

Frank Costigliola
Office: Wood Hall 321
Office Hours: Thurs. 3:00-4:30 *and by appointment*
Email: frank.costigliola@uconn.edu

Spring 2016

History 4994W

The Impact of 9/11

The object of this course is threefold: 1) to examine the origins of the attack on 9/11 and its subsequent impact on U.S. foreign policy and domestic life; 2) to give students hands-on experience in critical thinking, researching and evaluating primary source materials; 3) and to enable them to use those skills in writing an historical research paper. We will spend much of the first part of the course discussing books, articles, documents, and videos relating to 9/11 and to the 2003 war in Iraq. Once you gain some perspective on the history of the events surrounding 9/11, you will be better equipped to do your own research.

Some questions we will consider this semester

The core issues in this course are:

1. What happened on 9/11?
2. What was the significance or meaning of these events? In other words, how should we understand them? What stories (histories) should we tell about 9/11?
3. What have been the long term consequences of 9/11 in terms of America's relations with other nations and life in the United States? To help answer this third question, we will each week read one or two current events newspaper or magazine stories that will be posted on HUSKYCT by the Sunday morning before our Wednesday meeting.

More specific issues flow from the above 3 questions:

4. Why didn't the U.S. Government prevent the attacks? Did the U.S. Government, or parts of it, bear any of the responsibility for the events of 9/11?
5. Why and how did the United States go to war in Afghanistan?
6. Why and how did the United States go to war in Iraq?
7. What have been the results of those wars?
8. Is the current struggle with ISIS and other radical groups a continuation of the trouble that began with 9/11?
9. Was 9/11 more of a turning point or a continuation of past trends in American history?
10. As historians, what kind of sources and evidence should we look for in trying to answer these and other complex questions?

As a W course, History 4994W requires you to write and, if necessary revise for re-submission, approximately 25 pages of well-crafted writing. There will be **two 4-5 page analytical papers based mostly on assigned class readings, one 4-5 page megacognitive** (in other words, thinking about your thinking) **paper and one 10 page research paper based mostly on primary sources.** In addition to my

reading your papers, we will engage in peer review. Evaluation of your papers will focus on the clarity of the argument, the substantive analysis, the quality of the prose, the extent of the research, and the accuracy of the footnotes and bibliography. Use the Rampolla book as a handy resource to look up the correct (Turabian, also called University of Chicago) style for footnotes and bibliography and for tips on how to do research and organize your paper. *You will be responsible for using the correct style for footnotes and bibliography. The style is not complicated, but you have to pay close attention to details of capitalization, punctuation, etc. Please ask questions in class or in an email to me if you are unsure about these technical matters. **Proofread all your written work. Your grade will suffer if your work has misspellings and incorrect grammar.***

Discussion is central to this course. I expect that you will come to class prepared to exchange ideas about the books, articles, documents, and other material you will be reading and viewing. You should evaluate the degree to which authors do a good job assessing the evidence available to them. You will also need to probe their basic assumptions and predispositions. How plausible is this author and her/his arguments?

The following books are available at the university bookstore:

1. Terry Anderson, *Bush's Wars*
1. George W. Bush, *Decision Points*
2. Steven Strasser (ed.), *The 9/11 Investigations*
3. Mary Linn Rampolla, *Pocket Guide to Writing in History*

The Work in This Course

1. Do the historical and the newspaper current events readings and *bring* them with you to class. Bring the Rampolla reference book to every class meeting.
2. Post a two paragraph comment on the reading on the HUSKYCT site for Hist 4994W. **Your post is due by 10 am on the day of class.** There will be a separate Discussion thread for each week of the semester, starting with 27 January. Feel free to comment also on the posts of other students. Your post should show that you have done the reading and can evaluate it. Evaluation means figuring out the perspective of the writer, how the reading compares with other things you have read, and specifying what about the reading seems confusing or excessively biased.
3. Starting the first day of the course and most weeks until March 23, you will in class write a "metacognitive" entry in your personal journal for the course. These metacognitive entries are more personal than your online posts. Metacognition means awareness and understanding of one's own thought processes. In each metacognitive entry you should reflect on how the week's reading, viewing, or

discussion affected (or did not affect) your thinking about the 3 core questions of the course. [To repeat, the 3 core questions are: What happened on 9/11? How should we understand those events? What are the long term consequences of 9/11?] Are you now more convinced in your opinions about these 3 issues, less convinced, or more confused? Specify which evidence affected your thinking. [Note: Not being sure of how you think and feel about a complex issue is the sign of an open mind!] Keep these metacognitive entries on your computer or in your notebook. You will use them as the basis for a 4-5 page paper due on April 6.

4. – 4-5 page paper #1 on 9/11, due for peer review on February 17 and then in revised, final form on February 24. (See description below at February 17 entry).

– a 2-page outline of your 10-page research paper, due on March 2

– 4-5 page paper #2 on either the war in Afghanistan or the war in Iraq, due on March 30. (See description below at March 30 entry.)

– 4-5 page metacognitive paper due on April 6

– 10 page research paper, based mostly on primary resources due for peer review on April 20 and then in revised, final form on April 27

Computer Policy

While computers and other digital devices are essential for our work in this course, they can short circuit the community and focus that are also crucial to a seminar. Therefore, the default policy is that your computers and other devices should be closed and not on your desk. When we need to do something involving digital devices, I will ask you to take them out.

Course Semester Schedule

Wednesday, January 20 Introduction

Wednesday, January 27 Due: ch. 1-3 in *9/11 Commission Report* available online at <http://www.9-11commission.gov/report/911Report.pdf>

Wednesday, February 3 Due: Bush, *Decision Points*, ch. 1, 5, 6, 7, 8 Also: Appendix D in Strasser, *9/11 Investigations* -The President's Daily Intelligence Briefing for Aug 6, 2001

Wednesday, February 10 Due: Strasser, *9/11 Investigations*, 170-238

Wednesday, February 17 **Due for peer review: 4-5 page paper #1.** Historians will long debate whether the Bush administration did all it could before September 11, 2001

to head off a terrorist attack on U.S. soil. Read carefully the testimony of Samuel Berger, Richard Clarke, Richard Armitage, and Condoleeza Rice on pp. 170-238 of Steven Strasser (ed.), *The 9/11 Investigations*. Compare their accounts with President's Bush's memoir, *the 9/11 Commission Report*, and President Bush's speeches to the nation on September 11, 2001 and on September 20, 2001. How do you judge the effectiveness of the Bush administration as a whole? What are the points of disagreement in the testimony of Clarke and Rice? Which official(s) seem more convincing? Cite specific points from the hearing testimony and from the other sources.

Wednesday, February 24 **Due: revised 4-5 page paper #1.** Library tour with Jennifer Snow.

Wednesday, March 2 **Due: 2-Page statement of your research paper topic.** Describe your thesis, your plan for researching the topic, and which particular sources you intend to use. The more specific you are, the better advice I will be able to give you about how to proceed.

Read Osama bin Laden on why he ordered the 9/11 attacks

<http://www.aljazeera.com/archive/2004/11/200849163336457223.html>

Wednesday, March 9 Anderson, *Bush's Wars*, 3-92.

Wednesday, March 23 Anderson's *Bush's Wars*, 93-240

Wednesday, March 30 No class. Individual meetings to discuss your research paper **Due: 4-5 page paper #2.** Choose either the war in Afghanistan or the war in Iraq. Compare the arguments in *Bush's Wars* with primary source evidence from, for example, the President George W. Bush White House website, the National Security Archive website, the Donald Rumsfeld website, or the British websites. To make this paper manageable, you will have to choose a relatively narrow topic.

Wednesday, April 6 No class. Individual meetings to discuss your research paper **Due: 4-5 page metacognitive paper.** Review the metacognitive journal entries you have made since the beginning of the semester. Write a paper discussing how your ideas have changed, stayed the same, or become more confused or torn.

Wednesday, April 13 Discuss current events regarding ISIS, etc.
Reading listed on HUSKYCT

Wednesday, April 20 **Due: 10 page research paper** for peer review

Wednesday, April 27 **Due: Final Research paper**

Wrap up discussion: What is the meaning and what have been the consequences of 9/11?

Grades

Papers # 1, #2, and metacognitive paper 11% each	33% total
Class discussion and peer reviews; online posts	33%
Research paper	34%

Some Key Websites

President George W. Bush <http://georgewbush-whitehouse.archives.gov/>

Vice President Cheney <http://georgewbush-whitehouse.archives.gov/vicepresident/>

***Probably the richest source of documents and other information on the 9/11 attacks and the 2003 Iraq war are at the site of the National Security Archive, a private agency dedicated to making US Government documents open to the public.

National Security Archive <http://nsarchive.gwu.edu/NSAEBB/NSAEBB326/>

Donald Rumsfeld rumsfeld.com

Iraq Inquiry, Chilcot Commission, UK (lots of material pertaining also to US)

US Senate Intelligence Committee Report on Prewar Intelligence Assessments on Iraq

http://www.npr.org/documents/2004/iraq/senate_intel_conclusions.pdf

For poll data

<http://ropercenter.cornell.edu/>