

IAFS 4500: Understanding 9/11
Spring 2014
UC 4-5 Thurs 5-7:30
Dr. Jessica Martin
Office hours: Th 3:30 -5 pm ABA
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Introduction and Course Overview:

This is a research seminar, and it is the capstone experience in what I'm sure has been an illustrious IAFS career; therefore, you are expected to be at the top of your game, both literally and metaphorically. You'll be expected to read voraciously, write copiously, and debate regularly. The major project of the seminar is a research paper, which will be roughly 18-20 pages in length. We will focus on the method and mechanics of writing an international affairs research paper as well as on the topic at hand: namely, why did 9/11 come to pass, and in what ways and how did the 9/11 attacks – and America's response to those attacks – change (or not) global policies, strategies, and relationships?

The terrorist attacks of September 11th, 2001 were not only an American tragedy, but also a global phenomenon, with international roots and global consequences. This course will investigate the historical and contemporary aspects of 9/11 and consider some of the ways in which the events of 9/11 have changed (or not) global politics, economics, culture, and power. Overall, the course materials aim to provide multiple perspectives and cover a wide range of ideas, arguments, and events, but they are not exhaustive, by any means. You will be challenged to think about 9/11's history and legacy through class discussion, a written examination, and an original research paper. Our weekly reading assignments and discussions are designed to get you thinking about the history leading up to, the events surrounding, and the ramifications stemming from...September 11th, 2001. The assigned readings will deepen your knowledge about a range of events and ideas related to the terrorist attacks of 2001. In-class discussions will help hone your discernment capabilities and refine your rhetorical skills.

Since I am trained as a historian, specifically of modern American foreign relations, expect there to be more than little discussion of what the United States has wrought in the international arena, both prior to and since the events of September 11th. That said, since this is an IAFS course, I make every effort to live up to the interdisciplinary goals of the program and provide you with varied perspectives from multiple disciplines. Therefore, we will be reading the works of activists, journalists, political scientists, historians, theorists, and so on from around the globe, and looking at the inner workings of al Qaeda, the United Nations, and other nations as well as those of the United States. You do not have to agree with or even like some of the views you'll encounter, but it's important for us as students and as scholars to consider them.

Organization and Expectations:

In the first portion of the semester, our discussion will be divided between introductions to research methods and basic discussion of September 11th and its legacies: what happened, when and where it happened, who was involved, and the like. The reading load in weeks two and three are very heavy, in order to introduce you to as many research topics as possible and to create a common foundation of basic understanding about the events and legacies of the September 11th attacks. As we move through the semester, our readings and discussions about September 11th and its larger meanings will become more sophisticated: we'll move from summary to analysis and argumentation, looking at arguments and comparing authors' ideas and views (and developing our own in the process). The middle portion of our course will again be divided - 60 minutes of research presentations followed by in depth discussions about key events, actors, developments, and trends since 9/11; in this section we will be comparing and contrasting arguments made in a variety of articles and book chapters. In the final section of the course, we will read a book a week, analyzing each monograph's findings and putting it within its larger historical and academic context. In this third portion of the course, you'll act as a "discussion leader" one week, in

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which you'll develop discussion questions, help lead discussion, and explain whether and how the week's reading relates back to both the larger themes of the course and your own research projects.

By the time this course is complete, not only will you have written a substantial essay, but you also will have a better understanding of what graduate school might be like, should you choose to pursue that option; be relatively well versed in the major events and themes related to September 11th; and be fairly well acquainted with some of the major literature about 9/11 and its aftermath that is available today.

****Attention!**** If you're one of those students who waits until the last minute and whips out a paper, this class may not be for you, since you'll be evaluated not only on the final paper but also on how your ideas develop over the course of the semester and how your project relates to the larger themes of the course. If you change topics in the middle of the semester or fail to complete the preliminary assignments, your overall paper grade will suffer.

Grades:

Midterm		25%
Exam	100	
Research Project		50%
Proposal	10	
Presentation	20	
Annotated Bib	20	
Paper	50	
Participation		25%
Discussion Leader	50	
Weekly Discussion	40	
Presentation Feedback	10	

Required Texts:

Atwan, *After Bin Laden*
Bergen, *The Longest War: The Enduring Conflict between America and al-Qaeda*
Bergen and Tiedemann, *Talibanistan: Negotiating the Borders between Terror, Politics, and Religion*
Bush, *Decision Points*
Danner, *Torture and Truth: America, Abu Gbraib, and the War on Terror*
Halliday, *Shocked and Aweed: A Dictionary of the War on Terror*
Jacobson and Colon, *The 9/11 Report: A Graphic Adaptation*
Mazetti, *The Way of the Knife: The CIA, a Secret Army, and a War at the Ends of the Earth*

A number of assignments will be online. Check the class website.

Midterm 20%

Midterm will be written outside of class and will be available online one week prior to its due date. It will consist of two essay questions; for each, you will be expected to write a roughly 5 page analytical response. I will be looking for clear theses and well written essays that makes use of specific evidence to support your arguments. ***Information should be drawn from the readings assigned for class*** and need to be cited appropriately. I expect you to make use of a good variety of the sources available to you; do not rely on merely one source. Failing to cite your sources properly will result in a failing grade on the midterm.

Do NOT wait until the last minute to write your exam, because you will likely fail it. Since this is an open note and open book assignment and you have an entire week to develop your work, I expect specificity in your discussion and coherence in your argumentation. **Failing the midterm makes it difficult for you, from a logistical standpoint, to pass the class with a C- or above.**

Research Project: 50%

A great deal of the work done for this course will be centered on your research project. You will design the project, with my help, based on our readings and your research interests. The only requirement is that it must deal, in some way, with the September 11th and/or its aftermath, so there's plenty of wiggle room.

Research Proposal 10%

The research proposal is a **5 page document** that will be the starting point for your research paper. Proposal should be comprised of the following: a research question; a brief essay explaining why you're interested in this research question, how it relates to the overall course aims, what you already know about it, and what you expect you might find; potential challenges for your project; a reading list. Your reading list should include a good mix of books, scholarly articles from peer-reviewed journals, and *analytical* articles from reputable, academically minded sources. You are encouraged to use the sources assigned in class for your paper, but of course should not limit yourself. Include complete bibliographic information for all sources on your reading list. *This is NOT the research proposal worksheet that you'll bring to our library meeting; that worksheet is for your own personal use and to help jumpstart your research efforts.*

Research Presentation 20%

Seminars are meant to be classes in which you discuss not only assigned readings but also your academic work. You will sign up for a day to provide your peers with a **10 minute presentation** of your project. Presentation should include: your specific research question; your working thesis; key points you've developed thus far; how your work intersects with the general course aims and themes; which sources you've been finding most useful and why; what assigned sources and discussions have proven (or you expect to prove) most valuable; and places where you're stuck or need advice. Please note that *there is no need to create a PowerPoint or other visual presentation*, although you are welcome to do so. If you DO go this route, you need to email me the document or link by 9 am the morning of your presentation, so that I can queue everything up in the correct order. You will turn into me a **5 page essay** that covers all of the information required for the presentation, as noted above, at the beginning of class the day you present your work.

The rest of the class will be there to listen attentively and provide feedback. **You will receive written comments from everyone in the class, including myself, immediately following your presentation.** You will read through these comments and turn in to me **within 24 hours a 2 page document** summarizing the feedback you received, who offered the most useful advice, and ways in which this feedback has helped you reassess or fine tune your project.

Detailed Outline and Annotated Bibliography 20%

I require a Detailed Outline and Annotated Bibliography rather than a rough draft because it's the most efficient way for us both to get a good understanding of how your project has evolved and what you have yet to accomplish. Keep in mind that by the time this assignment is returned to you, you will have only a few weeks before the final paper is due, so this needs to be a well-developed blueprint for your paper.

Outline: This document will be around 8 pages and should be organized as follows: first, state your (possibly updated or changed) research question, followed directly by the thesis. Next, an introduction section, consisting of 1-3 paragraphs. The introduction should be followed by a well-developed and *coherent* outline, consisting of bulleted or numbered sections *and* including topic sentences *as well as* specific evidence and sources you'll be using to build your argument. If you have a section that you know you will include but haven't yet developed, be sure to include that, too. Be as specific as possible.

Annotated Bibliography: This will be about 5 pages. It should include the routine bibliographic information as well as several sentences (or more, depending on the importance of the source) that explains why you'll be using this source and what it tells you about your topic. Please keep in mind that you will be required to **cite** *at least* 3 books, *at least* 5 magazine and/or newspaper articles, and *at least* 3 scholarly articles in your final paper. ***You must turn in BOTH the outline AND the annotated bibliography in order to receive credit for this assignment.***

Please, do not turn in a full rough draft. Instead, adhere to the requirements and format above so that I'll be able to get the assignment back to you in a timely manner. I try to get these back to you within a week since it's so close to the end of the semester, and that's a lot of reading, analysis, and commentary even when everyone follows directions.

Final Paper 50%

Papers should be 18-20 pages in length, minus the footnotes and bibliography. Your paper should be analytical rather than summary in nature, have a clear analytical framework and/or methodology, and use specific evidence to make its case. There should be a wide variety of high quality sources used. Please note: the bibliography turned in for the final project is NOT the annotated bibliography; it's just a regular ol' bibliography.

Participation

Here's the thing: this is a most important aspect of the class, and it's the one that is the hardest to "grade." You're all individuals (and special snowflakes, each one of you, I might add) with your own quirks and phobias and various levels of ability and interest in weekly discussion. So I've devised a number of ways to try and gauge your ongoing engagement in and commitment to the course without unduly privileging the extroverts amongst you. That said, you can't possibly earn a passing grade in this portion of the class without speaking in class on a regular basis. If you're very shy, have a fear of public speaking, or live with some other difficulty that will make this portion of the course particularly challenging for you, **please** come to my office hours during the first few weeks of the semester and talk with me about your challenge so that we can create a useful course of action for you, or I'll just assume that you're a slacker, and neither of us want that.

Weekly discussion

Earn discussion points each week, you of course must attend (!) and have completed all of the assigned readings. Just FYI: if you come to class each and every week but never actually contribute to the discussion, you're at about a 60%. If you'd like to earn a better grade than that, you should do some or all of the following: discuss a pertinent current event; provide answers to questions I posed in class about the readings; ask questions about the readings; take active part in general discussion. I fully expect you to have

your own opinions and ideas about our readings; I don't necessarily assign sources that I agree with, and I don't expect you to agree with everything you read. I also don't expect you all to agree with each other. Constructive and spirited debate is at the heart of the academic experience.

At the same time, please note that participation does not just equal talking. I find that *listening* attentively and *responding* thoughtfully to your peers is at least as important as blurting out your own (super-important, I know!) ideas or arguments. Our discussions each week should be conversations. Ideally, everyone will contribute - and everyone will be open to the ideas and commentary proffered. What I'm trying to say to some of you (and you KNOW who you are) is that you shouldn't be a discussion hog, and you shouldn't be rude. We are sure to tread on politically and personally sensitive ground in this course, so keep your passions in check.

Discussion Leader

Some weeks, I will lead discussion, and other weeks, you will lead discussion. So fun! Student led discussion occurs mostly at the end of the semester, when our day's agenda is based around discussion of a single monograph. When it's your turn to be discussion leader, you will be required to do the following:

1. turn in to me at the beginning of class a 5 page paper that a) summarizes the **key arguments and ideas** of the monograph assigned; b) compares and contrasts the arguments made with *at least two* other sources read so far for class; c) explains whether and how this source helps us better understand the overall course aims; d) discusses whether and how this source might be useful in your own research project. It should also include your discussion questions that you've already emailed me (see below).
2. send me TWO discussion questions via email based on the reading **by 9 am the day you will be a discussion leader**. The most effective discussion questions are analytical, comparative in nature, tied back to the overall theme of the course, and specifically related to the reading assignment under review. Your discussion questions should not be rhetorical, leading, or answered with a simple statement (i.e., where did the Arab Spring begin?). We will use these to organize our class discussion.
3. Lead discussion in small groups: ask the questions you posed, listen to the ideas and answers provided by your peers, offer your own analysis and ideas, oversee discussion.
4. Summarize the views and ideas offered in small group when we return to large group discussions.

Your discussion leader grade will be divided between the paper you turn in (50 points), the quality of the questions you pose (10 points), and your performance in class actually leading discussion (40 points).

Presentation Feedback

There are a number of weeks in which we will be spending time on research presentations. The requirements for presenters are enumerated under the Research Project section, but audience members have requirements, too. For each presentation, you will fill out a short form and give it to the presenter. If the presenter finds your comments and questions particularly useful, he will make a note of it in his presentation follow-up paper, and you will be rewarded with presentation feedback points. I'll also, of course, make note of those who fail to pay attention or turn in presentation feedback forms to their peers.

Grammar and Style

All written assignments should be free from grammatical and mechanical errors. Poor spelling, punctuation, or general messiness DOES figure into my overall evaluation. The Chicago Manual of Style format is preferred for this course. If you're not familiar with it, The Chicago Manual of Style citation guide is available online:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Strunk and White's *The Elements of Style* is also recommended reading for this class. We will not discussing it in class, but I WILL be using it as my guideline when I'm grading **all** assignments. **Failure to adhere to the standards set forth in Strunk and White will result in significant (up to 30%) deductions on all assignments.**

In sum, take care with the quality of your work's appearance. You may have the greatest ideas and arguments in the world, but few will take your work seriously if it is sloppy or unedited.

Other Items of Note

Let me be clear right now that I do not care what position you take in any assignment or discussion. That is, it is not up to me to tell you what to think about why the events of September 11th happened, whether the American response has been effective, and so on. My job is not to make you think the same way that I do. As a matter of fact, a wide range of opinions is necessary for us to be able to complete our course aims. **What I do require, however, is an opinion – and an opinion that is thoughtful and based on specific evidence.**

Laptop and other Gadgets policy

In order to keep classroom distractions to a minimum and allow you to immerse yourself fully in the discussions taking place, please note that all electronic equipment should be used solely for taking notes. Since you're all seniors, I expect that you're grownups and thus able to curb your online addictions for two and a half hours a week. If you're not able to do so, please be kind to yourself and others and leave the distractions at home. If I notice that people are texting during class, playing online games, checking out Facebook every five minutes, or whatever else you people can dream up to distract yourself from class discussion, **I will ban the use of laptops and all other gadgets from the classroom**, unless you have a letter from Disability Services that speaks to a need for such a device. Don't make me do that.

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html>

and at <http://www.colorado.edu/academics/honorcode/>

I take the issue of academic integrity very seriously, and academic dishonesty will not be tolerated in any way in my classroom. Academic dishonesty includes but is not limited to any of the following transgressions: plagiarism, cheating, fabrication, or facilitating any of the above. **ANY INSTANCE OF ACADEMIC DISHONESTY WILL RESULT IN AUTOMATIC FAILURE OF THIS COURSE.**

Disabilities

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services **WITHIN THE FIRST TWO WEEKS OF CLASS** so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact them at 303-492-8671 or dsinfo@colorado.edu for assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Religious Worship

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please look over the syllabus and alert me to any conflicts due to a religious obligation **within ONE (1) week** of the start of the semester. No exceptions to this policy.

Discrimination

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies details here:

<http://www.colorado.edu/policies/classbehavior.html> and

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Discussion Schedule

Week 1	Introductions
Jan 16	In-class handouts: Habits of Mind, How to Read a Book In-Class Viewing: "The Road to 9/11"

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- Week 2 Historical Context: 9/11 - Who, What, Why, How
Jan 23 Jacobson and Colon, *The 9/11 Report: A Graphic Adaptation*
 Smith, "Introduction," *The Strong Horse**
 Bush, "Address to the Nation," September 11, 2001*
 Churchill, "Some People Push Back": On the Justice of Roosting Chickens"*
 Ibrahim, AQ Declaration of War, Articles 2 & 4
- Week 3 Overview: America and al Qaeda since 9/11
Jan 30 Bergen, *The Longest War*
- Week 4 Critical Theories and 9/11
Feb 6 Kumar, *Islamophobia and the Politics of Empire* (selections)
 Lean, *The Islamophobia Industry* (excerpt)
 Mitchell, *Cloning Terror: The War of Images 9/11 to the Present* (selections)
- Week 5 **Library Meeting**
Feb 13 Mann, Preface, Ch. 3-6, *Oxford Guide to Library Research*
 Meet at Special Collections in Norlin Library
 Bring **completed *research proposal worksheet* with you to Norlin
 Our time at the library will be divided between introductions to digital research
 and examination of the library's extensive collection of 9/11 related primary
 sources.

Friday: RESEARCH PROPOSALS DUE @ NOON TO IAFS OFFICE

- Week 6 Research Presentations; The GWOT
Feb 20 Erhenberg et al., *The Iraq Papers* (selections)
 Halliday, Intro, Ch 1, 2, 8, 9, 11
 Bush, ch. 5, 6, 7
 Ibrahim, Articles 6, 7, 19
- Week 7 Research Presentations; Into Iraq
Feb 27 Bush, Ch. 8, 12, 13
 Halliday, Ch. 4
 Filkins, *The Forever War* (excerpts)
 Ricks, *The Gamble* (excerpt)
- Week 8 Research Presentations; Torture and Detention in the post 9/11 Era
March 6 Danner, *Torture and Truth* (selections)
 Halliday, Ch. 3
 Sullivan, "Dear President Bush"
- Week 9 **NO CLASS (office hours from 2-3:30)**
March 13 **MIDTERM DUE @ 8pm online**
- Week 10 **NO CLASS – SPRING BREAK**
March 20

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Week 11 Research Presentations; The Gates Era (Enter Obama)
March 27 Gerges, Ch. 3 & 6, *Obama and the Middle East*
 Nasr, *The Dispensable Nation* (excerpt)

Week 12 Research Presentations; Af-Pak in the Post-GWOT Era
April 3 Bergen, *Talibanistan* (selections)

Week 13 **NO CLASS (no office hours this week)**
April 10

Friday, April 11: ANN. BIB., OUTLINES DUE @ NOON TO IAFS OFFICE

Week 14 Research Presentations; Where Did All the Terrorists Go?
April 17 Kurzman, *The Missing Martyrs* (excerpt)
 Boubekeur and Roy, eds., *Whatever Happened to the Islamists?* (selections)

Week 15 What Next for al Qaeda?
April 24 Atwan, *After bin Laden*

Week 16 Legacies of 9/11 in International Affairs
May 1 Mazetti, *The Way of the Knife*

***Early Bird Special:** turn in your final paper by Saturday noon and receive 5 bonus points!
FINAL PAPER DUE ONLINE @ 1 PM Tuesday, May 6th