

# PS 338: The Civil-Military Paradox in U.S. Politics and Society

Fall Semester 2021, 3 Credits

## 1. Course Information

### A. Syllabus Appendices.

- A. PS 338 Course Schedule & Assignments
- B. Course Mastery Assessment & Grading Standards
- C. Course Policies
- D. Course Designations and Attributes
- E. Reading/Media Journal Assignment

### B. Instructor Information.

**Professor Scott Mobley, Ph.D.**

Office: Room 201A, North Hall

Office phone: (608) 262-0614

E-mail: mobley@wisc.edu

Preferred contact method: Email.

Course Meeting Time & Location: The course meets on Tuesdays and Thursdays from 11:00am to 12:15pm, unless otherwise announced. Normally we will meet face-to-face in Room L150 of the Education Building, 1000 Bascom Mall. PS 338 does not accommodate hybrid delivery (i.e. in-person and remote instruction offered simultaneously). However, the instructor may designate an occasional class session to meet virtually (example: when we host a virtual guest speaker). Virtual sessions will be hosted with the Zoom video conference app, accessed through the course Canvas site.

Student Office Hours: In person on Tuesdays, 1:00pm – 2:00pm, and at other times by appointment (including some evenings). For regular office hour meetings, please sign up in advance on the [Student Office Hours Appointment sheet](#)—by signing up in advance you eliminate potentially long wait times for meeting with me! I am happy to meet with you virtually for office hours, upon request.

Canvas Course URL: <https://canvas.wisc.edu/courses/273372>

### C. Textbooks & Other Course Materials.

Course Textbook: None

- Huntington, Samuel P. *The Soldier and the State: The Theory and Politics of Civil-Military Relations*, Cambridge: Harvard University Press, 1957. (Any edition will do; used copies are readily available on Amazon.com and elsewhere. An e-copy can be accessed on JSTOR via the UW–Madison Library.)
- Janowitz, Morris. *The Professional Soldier: A Social and Political Portrait*, Reissue edition. New York: Simon & Schuster, 2017. (Please obtain a copy of the Reissue Edition, if possible; used copies are readily available on Amazon.com and elsewhere.)

- All additional reading materials and media will be posted in the weekly modules on the PS 338 Canvas site.

## **2. Course Overview**

### **A. Course Modality**

Instructional Mode: In-person, Synchronous (SIS code: WO; CDR code: T)

### **B. Course Description**

Protecting a democratic nation from foreign threats often requires that nation to create a powerful military. Yet a powerful military may undermine the democracy that it is designed to protect. How do, and how should, democracies manage the paradoxical relationship between civilian authority and military institutions? By exploring civilian and military perspectives, this course addresses issues in U.S. civil-military relations such as the use of military advice by civilian leaders, military challenges to civil authority, and tensions generated by shared responsibility for national security between the executive, legislative, and judicial branches. The course also explores how civil-military relations impact wider American society by examining the garrison state hypothesis; debates centered upon the draft versus an all-volunteer force; issues of equity and inclusion; and current concerns regarding a civil-military “gap.” The course is structured into three units:

Unit One: Foundations and Fundamentals (weeks 1-6) will overview the major concepts, theories, and debates shaping civil-military relations, past and present. We will examine how and why the founding documents (the Constitution and Declaration of Independence) frame the nation’s civil-military dialog and practices. We will also explore the major theoretical traditions informing the study of civil-military relations, including the ideas of Samuel Huntington, Morris Janowitz, Elliot Cohen, Peter Feaver, Lindsay Kohn, Risa Brooks, and other scholars.

Unit Two: The Military in U.S. Politics (weeks 6-11) examines how civil-military considerations shape—and are shaped by—U.S. politics, policy, and strategy.

Unit Three: The Military in U.S. Society (weeks 11-14), addresses how military institutions and culture interact with wider U.S. society, with an emphasis on equity and inclusion. This unit includes focused studies on issues related to gender, race, ethnicity, sexual orientation, and the military on campus.

### **C. Course Designations and Attributes**

Requisites: Sophomore standing.

Breadth: Social Science

Level: Intermediate

L&S Credit: Counts as Liberal Arts and Science credit. The course is not repeatable for credit.

See Appendix D for a full listing of Course Designations and Attributes.

## D. Course Learning Outcomes

1. Clarify and utilize knowledge of civil-military relations. Develop and apply a critical understanding of (a.) the Civil Military Paradox and the complex web of relationships that link civil authority, the U.S. armed forces, the American public, and (b.) how these civil-military relationships inform and shape civic life in the United States.
2. Deconstruct civil-military culture, policy, and practice. Explain how core ideas, theoretical concepts, and historical experiences shape civil-military relations in the United States, including: (a.) the U.S. Constitution; (b.) national culture (core assumptions, values, and beliefs); (c.) public sentiment; (d.) partisan political debates; (e.) the domestic and international environments (political, security, economic, social); (f.) issues of equity and inclusion.
3. Reflect upon & adjudge civil-military issues. Using the above core ideas, concepts, and history as a framework, analyze and assess critical issues and debates related to U.S. civil-military relations past, present, and future.
4. Build civil-military policy arguments/create policy proposals. Demonstrate how to retrieve and interpret information, think critically, construct compelling evidence-based arguments, and communicate ideas effectively in writing and orally. Formulate alternatives for action that address contemporary civil-military issues and support them with persuasive arguments.

## E. Course Expectations.

This is a reading-intensive course that will ask you to participate in a shared teaching and learning environment. Lessons will integrate brief lectures with learning activities designed to deepen your understanding of important concepts and content. Thus, attending class sessions is necessary for receiving full benefit from the course.

While I will try to accommodate diverse learning styles whenever practical, student involvement in classroom activities and discussion remains essential to learning in this course. Preparation for each session through familiarity with the assigned reading is a key to success—both for engaging in class and for successfully completing the concept quizzes and essay assignments. Please see section 3.A. below for detailed information and advice on class preparation and journaling in PS 338.

Credit for classroom learning activities can only be awarded to students who attend the class sessions. I realize that life may sometimes intervene and preclude attending PS 338 on a given day (illness, family emergency, etc.). Consequently, students have the option to not attend a limited number of class session with no grade penalty. Please see section 3.B. below for detailed information on classroom learning, daily attendance, and course engagement activities.

The diversity we all bring to class is a valuable resource, strength, and benefit. *I aim to ensure that students from all backgrounds and perspectives are well served by PS 338 and that students' learning needs are addressed both in and out of class. I endeavor to present course materials and activities that respect and advance diversity and inclusiveness, including gender, race, ethnicity, sexuality, disability, age, socioeconomic status, culture, ideas, and beliefs. This is an ongoing process that involves you. I invite your suggestions—please share with me your ideas for improving the effectiveness of learning in our course, both for you personally and for other students or student groups. In addition, if any of our class meetings conflict with your religious*

*events, please let me know in advance so that we can plan accordingly.* Please see Appendix C.1. and C.2. for additional information and guidance regarding Diversity & Inclusion and Religious Observances.

If you begin to struggle with your emotional or physical health this semester for any reason, please contact me promptly—*before* you fall behind in your coursework and reading. We will work together flexibly with the great resources available at University Health Services to get you back on track and ensure your success.

### **3. Course Requirements & Activities.**

**A. Class Preparation and Daily Journal Assignments.** Preparing for PS 338 class sessions entails actively reading, listening to, or watching the assigned material/media, taking good notes as you read/listen/view, and submitting a journal entry that reflects on the ideas and information presented. You should plan on devoting about two hours to preparing for each class session. Expect 60-70 pages of reading per week (and/or equivalent audio/video media), sometimes more, sometimes less.

The assigned readings will generally align with the daily topics and provide a context for classroom discussion. However, keep in mind that some class sessions may address topics and ideas covered fleetingly—or not all—in the assigned reading. Consequently, you should pay attention, participate, and take good notes as you read and in class.

To enhance your class preparation and promote meaningful discussion during classroom sessions, each student must submit a journal post covering the assigned readings and media for a given class session. Each post should comprise 1-2 paragraphs (no more than 200 words) responding to *both* of the following prompts:

1. What idea or concept presented in the assigned readings and media was new to you or especially interesting? Which author(s) presented this idea or concept? Why do you find this idea/concept so compelling?
2. What specific idea(s) in the assigned readings or media did you find unclear, confusing, or “muddy?” (If you found no points of confusion/muddiness, so state.)

For class sessions that feature a guest speaker, instead of responding to prompts 1. and 2. above you should submit *three substantive questions* for the speaker to answer during Q&A.

Over the course of the semester, each student must submit **12 journal posts** by 9am on the associated class days to earn maximum credit for the journaling assignment. See Appendix E for detailed instructions and assessment criteria for the Daily Journal assignments. Appendix B explains how the journal posts contribute to your final course grade.

**B. Classroom Learning & Course Engagement Activities.** Deep engagement with course content, the instructor, and classmates is a fundamental precept of learning in PS 338. Accordingly, most class sessions emphasize collaborative discourse. *Be prepared to participate in the classroom activities and discussions.* Ask questions, be curious, share your ideas and interpretations! Please prepare to access the assigned reading during each class session, whether hard copy or

electronic, etc. Appropriate use of electronic devices (laptops, mobile devices, etc.) is permitted and required in the PS 338 classroom—Appendix C.1. details course policies for using electronics in class.

During the semester, students must submit **20 Learning & Engagement Activities** to earn maximum credit. See Appendix E for detailed instructions and assessment criteria for the Learning & Engagement Activities. Appendix B explains how these activities contribute to your final course grade. The learning & engagement activities include:

1. Classroom Learning Activities/Focus Questions. During each class session I will provide a Focus Question to help you synthesize your learning from the day's content and discussion. The daily focus question requires students to submit short responses electronically (2-3 sentences) during or immediately following the class session. I will provide time during most sessions for you to write your responses in class. Please note that by submitting your response to the daily focus question, you certify that they attended the associated class session—students not attending class that day should not submit a focus question response.
2. Course Engagement Activities. In addition to the daily focus questions, students may earn credit by completing various course engagement activities. These include: a syllabus quiz, student information survey, a welcome interview with the course instructor, course feedback surveys, and other activities. I will provide specific guidance in class and in Canvas the various course engagement activities, ahead of their due dates.
3. Rotating Notetakers. During each class session I will assign one student and one alternate to take notes in a provided Google.doc. These notes will be made available to all class members after the class session (and instructor review). The daily notes have proven especially valuable to students missing class due to prolonged illness or other COVID-19 related impacts. *Students serving as notetakers and chat moderators with due diligence will earn full classroom learning credit for the day and need not submit a focus question response.* I will post the notetaker assignments in Canvas before each class session. As a courtesy, if you are unable to attend class on a day when you are the assigned notetaker, contact me *before* the session convenes so I can make other arrangements. We will rotate the notetaker responsibilities throughout the semester. If you wish to opt out of the notetaker rotation, please contact me at earliest opportunity.

**C. Concept Quizzes.** Six concept quizzes will be administered during the semester. These quizzes assess how well students understand and apply important concepts introduced in the course. Normally the quizzes will include a single, randomly selected prompt requiring a short answer (4-6 sentences). The concept quizzes align with course units (two quizzes per unit) and will be administered via Canvas. Quizzes that meet basic specifications (i.e. earn 3.0 or more points) will receive one credit toward the final course grade. Quizzes not meeting basic specifications will receive zero credit. Students earning zero credit may arrange to retake a concept quiz by contacting me in a timely manner. I will provide detailed instructions, specification information, and an assessment rubric at least one week prior to each quiz's due.

- D. Op Ed Assignment.** Each student will research, write, and submit an op ed essay during Week 6 of the course. This assignment gives students an opportunity to demonstrate mastery of *all* course learning outcomes by crafting a concise (600-800 word) opinion piece responding to selected civil-military issues. The op ed assignment will be administered via Canvas; I will provide detailed instructions at least four weeks prior to the due date. Essays that meet basic specifications (i.e. assess at 3.0 or more points) will earn one credit toward the final course grade (see section 4. Grading below). Op ed essays receiving less than 3.0 specification points may be revised and submitted for reassessment after consulting with the instructor. Students choosing the “revise” option must discuss their revision plans with the instructor *before* reworking and resubmitting the essay.
- E. Policy Memo Assignment.** Each student will research, write, and submit a Policy Memo during Week 11 of the course. This assignment gives students an opportunity to demonstrate mastery of all course learning outcomes by constructing a 3 to 5-page policy memo addressing selected civil-military issues. The policy memo assignment will be administered via Canvas; I will provide detailed instructions at least four weeks prior to the due date. Memos that meet basic specifications (i.e. assess at 3.0 or more points) will earn one credit toward the final course grade (see section 4. Grading below). Policy memos receiving less than 3.0 specification points may be revised and submitted for reassessment after consulting with the instructor. Students choosing the “revise” option must discuss their revision plans with the instructor before reworking and resubmitting the memo.

#### **4. Assessments & Grading.**

See Appendix B for a full tabulation of the course mastery/grading standards.

The assessment/grading process in PS 338 evaluates whether a student’s work and classroom contributions meet certain specifications. Simply stated, specifications are requirements, usually expressed as rubrics, that actualize the course learning outcomes. If a student’s work meets or exceeds all the basic assignment specifications, it earns a credit toward the final course grade. Conversely, if a student’s work doesn’t meet all the basic specifications, it will receive no credit for the assignment.

Journal entries and Learning & Engagement Activities assess using a  $\sqrt{\sqrt{+}/\sqrt{-}}$  scale. Concept quizzes and major written assignments (i.e. the Op Ed piece and Policy Memo) utilize a 4.0-point scale. For most assignments, students meeting basic specifications will receive a rating of “ $\sqrt{\sqrt{+}}$ ” or 3.0 points, as applicable. Submissions that exceed basic specifications may earn higher ratings. Basic specifications may include on-time submission, properly following the assignment instructions, addressing all aspects of the assignment prompts, and written work expressed with reasonable clarity and coherence. Some assignments may include additional specifications. *To earn credit toward the final course grade, an assignment must assess at or above a “ $\sqrt{\sqrt{+}}$ ” or 3.0 specification rating (depending on the assessment system used for the assignment).*

The final course grade derives from the number of credits earned by the student. Refer to Appendix B for the full requirements to achieve a final course grade at various levels. To qualify for a given level of mastery and grade, the student must achieve *all* requirements for that level. For example, a student

with 10 journal credits, 17 engagement activity credits, 4 of 6 quizzes and 2 of 2 major written assignments would earn an overall course grade of “B.”

To obtain *any* credit, a student must carefully read the directions and requirements for each assignment. Please keep in mind that not obtaining credit for even a low-stakes assessment entails a cost, even if it comprises only a fraction of the total course grade.

Please contact Professor Mobley if you have any questions on the PS 338 grading process.

## **5. PS 338 Course Schedule & Assignments.**

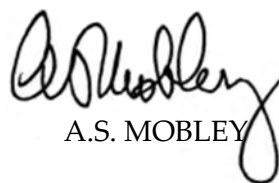
See Appendix A.

## **6. Course Policies.**

See Appendix B.

## **7. How to Succeed in PS 338.**

- Do your *own* work. Academic and personal integrity are critical to your success in the course and in life.
- Complete all course assignments, both reading and written; submit coursework on time.
- Attend all class meetings.
  - Log into the virtual classroom early, fully prepared to participate and take notes when class begins.
  - Contribute substantively to learning activities, whether in the physical classroom or online.
- Take notes—in class and while reading.
- Don’t hesitate to utilize campus resources, as your personal situation may warrant:
  - [University Health Services](#)
  - [Undergraduate Academic Advising and Career Services](#)
  - [Office of the Registrar](#)
  - [Office of Student Financial Aid](#)
  - [Dean of Students Office](#)
- Finally, and most importantly: *communicate early and often with the instructor*. Please do not hesitate to contact me if you find yourself struggling, do not understand expectations, or need clarification on any aspect of this course.



A.S. MOBLEY

Appendix A  
PS 338 Course Schedule & Assignments

**Note:** Students should complete the assigned reading, media, and deliverables *before* each class session.

**Note:** The class meeting and assignment schedule is subject to change, especially considering dynamic, real-world events. Be alert for future modifications promulgated on the Canvas weekly pages or transmitted via email. All times denoted in this schedule utilize the U.S. Central Time Zone (CT).

**Note:** All supplementary reading assignments are available in the weekly modules on the course Canvas site. Reading assignments provided as .pdf documents reflect the pagination of the *original* publication, not the page numbers assigned by the .pdf document.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Media Assignments</u>	<u>Deliverables</u>
1 Unit I	9 Sep (Thu)	Course Introduction	<ul style="list-style-type: none"> <li>• Course Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
2	14 Sep (Tue)	The Civil-Military Relationship	<ul style="list-style-type: none"> <li>• “A Primer on US Civil–Military Relations for National Security Practitioners” by Jessica D. Blankshain, 2020. (24 pages)</li> <li>• “<a href="#">The Military and Democracy</a>,” podcast with Jeremi Suri and Aaron O’Connell, 2018. (34 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
	16 Sep (Thu)	U.S. Military 101	<ul style="list-style-type: none"> <li>• <i>Defense Primers</i> (Compiled) by various authors. (33 pages)</li> <li>• <a href="#">Demographics of the U.S. Military</a>, Council on Foreign Relations, 2020. (Approx. 6 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
3	21 Sep (Tue)	The Constitutional Framework for U.S. CMR	<ul style="list-style-type: none"> <li>• “The Constitution and National Security: The Intent of the Framers” by Richard H. Kohn, 1991. (34 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
	23 Sep (Thu)	The Founding Documents: A Civil Military Blueprint	<ul style="list-style-type: none"> <li>• <i>The Declaration of Independence &amp; the Constitution of the United States</i>. (47 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today</li> <li>• Submit <b>Concept Quiz #1</b> by 11:59pm today.</li> </ul>
4	28 Sep (Tue)	Introduction to CMR Theory	<ul style="list-style-type: none"> <li>• “The Civil-Military Problematique: Huntington, Janowitz, and the Question of Civilian Control” by Peter D. Fever , 2016. (22 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>



<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Media Assignments</u>	<u>Deliverables</u>
			<ul style="list-style-type: none"> <li>• “Paradoxes of Professionalism: Rethinking Civil-Military Relations in the United States” by Risa Brooks, 2020. Read pages 7-17. (8 pages)</li> </ul>	
	30 Sep (Thu)	Huntington & Objective Control	<ul style="list-style-type: none"> <li>• <i>The Soldier and the State: The Theory and Politics of Civil-Military Relations</i> by Samuel Huntington, 1957. Read Chapters 3, 6-7, 17 (79 pages).</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
5	5 Oct (Tue)	Janowitz & Subjective Control	<ul style="list-style-type: none"> <li>• <i>The Professional Soldier: A Social and Political Portrait</i> by Morris Janowitz, 1960 &amp; 2017. Read Chapters 1, 17, 20. (59 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
	7 Oct (Thu)	Cohen & the Unequal Dialogue	<ul style="list-style-type: none"> <li>• “The Unequal Dialogue: The Theory and Reality of Civil-Military Relations and the Use of Force” by Eliot A. Cohen, 2001. (30 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> <li>• Submit <b>Concept Quiz #2</b> by 11:59pm today.</li> </ul>
6 Unit II	12 Oct (Tue)	Written Assignment.	Submit Op Ed essays by <b>11:59pm on Tuesday 12 Oct.</b>	<ul style="list-style-type: none"> <li>• <b>Op Ed Assignment</b></li> </ul>
	14 Oct (Thu)	<b>Guest Lecture</b> <b>Dr. Richard H. Kohn:</b> <i>Civil-Military Relations: What They Are, Why They Matter, and How to Think About Them</i>	<ul style="list-style-type: none"> <li>• “Civil-military Relations: Civilian Control of The Military” by Richard H. Kohn (7 pages)</li> <li>• “Beyond the End of History” by Daniel Steinmetz-Jenkins, 2020. (10 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Journal: submit 3 questions for our speaker by 9am today.</li> </ul>
7	19 Oct (Tue)	Decisions on the Use of Force Overseas	<ul style="list-style-type: none"> <li>• “Military Power” by Michael J. Meese, Suzanne C. Nielsen, &amp; Rachel M. Sondheimer. 2018. Read pages 318-321, 325-327, 330-336 (11 pages)</li> <li>• <i>Legal Authorities for the Use of Military Forces</i> by Jennifer K. Elsea, 2020. Read page 1. (1 page)</li> <li>• “The War Powers Resolution,” from the Avalon Project, 2020. (3 pages)</li> <li>• “The Soleimani Strike: One Person Decides” by Jack Goldsmith, 2020. (2 pages)</li> <li>• “The Nonintervention Delusion: What War Is Good For” by Richard Fontaine, 2019. (13 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Media Assignments</u>	<u>Deliverables</u>
			<ul style="list-style-type: none"> <li>• <i>Instances of Use of United States Armed Forces Abroad, 1798-2020</i> by Barbara Salazar and Sofia Plagakis, 2020. (47 pages: <u>skim</u>)</li> </ul>	
	21 Oct (Thu)	Decisions on the Use of Force Domestically	<ul style="list-style-type: none"> <li>• “Can the President Really Order the Military to Occupy US Cities and States?” by Jennifer Selin, 2020. (3 pages)</li> <li>• <i>Legal Authorities for the Use of Military Forces</i> by Jennifer K. Elsea, 2020. Read page 2. (1 page)</li> <li>• “Overview of the Posse Comitatus and Insurrection Acts.” Handout prepared by instructor. (3 pages)</li> <li>• “COVID-19: Defense Support of Civil Authorities” by Lawrence Kapp and Alan Ott, 2020.(2 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> <li>• Submit <b>Concept Quiz #3</b> by 11:59pm today.</li> </ul>
8	26 Oct (Tue)	Grand Strategy as a Nexus of CMR	<ul style="list-style-type: none"> <li>• “Foundations of Grand Strategy” by William C. Martel, 2015. Read the chapter introduction and <i>Origins of Grand Strategy</i> (pages 23-37).</li> <li>• <i>The Promise and Pitfalls of Grand Strategy</i> by Hal Brands (2012). Read “Truman and the ‘Golden Age’” (pages 15-30).</li> <li>• “National Security: Key Concepts” (Handout, 1 page)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
	28 Oct (Thu)	Who Commands—and How?	<ul style="list-style-type: none"> <li>• “Conclusion” from <i>Presidents and Their Generals</i> by Matthew Moten, 2015. Read pages 369-378. (10 pages)</li> <li>• “The Multiple Faces of Effective Grand Strategy” by Bryan N. Groves, 2010 (8 pages)</li> <li>• “Civil-Military Relations: The Role of Military Leaders in Strategy Making” by William E. Rapp, 2015 (14 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
9	2 Nov (Tue)	The Military in U.S. Politics: Case Studies in Civil-Military Command	<ul style="list-style-type: none"> <li>• “<u>Supreme Command.</u>” C-Span video with Eliot A. Cohen, 2002. Watch from 9:36-18:50 (re Lincoln as C-in-C).</li> <li>• “Franklin D. Roosevelt, Commander in Chief” by Kent Roberts Greenfield, 1963. Read from Mr.; <i>Roosevelt Takes the Reins</i> through <i>American Strategy and Its Determinants</i>, pages 52-71 (20 pages)</li> <li>• “Leadership without Genius,” by Eliot A. Cohen, 2002. Read <i>The Great Exceptions?</i> and <i>Loose Assumptions, Unasked Questions, and Thin Analysis</i>, pages 173-184. (11 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Media Assignments</u>	<u>Deliverables</u>
	4 Nov (Thu)	The Politization Debate	<ul style="list-style-type: none"> <li>• “Congress, Civilian Control of the Military, and Nonpartisanship” by Kathleen J. McInnis, 2020. Read <i>Civil-Military Relations and Issues for Congress</i>, page 2. (1 page)</li> <li>• “Paradoxes of Professionalism: Rethinking Civil-Military Relations in the United States” by Risa Brooks, 2020. Read <i>Paradox One: Proscribing Yet Enabling Military Political Activity</i>, pages 17-25 (9 pages)</li> <li>• “The Increasingly Dangerous Politicization of the U.S. Military” by David Barno &amp; Nora Bensahel, 2019. (5 pages)</li> <li>• “America’s Winning Culture: A Road to Ruin in the 21st Century” by Rich Milburn, 2020. (5 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> <li>• Submit <b>Concept Quiz #4</b> by 11:59pm today.</li> </ul>
10 Unit III	9 Nov (Tue)	<b>Guest Lecture</b> <b>Rep. Elaine Luria</b> (D-VA), Vice Chairman, House Armed Service Committee, U.S. Congress	<ul style="list-style-type: none"> <li>• See Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Journal: submit 3 questions for our speaker by 9am today.</li> </ul>
	11 Nov (Thu)	Is there a CMR Gap?	<ul style="list-style-type: none"> <li>• “The Widening Gap Between Military and Society” by Thomas E. Ricks, 1997. (17 pages)</li> <li>• “Of Chasms and Convergences: Attitudes and Beliefs of Civilians and Military Elites at the Start of a New Millennium” by Ole Holsti, 2001 (Extract) (5 pages)</li> <li>• The Military-Civilian Gap: War and Sacrifice in the Post-9/11 Era” from the Pew Research Center. Read pp. 13-25 (12 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
11	16 Nov (Tue)	Citizen-Soldiers & Volunteers: Contrasting Traditions of Service	<ul style="list-style-type: none"> <li>• “The US Citizen-Soldier's Past, Present, and Likely Future” by Peter Karsten, 2001. Read pages 61-64. (4 pages)</li> <li>• “Twilight of the Citizen-Soldier,” by Eliot Cohen, 2001. (4 pages)</li> <li>• “The Citizen-Soldier Tradition in the United States: Has Its Demise Been Greatly Exaggerated?” by Ronald A Krebs, 2009. (18 pages)</li> <li>• <i>I Want You!: The Evolution of the All-Volunteer Force</i> by Bernard Rostker. Read pages 1-9 (9 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Media Assignments</u>	<u>Deliverables</u>
	18 Nov (Thu)	Written Assignment	<ul style="list-style-type: none"> <li>• Submit Policy Memos by <b>11:59pm on 18 Nov.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Policy Memo</b></li> </ul>
12	23 Nov (Tue)	Gender and Service	<ul style="list-style-type: none"> <li>• <i>Diversity, Inclusion, and Equal Opportunity in the Armed Services</i> by Kristy N. Kamarck, 2019. Read “Inclusion of Women: Background and Force Profile” on pages 22-33. (11 pages)</li> <li>• Department of Defense Joint Memo 23 January 2013. (2 pages)</li> <li>• Secretary of Defense Memo of 5 December 2015. (3 pages)</li> <li>• <i>The First Class: Women Join the Ranks at the Naval Academy</i> by Sharon Hanley Disher, 1998. Excerpts. (42 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> <li>• Submit <b>Concept Quiz #5</b> by 11:59pm today.</li> </ul>
	25 Nov (Thu)	Thanksgiving Day (Holiday)	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
13	30 Nov (Tue)	The Military in U.S. Society: Race, Ethnicity, and Service	<ul style="list-style-type: none"> <li>• <i>Diversity, Inclusion, and Equal Opportunity in the Armed Services</i> by Kristy N. Kamarck, 2019. Read pp. 11-21. (11 pages)</li> <li>• “The Origins of the Negro Military Officer” and “Civil Rights, Black Power, and Military Service” by Isaac Hampton, 2013. (44 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
	2 Dec (Thu)	<b><u>Guest Lecture</u></b> <b>Maj. General Marcia M. Anderson</b> , U.S. Army Reserve (Retired)	<ul style="list-style-type: none"> <li>• See Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Journal: submit 3 questions for our speaker by 9am today.</li> </ul>
14	7 Dec (Tue)	The Military in U.S. Society: Sexual Orientation and Service	<ul style="list-style-type: none"> <li>• “Army embraces diversity and inclusion during Pride Month” from the U.S. Army (press release), 2020. (1 page)</li> <li>• <i>Diversity, Inclusion, and Equal Opportunity in the Armed Services</i> by Kristy N. Kamarck, 2019. Read pages 33-45. (11 pages)</li> <li>• “<u>Coming Out from Life under 'Don't Ask, Don't Tell'</u>” with Tony Woods, 2010. (5 min.)</li> <li>• “I Was Kicked Out of the Military for Being Gay” by Tony Woods, 2019. (4 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Media Assignments</u>	<u>Deliverables</u>
	9 Dec (Thu)	<b>Guest Lecture</b> <b>COL Sheri Swokowski,</b> Ph.D., U.S. Army (Retired)	<ul style="list-style-type: none"> <li>• See Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Journal: submit 3 questions for our speaker by 9am today.</li> </ul>
15	14 Dec (Tue)	Should we keep the AVF or revive the draft?	<ul style="list-style-type: none"> <li>• “The Deepest Obligation of Citizenship: Looking Beyond the Warrior Caste” by David W. Barno &amp; Nora Bensahel, 2018. (3 pages)</li> <li>• Obligation of Citizenship: Looking Beyond the Warrior Caste” by David W. Barno &amp; Nora Bensahel, 2018. (4 pages)</li> <li>• “The Greatest Sacrifice: Why Military Service Should Not Be an Obligation of Citizenship” by Max Margulies, 2018. (5 pages)</li> <li>• “Can We Talk? The Obligation of Military Service” by Charles Dunlap, 2018. (7 pages)</li> <li>• “The Virtue of an All-Volunteer Force” by Walter Y. Oi, 2003. (2 pages)</li> <li>• “Bringing Back the Draft: 5 Possibilities for the Future of Military Conscription” by Hope Hodge Seck, 2020. (10 pages]</li> <li>• “Should the United States Reinstate the Draft?” with Charles Moskos &amp; Alan Gropman, 2000. (3 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit journal post by 9am today.</li> </ul>
Exam Week	23 Dec (Thu)	Final Assignments	<ul style="list-style-type: none"> <li>• Submit revised Policy Memos and Concept Quiz #6 by <b>11:59pm on 23 Dec.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revised Policy Memos</b></li> <li>• <b>Concept Quiz #6</b></li> </ul>

Appendix B  
Course Assessment & Grading Standards

Expert Mastery		Basic Mastery		Progressing	Insufficient Progress	
"A" equivalent	"AB" equivalent	"B" equivalent	"BC" equivalent	"C" equivalent	"D" equivalent	"F" equivalent
Submit 12 journal posts earning "√" or "√+."	Meets or exceeds all "B" criteria <u>and</u> meets all but one criterium for "A" equivalence.	Submit 10 journal posts earning "√" or "√+."	Meets or exceeds all "C" criteria <u>and</u> meets all but one criterium for "B" equivalence.	Submit 9 journal posts earning "√" or "√+."	Submit 8 journal posts earning "√" or "√+."	Does not meet criteria for "D" equivalence.
Submit 20 Learning & Engagement Activities, earning "√."		Submit 17 Learning & Engagement Activities, earning "√."		Submit 15 Learning & Engagement Activities, earning "√."	Submit 13 Learning & Engagement Activities, earning "√."	
Complete 5 of 6 Concept Quizzes at level "Good" (3.0) or higher.		Complete 4 of 6 Concept Quizzes at level "Good" (3.0) or higher.		Complete 3 of 6 Concept Quizzes at level "Good" (3.0) or higher.	Complete 3 of 6 Concept Quizzes at level "Good" (3.0) or higher.	
Complete both major writing assignments at level "Good" (3.0) or higher.		Complete both major writing assignments at level "Good" (3.0) or higher.		Complete both major writing assignments at level "Good" (3.0) or higher.	Complete one major writing assignment at level "Good" (3.0) or higher.	

Journal entries and Learning & Engagement Activities assess using a √/√+/√- scale. Concept quizzes and major written assignments (i.e. the Op Ed piece and Policy Memo) utilize a 4.0-point scale. For most assignments, students meeting basic specifications will receive a rating of "√" or 3.0 points, as applicable. Submissions that exceed basic specifications may earn higher ratings. Basic specifications may include on-time submission, properly following the assignment instructions, addressing all aspects of the assignment prompts, and written work expressed with reasonable clarity and coherence. Some assignments may include additional specifications. To earn credit toward the final course grade, assignments must assess at "√" or 3.0 specification ratings or higher (as applicable).

The final course grade derives from the number of credits earned by the student. To qualify for a given level of mastery and grade, the student must achieve all requirements for that level. For example, a student with 14 journal credits, 18 engagement activity credits, 4 of 6 quizzes and 2 of 2 major written assignments would earn an overall course grade of "B."

## Appendix C Course Policies

- Diversity & Inclusion.** [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison, Wisconsin, and the nation. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.
- Academic Calendar & Religious Observances.** State law mandates that any student with a conflict between an academic requirement and any religious observance (see [calendar](#)) must be given an alternative for meeting the academic requirement. The law also stipulates that students be given a mechanism by which they can conveniently and confidentially notify an instructor of the conflict. Accordingly, please contact me within the first two weeks of class (i.e. by September 23) regarding specific days or dates on which you require accommodation for religious observances. Early notification will facilitate our ability to plan in advance. University policy establishes two additional considerations regarding accommodation for religious observances:
  - Assignment make-ups may be scheduled by the instructor before or after the regularly scheduled requirements.
  - The instructor may set reasonable limits on the total number of days claimed by any one student
- Academic Integrity.** By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. Please visit the university's [Undergraduate Guide](#) for detailed information on your academic integrity responsibilities. Click [here](#) for helpful information on what constitutes plagiarism and best practices for avoiding it. **Violations of UW-Madison academic integrity policies in PS 338 may result in failure of the assignment or the course.**
- Course Policies Pertaining to the COVID-19 Pandemic.** Your health and safety are my paramount concern and I expect everyone involved in PS 338 to act responsibly, with due consideration for each other. Accordingly, we will follow all UW–Madison policies designed to mitigate the effects of COVID-19. Students failing to comply with these policies will be marked with an unexcused absence for the day. A student who repeatedly fails to comply may be referred to the Office of Student Conduct and Community Standards and may be subject to disciplinary action under the non-academic misconduct policy. Please consult the University's [COVID-19 Response](#) website for current health and safety guidance.

5. **Accommodations for Students with Disabilities.** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))
6. **Course Evaluations.** Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation. UW-Madison now uses an online course evaluation survey tool: [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously.
7. **Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement.** The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure, and protection of student data.

For more information on student privacy rights (FERPA) at UW–Madison, please consult the [Undergraduate Guide](#).
8. **Privacy of Student Records and the Usage of Audio Recorded Lectures.** See information about [privacy of student records and the usage of audio-recorded lectures](#).



Lecture materials and recordings for PS 338 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [[Regent Policy Document 4-1](#)] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

9. **Electronics in the Classroom.** Use of electronic devices (laptops, mobile devices, etc.) is permitted and required in the PS 338 classroom. Please utilize your devices responsibly, with respect for your classmates. This means that during course sessions, you may take notes, access assigned reading and media, consult relevant reference material, and complete electronic in-class assignments. You may not check email, chat or tweet, check social media, visit e-commerce sites, or engage in any other activities not related to your coursework. Students failing to comply with these policies may receive grade penalties.

Appendix D  
Course Designations and Attributes

Requisites: Sophomore standing.

Breadth: Social Science

Level: Intermediate

L&S Credit: Counts as Liberal Arts and Science credit. The course is not repeatable for credit.

How credit hours are met by the course. Traditional Carnegie Definition: One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.

This course provides [substantive student-instructor interaction](#) via the following means:

1. Providing direct instruction.
2. Assessing and/or providing feedback on a student coursework.
3. Providing information or responding to questions about course content and/or competencies.
4. Facilitating group discussions regarding course content and/or competencies.
5. Other approved instructional activities.

This course provides [regular student-instructor interaction](#) via the following means:

1. Providing opportunities for substantive interaction with each student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency.
2. Monitoring each student's academic engagement and success, thus ensuring that the instructor can promptly and proactively engaging in substantive interaction with the student as needed or upon request by the student.

Appendix E  
**Journal Assignments & Engagement Activities**

**Reading and Media Journals**

Prior to most class meetings, students must submit a journal post covering the readings and media assigned for the session. I designed the reading and media journal assignment to help prepare you for engagement, discussion, and activities in class. Journaling encourages you to comprehend, analyze, and synthesize key ideas from the course readings and media assigned for the class session. The assignments also offer opportunity to practice critical thinking and written communication skills. In addition, the journal posts help the instructor to develop a sense for how well you are engaging the material and keeping up with the reading and media assignments.

**A. Instructions & Prompts.** Each journal entry should respond to *both* of the following prompts:

1. What idea or concept presented in the assigned readings and media was new to you or especially interesting? Which author(s) presented this idea or concept? Why do you find this idea/concept so compelling?
2. What specific idea(s) in the assigned readings or media did you find unclear, confusing, or “muddy?” (If you found no points of confusion/muddiness, so state.)

For class sessions that feature a guest speaker, instead of responding to prompts 1 and 2 above you should submit *three substantive questions* for the speaker to answer during Q&A. You need not offer responses to these questions—they are intended for the guest lecturer to answer!

**B. Assignment Requirements and Writing Quality.** Students must submit **12 journal posts** meeting assignment standards before the semester’s final class session (see rubric below). You may select the individual class sessions for which to submit your posts—no more than one one post per class session. Journaling assignments may not be submitted after their due date and posts not meeting minimum standards may not be revised and resubmitted for a higher grade—except as extraordinary circumstances may warrant (e.g. prolonged illness) and with instructor permission.

Your journal posts should reflect deep, critical thinking, yet be concise: 100-200 words (i.e. 1-2 paragraphs). **No submission should exceed 200 words.** Brevity is an important life skill to master, thus the journaling assignment offers practice in crafting compelling yet concise analyses. Journal posts addressing multiple readings and/or media assigned for the class session will receive consideration for a  $\sqrt{+}$  if they otherwise meet minimum standards (see rubric below).

Your journal is a “working” document. As such, it need not demonstrate the high level of writing refinement expected in a formal essay or research paper. However, your journal entries should exhibit a readable style organized in paragraphs, with sentences that are complete, coherent, and relatively free of errors in grammar and spelling.

**C. When to Submit Journal Posts.** Submit your journal posts in Canvas any time before **9am on the day of the associated class session**. Late posts will earn no credit. Journal entries posted on or before the submission time will be assessed per the rubric below.

**D. How to Post Journal Entries.** Navigate to the “Modules” or “Schedule” link in Canvas. On the Modules page, scroll down to the Week & Day for which you wish to post your journal entry. On the Daily page, click “journal post” in the Deliverables line—your personal journal page will open. Review the assignment instructions and scroll down to the “Reply” text box. Type or paste your journal post into the text box and click the red “Post Reply” button. You’re done! **IMPORTANT:** Title your journal entry as “**Journal Post for PS 338 Class Session on [DATE].**”

**E. How to Cite Sources in Journal Entries.** Since Canvas does not support citation numbering, simply put the author's name and page number in parenthesis after the sentence you wish to cite. Example: (Huntington, 35). Include a bibliographic listing (using Chicago Manual of Style format) for any source cited in the journal post other than assigned course materials.

**F. Journal Specifications and Assessment.** Journal entries will be assessed per the following rubric. Each post assessed as “√” or “√+” earn one journal credit toward the final course grade (see section 4. Grading below and Appendix B).

<b>Advanced Mastery (√+)</b>	<b>Basic Mastery (√)</b>	<b>Needs Work (√-)</b>
<p>The journal submission meets the “√” criteria and demonstrates noteworthy depth, synthesis, analysis, nuance, creativity, and/or eloquence.</p> <p>The submission may link ideas from the day’s assigned reading and media to other course content (readings, media, or lectures), class discussions, personal experiences, and/or current events.</p> <p>The submission may engage multiple readings or media assigned for the day.</p> <p>The submission was submitted by 12am on the morning that class convenes.</p> <p><i>This journal submission earns one journal credit toward the final course grade.</i></p>	<p>The journal submission meets basic specifications: (1) on-time posting to Canvas, (2) post clearly labeled with class session date, (3) entry addresses all assignment prompts, (4) entry meets all assignment requirements and writing quality criteria, and (5) citation and bibliographic information properly provided, as applicable.</p> <p><i>This journal submission earns one journal credit toward the final course grade.</i></p>	<p>The journal submission cannot be assessed as “√” or “√+,” as it does not meet all the criteria specified for these ratings.</p> <p><i>This journal submission does not earn credit toward the final course grade.</i></p>

**Questions on the Reading & Media Journals?** Please contact Professor Mobley well ahead of the assigned deadline for this assignment.

### **Classroom Learning & Course Engagement Activities**

Over the course of the semester, students must submit **20 Classroom Learning & Course Engagement Activities** to earn maximum credit. Appendix B explains how these activities contribute to your final course grade. The engagement activities are outlined as follows:

**A. Classroom Learning Activities/Focus Questions.** During each class session I will provide a Focus Question to help you synthesize your learning from the day’s content and discussion. The daily focus question requires students to submit short responses electronically (2-3 sentences), in a Google.doc provided by the instructor. I will schedule time during most sessions for you to

submit your responses in class. Please note that by submitting your response to the daily focus question, you certify that they attended the associated class session—*students not attending class that day should not submit a focus question response*.

Basic specifications to receive credit (“√”) for the focus question activity:

1. Demonstrate an honest effort to engage the ideas and topics covered in class.
2. The writing style in your response should be reasonably comprehensible and coherent (i.e. “working” standards).
3. Submit your daily response within 45 minutes of class adjourning (i.e. by 1pm). Most class session will offer dedicated time to complete focus question responses.

**B. Course Engagement Activities.** In addition to the daily focus questions, students may earn credit by completing various course engagement activities. I will provide specific guidance in class and in Canvas the various course engagement activities, ahead of their due dates. Course Engagement activities include:

1. Syllabus Quiz. Each student must complete a syllabus quiz **by 11:59 pm on Sunday, 19 September**. The syllabus quiz is available in Canvas; on-time completion of the quiz with a score of 3.0 or higher earns one engagement credit.
2. Student Information Survey. I ask each to submit a student information survey to me via Canvas. The survey requests basic information about you (name, major, anticipated graduation date, career intentions, course goals, etc.). This information will remain confidential (instructor eyes only). To earn engagement credit, please upload your student information survey your Reading & Media Journal in Canvas by **11:59 pm on Sunday, 19 September**. In any case, please submit your survey *before* the date of your welcome interview (below).
3. Welcome Interview with Professor Mobley. Each student should meet with me early in the semester for an informal conversation about course goals, learning style, and other topics of interest. To facilitate scheduling for these meetings, I will offer expanded office hours during the first few weeks of class. Plan on a 15-minute meeting. To schedule your interview, please sign up on the [Student Office Hours Appointment sheet](#). To earn engagement credit, you should complete the welcome interview by **Friday, 1 October**.
4. Feedback Surveys. Periodically during the semester I will make available surveys asking for your feedback on various aspects of PS 338. I will use your comments to enhance your learning experience and improve future versions of the course.
5. Other Activities. I may promulgate other engagement activities from time to time during the semester.