



HIST 5341
History of Warfare:
US/Iraqi Wars: Desert Storm & Iraqi Freedom
Spring 2018 VC01

Wayland Baptist University
School of Behavioral and Social Sciences
Virtual Campus

WBU MISSION STATEMENT:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

COURSE TITLE, NUMBER, AND SECTION:

HIST 5341 VC01 US/Iraq Wars: Desert Storm and Iraqi Freedom

TERM:

Spring 2018

INSTRUCTOR:

Doctor Jim Powell

OFFICE PHONE NUMBER & WBU EMAIL ADDRESS:

806-352-5207(WBU Amarillo Campus) by pre-set appointment since in the Virtual World, Adjunct Faculty have no "office." james.powell@wayland.wbu.edu

OFFICE HOURS AND LOCATION:

DR. Powell checks the Bb Course E-Mail daily and will respond to any E-mail within 48-72 hours. Phone calls are only accepted at pre-arranged appointments since these must be pre-arranged at the Amarillo WBU Campus at the convenience of the Professor, Student, and the Campus open hours. Other virtual contact means can also be arranged by appointment such as Virtual Chat or Skype which may be better suited for student and Professor whose time zones and work hours make synchronizing times difficult.

Preferred Email for Course Communication:

The Bb Course E-Mail Tab is located on the Left-Hand Menu/Toolbar

ALL Course related communication between Student and Professor MUST take place within the **Course Homepage E-mail TAB on the Left-Hand Toolbar within Blackboard**, NOT via the Hotmail system, because the standard Hotmail programs can/do filter out messages as Spam despite having a correct Heading or address. This could lead to a student's attempt to contact the Professor disappearing into the void. More importantly, the Blackboard Program contains the REQUIRED SafeAssign system through which all written assignments must be submitted, so always use it. It also keeps a permanent record of our conversations, thus protecting both the Professor and Student if there is any question. Finally, given the huge volume of e-mails that we all receive each day, and with the Filtering system used, it is highly likely that your effort to contact the Professor may never be seen, or not viewed until it is too late to help you with whatever

problem you wrote about in the first place. So please take this seriously and write only via the Course Homepage E-mail system on Bb to guarantee a response from the Professor.

Contact Time Frame:

Ordinarily, your Instructor will respond to any E-mail within 48-72 hours. If you need immediate assistance, or do not receive a response within 3 days, send a follow-up E-mail. Be sure to check your Course Homepage and its E-mail often for messages from the Professor. Doctor Powell regularly posts Blog Comments that are meant for the entire class, so please do check the Course Announcements TAB often.

CLASS MEETING TIME AND LOCATION (NECESSARY LOG-ON AND MEETING TIMES):

Students should purchase textbooks and receive them **prior** to the first day of class. In addition, students need to log-in, on or before, the first day of class through the [WBU Virtual Campus \(http://virtualcampus.wbu.edu/\)](http://virtualcampus.wbu.edu/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This course is conducted completely online and does **NOT** require proctors for exams. All Quizzes and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

Log-on and Meeting Times:

Students should purchase textbooks and receive them prior to the first day of class. In addition, students need to log-in to the Blackboard's Home Page on or before the first day of class through the [WBU Virtual Campus \(https://wbu.blackboard.com/webapps/login/\)](https://wbu.blackboard.com/webapps/login/) as noted above. (See more details under "Attendance" requirements.) Wayland Baptist University, like many across the nation, now requires "proof" that each student is actually participating regularly in every course in which they are enrolled. This mandate requires each Professor to use some type of regular communication method as evidence that students are indeed active on a weekly basis. The normal workload of the course will take care of most posts, since you will need to write me for approval about topics that you wish to submit, or anytime you have a question about preparing for Exams and so on. Our use of both the Research Paper and the Discussion Board which will appear only in Part II of the course will meet the WBU obligation to the best of my knowledge. Please feel free to write me with anything you need explained--or if you would like me to open a separate Discussion Board (no grading) to allow for you to ask/engage me or your colleagues regarding anything we are studying in this course. I am aware that some may have either served in some aspect of these conflicts---or may even have lost loved ones to it---so please understand that nothing here is intended to demean in any way the valor or service of those who answered the call---but we must also approach this as scholars and not cheerleaders, so if you feel uncomfortable about a topic or post the please contact me so I can help. I feel it is also important to point out the similarity to the events of the post-Vietnam War era, and the irony that many of the so-called "Vulcans," who were members of the George W. Bush administration urging him to invade Iraq in 2003, refused or evaded military service themselves during the Vietnam debacle. The only real opposition to the US intervention in Iraq came from those who **DID** serve including Secretary of State Colin Powell and his top advisors. Secretary Powell coined the now famous phrase about the risk of invading Iraq in early 2003 when he stated to then President George W. Bush, that if the US invades we would "break the country and would then own it, perhaps forever." The US military presence lasted 11-years and is now once again being ramped up to battle ISIS among other groups who exist only because of the collapse of the dictatorial regimes in that region. Was the cost worth it? Will the US be able to avoid not only an endless war with Islamists but now a potential fight with Russia? Who knows---but these are the questions you need to be aware of as you read about how this all began in the first-place. Look carefully at the book by Peter Hahn as he describes the consequences of outsiders entering the Middle East and Gulf Region for oil. There are numerous other issues that can be the basis for your Research Papers and as noted---the work of Martha Raddatz and those US Army troopers who agreed to share their difficult story with her makes a great ending for this class and our Discussion Board.

CATALOG DESCRIPTION:

Selected topics and issues in the history of American, Western, and/or Third World societies and their scholarly thought; may be repeated for credit when the topic changes.

COURSE DESCRIPTION:

This is a study of how the United States became ensnared in two wars with Iraq in less than a generation. It explores the reasons behind, the conduct of, and the outcomes of these two wars from Operation Desert Shield to the present battle against ISIS.

PREREQUISITE:

There are no prerequisites for this course.

REQUIRED TEXTBOOKS:

Hahn, Peter L. *Missions Accomplished? The US and Iraq since WWI*, 2012, Oxford University Press. ISBN: 978-0195333381

Atkinson, Rick. *Crusade: The Untold Story of the Persian Gulf War*, 1994, Mariner Books. ISBN: 978-0395710838

Hiro, Dilip. *Iraq: In the Eye of the Storm*, 2002, Thunder's Mouth Press. ISBN: 978-1560254775

Gordon Michael R & Gen Bernard E Trainor. *Cobra II*, 2007, Vintage Press. ISBN: 978-1400075393

Raddatz, Martha. *The Long Road Home: A Story of War and Family*. Penguin, Random House: New York, 2017. ISBN: 978-0451490797 (This is the TV tie-in version of the book).

The book **The Long Road Home** by ABC journalist Martha Raddatz, along with The National Geographic mini-series based upon it are going to be used as the basis for our Discussion Board work in Part II of the class. You may choose for yourself how to acquire these. I am currently waiting to hear from The National Geographic to see if I can get permission to upload the mini-series for free just to use in this class. If not---you can load the video from Amazon for \$14.99 or buy the DVD for \$19.99 (once it is available) but it may be cheaper to watch via your own source such as *Hulu* or *Netflix* etc. This process will then form the basis for our Discussion Board in Part II of the course, with each student selecting some aspect of the story to write their Long Answer Post, and then submit a Commentary over a classmates Long Answer Post regarding the story of **The Long Road Home**. I will provide additional support sources, such as **The Accidental Guerrilla** for example to help you understand what Martha Raddatz was trying to illustrate with her heartfelt work, and how the actions of the U.S. led to the creation of the Insurgency that took far more lives between early 2004 and late 2011 than were lost in the original battle for Iraq as we study in books like **Cobra II**.

I will post two sweeping articles on the rise of ISIS in the wake of the US invasions of both Iraq and Afghanistan, to help you understand that for late in Part II of the class as well. These will be loaded when appropriate to avoid exceeding copyright issues.

STRONGLY SUGGESTED TEXTBOOK:

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, University of Chicago Press: 2013. ISBN: 9780226816388

Where to Purchase Textbooks:

Students are STRONGLY encouraged to purchase the textbooks from WBU Virtual campus where the books are in stock. Internet bookstores and other places may claim have these books but they are often on backorder which can cause a significant delay of up to 3-4 weeks. This delay is unacceptable in a University using the quarter system because it places students too far behind to realistically keep up in the class.

COURSE OUTCOME COMPETENCIES:

Upon completion of this course, students will be able to understand and effectively communicate their grasp of:

- the political, economic, religious, military, geographical, and intellectual factors that led to an American intervention in Iraq beginning with the Iraqi conquest of Kuwait in August 1990, through the military build-up known as Operation Desert Shield to the battles of Operation Desert Storm.
- explain why such a massive American-led coalition was forced to remain in the region following their apparent victory in Operation Desert Storm, imposing No Fly Zones over Iraq, urging domestic uprising within Iraq by both Shi'ite Muslims and Kurds, and how the need for such a large U.S. footprint in

neighboring Persian Gulf States, particularly Saudi Arabia enraged an already volatile group of Islamic extremists, including the infamous Osama bin Laden.

- demonstrate an understanding of the distinction between the events of 9/11 and those being conducted in Iraq, such as Economic Sanctions, or No Fly Zones, and why the American presence in the area some 12-years after the end of Operation Desert Storm fueled Islamic distrust and hatred of the West
- define the role of key leaders on all sides and how their choices were driven by both their geopolitical and religious views as well as events of sudden violence that sparked fear in both the Western and Muslim cultures and how this may have triggered what one expert insists is a future of "endless war" between two ancient foes.
- the historical scholarship associated with the subjects under study.

In-Depth Course Description:

This is a study of how the United States became enmeshed in the region long known as Mesopotamia and that now seems to once again be ensnaring America in its turbulent history. I have opted to divide the course into two major study areas, with the first including a sweeping survey style history of Iraq and the Western powers, followed by two books that will explain the reasons behind the US-led coalition's decision to invade and evict Saddam Hussein from Kuwait following his assault on that neighboring oil kingdom in August 1990. We complete the first block of study by exploring *Operation Desert Storm* itself, and what the US chose to do during and after that conflict. Those decisions loom large in the events that unfolded, including the horror of the 9/11 attacks. The second block will focus on the period after *Desert Storm* when the US imposed and then enforced No-Fly Zones over Iraq, along with severe economic sanctions which primarily hurt the average Iraqi citizen but not its leadership. The American attempt to start an internal revolution by Shi-ite Muslims in the South and Kurds (Sunnis) in the North led to disaster as did the major US military presence in nearby Saudi Arabia in the decade that followed *Desert Storm*, since that stimulated the anger of Islamists like Osama bin Laden and others who believed that the US would never leave the Gulf and the Holy regions of their faith. Clearly, this is tied to the 9/11 attacks on New York and the Pentagon, but despite stories to the contrary, it is equally clear that Iraq and its brutal dictator Saddam Hussein had nothing at all to do with that savagery. Once it was proven that Iraq did not have any connection to the attacks, some within the George W. Bush administration insisted that Saddam Hussein posed an equally dangerous threat to the United States in the form of Weapons of Mass Destruction, again despite overwhelming evidence to the contrary. These individuals convinced President Bush that an invasion to ensure "regime" change was the only real way to guarantee long-term American safety---even though countries like North Korea already possessed a nuclear weapon, and Iran which sought to build one, were deemed far more dangerous in the eyes of most experts. Our study of this second period will culminate with the decision by George W. Bush to order an almost entirely unilateral American invasion of Iraq in early 2003, and although a handful of other nations such as Great Britain, and briefly Spain and Poland sent small numbers of aircraft and troops to the region---this *Operation Iraqi Freedom* proved to be an all-American conflict. Starting with early successes, the struggle soon degenerated into a bloody insurgency where *Improvised Explosive Devices*, suicide bombings, and a host of leadership mistakes soon found the US alone in a hostile country where even the new government did not want the Americans to stay. Mounting casualties with no clear goal or exit strategy prompted first George W. Bush to increase the US military involvement with the "Surge" and finally to agree to a slow draw-down of US forces that became a date-certain withdrawal under then newly elected President Barak Obama.

Again, the similarities to the events of Vietnam are eerie and will be a topic of discussion since some in the all-volunteer military believe that the damage suffered by the US military over the 12-years of combat in Iraq---and the now ramping up air war against ISIS there has undone most of the accomplishments made by the highest-ranking leaders who battled for 25-years to rebuild a military devastated by Vietnam. They see the consequences of the mistakes made in Iraq as damaging as those made by a different President a generation ago. The story told by Martha Raddatz is equally compelling and I hope that everyone will leave this course with---first a genuine respect for those who are asked by their country to wage war for whatever cause. The price they pay---and the burdens they will bear for the rest of their lives are beyond the comprehension of those who have never known combat or seen the horror of violent death and the loss of friends deemed to be Brothers and Sisters. Next, it should become clear just how difficult it is to make these choices when you "sit in the hot seat" of power and must decide if a threat is real---and if it poses the kind of risk that justifies the price you will ask a very few to pay---or the damage that will result in the country where the fighting will occur.

Finally, I pray that each of you will fully appreciate the role we as historians play in educating not only the general populace of our society, but especially the wisdom we can impart to those making the big decisions in the halls of power. Understanding the reasons why a country behaves a certain way, or why their population may reject what seems like a "good" option to one side is critical on the geopolitical scale. I chose Peter Hahn's book, for example, so that you could all have that better understanding of the role Imperial conquest played in shaping the events that led in the end to what we have seen over the past 25-years in Iraq and the Gulf region. The consequences of Imperialism will resonate for decades if not centuries after the last Imperial forces are gone. The same applies to Afghanistan as well but that is a topic for another course.

I selected four of the best works on this complicated issue---and one that is highly personal and has a television component. While the reading appears heavy, especially the book **Cobra II**, this is one of the most important and divisive issues of modern times and needs to be understood in as much detail as possible by those who will lead this nation in the future. I truly believe this justifies such in-depth exploration into this subject and will do my best to guide you in how to use reading techniques that can ease the workload and help prepare you for the 4-major assignments that comprise your course grade. In the end, however, it is your own willingness to read/discuss and then ask me questions or stimulate discussions with your classmates that will make the course easier to manage and I will be here with you each step of the way as we examine this complex issue.

WBU VIRTUAL CAMPUS ATTENDANCE POLICY:

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Participation:

Students need to log into the Course Homepage regularly, at minimum of every 24-hours and check the Announcements Page for updates or alterations. This requirement is based upon the student's need to be informed on many issues that arise, including changes in their course, any WBU announcement posted for the entire class, and in order to stay in contact with their Professor, who may feel that important information is not being understood by the students enrolled in the Virtual Campus, or WBU. Experience has demonstrated the important role played by the Professor's postings in assisting students in successfully completing the class. So, remember to check the Homepage regularly.

It is the responsibility of each student to keep track of their assignments. Students must have daily access to a computer and a reliable Internet connection to enroll in, and to succeed in this course. Technical problems with a Student's computer or Internet provider are not valid excuses to miss Assignments, Exams, or other Due Dates. Students should plan ahead to have access to a back-up computer at a family member's home, friend's location, local school, or local city library. If a technical problem does occur, students should immediately send an e-mail to the Virtual Campus Help Desk, where specialists in this technology can provide assistance. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time

and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion. If you cannot use e-mail, telephone your Professor as a last resort to explain the problem. Remember, however, that this is an Online course, and traditional telephone messages are not an option. I have no office---no telephone allowance---and have students scattered across the globe. But I do check the Course Homepage for your E-Mails to me several times each day. Expect an E-Mail response back from me within 24-hours unless something major has occurred in my life.

NOTE: Contact the Professor immediately if you have a family emergency such as an unexpected major illness or family death, are on Active Duty serving in a war zone and must be offline temporarily, or have any other justifiable reason why you are unable to meet the Due Dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing the assignments. Plan ahead.

STATEMENT ON PLAGIARISM AND ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

INSTRUCTOR'S POLICY ON ACADEMIC DISHONESTY:

Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper that is used for any purpose at all
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words from a quote---there is a way to legally use part of a sentence or paragraph and if you need that information then just ask me and I will gladly demonstrate the process
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling your own work from a previous or current course, or another student's work even with their permission.

Review the WBU Plagiarism Policy and Plagiarism Handout located on the "Course Information" TAB on the Course Webpage.

Choosing Good Sources for Historical Research:

Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even quizzes. To correctly interpret historical issues, students must have accurate knowledge of the facts. Students can also consult secondary sources such as the work of other historians. Students are, however, **STRONGLY** cautioned to choose these extra sources, particularly internet sites, with care. Websites, such as Wikipedia, Yahoo, Encyclopedias, Dictionaries or even general websites like History.com **DO NOT** necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course. Websites like Wikipedia even post

disclaimers informing users that their material may or may not be valid (<http://en.wikipedia.org/wiki/Wikipedia:Disclaimers>). Students should, instead, choose sources from the WBU Virtual Library such as History Cooperative, JSTOR, or other refereed journals. For websites, learners should select sites where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the professor are available via the "Web Resources" link through the course. **Use of Wikipedia, Yahoo, Encyclopedias, Dictionaries, general History websites (like History.com) or other such websites mentioned above will receive a deduction if used. Once again, using as "sources" such non-academic web sites like Wikipedia, Yahoo, Encyclopedias, Dictionaries, or even general History websites (like History.com) among others with similar designs and intent will result in a reduction in points appropriate to the infraction on submitted the Assignment. Use solid academic sources, and if in doubt, ask the Professor to be certain that you avoid penalties.**

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

COURSE REQUIREMENTS & GRADING CRITERIA

Student Assignments:

The course is based on reading from the books listed in the required textbook section as well as any readings either provided by DR J, or selected by the student for their Multimedia submission.

The Mid-Term Exam and the Last Exam--each worth 25% of a student's grade--are both split into two sections, with Part I comprising two Short Answer questions, scored at 25% each and normally answered with roughly 500-words or so for each topic, followed by a single Essay, worth 50% and designed as an open-ended chance for the student to reveal what they have learned about the subject of the question and may be as long as time allows. The Mid-Term will rely upon the material found in the First Block of reading listed on the "Course Schedule" reading while the Last Exam obviously comes from the next block of material as we shift from the history of Iraq and the US through *Operation Desert Storm* over to the post-*Desert Storm* period that culminated with the 2003 invasion of Iraq called *Operation Iraqi Freedom* and the consequences of that controversial decision. In addition, any online assignments and Discussions conducted during the appropriate time-frame may also appear on the appropriate Exam. The Third part of a student's average will involve a Research Paper roughly 1,500 words in length (6-8 pages of text)--and is worth 30% of the course average. Students may select the topic for their Research submission but it **MUST** be pre-approved by DR Powell. The reason for this is to help assure me that sufficient resources exist for a Graduate-Level assignment like this, since in general--but not always, Professors are more familiar with the current scholarship on subject in their field and can make life much easier by approving a subject that has such support available while guiding students to it. The rule-of-thumb for all Graduate-level work is to use rely upon roughly 1/3rd of your sources from Primary documents etc. while the remaining 2/3rds will come from the best Secondary material available, and these may blend maps, images or whatever into the research to enhance the presentation. The use of the usual formal scholarly formats, such as the Cover Sheet, a Thesis Statement, footnotes or endnotes in the Turabian style, and a Conclusion along with an Annotated Bibliography are required. If any student has not taken the Historical Methods courses and are unsure of how to find research material, cite in the Turabian form, or faces any other challenge they are unfamiliar with then please do not hesitate to write me using the Course E-Mail tool so that I can help you. The last 20% of a Candidate's grade comes from the previously mentioned **Discussion Board** which is now mandated by the WBU Attendance Policy defined above and is available via an in-course link. Remember, these posts must be done in the same writing style as any work---

including the use of the Turabian form. All submitted material EXCEPT the **Discussion Posts** must be submitted via the infamous SafeAssign Tool.

Whatever Researchtopica student chooses and gets approved, it should include a Cover Sheet which lists the Course Title and Number, the Title of the Paper, my Title and Name (ie. Dr. Jim Powell---not the nickname DR J we use for everyday contact), your Title and Name (ie. I often have serving military personnel or faculty from other Departments or even other Universities who are earning a second graduate degree so the use of a Title is appropriate for them) and the Due Date of the assignments---even if you send it in early. After gaining my approval for your Research Paper, you should begin the assignment by defining the exact Theme of your project using a Thesis Statement, then dig out relevant sources and documents, compile a Bibliography (which you will later Annotate prior to submission) and eloquently develop your argument in narrative form supported with footnote/endnotes cited using the Turabian format, and then summarize your argument in the Conclusion. You must also include an **Annotated Bibliography** for the Paper and attach it to your submission. PLEASE Be Careful and DO NOT send it as separate documents (ie. a Cover Sheet and then your Narrative Paper, and finally the Annotated Bib.)--- since it needs to come as one complete package through the SafeAssign Tool. Examples of what an Annotated Bibliography should look like are found under the Course Content TAB, on the left-hand toolbar. Remember, that in History **All** work must be cited using the Turabian style, which is based upon the more in-depth *Chicago Manual of Style*. The reason for this requirement is that over a century ago the major Professional organizations for Historians such as the American Historical Association (AHA) and the Organization of American Historians (OAH) selected the Chicago Manual format as the most useful for scholars and history still uses it or the more accessible Turabian version today. So if you intend on remaining in the historical profession and to get published you should master it as soon as possible. Kate Turabian, by the way, was the Graduate Secretary for the University of Chicago History Department for several decades, and chose to create a less complicated manual for use by graduate students but it incorporates all the major features of the Chicago Manual without the excess verbiage and is the one preferred by scholars everywhere. Thank you Kate, we all appreciate your effort.

Please remember that according to WBU rules---all Assignments and Exams MUST be submitted and checked by SafeAssign for plagiarism. . **This course requires a SafeAssign score of 20% or less for any Assignment.** A rating of 40% or greater means blatant plagiarism since students relied upon someone else for almost one-half of their work. **BE FOREWARNED!!!** The current version of SafeAssign will only accept .doc, .docx, .ppt, .pptx, .odt, .txt, .rtf, .pdf, .html file formats and generally in sizes of 10 MB or less. **ANOTHER CAUTION!!!** The SafeAssign Link allows only **ONE upload attempt so your Exam should be ONE complete document (including the Cover Sheet, the Exam, your Footnotes and the separate Bibliography.** **So Please be sure that you are uploading the correct version that you want me to grade using the SafeAssign Link!** Students needing assistance saving or uploading their Exam on the SafeAssign Links should contact the Help Desk PRIOR to making their ONE attempt with the provided link on the left-hand menu on the Course Webpage.

Now just an FYI here---it is very common for your SafeAssign score to read abnormally high due to the program flagging your sources as Plagiarism. It would show each book or web site you use as being Plagiarized when it was obviously not---so if you know what you did was not plagiarized and yet you get a score in the 40s or 50s the odds are it is due to your sources being flagged---and trust me I carefully check each person's work to assure the SafeAssign score is accurately reflecting something that is true plagiarism and not just a "flaw" in the program. Do not worry about such high scores when you know that you did not cheat. Anyone needing assistance in saving or uploading their Assignments into the SafeAssign Link should contact the Help Desk PRIOR to making their **ONE** attempt with the provided link on the left-hand menu on the Course Webpage.

NOTE: Students are responsible for ensuring that all Assignments including the Research Paper, and Exams upload correctly in whatever is the appropriate format chosen---with (Cover Sheet, Quiz, & Bibliography as ONE complete document). **REMEMBER**, once you hit that "Submit" button to upload and send your Exam or Research Paper, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file and are using one of the accepted formats! Any Submission which cannot be scanned

by SafeAssign or opened by SafeAssign and/or Bb will NOT be accepted for a grade since this is a Virtual course and I cannot grade anything not on the computer and in Blackboard according to University rules.

Penalties Applied to Assignments (Based on a 100-point Grade)	
Project/Quiz Not Submitted on SafeAssign Link	Will Not be accepted for grading.
For Late Submissions on the Research Paper---every 24 hours Past the Due Date	A letter Grade Deduction (Usually 10 Points)
The Following is Assuming a True Case of Plagiarism	
SafeAssign Plagiarism Score of 21-40%	A 2-letter Grade Deduction (Usually 20 Points)
SafeAssign Plagiarism Score of 41% or more.	Will not be Accepted ZERO

The **Discussion Boards** should be viewed as a chance for everyone to engage with me and your fellow students regarding not only the key topics we are exploring in the course, but also to help each other with research, to debate the issues being raised by the readings and any current events since these conflicts are to some extent still active today, and especially as a chance to share ideas or techniques you have discovered and to ask me for information or advice on how to handle something. You will need to use citations in the Turabian style and should include the usual elements of Cover Sheet and footnotes, but an Annotated Bibliography is NOT necessary---just a standard one that lists all sources which helped you understand the subject is fine. Think of this requirement as a reflection of the old adage that we all "fight like we train" and the more often you do something the better you are at it. When I was in Grad School we had regular backyard BBQ meetings or indoor parties (Lexington gets 50+ inches of rain each year---so---indoors was always a backup) that allowed the spouses to share their woes with others who felt like Grad School widows/widowers too, while those in the Program spent hours debating/arguing topics, scholars, books, interpretations and so on. Think of the Discussion Board as a similar experience--but one held in the Virtual World. I will share as much as you want me to, and you may feel free to express anything that is on your mind just as we did in the traditional Grad School environment. The rule is, however, that we are not on a Talk Radio show---where everyone has an opinion. Instead this is scholarly work that must be supported by use of sources and citations that help "prove" your theme or argument. Your Long Answer posts grade will be combined with your Commentary regarding a classmate's Long Answer Post for a total of 20% or roughly 15% for your Long Post and 5% for the Commentary---but these numbers are not exact. The location for each Long Answer option and where you should post your entries is the "**Discussion Board**" TAB in the left-hand menu on the Course Webpage.

Additional Course Requirements:

- **Skipping is a self-inflicted punishment.** Exams and Due Dates missed may NOT be made up and will result in a zero (0) for the assignment. All written assignments must be turned in on time. Any and all late assignments will be penalized a full letter grade for each 24-hour period they are past due.
- **Computer failures are not excused.** There is a broad window in which you may choose to take your two Tests, but students suffering any technology failure not caused by either Wayland Baptist University or by a system-wide crash such as found in a thunderstorm are not excused---so have a backup site in the event you suffer such a failure---and hit the "Save" button every few minutes while doing your work to be able to salvage most of it in case of disaster. Think of us "old codgers" who had early model computers---and no kidding I kept my physical documents in our Dryer while traveling to try to save them in case of a storm or fire. But way back then---these documents were hard to get---and cost 0.25 cents per page---and I had literally over one-thousand pages of material that are still kept in plastic containers in my attic. So please be sure you continually back-up your assignments, whether it is one of the Exams or your Paper as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fall-back site. Remember, too that the two Exams and the Research Paper must be submitted electronically through the SafeAssign tool per WBU regulations.

- **Student Responsibilities and Conduct:** “The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Wayland Baptist University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.” The full text of the Student Code of Honor can be found at http://www.wbu.edu/student_life/student_handbook/. All violations of this code will be punished with all the severity permitted by the Code of Student Rights and Responsibilities. Students caught cheating or plagiarizing **will** be at the very least failed for the entire course.
- Students **MUST** submit all Assignments electronically through the SafeAssign link per the Instructions on the Course Website and no Assignment will be accepted in any other form as mandated by University and Course Syllabus rules.

GRADING CRITERIA:

Your success in this or any Graduate class depends largely on your involvement with both the material and Doctor Powell. It is especially imperative that you turn in all assignments on time since the "All-Seeing" computer reports the exact time to the second that any posting is made. Late submissions of any assignment will result in a reduction of one letter grade for every 24-hour period they are Past Due. This is motivational, not punitive, because your research material is being built layer upon layer and in order to fully evaluate your work, sufficient time needs to be granted for your work to be read and assessed. Here is the basic outline of assignments as they will be submitted:

Midterm (Exam 1)	25%
Last Exam (Exam 2)	25%
Research Paper	30%
Participation (Discussion Board)	20%

Graded assignments will be assessed as follows:

- The quality of your tests will be evaluated by your ability to answer questions critically by formulating an argument and supporting it with all the necessary evidence. It is also imperative to explain the historical significance of your subject--or to put it another way--for you to place your answer in Context. Just listing "facts" strung together without any Theme is not "history" and you must learn that one key element that separates us from, say journalists, is that they do not normally place facts in a context that explains why something happened or why a decision was made, or not made, and so on. But that is exactly what historical scholars do each time we write and is the essence of our work. We take the raw data, in the form of documents, or memoirs, or books about something or someone, and then we place them together in such a way that the reader will comprehend why a person was elected or not, why one nation chose Communism and another fought to escape it, and this process occurs each time we do anything.
- The papers will be graded according to the quality of the writing, the richness and depth of analysis (context) and of the sources used. A good rule-of-thumb is to try for 1/3rd of your sources to be Primary and the rest Secondary). The formulation of a clear Thesis that is supported with all the necessary evidence is at the heart of historical scholarship and these skills are being honed in these papers.
- The quality of your Annotated Bibliographies will be measured by their overall accuracy, the breadth and depth of your analysis of the sources, and your ability to conform to the Chicago/Turabian Style. Take your assessments of each source seriously---I do---and others will as well.

THE UNIVERSITY HAS A STANDARD GRADE SCALE:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a Micro-Term to a student who is passing, but has not completed a term paper,

examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the "I" will be converted to an F.

STUDENT GRADE APPEALS:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

COURSE SCHEDULE (See Details Below):

Weeks 1-5 will cover Operation Desert Shield through Operation Desert Storm, and the establishment of a large coalition presence in the Persian Gulf to enforce Economic Sanctions and No Fly Zones created by the Cease Fire following Operation Desert Storm. Remember that Osama bin Laden originally asked to be allowed to use the remains of his Afghan Army, the Mujahedin to evict Saddam Hussein's Iraqi Army from Kuwait after their August 1990 invasion. He predicted that if the Saudi Royal Family chose to use the American military then the US would never leave. Sadly, as events transpired, that prediction came true despite the original American/Coalition plan to evacuate the region once the Iraqi Military had been degraded to the point it would pose no danger for at least a decade. Keep that in mind as we make the transition into Part II of the class.

Weeks 6-10 will cover the events of terrorist attacks related to the Western presence in the Persian Gulf during the post-Gulf War period, culminating in the 9/11 Attacks through 2003's Operation Iraqi Freedom and the rise of ISIS following the extended and controversial American occupation of Iraq after the fall of Baghdad in May 2003. The Martha Raddatz book, **The Long Road Home**, and *The National Geographic* mini-series based upon it will be used for the Discussion Board submissions that---along with our Last Exam close out the class. Exams and other Assignment Dates are listed in detail on the **Course Schedule** below.

ADDITIONAL INFORMATION:

Etiquette:

The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for the ideas and values of others are essential for a strong environment for learning history. Respectful students bring a strong work ethic to the course. They are expected to log-on to the class regularly, be prepared for class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain an environment of openness and civility that encourages and honors the intellectual achievement. If you need to review the standard Net Etiquette rules, see the [Netiquette Rules](#) for more information.

Go to the Course Webpage on WBU Virtual Campus and select the "Course Information" TAB:

--Print out and keep a copy of the Course Syllabus for the Quarter handy.

--Print out the Course Schedule on the "Course Schedule" TAB and post somewhere prominent.

--Review and be familiar with ALL Course Policies located including the SafeAssign, Wikipedia and Plagiarism Handouts.

****Changes or adjustments in Course Material, Course Schedule, or other parts of this Course Syllabus may be made during the semester if circumstances warrant.**

Teaching & Learning Strategy:

The class is approached as an on-line instruction tool to learn about the wars in Iraq in the global context. The course is designed to be completed during a regular 11-week quarter. A student should expect to schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in this course and reading material of 150-200 pages per week. It is recommended for the student to block out time in your day planner three times a week for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus. Remember, it is Graduate School, and without a face-to-face environment, you shoulder a heavier burden. But, I am always here to help.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of assignments. In addition, students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the assigned material and learn on your own to identify major theses and link material together into a comprehensive understanding of the Iraq Wars in the global context is crucial. Doctor Powell is available by email, and chat room to discuss in-depth any material you do not understand or struggle with, but the burden of learning falls primarily upon the individual student.

Copyright of Course:

Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the professor. Copyright of courses and course presentations are owned by the professor just as in the case of traditional course materials such as books or articles.

Exams:

No proctor is necessary as all Exams are completed Online. Tests are scheduled on the calendar to begin at 1200/12:00 p.m. Noon on the date listed (usually Friday) and ending at 2355/11:55 p.m. Midnight (usually Monday) per the calendar. Some general thoughts on taking these Online Exams are in order. First, read the Instructions carefully. I have had students who overlooked the requirement to submit two Short Answer responses and thus damage their grade. Next, you must treat this as if it was being taken in a classroom setting, with no outside support being used. I do not mind if you refer to the textbooks or any of your notes or research, but avoid trying to "look-up" the answers and especially steer clear of plagiarizing what you are reading from the books as you take an exam. That is really easy to do, so take your time, think through the question, glance at anything you need to refresh in your memory, and then calmly sit down and type a response that addresses each item that is mentioned in the original question. Let the questions guide your answers is another way to think of it. NEVER, try to take an Exam if Thunderstorms/Snowstorms are in the area or if you are expecting company or might have any other distraction enter into the "quiet zone" you have set up for this Exam. For your own sake, I would not answer your door, turn off all telephones, banish your spouse, children or significant others while testing, and focus entirely upon the Exam so that you will submit your best work. Do not---as a certain Professor did a few terms ago while working on the computer in another room---leave the Television on nearby broadcasting the NCAA Basketball Championship Final Four game in which his alma-mater, and former employer were playing!! To say that this unnamed Professor was constantly distracted is an understatement and his team lost to a team from a place where they make Cheese anyway! Focus is the key.

Students **MUST** submit ALL Assignments and Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

COURSE SCHEDULE:

HIST 5341 -- Course Schedule -- Spring 2018

Assignments/Quizzes: Unless otherwise noted, all assignments are due before 2355 or 11:55 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2018 Calendar Year and all Times refer to the appropriate seasonal CT (Central Time).

Discussion Board: Unless otherwise noted, all discussions are due before 11:55 p.m. (just prior to Midnight) Central Time (CT) on the date listed. For rules governing late postings, see the Discussion Rules and/or FAQs.

Writing Assignment: Writing Assignments (including Exams) MUST be submitted via the SafeAssign link ONLY and will not be accepted in any other form as mandated by University rules. The SafeAssign Link allows only ONE upload attempt so your Project should be ONE complete document (Cover Slide, Body & Bibliography Slides) and ensure you are uploading the correct version! **REMEMBER**, once you hit that "submit" button for the final time to upload and send your Essay, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file! SafeAssign accepts the following types of files: Acceptable File Formats: .zip, .doc, .docx, .ppt, .pptx, .odt, .txt, .pdf, .rtf and .html Students are responsible for ensuring that their Project uploads correctly without a virus, in an accepted format that can open in Bb to receive a grade. Any Project submission which cannot be scanned or opened Bb will NOT be accepted for a grade.

NOTE: Students **MUST** submit all Assignments and Graded Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Computer Problems and Assignments: Students must have regular access to a computer and a reliable Internet connection to enroll in this course. I repeat, these are minimum requirements for all students in every Online course. Technical problems are not an excuse to miss a posted Quiz or other Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction. Students should then have access to a back-up computer at a family member's home, friend's location, local school, or local city library so they may still meet all assignment dates. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to send an e-mail to the Help Desk explaining the difficulty, and copy the Professor as well--but understand that Professors are not computer experts and do not have access to the Programs or Servers to repair any technical problems that may arise. Any message to me about a technical crisis is for Information Purposes only and not for me to attempt any repair. If you cannot use e-mail, call the Help Line and not your Professor to explain the difficulty.

Date	Week	Reading Assignments	Quiz(zes)	Discussion Assignments	Writing Assignments
2/26/18	Week 1	Purchase Book. Familiarize yourself with the Course Syllabus, Course Policies, "Course Information" TAB, and other areas of the Course Web Page. Begin Reading Immediately.	Graded Quizzes will be made Available on the "Assignments" TAB	Information on Discussions are found on the Course Syllabus. Locate Questions & Post Entries on the "Discussion Forum" TAB	Information on Assignments are found on the Course Syllabus. Turabian and Writing Assistance is found on the "Course Content" TAB.

2/26	Week 1	<p>You may set your own reading schedule with the general goal of learning about the US and Iraqi conflicts in two parts. Our focus begins with the causes and results of <i>Operation Desert Storm</i>, while the second half of the course explores the inter-war period of No-Fly Zones and Sanctions culminating with the 2003 war known as <i>Operation Iraqi Freedom</i></p> <p>Begin Part I of the class with Missions Accomplished? by Peter Hahn completing Chapters 1 - 4 by the Mid-Term Exam. Also start Iraq: In the Eye of the Storm, by Dilip Hiro, Chapters 1 - 3 ending at the bottom of page 40 for the Mid-Term. Finally, you will need to read <u>ALL</u> of Rick Atkinson's book Crusade: The Untold Story of the Persian Gulf War for the Mid-Term. I will simply use the term <i>ibid.</i> for the following weeks to the Mid-Term so you can set your own pace for the readings. I suggest that you try to swap the books around instead of reading one book first, then the next and so on. You can and should make notes in the margins and use note cards or whatever, but experience shows that by reading different interpretations of the material in preparation for the Mid-Term helps with retention and provides a fuller understanding of the story.</p>		Introduction Discussion Due Monday 3/5.	
3/4	Week 2	<i>Ibid.</i>			
3/12 - 3/16	Break	<u>Spring Break</u>			
3/18	Week 3	<i>Ibid.</i>			Requests for Paper Topic Approvals are DUE by E-mail to DR J NO

					LATER than Mon 3/19 through the Course Webpage. NO Attachments.
3/25	Week 4	Ibid.			Approval by DR J of all Paper Topics will be returned by Sunday 3/25 but likely much sooner.
4/1	Week 5	Continue Readings as Assigned for Exam #1 (Mid-Term)	Exam # 1 (Mid-Term) 4/6 - 4/9 Friday 6 April - MONDAY 9 April but DUE no later than MONDAY 9 April at 2355, or 11:55pm.		
4/8	Week 6	<p>Missions Accomplished? Start with Chapter 5 and continue through to the Conclusion in preparation for the Last Exam (Final). Next comes the remainder of Iraq, by Dilip Hiro from Chapter 3 page 40 to the End. The military's invasion and conquest of Iraq, known as <i>Operation Iraqi Freedom</i> is examined in Cobra II, by Michael Gordon and General Bernard Trainor. You will need to read the entire book, but note that much of it is written like a war story or memoir and you need to focus primarily upon the key players, decisions and outcomes while using the rest as the framework to hold the story together. The use of Ibid for the following weeks will apply once more. You can begin the Martha Radditz Book/Video The Long Road Home at any time from here onward.</p>			
4/15	Week 7	Ibid.			

4/22	Week 8	ibid.			
4/29	Week 9	ibid.		<p>Discussion Board Long Answer Posts Open Thursday 5/3</p> <p>Long Answers DUE Sunday 5/6 BY NOON 1159/1159 a.m.</p> <p>Commentaries DUE Wednesday 5/9 before 2359/1159 p.m.</p>	<p>4/30 Paper with Annotated Bibliography DUE Monday 30 April before 2355, or 11:55pm. Upload via the appropriate SafeAssign Link on the "Assignments" TAB</p>
5/4	Last Day to Drop	ibid.			
5/6	Week 10	ibid.	<p>Last Exam (Exam 2) 5/11 - 5/14</p> <p>Friday 11 May. - Monday 14 May but DUE no later than Monday 14 May before 2355, or 11:55pm.</p>		
5/13	Week 11	You have completed the course. Congratulations!			