

# SEMINAR – AMERICAN PRESIDENTS AT WAR

Political Science 389

Section 16225

Spring 2006 Semester

**Classroom: Behavioral Sciences Building, Room 285**

**Tuesdays and Thursdays, 3:30pm to 4:45pm**

**UNIVERSITY OF ILLINOIS AT CHICAGO**

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## **COURSE DESCRIPTION:**

American Presidents at War Seminar (POLS 389) analyzes the crucial role, importance and implications of the United States President and his role in United States foreign policy-making, specifically in war-time. Through discussion of past and present major international conflicts and policy decisions of former Presidents of the United States, current war-time policy of the United States will be examined.

## **PREREQUISITE(S):**

POLS 101 and POLS 281.

## **COURSE MATERIALS:**

**Textbook** (Note - you must purchase the textbook, available at the UIC Student Bookstore [750 South Halsted], by the second week of class):

Strunk, William and White, E.B. The Elements of Style. Fourth Edition. Massachusetts: AB Longman 2000. (ISBN 0-205-30902-X).

*Additional Course Materials will be distributed in advance of each class session as required.*

## **Daily Newspapers and other sources**

While this is not a current events course, you need to keep up with news about foreign policy to understand examples we will discuss in class. Also, I will incorporate news reports and analyses as application questions in your final examination. I suggest that you regularly read the New York Times or the international section of the Financial Times.

## GRADING POLICY:

Class participation and the research report and presentation will test students' mastery of the course objectives according to the following performance standards:

<u>Letter Grade</u>	<u>Percentage Range</u>	<u>Standard of Review</u>
A	90-100	Excellent recall, comprehension, or application, defined as: no errors of fact <u>plus</u> inferences and interpretations that are solidly grounded in assigned readings and reflect an awareness of complexity.
B	80-89	Superior recall, comprehension, or application, defined as: a few errors of fact <u>plus</u> inferences and interpretations that are somewhat grounded in assigned readings, with a few significant omissions or misinterpretations, and some appreciation of complexity.
C	70-79	Average recall, comprehension, or application, defined as: a fair number of errors of fact <u>plus</u> a mixture of warranted and unwarranted, or correct and incorrect, inferences and interpretations of assigned readings along with minimal appreciation of complexity.
D	60-69	Below average recall, comprehension, or application, defined as: errors of fact outnumber correct responses, <u>plus</u> more unwarranted than warranted and more incorrect than correct inferences and interpretations, and a lack of appreciation of complexity.
F	< 60	Extremely poor recall, comprehension, or application, defined as: serious errors of fact, predominance of unwarranted and incorrect inferences and interpretations, and severe lack of appreciation of complexity.

## COMPONENTS OF YOUR GRADE:

Your grade will be based on writing tasks that measure reading comprehension, analytical and critical thinking skills according to the performance standards described above. Your grade will have four components:

1. Class Participation and Attendance - **30%**
2. Research Report and Presentation - **70%**

## DEADLINES AND PENALTIES FOR LATE ASSIGNMENTS:

To receive full credit, written assignments must be delivered to the Instructor on the date due. Assignments handed in any day after the due date will have twenty (20) points deducted from the earned grade. If you know you are going to miss a class with a due date, you may hand in your assignment early or you may E-mail the assignment to me or fax the assignment to me at the fax number noted above, on the due date prior to the time class is to commence (the facsimile copy will be automatically coded with the time and date the materials were delivered and the point deductions discussed above will apply equally to faxed and emailed materials).

## ATTENDANCE, CLASS PREPARATION AND PARTICIPATION:

Students are expected to attend all classes; participation is expected and encouraged. Experience shows that there is a direct relationship between attendance and performance in this course. To comprehend the reading material for this course and to benefit from what we do in class, you must read assigned readings before coming to each class session.

**In addition, if you fail to attend any class session, a required written element will be substituted for that missed class session. Failure to timely complete the written element will result in doubling of the length of the required written substitute assignment.**

## UNIVERSITY OF ILLINOIS AT CHICAGO POLICIES:

1. **ACADEMIC INTEGRITY.** UIC prohibits the following conduct: all forms of academic dishonesty including cheating, plagiarism, knowingly furnishing false information to the University, forgery, alteration, or fraudulent use of University documents, instruments or identification. For more information, please consult your student handbook.
2. **THE WRITING CENTER.** The UIC Writing Center, located at 100 Douglas Hall, offers weekly skills workshops, individual writing assistance, tutorial assistance, and reading skills improvement training. You are encouraged to use the UIC Writing Center as a resource.
3. **STUDENTS WITH DISABILITIES.** Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (“ODS”). Please contact ODS at (312) 413-2183 (voice) or (312) 413-0123 (TTY).
4. THIS COURSE IS INTENDED FOR GENERAL EDUCATION PURPOSES ONLY. THE INFORMATION IS NOT INTENDED TO BE LEGAL ADVICE, NOR SHOULD IT BE USED AS SUCH.

## **DAILY COURSE SCHEDULE**

- January 10, 2006 -** Introduction to the course; Review of Syllabus.
- January 12, 2006 -** Iraq and Presidential Decisions [Bush I, Clinton, Bush II] (assignment).
- January 17, 2006 -** Iraq and Presidential Decisions [Bush I, Clinton, Bush II] (discussion).
- January 19, 2006 -** The USA PATRIOT Act and Expansion of the President’s Powers (assignment).
- January 24, 2006 -** The USA PATRIOT Act and Expansion of the President’s Powers (trial).  
Topics assigned for Research Report and Presentation.
- January 26, 2006 -** **NO CLASS TODAY.**
- January 31, 2006 -** **LIBRARY RESEARCH DAY - NO CLASS TODAY.**  
*Thesis Statement Emailed to Professor by Midnight.*
- February 2, 2006 -** Yoga with the UN (assignment).
- February 7, 2006 -** Yoga with the UN (discussion).
- February 9, 2006 -** The Vietnam Experience (video and assignment).
- February 14, 2006 -** The Vietnam Experience (discussion).
- February 16, 2006 -** North Korea and the United States [Bush vs. Clinton] (assignment).
- February 21, 2006 -** North Korea and the United States [Bush vs. Clinton] (discussion).
- February 23, 2006 -** White House Guest List and Dinner Party (assignment).

- February 28, 2006 - **NO CLASS TODAY – RESEARCH PAPER PREPARATION.**
- March 2, 2006 - **NO CLASS TODAY – RESEARCH PAPER PREPARATION.**
- March 7, 2006 - White House Guest List and Dinner Party (discussion).
- March 9, 2006 - Foreign Policy Deathmatch (assignment).
- March 14, 2006 - Foreign Policy Deathmatch (discussion).
- March 16, 2006 - Discussion of Student Research Reports and Presentations.
- March 21, 2006 - **NO CLASS TODAY – SPRING BREAK.**
- March 23, 2006 - **NO CLASS TODAY – SPRING BREAK.**
- March 28, 2006 - Intelligence – Does our President Need It? How Does He Get It? (assignment).
- March 30, 2006 - Intelligence – Does our President Need It? How Does He Get It? (discussion - with Guest Speaker from the State Department and Office of Naval Intelligence).
- April 4, 2006 - *Student Research Reports and Presentations (as assigned)*
- April 6, 2006 - *Student Research Reports and Presentations (as assigned)*
- April 11, 2006 - *Student Research Reports and Presentations (as assigned)*
- April 13, 2006 - *Student Research Reports and Presentations (as assigned)*
- April 18, 2006 - *Student Research Reports and Presentations (as assigned)*
- April 20, 2006 - *Student Research Reports and Presentations (as assigned)*
- April 25, 2006 - *Student Research Reports and Presentations (as assigned)*
- April 27, 2006 - *Student Research Reports and Presentations (as assigned)*  
**CONCLUSION: Comparison of Past Presidents – What did they do right?**

**NOTE:** *This is a tentative outline of the daily course schedule; the Instructor reserves the right to change this Daily Course Schedule as necessary to meet course objectives.*