

IR6660: Military Strategy & International Relations (W-E)

Term 5, 2014-2015 May 25 – July 26, 2015 3 Credit Hours

Location: Osan AB, Education Building

Meeting Times and Dates: 0900-1800, June 6-7, July 18-19

Instructor: Clifton W. Sherrill
Office Phone: DSN 634-5539
Office Hours: By appointment

Office: Kadena, Japan (Education Bldg. Rm. 120)
E-mail: cserrill@troy.edu
Website: <http://spectrum.troy.edu/cserrill>

Course Description

An examination of the core ideas of classical and contemporary military strategists, the international context that inspired their strategic concepts, and a review of the interaction and influence of armed forces and their leadership and strategies on national security policies and interstate relationships.

Course Objectives

After taking this course, the student should be able to demonstrate an understanding of grand strategy, defense strategy, and military strategy; the importance of military doctrine; the development of instruments of military power; the impact of technology on military power; the role of military force within states and within the modern international system; and the likely future challenges facing the strategic application of military force.

Required Texts

- Paret, Peter, ed. *Makers of Modern Strategy: From Machiavelli to the Nuclear Age*, 1986 ed. (Princeton: Princeton University Press, 1986). ISBN: 9780691027647
- Boot, Max. *War Made New: Weapons, Warriors, and the Making of the Modern World*. (New York, NY: Gotham, 2007). ISBN: 9781616802936
- Cohen, Eliot. *Supreme Command: Soldiers, Statesmen, and Leadership in Wartime*. (New York: Anchor, 2003). ISBN: 9781400034048
- Nagl, John A. *Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam*. (Chicago, University of Chicago Press, 2005). ISBN: 0226567702

Additional assigned readings will be available electronically through TROY library databases or online with websites provided herein.

Course Requirements

Students are expected to keep up with the readings and to participate in class and web discussion. Students should obtain a TROY e-mail account and check it regularly, as this, along with postings on the course website, will be the means of providing notice of assignment changes, class cancellations, or other matters outside of class. In addition, as this is a web-enhanced class, students should ensure familiarity with Blackboard, as we will use Blackboard for peer review postings.

A. Exams

There will be a single comprehensive take-home final exam. The final will count for 50% of the course grade. The exam will include material covered in the readings and material from the course website. The exam will consist of short answer and essay questions. The exam will be provided to students by July 23, 2015 and will be due no later than 2100 on July 26, 2015.

B. Essays

Students will draft two essays as detailed below. Each essay will account for 20% of the course grade, for a total of 40% of the course grade. Essays will be posted on Blackboard for peer review one week prior to final submission for grading. Each student will provide a one page peer-review of two (2) other essays. Peer-reviews will be posted on Blackboard. Detailed essay instructions are appended at the end of the syllabus.

a) Students will draft an original essay of 8-10 pages reviewing the primary thesis of Eliot Cohen's *Supreme Command*. Students should take a position either defending or attacking Cohen's thesis, using logic and examples from history to support their position. Grading will be based on the quality of the review and argument – not on the position chosen.

Draft Due: June 14 Peer Review Due: June 18 Final Due: June 21

b) Students will draft an original essay of 8-10 pages reviewing the primary thesis of John Nagl's *Learning to Eat Soup with a Knife*. Students should take a position either defending or attacking Nagl's thesis, using logic and examples from recent conflicts to support their position. Grading will be based on the quality of the review and argument – not on the position chosen.

Draft Due: July 12 Peer Review Due: July 16 Final Due: July 19

C. Class Participation

Active participation in class, to include quality of peer reviews, will account for 10% of the course grade. Active participation requires students to engage in class discussion with relevant substantive comments.

Grading Policy

90 - 100	A	70 - 79	C	0 - 59	F
80 - 89	B	60 - 69	D		

Americans with Disabilities Act

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:

<http://www.troy.edu/humanresources/ADAPolicy2003.htm>

Academic Honesty

By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. It is the student’s responsibility to be familiar with these guidelines and to comply therewith. Troy University’s definition and policy relating to plagiarism will be posted on the Blackboard course website. In this course, plagiarism or other forms of cheating, will result in an F for the course, will be reported to appropriate officials, and may subject the student to further discipline from the University. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

Library Resources

Students can access online information resources through Troy Library Services home page at <http://trojan.troy.edu/library/> These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis. Remote access is available via the student's Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, is available at http://trojan.troy.edu/library/globalcampus/gc_librarian.html

Course Schedule

(Note: The schedule, readings and procedures in this course are subject to change. Changes or additions will be posted on the course website.)

Week 1 (May 25-31): Introduction to Strategy and Strategic Culture

- Paret, 91-213
- Boot, 1-105
- Colin S. Gray, "National Style in Strategy: The American Example," *International Security* 6, no. 2 (Autumn 1981): 21-47. Available in JSTOR
- Alistair Iain Johnston, "Thinking About Strategic Culture," *International Security* 19, no. 4 (Spring 1995) 32-64. Available in JSTOR

Week 2 (June 1-7): The Industrial Revolution and War

- Paret, 217-261; 281-325
- Boot, 109-169

Saturday, June 6

Grand Strategy, Defense Strategy, and
Military Strategy
Strategy, Operations, and Tactics
Principles of War
Strategic Culture
Frederick, Napoleon, and Clausewitz
Economic Foundations of Power

Sunday, June 7

Professionalism of the Military
Industrialization and Technological
Advances
American Strategic Thought
World War I Developments
Armor, Air, and World War II

Week 3 (June 8-14): American Strategy

- Paret, 408-477
- Boot, 170-201
- Michael I. Handel, "Corbett, Clausewitz, and Sun Tzu," *Naval War College Review* 53, no. 4 (2000): 107-124. Available at <https://www.usnwc.edu/Publications/Naval-War-College-Review/2000---Autumn.aspx>

Week 4 (June 15-21): Early 20th Century War; Armor & Air Power

- Paret, 481-526; 598-647
- Ralph Peters “The Future of Armored Warfare,” *Parameters* 27 (Autumn 1997): 50-59. <http://strategicstudiesinstitute.army.mil/pubs/parameters/Articles/97autumn/peters.htm>
- General James Mattis, “Reflections,” 2014 (Video). Available at <http://conversations.berkeley.edu/content/james-mattis>

Week 5 (June 22-28): World War II & the Cold War

- Paret, 648-734
- Boot, 205-304

Week 6 (June 29-July 5): Nuclear Strategy

- Paret, 735-814
- Colin S. Gray, “The Case for a Theory for Victory,” *International Security* 4, no. 1 (Summer 1979): 54-87. Available in JSTOR
- Charles L. Glaser and Steve Fetter, “Counterforce Revisited: Assessing the Nuclear Posture Review’s New Missions,” *International Security* 30, no. 2 (Fall 2005): 84-126. JSTOR.

Week 7 (July 6-12): Information Warfare

- Boot 307-351; 419-473
- Peter Dombrowski and Chris C. Demchak, “Cyber War, Cybered Conflict, and the Maritime Domain,” *Naval War College Review* 67, no. 2 (Spring 2014): 71-96

Week 8 (July 13-19): Revolutionary War and Counterinsurgency

- Paret, 376-407; 815-862
- Boot, 352-418
- *Field Manual 3-24: Insurgencies and Countering Insurgencies* (2014 Version). Chapters 1, 9-10. Available at <http://fas.org/irp/doddir/army/fm3-24.pdf>

Saturday, July 18

WWII
Cold War
Limited War
Nuclear Strategy

Sunday, July 19

Terrorism
Insurgency and Counterinsurgency
COIN Debate
Cyberwarfare

Week 9 (July 20-26): Take Home Final Exam

Final Exam provided by 0900 Thursday, July 23; due by 2100 July 26, 2015.

Review Essay Instructions

Pursuant to the syllabus, there will be two critical essays that will each account for 20% of the course grade, for a total of 40% of the course grade. These essays are intended to demonstrate the student's comprehension of the concepts contained in the assigned books, critical thinking skills, and analytical writing skills. The essays are not intended to be research papers. However, papers should be careful to cite as appropriate when referring to the book or to other works.

Writing well is among the most important skills you can possess in your professional career. In many cases, you will find you are judged based on written documentation that you present. The quality of your writing will often serve, fairly or not, as an indicator of your intelligence and ability. Poor grammar, misspelled words, confused syntax, and incoherent organization will reflect poorly upon you. Thus, it is imperative when undertaking a writing assignment to have a basic plan (an outline), to pay attention to detail, and to proofread the final product carefully.

A key goal in writing is to communicate with clarity and precision. Often, simpler is better. As Strunk and White advise, "omit unnecessary words."¹ Never use words that you are not certain you can define. Avoid cluttering up sentences with numerous clauses. Even if grammatically correct, a sentence that requires multiple readings is poorly drafted. Include an introduction explaining what your essay is about and how it is organized (provide a road map to your essay). Use paragraphs in a logical fashion (paragraphs are structured by idea, not length). Conclude with a brief summary, recapping your main point(s). Do not use the conclusion to introduce new ideas.

When you have finished your essay, review it through the eyes of potential critics. In other words, look for ambiguities or weaknesses that are open to misunderstanding and attack. If you were tasked with arguing a contrasting position to that in your paper, what sections would you attack?

¹ William Strunk Jr. and E.B. White, The Elements of Style, 4th ed. (Needham Heights, MA: Allyn and Bacon, 2000), 23.

Upon careful consideration of the assigned topic, students should draft well-thought-out, well-structured, well-proofread essays that directly address the primary theses in the books. Papers are expected to be between 8-10 pages with a maximum length of 10 pages, exclusive of title page and references. Keep in mind these are academic essays. Thus, although you are taking a position in these essays, you should approach the task with appropriate humility. That is, you are not prosecuting a case in court; your goal is to provide a logical case in support of your position, while admitting vulnerabilities or weaknesses inherent in your position.

Format: The paper must be typed, double-spaced, in black, twelve-point, Times New Roman font, with one inch margins. Necessary citations may follow either the Turabian or the APA system. A references list should be included as appropriate.

Grading: Papers will be graded on demonstrated understanding of the issues, coherence of argument, and attention to detail. Grades will not take into account ideological positions. In other words, I am looking for the quality of your presentation rather than whether I agree with it. Poor spelling, grammar, punctuation or style will negatively affect the grade. Plagiarism will result in an F for the course. Late papers will lose ten points per 24 hour period late.

Peer-Review

Per the syllabus, essays will be posted on Blackboard for peer review prior to final submission for grading. In your review, explain what you think the strengths of the essay are as well as the weaknesses. Is the paper well-organized? Is it logically argued? Has the author simply constructed a straw-man to attack or has the author properly assessed the book's main thesis? Within your review, cite what you believe to be the three main points you get from reading the reviewed essay. Please feel free to provide any additional feedback that you think might strengthen your classmates' papers.