Capstone Seminar
Twenty Years after 9/11

Course Logistics

This course is being taught as an “in-person” hybrid offering, which means it will have components of direct classroom contact among students and instructor (for as long as they can be safely sustained) and components of work that will be posted and completed remotely. In-person sessions will convene in Maybank 316 or outside when conditions necessitate or permit. When in-person meetings are not possible, the course will be run online asynchronously.

If any enrolled student wishes to have the entire course delivered online, you MUST make me aware of that immediately upon entering the course. While I have constructed a course that can be delivered entirely online, it will only be conducted that way for a student who explicitly requests it at the start. Any other shifts in mode of delivery for a student (due to health or safety issues) during the semester MUST be discussed directly with me as soon as the need arises. I can accommodate a lot but you must be clear with me about what you need in order for me to be able to help.

The course itself is organized around a set of seven books and some supplemental reading designed to take you through the events of 9/11 and its immediate aftermath and then to explore its impacts on the world since, including selected issues and themes the US and the international arena has confronted. Much of the focus on the aftermath will also be driven by your research projects, which will dwell on some aspect of 9/11’s legacy. Thus, you will be actively contributing to the substance of the course as you complete the written assignments that constitute the final academic product for the seminar (see below and the Method of Evaluation for more details).

In-person sessions will be held every Monday and Wednesday of the week. Friday class time will be reserved to connect one on one with me regularly on your research work, either through appointments or a regularly scheduled meeting. Each in-person class period within each week will be organized around a specific question and reading related to that question. These questions will provide the focus for class discussion (in-person or remotely) throughout the semester.

You will be assigned to a group (A or B) of approximately 7-10 class members in the introductory segment of class. You will attend in-person class and discuss questions with this group during the semester. The groups may be reshuffled once or twice during the term so that you will connect with different people during the semester, unless that prospect creates too much confusion.
On days when you are in the classroom (when your group is scheduled to attend an in-person session as indicated in the syllabus), you will discuss the day’s question with me and classmates. You will then go on the OAKS discussion board after class and post, taking care to contribute some of what you learned in class as part of your narrative so that others get some sense of what went on that day.

On days when you are not scheduled to be in the classroom (or if you are compelled to miss a discussion due to illness), you will be expected to exchange views on the day’s question remotely through the OAKS discussion board with classmates.

Thus, there will always be two discussions happening on each class session around the question of the day (assuming in-person sessions are happening) – one in the classroom with the designated group and one on the OAKS discussion board – and ideas from the in-person discussion will be merged with the online exchange when those who attended class post. Each group will attend an in-person discussion once every week (days per week will vary so groups are discussing different facets of work each week).

If we lose the capacity to hold in-person class sessions, all discussions will revert to the OAKS platform – the day’s designated group will be expected to take the lead and be the most active participants for the day’s question, but everyone is expected to discuss the day’s question on the OAKS thread with classmates.

You are expected to be active in discussions all semester long; your weekly meaningful presence in these exchanges is required – at a very minimum when you are in-person – and the more active you are, the more your grade for participation and engagement will reflect that activity. Participation and engagement will constitute 20% of your course grade.

In addition, you will be completing a research paper in stages: beginning with two exploratory essays in the first weeks of class and followed by an annotated bibliography, research proposal, literature review, empirical essay and normative essay. Elements of these components will then be combined into a final research paper. So, in essence, you will be writing components of your paper all semester long and when you have completed the components, you will then integrate them into one final and coherent research narrative. The Research Paper component will constitute 70% of your grade. More information can be found in the Method of Evaluation and in the separate handout on your capstone research project.

Lastly, at the end of the semester, you will write a brief narrative (5-7 pages) reflecting on your personal views of what 9/11 was about and what it has meant specifically to the US since. This essay will be an opportunity to collectively reflect on the reading you have completed for the course and what you feel you have gained in terms of insights about the seminar theme. This final narrative will constitute 10% of your final grade. More information about this can be found in the Method of Evaluation section of the syllabus.

One final logistical caveat to begin with – upon entering my classroom (and attending the College more broadly), you have agreed to abide by the COVID-19 provisions of the Student Code of Conduct. For your safety and the safety of everyone else enrolled in the course, I expect you to strictly follow those rules. If you are feeling unwell or at any time believe you have potentially been exposed to the virus (whether symptomatic or not), I do not want you attending class until you have been certified healthy and are no longer potentially contagious. I will expect everyone in the classroom to wear masks and maintain social distance with one another (inside and outside the classroom), as well as follow all safety and sanitizing procedures for the
classroom. I will not allow ANYONE to jeopardize the health of others – and I will take any measures necessary to assure everyone’s safety. Bottom line, I expect you to be responsible and vigilant in protecting yourself to assure that others remain safe – if you have questions about what that entails, feel free to ask before you act. *I also reserve the prerogative to halt in-person sessions if I deem that the risk level in the class is unacceptably high; I will not do this willingly or easily, but if I judge that you and I are more vulnerable than we should be (regardless of the College’s assessment), I will not hesitate to act in order to keep all of us safe and healthy.*

*There will be no exams in this course – and thus, no need for online proctoring arrangements*

**OAKS**

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**Continuity of Learning**

Due to social distancing requirements, this class will include a variety of online and technology enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances and needs.

**What is a Capstone? Course Objectives**

The Capstone seminar in Political Science is designed to be a culminating experience for students. As majors, you all complete a common set of courses early in your program of study that establishes the foundation of the discipline and its primary concerns while initiating processes of skill building. You then branch off into different subfields (American politics and process, global politics and spaces, politics of ideas) and take a variety of courses with different substantive and skill emphases in the “middle” of the major. The Capstone provides a venue where you will be able (and expected) to draw upon the ideas and skills you have gained thus far to explore a new and overarching topic in Political Science that has relevance to your futures. Capstone seminars provide an integrative experience that substantively allow you to employ insights, ideas from work in different subfields and include intensive writing, independent research, oral presentation, opportunities to apply theories and concepts to new problems and cases, and practice in articulating and defending your own views.

This seminar seeks to use the topic of 9/11 and its aftermath to accomplish the Capstone’s goals. Although it is hard for me to believe, most of you likely have few direct memories of 9/11 given that it occurred when you were very young, but you have grown up in an environment that has largely been defined by its impacts, including perpetual U.S. involvement in conflict since 2001 (in Afghanistan, Iraq, elsewhere), changes to the free flow of information and privacy, creation of new American security institutions and processes (DHS, TSA, counterterrorism), changes to health and safety measures, difficult legal questions (the Patriot Act, indefinite detention and torture), new and increasing societal tensions (Islamaphobia, political polarization, fears of terrorism), new ways to wage war (drone warfare), increases in presidential power (and accompanying decreases in legislative prerogatives), economic challenges and the imperative to remember and commemorate the events of September 11, 2001 – to name but a few. Some will argue that 9/11 was the first of three shocks the US has
experienced since the turn of the century (the financial crisis of 2008 and the pandemic of 2020-21 being the others).

The primary purpose of this seminar is to use and build on the backgrounds, skills and insights you have gained in Political Science to explore how and why 9/11 happened and why its aftermaths have been so consequential. As such, this seminar will examine the political, economic, cultural and personal implications of 9/11 in contemporary U.S. society and the international arena. In the process, you will confront multiple perspectives on the nature of the contemporary world (both nonfictional and fictional) as it has been shaped by the events of 9/11 and you will conduct independent research throughout the semester on an aspect of its aftermath that particularly interests you.

Course Content

The events of 9/11 generated an enormous volume of narrative work in many different academic fields. Its aftermath has begun to generate a second set of literature that will soon become equally voluminous as people continue to reflect on the day’s importance, both in personal and systemic terms. It is impossible to even begin comprehensively considering these vast literatures available to students today; thus, when it comes to the events of the attacks itself, the course will be organized around some of the most consequential and renowned works published. We will open the course by examining the leadup to the attacks using Lawrence Wright’s Pulitzer Prize winning work The Looming Tower. This will be followed by the best account of the hijackers themselves, Terry McDermott’s Perfect Soldiers and will be followed by Garrett Graff’s innovative oral history account of the day itself, The Only Plane in the Sky. These works in combination will give you a comprehensive and diverse profile of the day and the events that led to it.

Teaching about the world you have lived in since 9/11 – and all the ways that the attacks have influenced that world – proves to be even more challenging. Given that you have indeed lived through these aftermaths, the course will examine this in two different ways. First, you will each be doing research on some aspect of the effects of 9/11 and the subject of your project will find its way into the discussions over the second half of the semester. Second, to hone the focus on the aftermath around ideas and not events, you will read a memoir and three works of fiction written specifically to prompt thinking about the legacy of the attacks, without dwelling on specific historical features. Marian Fontana’s A Widow’s Walk provides a perspective on life after having lost a loved one on that day, and how out of tragedy that changes one’s life and outlook forever, new found purpose and agency emerges. Harbor by Lorraine Adams looks at the life of refugees (in this case young men who fled the Algerian civil war BEFORE 9/11) and what can happen when people harbor assumptions about others that are not based in truth. Phil Klay’s Missionaries draws on his experiences fighting in Iraq to tell a story of American forces seeking to aid Colombia in its fight against insurgencies, a story based in the realities of Plan Colombia and post 9/11 events. Finally, Ayad Akhtar’s Homeland Elegies is the award-winning tale of how a Pakistani immigrant family makes its way through the post-9/11 world, right up to the present. Each of these works raises important questions and issues directly related to and inspired by the aftermath of 9/11 and using them will allow us space for wide-ranging discussions on how America and the world have been continuously affected by the events of that day.

Learning Objectives and Skills This Course Will Seek to Improve

This course has several learning outcomes and objectives. Substantively, you will emerge from this course with a deeper understanding of a number of pressing past, current and
future concerns in domestic and international politics and, given the integrative intent of the course, that you will be able to apply insights developed by different subfields of political science to these issues, while appreciating the contributions made by other disciplines as well. You will also have a more sophisticated and rigorous appreciation of 9/11 and you will be able to systematically employ the ideas accompanying this exploration to problems and issues that you face in the public sphere and in your own lives as a result of the events of 9/11 and its aftermaths. By the end of the semester, you will be able to better and more substantively articulate these insights to others.

This course will also attempt to challenge and improve a number of your skills that are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

** oral communication (through regular class participation and class discussions);**

** reading comprehension (through regular reading assignments that will provide the basis for many class discussions);**

** critical thinking and analysis (through class reading, discussion of scholarly work about the course theme, research paper assignment);**

** effective, concise writing and development of critical analysis (through research paper assignments, final essay narrative);**

** applying theories and concepts to new situations (through class discussions, research paper assignments, final essay narrative);**

** research and hypothesis writing, testing (through research paper assignment);**

** comprehending the views of others and articulating, defending one’s own position (through class readings and discussions, final essay narrative and research paper assignment).**

**Intended Long-Term Impact of the Course**

Beyond helping you refine your skills as a political science major, this course seeks to make a more lasting impact on your professional development in anticipation of your transition to the workplace. As one employer of college graduates recently observed, young employees “are very good at finding information but not as good at putting it into context … they are really good at technology, but not at how to take those skills and resolve specific problems” (emphasis added). Skills and abilities that employers repeatedly say they most value in their young employees include: written and oral communication skills, adaptability and flexibility, the ability to deal with ambiguity and complexity, managing multiple priorities, collaboration and interpersonal skills, the capacity to make decisions and the ability to creatively solve complex problems. Firms want graduates with “soft skills” – people who can work well in teams, write and speak clearly, engage in critical thinking, adapt quickly to changing conditions, solve problems on the fly, handle pressure effectively, interact with colleagues from different countries and cultures. As another employer said, “soft skills tend to differentiate good college graduates from exceptional college graduates”.
This course seeks to work on many of those “soft skills” both directly and indirectly and it offers you space to improve in many of these areas. In addition, you should consider accessing the many resources available through the College of Charleston’s Career Center as you begin to think about and plan for life after college. For more information, consult the Career Center’s website at http://careercenter.cofc.edu, visit the office in the Lightsey Center, Room 216 or call (843) 953-5692.

Method of Presentation

This course will be run as a seminar. Formal presentations by the instructor will be rare. Class sessions will serve as a venue for exploration and informed discussion of the materials we are reading and otherwise considering. We will also spend considerable class time working on aspects of your research and presenting these throughout the semester.

Class Participation and Engagement

Given the purposes of the Capstone and how the course is structured, participation and engagement are vital components of this course and your ACTIVE involvement in all aspects of class sessions is absolutely essential. Participation in class discussion and consistent engagement with class materials is expected and will be considered carefully in the final course evaluations. When attending in-person class sessions, such participation includes listening carefully and critically to the views expressed by classmates, as well as the expression of your own ideas. When outside of class, participation includes regular and thoughtful posts on the OAKS discussion board and a willingness to engage the ideas of others. In both settings, it is also expected that you will be willing to periodically take the lead in discussing issues and ideas based on the materials you are reading and researching. You should always be prepared during each class session to discuss current political events as they relate to the subject of the course.

Due to the pandemic, there is no official attendance policy for the course, but you should not expect to do well in the participation and engagement section of class without regular, consistent and meaningful engagement with class materials and one another. I expect that if you are forced to miss class for health or emergency or technology or personal/leisure-related issues that you will keep me informed of situations – and wherever possible, I will do my best to accommodate circumstances, assuming you have responsibly kept me apprised.

Honor Code and Academic Integrity

“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s
transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.”

Special Circumstances -- Disability/Access

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP office (843.953.1431) so that such accommodation may be arranged.

If you have any kind of special circumstances that I should know about, please make me aware right away. For example, if you have a diagnosed (or undiagnosed) learning challenge, if you have a physical impairment of any kind, or if you have challenges that make attending in-person or video-based class sessions difficult under the current circumstances, I need to know at the start of the semester in order to make certain that your needs can be met. It may be infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. In addition, if you are a student who has problems writing, taking exams, or taking class notes, etc., there are many resources and programs you can take advantage of to improve your class performance. All you have to do is ask.

Please Note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. I will not guarantee granting your requests if I have not been given sufficient notice.

Mental & Physical Wellbeing

At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/ect/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php and learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run
food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so and believe that I can be of help finding you help.

Office Hours

I have designated office hours scheduled that are for you to use. Do not be afraid to schedule an appointment with me at these times, especially if you have questions that are left unanswered from class or if you are experiencing any difficulties or uncertainties in the course. We can meet in-person (preferably outside) on campus during these hours or schedule time to discuss issues remotely. If these hours conflict with your schedule (or if I am unavailable remotely because I am on campus outside my office), we can work out a mutually convenient time to connect. As a general rule of thumb, I will be available to students Monday-Friday from 8:00 a.m. to 8:00 p.m. and also some time over weekends. If you email me, you can typically expect a response within 24 hours.

Note: I am likely to be spending very little time in my designated office in JC Long – so if you are looking for me outside of class, it is best to schedule time with me in advance or follow the cues I provide in class as to my whereabouts on campus where we can meet in person.

Course Ground Rules

Late Work: Given the nature of this capstone and its structure, late work will not be tolerated. After a 24-hour grace period beyond the due date and time, work that is turned in late will lose ten points off the total automatically (i.e. a paper with a numerical grade of 85 becomes a 75) and an additional ten points will be subtracted for each subsequent extra day. Work is considered late (and the clock begins ticking) when the grace period ends. All due dates and times are listed in the syllabus – you know right now when everything you are expected to produce should be finished so there should be no excuse for late work.

Electronic Submission of Work: **ALL** written work **must** be submitted to me electronically VIA EMAIL (creedj@cofc.edu) for credit, preferably as a Word attachment (Google docs are acceptable, .pdf's are ok as long as I can open them). I will not be using the OAKS drop box for work – all work is submitted directly to me via email.

Inclement Weather, Pandemic or Substantial Interruption of Instruction: If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Courtesy and Tolerance: As this course progresses, you will doubtlessly find that your ideas about politics and 9/11, its aftermaths do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of politics. However, if this course is to prove rewarding for everyone, it is absolutely essential for each participant to respect and tolerate the ideas and opinions of others in the class, both in-person and online. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. By adopting such a posture, you will hopefully find the course will be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about the politics of 9/11 and its aftermaths.
Time Spent Outside of Class: I have high expectations for you in this course and have crafted it with that in mind. Given the nature of a Capstone experience, you will need to spend at least two to three hours working outside of class for every hour you spend in the classroom in order to successfully complete the work in this course. Some weeks may require more time. Students who are not committed to spending that kind of time studying and preparing for class should expect to struggle. It is important to note that time alone does not automatically ensure success – the kind of time you devote to your work and how you approach the endeavor may be just as critical. You can devote time to preparing and studying that is effective and ineffective. If you ever wish to discuss these issues with me, feel free – there may be important changes we can make to your approach that can maximize your effort.

One underutilized student resource is the Center for Student Learning (CSL), which offers academic support services for assistance in study strategies, including tutoring, supplemental instruction, study skills consultations and workshops. All of their services are available to students remotely. For example, the Writing Lab is staffed with trained consultants offering one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information on what help is available to you for free as students, visit the CSL website at http://csl.cofc.edu, call (843) 953-5635 or email the office, which is located on the library’s ground floor.

Warning: There is really only one way you can get yourself into serious trouble in this course – and that is not to do the work. This would seem obvious – but it is telling how often it happens and how predictably the consequences turn out to be a surprise after the fact to students who chart this course. The way to assure you succeed in this course is simple – just do what is asked of you when it is asked of you – and if you begin to struggle in some way, let’s talk about it (in-person or via Zoom). If someone is burying themselves, I promise you I will not intervene. In the world you are about to enter, nobody will be coaxing you and prodding you to do what is asked of you; they will simply expect it of you and respond accordingly if you fail to produce. The same rules apply here. But if you ask for help and respond accordingly, you can alleviate a lot of problems.

Readings and Texts

You will be reading all of the following books:


All required texts are available at the College of Charleston Bookstore. Additional required readings are marked with an asterisk (*) in the course outline. These are available via the course OAKS content page.

The following list of scholarly journals may provide useful resources for your independent work:

International Security
Journal of Conflict Resolution
International Studies Quarterly
American Political Science Review
American Journal of Political Science
European Journal of International Relations
International Political Science Review
Conflict Management and Peace Science
Conflict and Terrorism Studies

International Interactions
Journal of Peace Research
Perspectives on Politics
International Organization
Journal of Politics
Security Studies
Cooperation and Conflict
International Peacekeeping

It is also important for you to keep up with current events as you take this course. The Charleston Post and Courier will be of limited help in this regard. **I am therefore urging you to read The New York Times as often as possible.**

The following resources may also be useful to you in exploring current events. If you are unfamiliar with many of these, you should take it upon yourself to explore them before you complete your undergraduate education, as many of them can be very helpful in tracking events as an informed citizen throughout the rest of your life.

**Newspapers and Opinion Journals**

-- The Economist
-- The Christian Science Monitor
-- The Washington Post
-- The Financial Times
-- Wall Street Journal
-- The Weekly Standard
-- Commentary
-- National Review
-- New Republic

**TV/Radio**

-- National News (ABC, CBS, NBC, CNN, FOX)
-- Nightline (ABC)
-- The PBS NewsHour (PBS)
-- This Week (ABC)
-- Meet the Press (NBC)
-- Face the Nation (CBS)
-- 60 Minutes (CBS)
-- Fox News Sunday (FOX)
-- Frontline (PBS)
-- The Nation
-- The American Prospect
-- Dissent
-- Weekend Edition (NPR)

Policy Journals
-- Fareed Zakaria GPS (CNN)
-- The World (BBC/PRI)

-- Foreign Affairs
-- Foreign Policy
-- World Policy
-- The National Interest
-- The American Interest
-- Orbis
-- Journal of International Affairs
-- International Security
-- International Organization
-- World Affairs Journal
-- Washington Quarterly
-- International Affairs
-- SAIS Review
-- Current History
-- World Politics

Websites (with scholarly material)
-- Council on Foreign Relations
-- Carnegie Endowment
-- Center for Strategic and International Studies
-- U.S. Institute for Peace
-- International Crisis Group
-- Quincy Institute for Responsible Statecraft

Method of Evaluation

Grades for this course will be determined as follows:

1. **Class Participation and Engagement (20%)**: Your constructive input is an essential component of this course. It is expected that you will engage class consistently and that you will be prepared to discuss the required readings on the day they are assigned, whether in-person or online. At the end of the semester, you will receive a grade based on the level of engagement you have displayed and the contribution you have made to class proceedings.

2. **The Capstone Independent Research Assignment (70%)**: Over the course of the entire semester, you will be engaged in your own research on some aspect of 9/11’s aftermath. After completing two initial reflection essays early in the term, you will be conducting your research in stages throughout the semester. Each of the components listed below will be graded and the final integrative paper will be turned in at the end of the semester. The components of the research paper include:

   a. an annotated bibliography (5%)
   b. a formal proposal (5%)
   c. a literature review (10%)
   d. a normative essay (10%)
   e. an empirical essay (10%)
   f. engagement with me on discussions of your work (10%)
   g. an integrated final research paper (20%)

Due dates for each of these assignments are listed in the course outline below. More information on the research project is contained in an accompanying handout and
instructions/guidelines for specific portions of the paper will be distributed during the semester.

3. **Final Reflective Essay (10%)**: At the end of the semester, you will write a reflective essay of 5-7 pages which captures your assessment of why 9/11 happened and what it has meant, specifically for the United States. This essay will be a final opportunity to incorporate reading into your ideas, as well as come to terms with the substance of the seminar as you leave. More guidelines on this assignment will be distributed in class.

Opportunities for “extra credit” are not available.

Grades will be assigned consistent with the following scale:

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<tr>
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<th>Description</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>Superior</td>
<td>100-92</td>
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<tr>
<td>A minus</td>
<td>Excellent</td>
<td>91-89</td>
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<td>B plus</td>
<td>Very Good</td>
<td>88-86</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>85-82</td>
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<td>B minus</td>
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<td>C</td>
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<td>C minus</td>
<td>Acceptable</td>
<td>71-69</td>
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<td>D plus</td>
<td>Barely Acceptable</td>
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<td>D</td>
<td>Merely Passing</td>
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<td>D minus</td>
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<td>Failing</td>
<td>58-0</td>
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**Hints for Reading and Writing – Tips to Excel in the Capstone**

When seeking to understand and explain 9/11 and its legacies, it is important to wrestle with its complexities and appreciate the many key events and facets of its make-up. We will be reading several works through the semester that will help us in this endeavor. At times, the reading may prove to be difficult for some of you; thus, I have some suggestions to help you in your reading.

**First**, complete as much of the assigned reading as possible before you come to class on the days we are slated to discuss the topic. My purpose here is not to torment you. Rather, if you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions of reading are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to work them out sufficiently have often vanished.

**Second**, after you read work for the first time, consider going back and taking some notes. Much of what we read we do not retain for very long. However, committing information to paper in our own words can help stretch our retention capabilities. Attempting to summarize what someone is saying in your own words can also be a useful way of discovering what you understand and do not understand. In addition, notes are a helpful study tool when you are reviewing for exams or considering ideas for papers. The notes you take on readings need not be extensive or recount every detail. You might simply seek to identify what the major themes and key points of an article or book chapter are, identify and try to define new terms used in the chapter, and think about why the material is important and how it relates to other topics we have already discussed in the course. This exercise can be helpful when considering your weekly emailed reading reactions and questions.

**Lastly**, once we have discussed a topic in class, you should consider reviewing the assigned readings and your notes to see that you have indeed identified the major points and that you feel you understand the material sufficiently. If the readings were very confusing when you read them before class or you did not feel you got much out of them, you might even reread the material after the class discussion to see if you understand it any better. There is an unstated (and faulty) assumption among many students that we should only read pieces once in order to gain a full appreciation of them; however, it often takes
two or three readings to attain the full measure of what an author has to offer. We often see more if we give ourselves the opportunity of a second time around.

***If you want more information on developing strategies for critical reading, please ask for the handout with examples which I am happy to provide you.

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, you will complete a series of writing assignments designed to help you refine and polish your skills in synthesizing other's ideas and constructing your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following steps:

**Invention:** When you prepare to write, allow yourself ample time to think about what it is you intend to say, how you wish to say it, and who will be your intended audience. The process of invention is one that can and probably should begin long before you actually start writing your assignment. This is the time when you should be finding out about what it is you intend to write about, which strategies for writing you intend to employ to reach your audience effectively, and what tentative main point or thesis you hope to express and substantiate in your paper. As you make decisions and come up with ideas, it is useful to commit them to paper.

**Drafting:** Once you think you have some direction for your written work, begin setting more concrete goals of what you want or need your paper to say, what kind of opening you will use, what kind of end message you want your reader to walk away with. Plan the organization of your paper by constructing an outline of the entire work and then after refining that plan, write a rough draft. Allow yourself plenty of time before the due date to complete a rough draft. No narrative ever emerges from one's head to paper in perfect form and most do not emerge in anything close to what we are finally capable of producing. The more opportunities we allow ourselves to create, rethink and rewrite, the stronger our final effort will be.

**Revising:** With a rough draft of your ideas committed to paper, it is infinitely easier to begin the process of recrafting your thoughts and words into a successful final version. Hopefully, you've given yourself time to allow your paper to sit idle (preferably for at least a day or two) before you go back to working on it. Getting a little distance and perspective on your ideas often helps you to see weaknesses, flaws and areas of new potential that otherwise go unnoticed. When you return to your paper, evaluate your work in terms of its focus (Am I saying exactly what I want to say?), organization (Is my paper structured appropriately to make my points?), content (Is my work complete and authoritative? Does it include all the necessary information but not too much?), and readability (If I were the reader and not the author, could I follow my points easily?). Revise your draft until you are satisfied that you have attained your goals.

**Proofreading:** Once you have finished making substantive changes in your draft, always proofread it for errors in spelling, usage and punctuation.

In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.

**The Value of the Writing Center in the Center for Student Learning:** Increasingly, students have challenges writing effectively – there are all kinds of reasons for this – but if you can learn to be a good writer, there are so many doors that open for you beyond your educational experience. I strongly encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor) even if you think you are an effective writer. Trained writing consultants can help with writing for all courses; they offer one-to-one consultations (online during the pandemic) that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. To work with a consultant, visit [http://csl.cofc.edu](http://csl.cofc.edu), sign up for help, and, then, go right to a drop-in session with Writing Lab consultants. When is the Writing Lab open? Monday-Thursday 10 a.m.—9
p.m., Friday 10 a.m.—12 noon, and Sunday 4 p.m.—9 p.m. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

Dates to Remember (details in course outline and guidelines posted on OAKS)

- **Saturday, January 16**: Academic Autobiography due (6:00 p.m.)
- **Saturday, January 23**: 9/11 Aftermath Project Narrative due (6:00 p.m.)
- **Saturday, February 6**: Annotated Bibliography due (6:00 p.m.)
- **Saturday, February 20**: Research Proposal due (6:00 p.m.)
- **Saturday, March 6**: Literature Review due (6:00 p.m.)
- **Saturday, March 20**: Empirical Essay due (6:00 p.m.)
- **Saturday, April 3**: Normative Essay due (6:00 p.m.)
- **Friday, April 23**: Reflective Essay due (6:00 p.m.)
- **Wednesday, April 28**: Integrated Research Paper due (6:00 p.m.)

Course Outline

(*) denotes reading found on the course OAKS content page. Due to the nature of the course, a few additional readings may be added over the fifteen weeks of the semester to supplement the core assignments.

**Course Introduction – What is a Capstone? (January 11-13)**

*Group A attends on the 11th; Group B attends on the 13th*

**Reading**: None

**Assignment**: Think about and write your academic autobiography and then think about it in terms of possible directions for your capstone research direction. What questions/issues have motivated your choice of courses and research topics throughout your years in college (this is not only limited to your POLI classes)? Have you found that you are consistently writing on a similar set of problems or issues, or are you consistently researching using one set of methodological approaches? Look back at the papers and projects you have done over the past years -- where did you learn the most? (Choose 2 or 3 particular assignments from courses and talk about your process and your results.) Which ones have made you think about your future life plans? In what ways? What kinds of writing/communication do you expect you will be doing in five years? Are there links between your future plans and classes you have taken? Using examples from your own coursework and the papers and projects that you have produced, write an essay of approximately 1200 words (4-5 double spaced pages) about the work you have done at the College of Charleston and what you might decide as a focus for your Capstone paper. **This paper is due by 6:00 p.m. on Saturday, January 16.**

**Part I – The Road to 9/11 (January 15-February 15)**

**A. The Looming Tower by Lawrence Wright – January 15-February 3**
These class sessions will explore the dynamics that led up to the events of 9/11, using Lawrence Wright’s award-winning account.

1. **The Martyr and the Roots of al-Qaeda (January 15) (no in-person class)**

   **Reading:** Wright, pp. 3-83.

   **Assignment due:** Your written academic autobiographies are due in class and you should be prepared to discuss these in class on **Saturday, January 16th by 6:00 p.m.**

Monday, January 18, 2021 – Martin Luther King Jr. Holiday (no class)

**Assignment:** Write a typed two to three-page narrative (500-750 words) of interesting issues, questions surrounding the aftermath of 9/11 that you might find worthy of exploring in more depth over the course of the semester AND discuss why these ideas currently interest you, seem worthy of more examination. Consult class readings, description of Capstone research guidelines for ideas – think too about what you have been exposed to in other courses that might have relevance to this assignment. You will submit this essay to me **on Saturday, January 23rd by 6:00 p.m.**

2. **A Changing Middle East (January 20) Group A leads discussion online**

   **Reading:** Wright, pp. 84-144.

3. **First Paper Discussions (January 22) (no in-person class)**

   **Reading:** Wright, pp. 145-175.

   **Assignment due:** Your narrative of research ideas is due on **Saturday, January 23rd by 6:00 p.m.**

4. **The Early Operations ... and the Man Who Would Know (January 25) Group B attends**

   **Reading:** Wright, pp. 176-212.

   **Assignment:** Based on the feedback you receive on your possible research topics and what have found interesting, begin compiling an annotated bibliography of scholarly readings in your particular area of choice. Your initial bibliography must contain at least ten scholarly citations. This preliminary written annotated bibliography is due by **6:00 p.m. on Saturday, February 6.**

5. **Going Operational (January 27) Group A attends**

   **Reading:** Wright, pp. 213-244.

6. **Second Paper Discussion (January 29) (no in-person class)**

   **Reading:** Wright, pp. 245-266.

7. **The New Millennium (February 1) Group B attends**

   **Reading:** Wright, pp. 287-361.

8. **Revelations (February 3) Group A attends**
Reading: Wright, pp. 362-373.

9. Third Paper Discussion (February 5) (no in-person class)

Reading: None

Assignment Due: Your preliminary annotated bibliography is due Saturday, February 6 by 6:00 p.m.

B. Perfect Soldiers by Terry McDermott – February 8-15

These class sessions begin an investigation into the hijackers and a deeper dive into the plot that culminated in the 9/11 attacks, using the work of Terry McDermott

1. Soldiers (February 8) Group A attends

Reading: McDermott, pp. xv-xvii, 3-89.

Assignment: Using the preliminary annotated bibliography of last week and the comments you have received as a foundation, complete the preliminary research proposal framework that is handed out in class. This assignment is due in class on Saturday, February 20.

2. The Engineer (February 10) Group B attends

Reading: McDermott, pp. 93-168.

3. Fourth Paper Discussion (February 12) (no in-person class)

Reading: None

4. The Plot (February 15) Group B attends

Reading: McDermott, pp. 171-244.

Part II – The Only Plane in the Sky by Garrett Graff (February 17- March 1)

These class sessions will explore the day of the attacks, from beginning to end, using the oral history account of Garrett Graff.

A. The Day Begins – February 17 – Group A attends

Reading: Graff, pp. xix-xxii, 1-146.

B. Fifth Paper Discussion Day – February 19 (no in-person class)

Reading: None

Assignment Due: Your preliminary research proposal framework is due by 6:00 p.m. on Saturday February 20.

C. The First Tower Collapses -- February 22 – Group B attends
Assignment: Based on the direction of your proposal and the feedback you receive on it, you are to take the scholarly sources you have found and craft a literature review that introduces and effectively summarizes the relevant published material surrounding your topic. Specific guidelines on writing a literature review will be handed out in class. This assignment is due by 6:00 p.m. on Saturday, March 6.

D. The Second Tower Collapses – February 24 – Group B attends

Reading: Graff, pp. 242-330.

E. Sixth Paper Discussion Day – February 26 (no in-person class)

Reading: None.

F. The 9/11 Generation – March 1 – Group A attends

Reading: Graff, pp. 331-425.

Part III – A Widow’s Walk (March 3-15)

This portion of class explores the elements of personal loss – and the discovery of agency – that emerge out of 9/11, through the moving memoir of Marian Fontana, whose firefighter husband was killed in the collapse of the World Trade Center’s South Tower and who became an unlikely activist, spearheading the 9/11 Widows and Victims’ Families Association.

A. The Day – March 3 – Group A attends

Reading: Fontana, pp. 1-99.

B. Seventh Paper Discussion Day -- March 5 (no in-person class)

Reading: None.

Assignment due: Your literature review is due on Saturday, March 6 by 6:00 p.m.

C. Sitting on an Angel -- March 8 – Group B attends

Reading: Fontana, pp. 100-220.

Assignment: You will write an essay on your empirical question which is due on Saturday, March 20 by 6:00 p.m. Details about this assignment will be posted on OAKS.

D. Given Up for You -- March 10 – Group A attends

Reading: Fontana, pp. 197-323.

E. Eighth Paper Discussion Day -- March 12 (no in-person class)
Reading: None.

F. Faith and Doubt -- March 15 – Group B attends

Reading: Fontana, pp. 324-419.

Part IV – The Aftermath (in three chapters) – March 17-April 21

This section of the course will examine the legacies and consequences of 9/11 – through fiction. The decision to go this route was first to avoid trying to “teach” the last twenty years of American and global politics as 9/11 has affected it, since one could spend years on such an endeavor (just as you already have by living through it). But second, rather than devote time to teaching events like the Iraq war or the neglect shown to first responders health and needs and failing to do them justice, the choice to work with fiction was to shine the spotlight on core ideas, matters of broader and deeper significance that inform why matters like indefinite detention, technological surveillance and restrictive immigration have been so deeply affected by the lasting trauma of 9/11. Thus, we won’t ignore these events at all (and your projects will bring many of them to the table) – but we will attempt to think about these discreet legacies in the context of the larger theoretical assumptions and value debates that make deciding whether to leave Afghanistan or grant habeas corpus to detainees at Guantanamo so difficult to navigate.

Chapter One: The Assumptions (March 17-March 26)

This portion of the course will examine the power of assumptions in charting the course of people’s actions, using the fictional account of Lorraine Adams in her acclaimed novel Harbor. As you will hopefully quickly see, the title has many meanings, and these become central to the story she tells and the issues she seeks to have us critically examine through her tale.

A. The “Cell” – March 17 – Group A attends

Reading: Adams, pp. 3-87.

B. Ninth Paper Discussion Day -- March 19 (no in-person class)

Reading: None.

Assignment due: Your empirical essay assignment is due by 6:00 p.m. on Saturday, March 20.

C. The “Plot” -- March 22 – Group B attends

Reading: Adams, pp. 88-178.

Assignment: You will write an essay on your normative question which will be due on Saturday, April 3 by 6:00 p.m. (details of the assignment will be posted on OAKS).

D. The Price -- March 24 – Group A attends

Reading: Adams, pp. 179-292.

E. Tenth Paper Discussion Day – March 26 (no in-person class)

Reading: None.
Chapter Two: The Missions (March 29-April 9)

This portion of the course will critically examine the idea of “rescuing” and “reforming” nations trapped in the violence that gave rise to the 9/11 attacks in the narrative Americans have told themselves over the last 20 years, and in the process, engage the many difficult questions raised by such reactions. We will do this through the vehicle of Phil Klay’s new novel Missionaries (another book with a title which has many meanings) and through the eyes of four specific protagonists, who each occupy a very different place and have a very different vantage point on the key questions emerging.

A. Slaughter for the Common Good – March 29 – Group A attends

Reading: Klay, pp. 3-91.

B. What Good is a Revolution? -- March 31 – Group B attends

Reading: Klay, pp. 95-225.

C. Eleventh Paper Discussion Day – April 2 (no in-person class)

Reading: None.

Assignment due: Your normative essay is due on Saturday, April 6 by 6:00 p.m.

D. If I Must Die -- April 5 – Group B attends

Reading: Klay, pp. 229-314.

Assignment: You will write a reflective essay of 5-7 pages on the significance of 9/11 and its aftermath which will be due on Friday, April 23 by 6:00 p.m. Details of this assignment will be posted on OAKS.

E. To Remain a Great Nation -- April 7 – Group A attends

Reading: Klay, pp. 315-404.

F. Twelfth Paper Discussion Day – April 9 (no in-person class)

Reading: None.

Chapter Three: The Consequences (April 12-April 21)

This final portion of the course will examine the most difficult of questions raised in the aftermath of 9/11 through the “autofiction” of prize-winning dramatist Ayad Akhtar, who seeks to explore notions of “belonging” faced by American Muslims, from the level of the family to the society and world influenced by the attacks and America’s many responses to them. These legacies include the many ambiguities and unacknowledged tensions that have appeared and come to define relationships among people in startling and often uncomfortable ways – sore spots and bitter truths that have emerged from this recent history.

A. Family Politics -- April 12 – Group B attends

Reading: Akhtar, pp. xiii-xx, 3-86.

B. Scranton Memoirs -- April 14 – Group A attends
Reading: Akhtar, pp. 89-171.

C. Thirteenth (and Final) Paper Discussion Day – April 16 (no in-person class)

Reading: None.

D. Pox Americana How the Story Ends -- April 19 – Group B attends

Reading: Akhtar, pp. 175-343.

Assignment due: Your reflective essay assignment is due by 6:00 p.m. on Friday, April 23.

Assignment due: Your final integrated capstone research paper that includes your revised literature review, empirical essay and normative essay and elements of your proposal is due on Wednesday, April 28 by 6:00 p.m.