**POL 3767 The Political Psychology of Elite Behavior**

**Tuesday – Thursday 4:00 PM – 5:15 PM**

**Blegen Hall Room 10**

Professor Dan Myers

Department of Political Science

Office hours:

In Person: Sibley Grove (In Front of Social Sciences Tower) Tuesday and Thursday 2:30 PM-3:30 PM. Weather permitting – if rain, Zoom only.

Zoom: [z.umn.edu/MyersOfficeHours](file:///C:\Users\cdmyers\Box%20Sync\Current%20Projects\3767%20Fall%202020\Syllabus\z.umn.edu\MyersOfficeHours); Monday 1:30-3:30 PM

Email: [cdmyers@umn.edu](mailto:cdmyers@umn.edu)

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Office Hours: Fridays 1:00 PM – 3:00 PM, Zoom

Office Hours Zoom Link: <https://z.umn.edu/GriffinOfficeHours>

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Why do some countries cooperate with each other while others go to war? How do the personalities of leaders affect how they behave in office? How to groups of policymakers work together? In this class we will address questions like these by exploring the psychology of political elites, those members of society who wield outsized influence over political decisions. This outsized influence means that understanding how elites think is particularly important. It is also unusually difficult, leading some to argue that political psychology can play little role in understanding elite decision-making.

Students will exit the class having mastered a body of knowledge about elite decision-making and learned about the different approaches that scholars take to study these decisions. They will also gain the critical capacity to judge arguments about politics, the ability to identify, define, and solve problems, and the skill to locate and critically evaluate information relevant to these tasks. This course fulfills the Civic Life and Ethics theme requirement.

**Course Readings**

We will read most or all of the following books, hard copies and digital copies are available through the University of Minnesota bookstore and/or your favorite online retailers:

* Yarhi-Milo, Keren. 2018. *Who Fights for Reputation: The Psychology of Leaders in International Conflict*. Princeton University Press.
* Ramey, Adam J. and Jonathan D. Klingler. 2017. *More Than a Feeling: Personality, Polarization, and the Transformation of the US Congress*. New York: Cambridge University Press.
* Kaufman, Stuart J. 2015. *Nationalist Passions*. Ithaca: Cornell University Press.
* McNamara, Robert S., and Brian VanDeMark. 1996. *In Retrospect: The Tragedy and Lessons of Vietnam.* New York: Vintage Books.
* McMaster, H. R. 1998. *Dereliction of Duty: Johnson, McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam*. New York: Harper Perennial.

In addition, we will read journal articles and chapters of other books in most weeks. Readings not from one of the assigned books are generally available in electronic form through the library or, if not easily accessible through the library, on the course Canvas site. Readings on the Canvas site are listed with a (C). If you have trouble locating a reading, please contact me or the TA.

Occasionally, there will be a short assignment associated with a class. These assignments are not graded (and occasionally are for extra credit) but help illustrate some important concept in a more vivid manner than the course readings. Please complete the assignment before class.

I may from time to time change the required readings or assignments in the syllabus if I determine that a better reading is available. I will give at least one week's notice of any change via email and will post an updated version of the syllabus on Canvas.

**Class Procedure**

As a result of the pandemic, this course will be offered with a Zoom option. At the start of the semester students will be asked to choose between attending in-person or over Zoom and will only be allowed to switch modes with instructor approval. Students attending over Zoom will watch the class synchronously (that is, at the same time as in-person students) - lecture recordings will NOT be made available except under special circumstances. In-person students who need to attend a class session over Zoom must get instructor permission.

Students attending over Zoom will participate in class activities (e.g. small group discussions) online, and be expected to be as attentive as they would be in the live classroom. We can't make any promises about the quality of the Zoom stream - we are not A/V professionals, and the quality of the in-person class has to be our first priority. We will do our best to make the streaming version of the class as close the in-person experience as possible.

All students will be placed in five-person discussion groups at the start of the semester. Throughout class, we will occasionally break into small-group discussion to think together about an important argument or problem; at the end of these breaks, we will often ask groups to report out the results of their discussion. In-person discussion groups will be assigned a place in the classroom to sit, while Zoom discussion groups will discuss in breakout rooms. Discussion groups will remain the same throughout the semester, as will the physical location of the discussion group for in-person groups. If you know of someone in the class who you do NOT want to be in a discussion group with, please let me know as soon as possible.

**Course Structure and Assignments**

This course will be structured around ten weeks of substantive material, with each week covering an important theory about or explanation of elite political behavior. Each week will have a series of readings that offer a theory about some aspect of elite political behavior and evidence in support of that theory. In most weeks, these readings will be roughly dived into two sets: Theoretical readings, which describe the theory, and empirical readings, which offer evidence for or illustrations of the theory.

Your grade in this class will be comprised of four kinds of assignments:

* *Reading Memos*: For each class, one member of your discussion group will write a reading memo of approximately 250-500 words (roughly one to two double-spaced page). This memo must be posted to the group’s Canvas site and submitted to the appropriate Canvas assignment. Reading memos should start by briefly summarizing the argument made by the readings; this summary should occupy at most half of the memo. The second part of the memo should critically evaluate the author or authors’ argument. You might consider the following kinds of issues:
  + What questions do you have about the arguments or findings, or what things do you think you might not fully understand?
  + What do you find most convincing or unconvincing about the readings’ arguments or findings, and why?
  + What are some implications of the arguments or findings that the authors do not discuss or consider?
  + What further questions about the political world do the arguments or findings raise?

The memo should be posted to your group canvas page and to the appropriate Canvas assignment by 11:59 PM the day before class. Everyone in your group should read the memo before class begins and be prepared to discuss it in the group.

These memos serve two purposes: First, it serves as a starting point for discussion in your group. Second, it serves as a resource when it comes to studying for the midterm, working on the group project, and writing the final paper.

Reading memos will be checked in for completeness, but not graded in a formal way. Your grade on the reading memos will be the percentage of your assigned memos that you completed. Each student is assigned a memo for four classes, so completing all of our assigned memos is essential for getting a good grade.

* *Midterm*: The midterm exam will cover all material from the first ten weeks of the semester. The exam will contain a number of short answer questions and a single essay question. It will be open book and open note – importantly, this includes the weekly memos that your group produces. The exam is scheduled for November 18. More details on the exam will be available as the date approaches.
* *Group Presentation*:In the final third of the class, each group will prepare a presentation that seeks to explain some elite decision from some point in history using one or more of the theories discussed in the first nine weeks of the class. In the week following Thanksgiving, each student will watch each group’s presentation and fill out a short feedback form. In addition, each student will fill out an anonymous evaluation of their fellow groups members’ participation in preparing the group’s presentation. Your grade on the presentation will depend on all of these elements. More details on the group presentation will be available as the date approaches.
* *Final Paper*: In the final paper, each student will advance an argument that seeks to explain one of the decisions made by US elites during the Vietnam war using one or more of the theories discussed in the first nine weeks of class. This paper will be roughly 2,500 words, or about 10 double-spaced pages.

**Grading**

Your course grade will be made up of the following components:

Reading Memos 30%

Midterm Exam 25%

Group Project 20%

Final Paper 25%

This course will use the following grading scale. Final grades will not be rounded – an 89.99 is a B+, even though it is .01 away from an A-.

A: Achievement outstanding relative to the basic course requirements

A 93 points or higher

A- 90-92.99

B: Achievement significantly above the basic course requirements

B+ 87-89.99

B 84-86.99

B- 80-83.99

C: Achievement meeting the basic course requirements

C+ 77-79.99

C 74-77.99

C- 70-73.99

D: Achievement worthy of credit but below the basic course requirements

D+ 67-69.99

D 60-66.99

F: Below 60 points

Clarifying questions about grades should be directed to me. You must wait 24 hours after receiving a grade before seeking clarification about the grade. If, after seeking clarification, you feel that a grading decision is incorrect, you may appeal in writing (minimum one paragraph). Your appeal should specify what the grading decision was, why you feel it was incorrect, why your answer was correct, and what you feel an appropriate grade is. If asked to re-grade a question, I reserve the right to raise or lower the original grade. All grade appeals must be made within two weeks of an assignment being returned.

I may over the course of the semester give very limited extra credit opportunities. These will all be announced by me in class. I do not give “extra” extra credit opportunities to students who request them. If, over the course of the semester, no suitable extra-credit opportunities present themselves then there will be no extra credit opportunities.

**Class Policies**

*Absences and Late Work*

If you anticipate missing one of your assigned reading memos for a documented medical or family emergencies or for approved university activities, please try to trade dates with another student in your group. If you cannot, or if you have an unanticipated absence, you may submit the memo late if the absence is for a documented medical or family emergencies or for approved university activities. Note that you may have one approved absence per semester for health issues that does not require documentation – for this one undocumented absence, you may turn in your reading memo late. “Late” in this context means no more than two days after the reason for the excused absence ends; please come talk to me if you need more time.

If you are unable to take the midterm on the assigned day because of a documented medical or family emergencies or for approved university activities, please get in touch with me as soon as possible so that we can arrange appropriate accommodations. Make-up midterms will not be provided in the absence of a documented excused absence.

Due dates related to the group presentation will not be extended.

The final essay must be turned in via Canvas by 11:59 PM on December 17. If I notice that you did not turn in the essay, I will send you an email. You will have 24 hours after that email is sent to turn in an essay, whose grade will be reduced by 3 points. After that, no late essays will be accepted.

**Class Policies**

**Attendance:**

While I do not formally take attendance, students can only take the daily quiz in class at the start of class. Thus, regular attendance is necessary to get a good grade in this course. Students who do not regularly attend class also tend to do less well on long quizzes and the final paper.

**Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

For additional information, please see: <https://policy.umn.edu/education/instructorresp>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>.

If you have additional questions, please ask me or the TAs. In particular, if you are at all in doubt about whether a particular action constitutes scholastic dishonesty, please contact me. I would much rather have a conversation before any potential scholastic dishonesty than after, and I will not penalize in any way questions raised about the scholastic dishonesty policy so long as they are raised before the potential scholastic dishonesty occurs.

**Contact Policy:**

In an effort to hold in-class announcements to a minimum, I will be using e-mail to relay most of the nuts and bolts of the course. You must check your campus e-mail every day. You are responsible for any information that I pass along via email.

I will respond to all email within 24 hours, except on weekends. Though I will respond as quickly as possible, I cannot guarantee that I will respond to any email faster than 24 hours of it being sent. Please keep this in mind as long quizzes and the essay deadline approach.

**Office Hours:**

Please come talk to me or to your TAs if there is something from class you do not fully understand, or something that particularly interests you and you would like to talk about in greater depth – we are here to help you learn. Scheduled office hour times may not be convenient for you, so I’m also happy to meet with you by appointment. Just ask me after class or e-mail me, and we can arrange a time to meet.

**Student Conduct Code:**The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [regents.umn.edu/sites/default/files/policies/Student\_Conduct\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).  
  
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”

Note also the University’s indoor mask mandate. All University of Minnesota faculty, staff, students, and visitors (including contractors, service providers, vendors, and suppliers) are required to wear an acceptable face mask that is properly fitted to cover the wearer’s nose and mouth, wrap under the chin, and not have any noticeable gaps at all times when in any enclosed or indoor space on University campuses and properties (including leased facilities), regardless of vaccination status. If you violate this mandate you will be directed to leave class. See: <https://safe-campus.umn.edu/return-campus/face-coverings>

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <https://policy.umn.edu/education/studentresp>.

**Sexual Harassment and Misconduct:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <https://policy.umn.edu/hr/sexharassassault>

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. For more information about the requirement that instructors and TAs report any prohibited sexual conduct that they become aware of to the Title IX office, see: <https://policy.umn.edu/hr/sexharassassault-faq01>

**Academic Freedom and Responsibility:**Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Students are responsible for class attendance and all course requirements, including deadlines and examinations.

**Disability Accommodations:**

I, and the University of Minnesota, are committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at [drc@umn.edu](mailto:drc@umn.edu) or 612.626.1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, please contact me as early in the semester as possible to discuss how the accommodations will be applied in the course. I will generally request that we meet briefly to discuss these accommodations.

For more information, please see the DRC website, [diversity.umn.edu/disability/](https://diversity.umn.edu/disability/).

**Mental Health and Stress Management:**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website: [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu/).

**Support for Writing:**

This class uses writing assignments. The Student Writing Center has TAs and ESL specialists to help with your writing skills. For more information, see [writing.umn.edu/sws/](http://writing.umn.edu/sws/).

**Course Schedule, Readings, and Assignments**

**September 7: Course Intro**

*Readings:*

* The course syllabus.

**September 9: The Problems of Studying Elite Psychology**

*Memo*: Group Member 1

*Readings:*

* Byman, Daniel L. and Kenneth M. Pollack. 2001. “Let Us Now Praise Great Men: Bringing the Statesman Back In.” *International Security* 25(4): 107-146
* Kertzer, Joshua D. Forthcoming “Re-Assessing Elite-Public Gaps in Political Behavior.” *American Journal of Political Science*. https://doi.org/10.1111/ajps.12583

**September 14: The Rational Actor Model Part 1**

*Memo:* Group Member 2

*Assignment:* Play the Prisoner’s Dilemma online at: <http://www.gametheory.net/Mike/applets/PDilemma/Pdilemma.html>

Submit a screenshot of your final payoff after playing against all five opponents for extra credit.

*Readings Part 1:*

* Stiglitz, Edward H. and Barry R. Weingast. 2011. “Rational Choice.” in *International encyclopedia of political science*. London: Sage. **(C)**
* Schelling, Thomas. 1966. *Arms and Influence*. New Haven: Yale University Press. Pgs 35-55. **(C)**
* Schelling, Thomas. 1960. *The Strategy of Conflict*. Cambridge: Harvard University Press. First two pages of Chap 9. **(C)**

**September 16: The Rational Actor Model Part 2**

*Memo*: Group Member 3

*Readings:*

* Lake, David A. 2011. “Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War.” *International Security* 35(3): 7-52

**September 21: Prospect Theory Part 1**

*Memo*: Group Member 4

*Readings*:

* Gneezy, Ayelet and Gneezy Epley. 2007. “Prospect Theory.” In Sage Encyclopedia of Social Psychology, Roy F. Baumeister and Kathleen D. Vohs, eds. Sage Publications. <http://dx.doi.org.ezp2.lib.umn.edu/10.4135/9781412956253>
* Jervis, Robert. 2017. “Prospect Theory: The Political Implications of Loss Aversion.” In How Statesmen Think, The Psychology of International Politics, Princeton University Press, 85–104. <https://www.jstor.org/stable/j.ctvc775k1.8>.

**September 23: Prospect Theory Part 2**

*Memo*: Group Member 5

*Readings*:

* McDermott, Rose. 1998. *Risk-Taking in International Politics*. Ann Arbor: University of Michigan Press. Chap 3. <https://www.press.umich.edu/15776/risk_taking_in_international_politics/?s=look_inside>

**September 28: Emotion Part 1**

*Memo*: Group Member 1

*Readings*:

* Saurette, Paul. 2006. “You Dissin Me? Humiliation and post 9/11 global politics.” *Review of International Studies* 32(3): 495-522
* Payne, Kenneth. 2015. “Fighting On: Emotion and Conflict Termination.” *Cambridge Review of International Affairs* 28(3): 480-497

**September 30: Emotion Part 2**

*Memo*: Group Member 2

*Readings*:

* Markwica, Robin. 2018. Emotional Choices: How the Logic of Affect Shapes Coercive Diplomacy. Oxford ; New York: Oxford University Press. Chapters 1, 2, and 5. **(C)**

**October 5: Types and Reputation Part 1**

*Memo*: Group Member 3

*Readings:*

* Yarhi-Milo, Keren. 2018. *Who Fights for Reputation: The Psychology of Leaders in International Conflict*. Princeton University Press. Chapters 1, 2 Skim Chapter 3.

**October 7: Types and Reputation Part 2**

*Memo*: Group Member 4

*Readings*:

* Yarhi-Milo, Keren. 2018. *Who Fights for Reputation: The Psychology of Leaders in International Conflict*. Princeton University Press. Chapters 4, 8, Skim Chapter 5

**October 12: Personality Part 1**

*Memo*: Group Member 5

*Assignments***:**

* Take the Big Five Personality assessment twice: <https://openpsychometrics.org/tests/IPIP-BFFM/>
  + Once as yourself
  + Once as you think that a political elite of your choice would answer it.
  + Submit a screenshot of the political elite for extra credit.

*Readings*:

* Ramey, Adam and Johnathan D. Klinger. 2017. *More Than a Feeling: Personality, polarization, and the Transformation of the US Congress*. New York: Cambridge University Press. Chaps 1, 2, Skim Chap 3.

**October 14: Personality Part 2**

*Memo*: Group Member 1

*Readings*:

* Ramey, Adam and Jonathan D. Klinger. 2017. *More Than a Feeling: Personality, Polarization, and the Transformation of the US Congress*. New York: Cambridge University Press. Chaps 4, 7.
* Dynes, Adam M., Hans J. G. Hassell, Matthew R. Miles, and Jessica Robinson Preece. Forthcoming. “Personality and Gendered Selection Processes in the Political Pipeline.” Politics & Gender: 1–21. <https://doi.org/10.1017/S1743923X19000461>

**October 19: Groupthink Part 1**

*Memo*: Group Member 2

*Readings*:

* Janis, Irving L. 1972. *Groupthink: Psychological Studies of Policy Decisions and Fiascos*. 2nd Ed. New York: Centage Chs 1, 2, 6, and 8 (skim pgs. 178 – 196). **(C)**

**October 21: Groupthink Part 2**

*Memo*: Group Member 3

*Readings*:

* Baron, R. S. 2005. So right it’s wrong: Groupthink and the ubiquitous nature of polarized group decision making. *Advances in Experimental Social Psychology, 37*, 219-253. **(C)**

**October 26: Leaders and Advisors Part 1**

*Memo*: Group Member 4

*Readings:*

* Saunders, Elizabeth N. 2017. “No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making.” *International Organization* 71(S1): S219-S247.
* Yarhi-Milo, Keren. 2014. *Knowing the Adversary: Leaders, Intelligence, and the Assessment of Intentions in International Relations*. Princeton: Princeton University Press. Introduction and Chap 1. **(C)**

**October 26: Leaders and Advisors Part 1**

*Memo*: Group Member 5

*Readings*:

* Gates, Robert Michael. 2014. *Duty: Memoirs of a Secretary at War*. New York: Alfred Knopf. Chapter 10: Afghanistan, a House Divided **(C)**

**November 2: Polythink Syndrome Part 1**

*Memo*: Group Member 1

*Readings:*

* Mintz, Alex, and Carly Wayne. 2016. *The Polythink Syndrome: U.S. Foreign Policy Decisions on 9/11, Afghanistan, Iraq, Iran, Syria, and ISIS.* Stanford, California: Stanford University Press. Chapters 1 and 2. **(C)**

**November 4: Polythink Syndrome Part 1**

*Memo*: Group Member 2

*Readings*:

* Mintz, Alex, and Carly Wayne. 2016. *The Polythink Syndrome: U.S. Foreign Policy Decisions on 9/11, Afghanistan, Iraq, Iran, Syria, and ISIS.* Stanford, California: Stanford University Press. Chapter 5. **(C)**

**November 9: Symbolic Politics**

*Memo*: Group Member 3

*Readings*:

* Kaufman, Stuart J. 2015. *Nationalist Passions*. Ithaca: Cornell University Press. Intro and Chap 1

**November 11: Symbolic Politics**

*Memo*: Group Member 4

*Readings:*

* Kaufman, Stuart J. 2015. *Nationalist Passions*. Ithaca: Cornell University Press. Chaps 2 and 7

**November 16: Make-Up Class**

**November 18: Midterm**

**Weeks of November 23 and 30th: Group Presentation Work/Thanksgiving Break**

*Assignment*: Each group should meet twice with either me or our TA. One meeting should be before Thanksgiving break to discuss a proposed topic for the group project. Once meeting should be the week after Thanksgiving break to discuss a draft of the presentation.

**December 6: Group Presentations Due**

**December 9: The Vietnam Decisions**

*Assignment*: Schedule an individual meeting with myself or the TA to discuss your plan for the final paper

**Viewing:**

* Watch *The Fog of War*

**Readings:**

* McNamara, Robert S., and Brian VanDeMark. 1996. *In Retrospect: The Tragedy and Lessons of Vietnam*. 1st edition. New York: Vintage Books.
* McMaster, H. R. 1998. *Dereliction of Duty: Johnson, McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam*. New York: Harper Perennial.

**December 14: Group Presentation Reactions Due**

**Final Essay Due Friday December 17, 11:59 PM**