

**Political Science 189.04**  
**Topics in International Relations**  
**Seminar: World Wars and the Nation-State**  
**Fall Semester 2015**

<http://researchguides.library.tufts.edu/PoliticalScience189-04>

Prof. Taliaferro  
Packard Hall 112  
(617) 627-5847  
Office Hours: Mon. 9:30-11:30  
A.M. and by appointment

Block 1: Tues. 9:00-11:30 A.M.  
Undergraduate Writing Fellows:  
Kathleen Frost  
Umar Shareef

### Overview

This seminar examines the grand strategies of the great powers—the United States, Great Britain, France, Germany, Russia/Soviet Union, and Japan—from the outbreak of the First World War in 1914 to the end of the Second World War in 1945 and the years immediate following (roughly to 1950). We will do so using a variety of historical interpretations and international relations (IR) theories.

Topics we examine include: debates on the origins and responsibility for World War I; the 1919 peace settlement; the League of Nations; the cause of German and Japanese expansion in the 1930s; Anglo-French debates over preventive war and appeasement of Germany in 1930s; the crisis between the United States and Japan in 1940-41 and the U.S. entry into the war; debates over Allied war aims; the lessons of the two world wars and the Twenty Years' Crisis (1919-39) for current dilemmas in international politics and U.S. foreign policy in the twenty-first century.

**Prerequisites:** PS 61: Introduction to International Relations

**All students enrolled in PS 189.04 are expected to read and to be familiar with the syllabus. Additional copies of this syllabus are available on the PS 189.04 TRUNK site. If you are enrolled in this course, you agree to abide by all course policies. The requirements for the course are indivisible and non-negotiable. If you are not prepared to accept these responsibilities, then you should not take the course.**

**PS 189.04 TRUNK** <http://Trunk.tufts.edu>

This course makes extensive use of Trunk. You must submit all written work to the Assignment and/or Forum areas of the PS 0189.04 Trunk site as Microsoft Word files. Please note I do not accept paper copies or email copies of assignments. I cannot accept file formats other than MS Word. There are no exceptions. Please plan accordingly. The deadlines for assignments appear on the last page of this syllabus.

### READINGS

The required books are on four-hour reserve at Tisch Library. You can purchase or you can rent copies at the Tufts University Bookstore. Alternatively, you can also purchase copies on [Amazon.com](http://Amazon.com) or [BarnesandNoble.com](http://BarnesandNoble.com).

- Michael A. Barnhart, *Japan Prepares for Total War: The Search for Economic Security, 1919-1941* (Ithaca: Cornell University Press, 1987) ISBN 0-8014-9928-3

- Dale C. Copeland, *The Origins of Major War* (Ithaca: Cornell University Press, 2000) ISBN 978-0-8014-8757-6
- Jack S. Levy and John Vasquez, eds., *The Outbreak of the First World War: Structure, Politics, and Decision-Making* (Cambridge: Cambridge University Press, 2014), ISBN 9781107042452
- John Lukacs, *The Duel: The Eighty-Day Struggle between Churchill and Hitler* (New Haven: Yale University Press, 2001) ISBN 0-300-08916-3
- Jeffrey W. Taliaferro, Norrin M. Ripsman, and Steven E. Lobell, eds., *The Challenge of Grand Strategy: The Great Powers and the Broken Balance between the World Wars* (New York: Cambridge University Press, 2013) ISBN 1-107-66011-4

Other reading assignments will come from scholarly journals. In the Resources section of the PS 189.04 Trunk there are stable hyperlinks to various electronic journals to which the Tufts University Libraries subscribe. Most articles are \*.pdf. You must use your Tufts username and password to access those electronic journals if you are off-campus. If a particular hyperlink does not work, then simply go to the Tisch Library homepage, enter the journal title in the Library Catalog, and then search for the appropriate issue and article title.

## REQUIREMENTS

The requirements for this seminar are:

- Class Participation and Attendance (10%, ongoing assessment)
- Two Response Papers and Sets of Discussion Questions (10% each, 20% total)
- Research Paper of 20 to 25 pages (70% total, submitted in three parts)
  - Research puzzle/question statement and annotated bibliography (10%)
  - Summary introduction and theory section (15%)
  - Completed paper (45%)

Note: In order to earn an overall passing grade in the course, students must earn passing grades in all requirements. In other words, failing or not submitting any one requirement of the course will lead to an overall failing grade in PS 189.04.

## CLASS PARTICIPATION AND ATTENDANCE (10%)

In a research seminar, students learn from one another, as well as from the professor. Your regular attendance is critical to the success of this seminar since it only meets once a week.

- I expect you to attend every scheduled class meeting, to arrive on time, and to stay for the duration of the class period. Please do not schedule interviews, athletic events, or extracurricular events during **Block 1 (Tuesday, 9-11:30 AM)**. **If you miss two scheduled class meetings without a documented medical or an alpha dean's excuse (see below), then you will fail PS 189.04 entirely. There are no exceptions.** Please plan accordingly.
- **It is essential that you come to class prepared to discuss the assigned readings.** The reading assignments for this seminar are substantial. You should expect to read between 150 and 200 pages per week. If you not prepared to accept this responsibility, then do not take this class.

- Class will begin at 9 AM and we will take a fifteen-minute break from 10:30 to 10:45. I expect everyone to arrive on time and to stay for the entire class period (other than the fifteen-minute break between 10:30 and 10:45). If you bring food and beverages into the Packard Hall Conference Room, please clean up after yourself.
- ***You may not use laptops, notebooks, tablets, or other hand-held electronic devices in this class for two reasons.*** First, a seminar is a discussion-based class. You will get more out of this class if you listen and participate in the discussion, instead of trying to type every word spoken. Second, using electronic devices often distracts other people in the seminar and that is discourteous.
- Contributing to discussions will help your grade. However, dominating class discussions, or posing questions and making contributions just to demonstrate “how smart you are,” will hurt your grade.
- Be courteous and respect the opinions of your classmates. While spirited debate on the issues is part of the learning process, there is no room for discourteous discourse or personal attacks on anyone in the class.
- Please do not change the discussion topic until you are sure that your classmates no longer have something to say on the current topic.

### **RESPONSE PAPERS AND DISCUSSION QUESTIONS (20% in total, 10% each)**

Over the course of the semester, each student will write two weekly response papers and sets of discussion questions. You can find the guidelines for writing response papers and questions on the Forum of the PS 189.04 Trunk site.

**Response Papers** are to address the day's reading: to compare and contrast them; to discuss how they fit together or disagree; and to give us fodder for discussion by making provocative argument about them. *Response papers should never simply summarize the readings.* They should not exceed 500 words (or the equivalent of three pages double-spaced).

**Discussion Questions** should consist of three thought-provoking queries presented separately from the response paper, although they may refer to issues raised in the paper. They should not be factual, but rather theoretical or normative. You may ask empirical (factual) questions to the extent they involve evidence presented in the assigned article or book (e.g., Does the empirical evidence support the theory?).

Response papers and questions are due by **12 PM on Monday**. You should post them on the **Forum** and to the **Assignment** area of the PS 189.04 Trunk site as MS Word files. You must submit the response papers and questions to the appropriate weekly thread in the Forum (so that your classmates can read them) and to the Assignment area (so that I can grade them and enter them into the Trunk Gradebook). Students writing response papers and questions should bring a hard copy to class on Tuesday morning. Finally, I expect everyone to read the questions and the critiques before class.

## THE RESEARCH PAPER (70% in total)

This seminar requires an original research paper of 20-25 pages (double-spaced). You will submit the research paper in three stages, with each stage building upon the previous one. You can find memos on how to prepare each part, as well as the grading guidelines for the research paper as a whole, in the Assignment areas of the PS 189.04 Trunk site:

1. *Research Puzzle Statement and Annotated Bibliography (10%)*: This assignment calls upon you to develop a tentative research puzzle (or question) and to explore the scholarly literature pertinent to that topic. *Your research puzzle (or question) must pertain to some aspect of IR or the foreign and security policies of individual states during the historical period we study in this seminar (roughly 1900 to 1950). Research puzzles that deal strictly with current issues are not acceptable.* Your annotated bibliography should identify three to five possible sources that might be pertinent to your research puzzle or question, such as document collections, scholarly books, articles from academic journals, and papers presented at scholarly conferences. Websites and textbooks are not acceptable. *As part of this assignment, you must meet with Connie Reik, the social science reference librarian and coordinator of government documents at Tisch Library.* Please note that your research puzzle or question, as well as your annotated bibliography, will likely evolve as you do more research. This assignment should be 1 to 2 pages (single-spaced).
2. *Summary Introduction and Theoretical Section of the Paper (15%)*: In the introduction, you state the research puzzle, briefly discuss why the puzzle arises, and identify candidate theories from which you might derive two competing hypotheses. In the theoretical section, you briefly discuss the literature that from which you derive your hypotheses, the types of evidence that would confirm or disconfirm each hypothesis. This assignment should be 5 to 6 pages (double-spaced). The summary introduction should include footnotes or endnotes that cite the relevant literature.
3. *Completed Research Paper (45%)*: The completed research paper should build upon the work done on the previous two assignments. The paper will consist of four sections: the introduction, theoretical section, empirical section, and conclusion. Your main task in the empirical section is to evaluate the evidence you have gathered and reach a conclusion about which of the two rival hypotheses provides the better explanation for your puzzle. This assignment should be 20 to 25 pages (double-spaced).

### **Writing Fellows, Due Dates, and Return of Papers**

PS 189.04 is part of the Undergraduate Writing Fellows Program. Our writing fellows Kathleen Frost ([Kathleen.Frost@tufts.edu](mailto:Kathleen.Frost@tufts.edu)) and Umar Shareef ([Umar.Shareef@tufts.edu](mailto:Umar.Shareef@tufts.edu)) are an integral part of this course. Kathleen and Umar are here to provide you with constructive feedback and encouragement in preparing the research paper. The writing fellows are not here to edit or proofread initial drafts. They are not teaching assistants (TAs); they are not here to grade your work.

A calendar of due dates appears on the last page of the syllabus. There are **two due dates** for each stage of the research paper. On the first date, submit a complete initial draft to me via the Assignment area of the PS 189.04 Trunk site. The writing fellows will download and read the drafts. I will also read a random selection of initial drafts. **If you do not submit the initial draft at all you will earn a grade of zero (0%) on that portion of the research paper. There are no excuses. This is not negotiable. Please plan accordingly.** After revising the assignment in light of the writing fellow's comments, please submit the

revised draft to me via the Assignment area of Trunk. I will grade the revised draft of each portion of the research paper.

### ***Format for the Research Paper Components***

Only MS Word files are acceptable. You must use an 11-point or a 12-point font for the text of each portion of the research paper, although you may use smaller fonts for the footnotes or endnotes. Please make sure your paper has 1" margins on all sides. The completed research paper should be between 20 and 25 double-spaced pages (3,000 to 3,500 words), inclusive of the title page and footnotes or endnotes. You should include a separate cover sheet with your name, the paper's title, and the date of submission. Papers over the 25-page limit will incur a grade penalty.

All components of the research paper should adhere to the grammatical and syntax rules of standard written English. You must use footnotes or endnotes to document all quotations, paraphrases, statements of fact, and the work of other authors. You should adhere to the footnote or endnote format set forth in the *Chicago Manual of Style*, 16<sup>th</sup> ed. (Chicago: University of Chicago Press, 2011). There is a link to the online version of the *Chicago Manual of Style* under the "Citations Help" tab of the PS0189.04 Library Research Guide. *When in doubt, simply follow the footnote or endnote format in any of the required books or articles for the course.*

## **UNIVERSITY AND CLASS POLICIES**

### **Academic Honesty**

- You should be familiar with [Academic Integrity for Graduate and Undergraduate Students](#), available on the Dean of Student Affairs website.
- Tufts University policy states: "Faculty members who encounter an instance where substantial evidence of academic dishonesty exists must report the situation to the Dean of Student Affairs office. This policy assures consistency in the treatment of academic dishonesty and allows the institution to identify repeat offenders. The Dean of Student Affairs office will work with the faculty member in applying university and departmental policies and assist in determining an academic outcome."
- Academic dishonesty includes the following: buying papers; borrowing papers; lending papers (or parts of papers) to other students; submitting the same assignment for two different classes without the express permission of both instructors; plagiarism, defined as quoting material from other sources without using quotation marks or paraphrasing materials without proper citation; and uploading corrupted files to Trunk.
- Tufts University has a site license for *Turnitin*, a leading anti-plagiarism software package. I have set up the Assignments in Trunk so that students must run the different research paper components through Turnitin before submitting them to the Writing Fellows and to me. You will be able to view the report generated by Turnitin. Doing so, will give you greater peace of mind. I also view the originality reports generated by Turnitin for assignments.

### **Late Papers**

- *All late submissions incur a penalty of 10% (i.e., a letter grade) per each day or portion thereof after the deadline.* This means, an assignment submitted anywhere from one minute to one day late that might otherwise have earned a 90% (A-), will instead earn an 80% (B-). If the same assignment were two days late, it would earn a 70% (C-). Any assignment submitted five days after the deadline automatically earns a 50% or lower (F). *Again, not submitting the initial draft*

*of a portion of the research paper will result in a grade of 0% (f). No exceptions.* Please plan accordingly. The late penalties are not negotiable. Trunk automatically time stamps all submissions, thus enabling me to see who has or has not submitted an assignment on time.

- *Only students with legitimate and documented reasons are exempt from the late penalties.* There are only three legitimate reasons:
  - Bereavement (e.g., the death of a parent, a step parent, a sibling, or another close relative);
  - A life threatening illness in your immediate family that requires you to leave campus; or
  - A serious illness or medical emergency that requires you to receive immediate medical attention
- In the case of bereavement or a family emergency, the student must ask his or her Associate Dean of Undergraduate Education (“alpha dean”) in Dowling Hall to send me notification. In the case of a serious illness or medical emergency, the student is required to provide medical documentation from Health Service or other medical provider information if the student is too ill to take an in-class mid-term or in-class final examination.
- Please remember that any student in such unfortunate circumstances is still responsible for obtaining documentation from an Associate Dean of Undergraduate Education and/or Health Services in a timely fashion. A timely fashion means a within a day or two, not three or four weeks.
- I am stringent in enforcing deadlines to reward the overwhelming majority of students who submit assignments on time. I also seek to prevent collective action problems and chaos.

### **Grading Standards**

- There is no grade curve in this class. All excellent work will earn an A (90-99%); all meritorious work will earn a B (80-89%); work without any marked merit or defect will earn a C (70-79%); and all unsatisfactory or mediocre work will earn a D (60-69%). Abysmal, incompetent, or non-existent work will earn an F (59% or lower). These are the standards set in the [Bulletin of Tufts University: School of Arts and Sciences and School of Engineering](#).
- Tufts University policy states: “Effective education requires timely and objective evaluation of students' academic work, using clear, standard, fair and public criteria. Such standards should be listed in the course syllabus. While criteria differ across disciplines and faculty, and while the ultimate responsibility for setting standards and evaluating performance rests with departments and individual faculty, submitted grades are final and not subject to negotiation.”
- Please do not attempt to bargain, negotiate, or plead for a higher grade. The grading guidelines for the research paper components appear on the PS 189.04 Trunk site. Please remember, that in the interest of fairness to everyone, I evaluate all work according to these guidelines. Please do your part by reading and following the guidelines for the papers. When the people grading you give you the playbook, then “common sense” suggests you read and follow the playbook!
- Please remember, I can only evaluate the work submitted. I cannot grade the amount of "effort" you put into an assignment or the course as a whole. I cannot award "extra credit." There will be no opportunities to "do over" any portion of the papers. Remember, I must hold all students to the same standards and I have limited time to grade student assignments.

## E-mail Etiquette

- If you need to send me e-mail, then please confine your messages to brief questions that require "yes" or "no" answers or that I can answer in a sentence or two. Please make sure that you send email from your Tufts University account or another account that has your full name in the sender's address.
- E-mail is fine for scheduling appointments or asking brief factual questions. However, email is not a good vehicle for detailed conversations or for asking and answering lengthy questions. I would much prefer to speak with you in person.
- I cannot provide technical support for Trunk, ISIS, MS Word, or any other software program or web-based platform. You should direct all technical support questions to the Tufts Technology Services Help Desk. I cannot provide commentary on draft assignments via e-mail. I do not discuss grades over email.
- Please remember that I have other teaching and research responsibilities, as well as a life away from Tufts University. I do not check my university e-mail account after normal business hours (8 AM to 5 PM, Monday through Friday) or on weekends. This means, if you send me e-mail at 3 AM on Sunday, I will not read it until Monday morning.

## RESOURCES FOR STUDENTS

### Office Hours

- I have regular "office hours" on Mondays from 9:30 to 11:30 AM in Packard Hall 112. I see students on a first-come, first-served basis.
- In addition, I am available to meet with students by appointment outside of my regular office hours. Please send a brief email to schedule an appointment. Please note that I am not available to meet on Fridays, which is my research day during the semester.

### Academic Resources Center, ESL Students, and Accessibility Services:

I want all students to be able to participate fully in this class.

- If English is not your first language or you are not proficient in standard written English, please seek assistance at the Academic Resource Center (ARC) in Dowling Hall. The ARC also offers *free* peer tutoring, individual help with writing, and workshops on efficient reading, note taking, and time management.
- The Student Accessibility Services Office (SASO) provides services for students with *physical and/or learning disabilities*. If you have a documented disability that may affect your participation and wish to discuss accommodations, please contact **Linda Sullivan, Director of Student Accessibility Services, at (617) 627-1571 or Linda.Sullivan@tufts.edu** as soon as possible. The SASO and I will work with you to arrange reasonable accommodations.
- Please remember that if you have a learning or physical disability, it is your responsibility to register with the SASO at the beginning of the semester. The SASO and I cannot work with you to arrange reasonable accommodations, if we do not know you have a disability.

<b>SCHEDULE OF READINGS AND DISCUSSION TOPICS</b>
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**Sept. 8: Introduction****Sept. 15: Career Options for IR and Political Science Majors****Sept. 22: Debating German Responsibility for the Outbreak of World War I**

Copeland, *Origins of Major War*, pp. 1-55 and 56-117.

John A. Vasquez, "Was the First World War a Preventive War? Concepts, Criteria, and Evidence," in Levy and Vasquez, eds., *The Outbreak of the First World War*, pp. 199-226.

Ronald P. Bobroff, "War Accepted but Unsought: Russia's Growing Militancy and the July Crisis, 1914," in Levy and Vasquez, eds., *The Outbreak of the First World War*, pp. 227-251.

**Sept. 29: From a European War to a Global War (1914-1918)**

Robert Gerwarth and Erez Manela, "The Great War as a Global War: Imperial Conflict and the Reconfiguration of World Order, 1911–1923," *Diplomatic History*, Vol. 38, No. 4 (2014), pp. 786-800. Available on TRUNK

Matthew F. Jacobs, "World War I: A War (and Peace?) for the Middle East," *Diplomatic History*, Vol. 38, No. 4 (2014), pp. 776-785. Available on TRUNK

Michael Adas, "Ambivalent Ally: American Military Intervention and the Endgame and Legacy of World War I," *Diplomatic History*, Vol. 38, No. 4 (2014), pp. 700-712. Available on TRUNK

**Oct. 6: The 1919 Settlement and its Enforcement**

Steven E. Lobell, Jeffrey W. Taliaferro, and Norrin M. Ripsman, "Introduction: Grand Strategy between the World Wars," in Taliaferro, Ripsman, and Lobell, eds., *The Challenge of Grand Strategy*, pp. 1-36.

David Stevenson, "Britain, France and the Origins of German Disarmament, 1916-19," *Journal of Strategic Studies*, Vol. 29, No. 2 (April 2006), pp. 195-224. Available on TRUNK

Peter Jackson, "Deterrence, Coercion and Enmeshment: French Grand Strategy and the German Problem after World War I," in Taliaferro, Ripsman, and Lobell, eds., *The Challenge of Grand Strategy*, pp. 37-63.

**Oct. 13: Origins of Revisionism: Germany and Japan**

Barnhart, *Japan Prepares for Total War*, pp. 17-91.

Steven Ward, "Race, Status, and Japanese Revisionism in the Early 1930s," *Security Studies*, Vol. 22, No. 4 (2013), pp. 607-639. Available on TRUNK

Klaus Schwabe, "World War I and the Rise of Hitler," *Diplomatic History*, Vol. 38, No. 4 (2014), pp. 864-879. Available on TRUNK

Dale C. Copeland, "Economic Interdependence and the Strategies of Germany and Japan, 1925-1941," in Taliaferro, Ripsman and Lobell, eds., *The Challenge of Grand Strategy*, pp. 120-147.



### **Oct. 20: Britain, France, and the Politics of Appeasement**

Scott A. Silverstone, "The Locarno Treaty, Anglo-French Grand Strategy, and the 1936 Rhineland Crisis," in Taliaferro, Ripsman and Lobell, eds., *The Challenge of Grand Strategy*, pp. 65-92.

Norrin M. Ripsman, and Jack S. Levy, "British Grand Strategy and the Rise of Germany, 1933-1936," in Taliaferro, Ripsman and Lobell, eds., *The Challenge of Grand Strategy*, pp. 171-192.

Steven E. Lobell, "Britain's Grand Strategy during the 1930s: From Balance of Power to Components of Power," in Taliaferro, Lobell, and Ripsman, eds., *The Challenge of Grand Strategy*, pp. 147-170.

### **Oct. 27: The 80-Day Duel: Hitler versus Churchill (May-July 1940)**

John Lukacs, *The Duel: The Eighty-Day Struggle between Churchill and Hitler*, pp. 1-210.

Cameron G. Thies, "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations," *International Studies Perspectives*, Vol. 3, No. 4 (2002), pp. 351-372. Available on TRUNK

### **Nov. 3: Allies and Adversaries: Germany, Japan, and Soviet Union (1936-1941)**

Timothy M. Crawford, "Powers of Division: From the Anti-Comintern Pact to the Nazi-Soviet and Japanese-Soviet Pacts," in Taliaferro, Lobell, Ripsman, eds., *The Challenge of Grand Strategy*, pp. 246-276.

Barnhart, *Japan Prepares for Total War*, pp. 136-148.

Copeland, *Origins of Major War*, pp. 118-145.

### **Nov. 10: Substitute Wednesday's Class Schedule on Tuesday**

### **Nov. 17: The Crisis between the United States and Japan (June 1940-Dec. 1941)**

Barnhart, *Japan Prepares for Total War*, pp. 198-274.

Jeffrey W. Taliaferro, "Strategy of Innocence or Provocation? The Roosevelt Administration's Road to World War II" in Taliaferro, Lobell, Ripsman, eds., *Challenge of Grand Strategy*, pp. 193-223.

Tyoyoshi Kawasaki, "The Rising Sun Was No Jackal: Japanese Grand Strategy, the Tripartite Pact, and Alliance Formation Theory," in Taliaferro, Ripsman, and Lobell, eds., *The Challenge of Grand Strategy*, pp. 224-245.

### **Nov. 24: The Unlikely Allies—The United States, Great Britain, and the Soviet Union**

Evan N. Resnick, "Hang Together or Hang Separately? Evaluating Rival Theories of Wartime Alliance Cohesion," *Security Studies*, Vol. 22, No. 4 (2013), pp. 672-706. Available on TRUNK

Geoffrey Roberts, "Stalin at the Tehran, Yalta, and Potsdam Conferences," *Journal of Cold War Studies*, Vol. 9, No. 4 (Fall 2007), pp. 6-40. Available on TRUNK

Marc Trachtenberg, "The United States and Eastern Europe in 1945: A Reassessment," *Journal of Cold War Studies*, Vol. 10, No. 4 (Fall 2008), pp. 94-132. Available on TRUNK:

**Dec. 1: The Final Solution: What Did the Allies Know and When Did They Know It?**

Danny Orbach and Mark Solonin, "Calculated Indifference: The Soviet Union and Requests to Bomb Auschwitz," *Holocaust and Genocide Studies*, Vol. 27, No. 1 (2013), pp. 90-113. Available on TRUNK

Michael Fleming, "Allied Knowledge of Auschwitz: A (Further) Challenge to the "Elusiveness" Narrative," *Holocaust and Genocide Studies*, Vol. 28, No. 1 (2014), pp. 31-57. Available on TRUNK

**Dec. 8: Historical Memories of the World Wars in Twenty-First Century International Politics**

Jennifer Lind, "Apologies in International Politics," *Security Studies*, Vol. 18, No. 3 (2009), pp. 517-556. Available on TRUNK

PS 189.04 Calendar of Due Dates (Fall 2015)	
Every Monday	Response paper and discussion questions due at 12 PM
Sept. 20 to Oct. 2	Individual meetings with Connie Reik, research librarian for social sciences and government documents, Tisch Library
Oct. 5	Draft research puzzle and bibliography assignment due at 12 PM
Oct. 5- Oct. 11	Meetings with writing fellows
Oct. 12	Columbus Day; Revised research puzzle and bibliography assignment due at 12 PM
Nov. 9	Draft summary introduction and theory section due at 12 PM
Nov. 10 – Nov.15	Meetings with writing fellows
Nov. 16	Revised summary introduction and theory section due at 12 PM
Dec. 4	Draft research paper due at 12 PM
Dec. 5 –Dec. 14	Meetings with writing fellows
Dec. 17	Revised research paper due at 12 p.m.

**REMINDER:**

Please remember, all assignments must be uploaded to the PS 189.04 Trunk site as Microsoft Word files. The deadlines for assignments apply to all students enrolled in this class. These deadlines are not negotiable. I cannot grant an extension or move assignment due dates because you are "stressed out" or because you have other commitments (e.g. demands of other classes, due dates of other assignments, athletic competitions, EPIIC, ALLIES, NIMEP, political protests, or other extracurricular activities). Please plan accordingly.

I have tried to ensure that due dates do not fall on the religious holy days listed on the **2015-2016 Tufts University Academic Calendar** < <http://uss.tufts.edu/stuserv/acadcal/>>. However, it is not always possible avoid conflicts with holy day observances. If your observance of a holy day that appears on the Tufts University Academic Calendar conflicts with one of these due dates, then please let me know as soon as possible.