

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

Term 5, 2016-2017 May 30 – July 30, 2017 3 Credit Hours

Location: Camp Humphreys, Education Center

Meeting Times and Dates: 0900-1800, June 10-11, July 8-9

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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
- Smith, Rupert. *The Utility of Force: the Art of War in the Modern World*. (New York, Vintage Books, 2008). ISBN: 9780307278111

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 in Blackboard, will be the means of providing notice of assignment changes, class cancellations, or other matters outside of class.

A. Exams

There will be two exams: a midterm exam with a timed (2-hour) set of essay questions, and take-home final exam. The midterm will count for 20% of the course grade and the final will count for 25% of the course grade. The exams will include material covered in the readings, in class, and on the course website. The exams will consist of essay questions. The midterm will be available as of

June 26 and due no later than 2100, Sunday, July 2. The final exam will be provided to students by July 26 and will be due no later than 2100 on Saturday, July 29.

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 are to be submitted via Blackboard under the Assignments link. 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.

Due: June 25

b) Students will draft an original essay of 8-10 pages reviewing the primary thesis of Rupert Smith's *The Utility of Force*. Students should take a position either defending or attacking Smith'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.

Due: July 23

C. Blackboard Quizzes

There will be a series of 5 reading/video quizzes during the term, posted on Blackboard. While the quizzes will not be proctored, they will be timed. Students should not anticipate sufficient time to look up answers in the readings, notes, or other sources. These quizzes will be averaged together, comprising 10% of the course grade. The first quiz will be due June 4.

D. Discussion Boards

The MSIR program mandates use of discussion boards in on-line classes. Each student must post at least twice over the course of the term on the discussion boards. Postings may respond directly to the question asked or may respond to a prior posting on the discussion board. Postings should be between 200-500 words. Together, the posts will account for 5% of the course grade. Student discussion will reflect a proper tone befitting scholastic discussion.

E. Attendance

Regular attendance is imperative for understanding the subject as well as for maximizing your chances to succeed on the exams. By university policy, TROY's coordinator must be notified of students who miss more than 25% of classes. Attendance will be taken in compliance with College policy.

Grading Policy

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

Incomplete grades: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the

discretion of the instructor using the following criteria: Student submits a completed “Incomplete Grade Request” form prior to assignment of a course grade. Student’s progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student’s completion of course requirements are beyond the student’s control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an “Incomplete Grade Request” form. This form can be found at www.troy.edu/graduateschool/forms.html

Web-Enhanced Classes

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Blackboard. To meet this 9 hours, this course includes the following: Completion of reading/video quizzes (3 hours); discussion board posts (4 hours), and review of instructor slides/lectures posted on Blackboard (2 hours).

Americans with Disabilities Act

Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link:

<http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>

Cell Phone and Other Electronic Devices

Use of any electronic device (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.) In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The instructor in this class has opted to permit use of tablets and/or laptops in class.

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.

Plagiarism is the use of another person's words or ideas without proper attribution; whether intentional or not, representing another person's words or ideas as one's own constitutes plagiarism. Plagiarism is an ethical offense violating Troy's Standards of Conduct and Troy's Academic Code. All MSIR students are expected to understand the concept of plagiarism as well as the rules of proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. 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 30 – June 4): 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
- Colin S. Gray, "Out of the Wilderness: Prime Time for Strategic Culture," US Nuclear Strategy Forum (Washington, D.C: NIPP Press, 2006). Available at <http://www.nipp.org/wp-content/uploads/2014/12/CSG-Strategic-culture-paper-Marheine-pub.pdf>

Week 2 (June 5-11): The Industrial Revolution and War

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

Saturday, June 10

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 11

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

Week 3 (June 12-18): 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 19-25): Early 20th Century War; Armor & Air Power

- Paret, 481-526; 598-647
- Cohen (all)

Week 5 (June 26 – July 2): World War II & the Cold War, MIDTERM

- Paret, 648-734
- Boot, 205-304
- **MIDTERM EXAM due no later than July 2**

Week 6 (July 3-9): 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
- Scott Sagan and Kenneth Waltz, “The Great Debate,” *The National Interest* (Sept/Oct 2010): 88-96. Available at http://cisac.fsi.stanford.edu/sites/default/files/Sagan_Waltz_-_National_Interest_-_The_Great_Debate.pdf
- 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.

Saturday, July 8

WWII
Cold War
Limited War
Nuclear Strategy

Sunday, July 9

Terrorism
Insurgency and Counterinsurgency
COIN Debate
Cyberwarfare

Week 7 (July 10-16): 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
- Information Warfare Panel, “How DO We Define Information Warfare Now?” (March 2017). Available at <https://www.youtube.com/watch?v=xTdkuLAMfgg>

Week 8 (July 17-23): 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>
- James Mattis, “The State of the World,” Heritage Foundation Speech (2015) available at <https://www.youtube.com/watch?v=SCD5zHBNWG8>

Week 9 (July 24-30): Wrap up and Take Home Final Exam

- John J. Mearsheimer and Stephen M. Walt, “The Case for Offshore Balancing: A Superior U.S. Grand Strategy,” *Foreign Affairs* 95, no. 4 (July/August 2016): 70-83. Academic Search Complete
- Hal Brands and Peter Feaver, “Should America Retrench? The Battle Over Offshore Balancing,” *Foreign Affairs* 95, no. 6 (November/December 2016): 164-171. Academic Search Complete

Final Exam provided by 0900 Wednesday, July 26; due by 2100 Saturday, July 29.

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.