar. There are no "correct" responses. For this one (and only this one) you don't need facts, but rather thoughtful overview of perceptions, memories, and enduring questions. This will give you an opportunity with my feedback to see how well prepared you are in basic grammar and writing ability.

2. Evaluating sources exercise (5%)

In understanding 9/11 through a journalistic lens this class aims to help you think critically about the information circulating in the news media--the way it's framed and the motives behind it. An important step toward this goal is to be able to identify appropriate sources of information (whether individual or institutional), assess whether they are representing the facts fairly--and determine their perspective and interests.

This is a critical skill for students in general: knowing how to distinguish the quality of various sources, especially as their volume has proliferated on the internet. All sources are not created equal, and a few minutes in front of the computer cutting and pasting from a quick Google search is not sufficient for college-level research. You will be provided a worksheet to fill out, asking that you identify your sources and examine their quality. You will select an issue and identify three sources: scholarly, popular/factual, and popular/opinion. Complete the form provided with your analysis of these sources. This exercise will help you carry out your essay and final project assignments, in which you will include a variety of sources for evidence.

3. *Gems of the University* (2%)

We will visit one of the key learning resources on the campus (e.g., LBJ Library), and you will write a brief one-page response suggesting how it might provide insights into your investigation into 9/11.

4. *Short Essays*

These essays will address a different aspect of 9/11 that you will choose. Each paper will be no more than 3 pages, not counting the bibliography on an extra page. There are three aspects of 9/11 that we will address in these essays (which will prepare you for a final research paper on a topic of your choice). In general degree of increasing "seriousness" we deal with the popular culture, the performance of the press, and the evidence provided by scholarly analysis.

Essay 1: "9/11 in popular culture" (11%)

In your essay, address the following question: *What does 9/11 mean for Americans?* You will answer it with reference to some aspect of how 9/11 was handled in the popular culture, using examples from one or more forms: music, film, graphic art, novels, photography, ceremonial occasions, architecture, sports, videogames, memorials, etc. In answering the larger question, you may consider the following: How was 9/11 presented, how was it interpreted, what were the special meanings relevant to the cultural form (music, art, etc.), what emotional and/or political response did it invite from people? How was patriotic and critical sentiment expressed? You will include at least one popular source and one scholarly source, which you will cite in your bibliography.

On the basis of peer review and my own comments, you will rewrite this essay before being assigned final credit.

Multimedia support for Essay 1: Storify curation (3%)

To accompany this essay you will create a “Storify” compilation of a variety of web-based sources that provide examples of your topic and some of the things being said about it on blogs, Twitter, YouTube, etc. Storify is a tool that facilitates the curation of the online conversation about an issue, allowing you to retain the original source linking while annotating your own comments about your selections. As such, it is helpful for monitoring the conversation about issues in popular culture. These projects will be posted and shared with the class, with specific instructions to follow in class.

Essay 2: “9/11 and the American Press” (11%)

Much has been written about the media role in covering 9/11, and through our texts we are reviewing the issues in this class through a “journalistic lens.” On one hand, many news organizations acquitted themselves honorably in the immediate aftermath of the attacks, providing valuable information, reassurance, and a sense of national purpose; on the other hand, many have criticized journalism for failing to adequately inform the public, for blindly following administration sources, and failing to be sufficiently skeptical, especially concerning such issues as “weapons of mass destruction.” And, of course, the politicized realm of cable news and blogosphere generates many unsubstantiated claims. You have and will use media reports as “popular sources” for your writing, but here you will turn your attention more directly on these sources; you will analyze what was said *about* the press, in relation to some aspect of press performance concerning 9/11, including of particular importance how it communicated subsequent administration policy (e.g., Afghanistan, Iraq, Patriot Act, etc.).

You will address the following question: “*Did the American press contribute to or undermine patriotism?*” In answering that question here are some other issues to consider: What praise and/or criticisms were made of the news media, or specific journalists? Who were some of the dissenting writers (either traditional journalists, citizen bloggers, or public intellectuals)? As examples of other questions you might consider: Why was coverage deficient in quality, how was it accused of being biased, what kinds of information and voices were typically excluded from the mainstream press, what kinds of perspectives would have been valuable for citizens to hear? How was patriotism defined following 9/11? Did some type of media play a different role than others in supporting administration policy? (A useful popular source for criticism about the media from within the profession is *Columbia Journalism Review* or *American Journalism Review*).

You will cite and include in your bibliography at least 2 popular sources and 2 scholarly sources.

Essay 3: “Scholarly perspectives on 9/11” (11%)

One of the goals of the course is to understand what different scholarly disciplines have to offer in understanding an issue, and 9/11 is clearly an inter-disciplinary topic. Many

academic perspectives are relevant to some aspect: law, economics, security studies, international relations, political science, history, religious studies, sociology, communication, and many others. You will address the following question: “*What does (name of discipline) have to tell us about 9/11?*”

You will answer this with reference to a specific practitioner (scholar) of that discipline and something they contributed to the public conversation. First choose a significant published analysis from the popular press by someone who is an identifiable scholarly author. This can be an op-ed piece in a major newspaper, a column in a magazine or popular journal of opinion (e.g., *The Nation* or *National Review*). In answering the larger question, you will describe the author’s argument and the reasons given to support it. What is the author’s disciplinary background? Briefly define that discipline (e.g., what is economics the study of?) and the kinds of questions it best deals with—with what kinds of evidence (experiments, historical documents, etc.). How was this perspective particularly appropriate to an understanding of some aspect of 9/11?

3. Final Research Project (total of 20%)

Building on what you have learned so far (including the previous writing assignments), you will conduct a final research project on some aspect of 9/11 of your choice, to demonstrate your knowledge of the topic, understanding of media logic, reasoning with evidence from multiple sources, knowing how disciplines handle questions, and communicating effectively in both written and oral form. You will need to choose your topic carefully and have it approved before proceeding.

Paper Proposal (2%)

Summarize the idea for your paper, the issues you’ll explore, a few sentences in length and a 150 words maximum. I will work with you to narrow or broaden the topic to make a suitable basis for your project. The topic can be an extension of issues you’ve already dealt with in previous essays. Beyond a “report” on a topic, this should be closer to a question for investigation, for which your research will provide some answers. The main thing is to choose a question of interest to you.

In your proposal you will first establish your question, a question that addresses some substantive issue. You wouldn’t, for example, ask, “Who was Osama Bin Laden?” or “What kind of memorial was built to commemorate 9/11 in New York?”—these are more on the order of book reports or encyclopedia entries. Rather, “Does the death of Bin Laden mean the end of his movement?” or “How did the 9/11 memorial compare to other historical commemorative architecture?” Then, describe the kind of scholarly perspective(s) you’ll rely on in addressing the issue (e.g., religious studies, political science, art history, architecture, etc.) That is, how will you go about answering the question?

Bibliography (2%)

In this part of the assignment, you'll prepare a typed list of the sources you'll use in your final paper (APA style). You should have at least 6 other sources beyond those already required as course readings and used in previous papers (which you may also cite), thus requiring original library research on your part. At least 3 of these readings will be from scholarly publications (journal articles, academic papers, and books). Others can be more popular (yet still serious) articles or books like the required and suggested readings in the syllabus. So you'll have at least 6 references in all.

Final Paper (16%)

The final paper will introduce your question, consider how it was handled in the popular media, introduce some insights from one or more key scholarly perspectives you have selected, and then use these insights to consider how the media might have done a better job.

Your paper will have four major sections: (1) introduction of the issue and your question, (2) discussion of what was being said about that issue in and by the popular media, (3) introduction of scholarly research on the issue (Here you will explain why you selected this particular scholarly perspective(s) and how it is relevant to your question), and (4) based on this, your broader comments on the quality of coverage of your issue in the media. For example, was the scholarly perspective you chose represented much in popular media coverage? Why or why not? Was your perspective compatible with journalistic needs and perspective? (e.g., did it just not make good television?) How might our understanding of 9/11 been different had the insights from the perspective you chose been better represented in media coverage? What misinformation might have been avoided? This is a research paper, intended to address a number of key questions, so you will not have room for a lot of extraneous padding and still stay within the page limit. Be concise.

Turn in a 7 page final paper, not counting references. Email me an attachment copy by 5:00 p.m. on the deadline day.

Other important notes regarding the course

Course Evaluation: Student comments and feedback are valued as a way of improving the course. Course instructor surveys at the end of the semester are required by school policy and reviewed by senior faculty administrators as an important component in annual faculty evaluations. I use the electronic option, which means that toward the end of the term you'll receive an email from the university instructing you how to carry out your evaluation online. I will also remind you several times in class. These surveys are strictly confidential, and I have no access to the results until I get a summary after the semester is completed. I also encourage you to take time to write your open-ended feedback in the space provided. These comments are often the most informative.

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility.

Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Students with disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Behavior Concerns Advice Line: BCAL: 232-5050

Resources for Learning & Life at UT Austin: The University of Texas has numerous resources for students to provide assistance and support for your learning. You are particularly encouraged to use the Learning Skills Center on campus for help on writing assignments. Also, the PCL reference librarians can assist you with online news retrieval and other information finding tasks.

The UT Learning Center: <http://www.utexas.edu/student/utlc/>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Oral presentation:

<http://www.utexas.edu/ugs/sig/propose/requirements/communication>

Writing:

<http://www.utexas.edu/ugs/sig/faculty/writing>

<http://www46.homepage.villanova.edu/john.immerwahr/UTAustin.htm>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Career Exploration Center: <http://www.utexas.edu/student/careercenter/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Safety issues: <http://www.utexas.edu/safety/terms/>

Special note on plagiarism:

The student Senate has asked that all syllabi emphasize the importance of academic integrity. In a writing course, a key threat to this integrity is plagiarism. As freshmen you're just starting your college career, having digested countless amount of media mashups, borrowings, photoshoppings, and YouTube memes. Be reminded that use of material not your own without proper attribution is plagiarism. Here is a library module with more information:

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

Suggested readings:

(These may be helpful for your own reading and/or final project, with a particular emphasis here on the wars following 9/11)

- Ahmed, Akbar & Brian Forst, eds. (2005). *After terror: Promoting dialogue among civilizations*. Malden, MA: Polity.
- A Just Response (2001). *The Nation on terrorism, democracy and September 11, 2001*. New York: Nation Books.
- Chandrasekaran, Rajiv (2006). *Imperial life in the emerald city: Inside Iraq's green zone*. New York: Knopf.
- Clarke, Richard (2004). *Against all enemies: Inside America's War on Terror*. New York: Simon and Schuster.
- Fallows, James (2006). *Blind into Baghdad: America's war in Iraq*. New York: Vintage.
- Filkins, Dexter (2008). *The Forever War*. New York: Vintage.
- Isikoff, Michael & David Corn (2006). *Hubris: The inside story of spin, scandal and the selling of the Iraq War*. New York: Three Rivers.
- Lieven, Anatol (2004). *America right or wrong: an anatomy of American nationalism*. New York, Oxford University Press.
- Reese, S. & S. Lewis (2009). Framing the war on terror. *Journalism: Theory, Practice, Criticism*, 10:9. (see Reese website)
- Scraton, Phil, ed. (2002). *Beyond September 11: An anthology of dissent*. London: Pluto.
- Suskind, Ron (2006). *The one-percent doctrine: Deep inside America's pursuit of its enemies since 9/11*. New York: Simon & Schuster.
- The 9/11 Commission Report*. Final Report of the National Commission on Terrorist Attacks upon the United States. Authorized Edition, paperback. New York: W. W. Norton.
- Wright, Lawrence (2006). *The Looming Tower: Al-Qaeda and the Road to 9/11*. New York: Knopf.
- Zelizer, Barbie & Stuart Allan, eds. (2002). *Journalism after September 11*. New York: Routledge.
- Zwick, Edward, dir. (1998). Film: *The Siege*. (with writing from Lawrence Wright, fictional foreshadowing of many aspects of 9/11 three years prior)

Course schedule

Date *Class topic, readings (to be read by class time), and assignments (due at class time) TLW=The Longest War; BAW=Bush at War; TAW=Terrorism and War*

Aug. 30	Introduction to the course (TLW, Chapter 1, “Holy Tuesday”)
Sept. 4	What happened? What did it mean?
6	<i>**assignment 1, oral history, due</i>
11	Introduce exercise: Evaluation of research “sources” <u>The insider journalism view</u> BAW: Chapters 1-5 (p. 1 to 73)
13	Library session, with Meghan Sitar (We will meet at PCL 1.339)
18	<i>**Source exercise due, discuss in class</i> BAW: Chapters 6-7 (p. 74-109)
20	Introduce Essay 1 assignment: “9/11 in popular culture” BAW: Chapters 8-9 (p. 110-138)
25	BAW: Chapters 10-14 (p. 140 to 204)
27	Introduce Essay 2 assignment: “9/11 & the American Press” <i>**Essay 1 due</i>
Oct. 2	<i>**peer review due, Storify due</i> Review writing; Share Storifies in class
4	<u>The dissenting view</u> TAW: (pp. 1 to 61)
9	<i>**revision of Essay 1 due</i> TAW: (pp. 61-120)
11	tba
16	BAW: Chapters 15-19 (p. 205 to 277)
18	<i>**Essay 2 due</i>

- 23 Introduce Essay 3 assignment: “Scholarly perspectives”
BAW: Chapters 20-epilogue (p. 278 to 311)
- 25 The first-hand observer view
TLW: Chaps. 2, 3 (background) (pp. 11-50)
- 30 TLW: Chaps. 4-8 (Afghanistan) (pp. 51-130)
- Nov. 1 TLW: Chaps. 9-10 (Iraq) (pp. 131-173)
- 6 TLW: Chaps. 11-13 (post Afghan Al-Qaeda) (pp. 174-230)
- 8 Introduce Final Project: Putting it all together
***Essay 3 due*
- 13 ***Final paper proposal due*
LBJ Library visit (details to be confirmed)
- 15 TLW: Chaps. 14-16 (pp. 233-296)
***Bibliography for final paper due*
- 20 TLW: Chaps. 17-20 (Obama’s turn) (pp. 297-349)
- 22 **Thanksgiving, no class**
- 27 review and catch-up
- 29 Paper presentations
***Final paper due, Nov. 30th, 5:00*
- Dec. 4 Paper presentations
- 6 Paper presentations

(No final exam)