

The Wars of 9/11

Autumn Semester, 2016

Arts & Sciences 1137.xx (Freshman Seminar) – 1 credit hour

Day/Time and Classroom TBA

Instructor

Professor Peter Mansoor

mansoor.1@osu.edu

Office Hours

Tuesday 2:30-3:30 pm and by appointment

214 Dulles Hall, 247-6719

Course Description

The wars spawned by the terrorist attacks on September 11, 2001, have dominated the foreign policy of the United States for a decade and a half, but few Americans understand the full story behind the attacks and the subsequent War on Terror waged by two presidential administrations in response to them. The Wars of 9/11 begins with an examination of the rise of al-Qaeda and its attack on the United States on September 11, 2001. The course then explores the War on Terror launched in response by the administration of President George W. Bush. Topics covered include the invasions of Afghanistan and Iraq, the “Surge” in Iraq in 2007-2008, the Arab Spring, the Syrian Civil War, the rise of the Islamic State, and the refugee crisis in the Middle East and Europe. The intent is to educate students on the conflicts that filled their childhood and will likely continue to significantly affect U.S. national security in the near future.

Course Objectives

1. Students acquire a perspective on the history of the terrorist assault upon the United States on September 11, 2001, and the resulting War on Terror launched by the Bush administration.
2. Students acquire an understanding of the political, economic, cultural, social, and religious aspects that have driven change in the Middle East.
3. Students exhibit an understanding of the political, economic, cultural, physical, technological, and social dynamics that have shaped war in the early 21st century.
4. Students gain an appreciation of the ethical dilemmas generated by the use of force in international affairs.

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student. Students who fail to show up for the first two class periods will be dropped from the class rolls.

Required Reading

- The 9/11 Commission Report <http://govinfo.library.unt.edu/911/report/911Report.pdf>
- BBC News, “Syria: The story of the conflict,” March 11, 2016
<http://www.bbc.com/news/world-middle-east-26116868>
- Greg Botelho, “Arab Spring aftermath: Revolutions give way to violence, more unrest,” CNN.com, March 28, 2015, <http://www.cnn.com/2015/03/27/middleeast/arab-spring-aftermath>
- Peter Mansoor, *Surge: My Journey with General David Petraeus and the Remaking of the Iraq War* (ISBN 978-0300209372)
- *West Point History of Warfare*, Chapter 71 (Afghanistan: Thirty-five Years of War and Counting)

Note: The required book is available for purchase online at various Internet booksellers. A link will be provided for rental of the required chapter in the *West Point History of Warfare*.

Assignments and Grading

Based on 1000 points, allocated as follows:

Class Participation	300 points
Book Review	300 points
Group Project	400 points

Grading Scale

A	93–100	B-	80–82.9	D+	67–69.9
A-	90–92.9	C+	77–79.9	D	60–66.9
B+	87–89.9	C	73–76.9	E	Below 60
B	83–86.9	C-	70–72.9		

Class Attendance

Attendance and participation in class is required. Students are expected to read the assignments and come to class prepared to actively listen and participate. Students who coordinate with the professor in advance to miss class for a valid reason will receive credit for attendance. Non-attendance due to illness requires a doctor’s note in order for the student to receive attendance credit.

Book Review

Students are required to submit a well-crafted paper of 2-3 pages reviewing Peter Mansoor, *Surge: My Journey with General David Petraeus and the Remaking of the Iraq War*. Learning how to express one's ideas clearly is an important goal of any liberal arts education. For this reason, I will base paper grades not only on content, but also on grammar and correct use of formal writing style.

Review Format

Papers will be typed, at least 2 full but not more than 3 full pages in length, in Times New Roman font, 12 pitch, left justified, with lines double-spaced, and with 1 inch margins. Students will put their name at the top of the first page on the right margin. Two spaces underneath the student's name and left justified, list the author's name, the title of the book, and in parenthesis, the place of publication, the publisher, and the date of publication. The review begins two spaces underneath the bibliographical citation.

Example Review:

Brutus A. Buckeye

Peter Mansoor, *Surge: My Journey with General David Petraeus and the Remaking of the Iraq War* (New Haven, CT: Yale University Press, 2013)

The review begins on this line, double-spaced. "Page references, only necessary for direct quotes, will be placed in parentheses after the end of a sentence."(p. 24) There is no need to cite page numbers except for direct quotes. Cite outside sources consulted, if any, in a footnote.

A review should accomplish two basic things:

- Summarize the book's major points
- Present the reviewer's assessment of the book's merit on the basis of his own critical reading

To review a book, a reader should consider five basic questions:

1. Who is the author? What are his/her qualifications for writing this particular work? What is his/her background? What is the author's purpose in writing this book? [This information is usually summarized quickly in a sentence or two in the introduction.]
2. What are the book's major themes and principal conclusions? [Spend a good portion of the review answering this question.]

3. What is the author's evidence? Where did he/she get his/her information – from personal experience, interviews, manuscripts and documents, or from the works of others? How reliable are the sources? Does the author use the evidence with care and discrimination?
4. Is the book readable and well organized?
5. What audiences would you recommend read the book – academic scholars, professional personnel, interested lay persons?

Some information may be quickly summarized: other information, particularly the book's major themes and principal conclusions, should receive the bulk of your attention. The important goal of a book reviewer is to tell what is in a book and why it should be read.

Note: I will collect papers at the beginning of class period on which they are due. I will penalize any papers delivered after class begins by half a grade. Paper grades will drop by an additional half grade for each additional day (beginning at midnight) that they are late. Papers under the minimum page limit will be penalized a full grade. Papers over the maximum page limit will be penalized a half grade for each additional page.

Group Project

Students will be divided into several groups representing major actors in the recent conflicts in the Middle East: Iran, Saudi Arabia, the United States, Turkey, Russia, and the Islamic State. Each group will prepare an oral presentation and accompanying PowerPoint show providing an assessment of the power's strengths/weaknesses, describing its goals/interests, defining possible strategies to achieve those goals, detailing the actual strategy or strategies used by the power since 9/11, and evaluating the power's most likely course of action in the Middle East in the near future. Additional research to prepare this presentation is expected.

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct

You may not claim others' work as your own; to do is plagiarism, a serious offense which I am required to report to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

SYLLABUS

- Lesson 1** Course Introduction
The Rise of al-Qaeda
Reading: The 9/11 Commission Report, pp. 47-73
(In class: watch segments of National Geographic, “Inside 9/11”)
- Lesson 2** 9/11: Planning the Attack
Reading: The 9/11 Commission Report, pp. 145-173, 215-253
(In class: watch segments of National Geographic, “Inside 9/11”)
- Lesson 3** 9/11: Executing the Attack
Reading: The 9/11 Commission Report, pp. 254-277; 1-33
(In class: watch segments of National Geographic, “Inside 9/11”)
- Lesson 4** The War in Afghanistan
Reading: *West Point History of Warfare*, Chapter 71 (Afghanistan: Thirty-five Years of War and Counting)
- Lesson 5** The Iraq War, 2003-6
Reading: *Surge*, pp. 1-64
- Lesson 6** The Surge (Part 1)
Reading: *Surge*, pp. 65-119
- Lesson 7** The Awakening
Reading: *Surge*, pp. 120-176
- Lesson 8** The Surge (Part 2)
Reading: *Surge*, pp. 209-259
- Lesson 9** Withdrawal from Iraq
Reading: *Surge*, pp. 260-281
Book Review Due
- Lesson 10** The Arab Spring and the Syrian Civil War
Reading: Greg Botelho, “Arab Spring aftermath: Revolutions give way to violence, more unrest,” CNN.com, March 28, 2015
<http://www.cnn.com/2015/03/27/middleeast/arab-spring-aftermath>
BBC News, “Syria: The story of the conflict,” March 11, 2016
<http://www.bbc.com/news/world-middle-east-26116868>
- Lesson 11** The Rise of the Islamic State
Reading: Frontline, “The Rise of ISIS,” October 28, 2014, available for viewing at
<http://www.pbs.org/wgbh/frontline/film/rise-of-isis>

Lesson 12 The Refugee Crisis
Reading: Wikipedia, “European migrant crisis”
https://en.wikipedia.org/wiki/European_migrant_crisis

Lesson 13 Group Reports

Lesson 14 Group Reports

Biography - Professor Peter Mansoor

Dr. Peter Mansoor, Colonel, U.S. Army (Retired), is the General Raymond E. Mason Jr. Chair of Military History at The Ohio State University. He assumed his academic position in September 2008 after a 26 year military career that culminated in his service as the executive officer to General David Petraeus, the Commanding General of Multi-National Force-Iraq. Col. Mansoor commanded the 1st Brigade, 1st Armored Division in Iraq in 2003-2004, was the founding director of the U.S. Army/Marine Corps Counterinsurgency Center in 2006, and served on the Joint Chiefs of Staff “Council of Colonels” that reexamined the strategy for the Iraq War. Dr. Mansoor is the author of *Baghdad at Sunrise: A Brigade Commander’s War in Iraq* and *Surge: My Journey with General David Petraeus and the Remaking of the Iraq War*. Dr. Mansoor was a finalist for the Arts and Sciences Student Council Teaching Award for 2009. He teaches highly popular military history courses including The History of War, American Military History: 1903 to the Present, and the History of World War II.