

SYLLABUS

GRAND STRATEGY IN PEACE AND WAR (CONF 695-003) Spring 2016

Strategy defined in the simplest terms is the way one gets what one wants. That is, strategy is one's plan to achieve objectives. We will study Grand Strategy (synonymous with National Security Strategy)--the state's plan to achieve its objectives to protect and promote its national interests in peace and war. We define grand strategy (or national security strategy) as using four broad tools--economics, diplomacy, information, and military--in pursuit of national goals. A strategy in balance--one employing all four tools to the maximum--will generally win over an unbalanced strategy, a notion repeated all term.

There are principles of strategy we will note during our time together, but like the principles of war, they are usually situational and, therefore, not always useful. By examining the writings of Terry Deibel and others, and discussing what strategists said and did we will emerge with a grasp of strategy we hope will make us useful strategic thinkers and decision makers or at least constructive assistants and advisers to strategic decision makers.

We will use seminar discussion, reading, writing, and other tools to promote our goal—we aim to produce strategic thinkers and strategists.

Required texts are all paperback, all found in used book stores, all are found in the book store in Clarendon (and in no case is the entire book assigned, but all five books are fully useful for a strategists library:

A. Theoretical writing

Terry L. Deibel, Foreign Affairs Strategy: Logic for American Statecraft, Cambridge, Cambridge University Press, 2007

B. Case Studies

Paul Kennedy, The Rise and Fall of the Great Powers, (New York, Vintage Books, 1987).

James L. McPherson, Battle Cry of Freedom: The Civil War Era, (New York, Ballantine Books, 1988).

G. John Ikenberry, After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars, (Princeton, Princeton University Press, 2001).

Donald Kagan, On the Origins of War: And the Preservation of Peace, New York, Anchor Books, 1995

C. Requirements

Contribution to Class Discussion: Contribution to group knowledge by meaningful participation in classroom discussion is essential to an honor's grade in this class. A solid contribution will only come from those who attend regularly, because conversations will build upon one another, and also those who complete the assigned reading. We come together from diverse backgrounds, ages, and experiences. The only thing we have in common, beside the desire to contribute to society, is the required reading.

Midterm Examination: Our midterm examination will be open book, open note, take-home exam based on the first several lessons in the course. The exam will be handed out at the end of class 8, and will be handed in one week later. We desire typed examination answers taking no more than four hours to complete (over the 168 hours between the time we get the examination and the time we turn it in), and is no longer than 15 pages, but could be much shorter. There will be no final exam.

Book Review: We will all read a book outside of the required reading on strategy—for example, Carl von Clausewitz, On War, edited and translated by Michael Howard and Peter Paret with a commentary by Bernard Brodie (Princeton: Princeton University Press, 1984), Sun Tzu, The Art of War, Thucydides, History of the Peloponnesian War, Niccolo Machiavelli, The Prince, Antoine Jomini, Strategy, Alfred Thayer Mahan, The Influence of Sea Power Upon History, 1660-1783, Mao Tse-Tung, On Protracted War, Edward Luttwak, Strategy: The Logic of War and Peace, Colin Gray, Modern Strategy, John Collins, Grand Strategy: Principles and Practices, Bernard Brodie, Strategy in the Missile Age, Murray, Knox and Bernstein The Making of Strategy: Rulers, States, and War, Peter Paret, Makers of Modern Strategy. Or a book on a single war providing the book deals with strategic issues—for example Ronald Spector, Eagle Against the Sun: The American War with Japan, Kent Roberts Greenfield, American Strategy in World War II: A Reconsideration, Dwight Eisenhower, Crusade in Europe, R.J. Overy, Why the Allies Won; Leslie Gelb and Richard Betts, The Irony of Vietnam the System Worked, John Gaddis, Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy, George Packer, The Assassin's Gate, Tom Ricks Fiasco, (etc., almost to infinity) or one dealing with one or more of the tools of strategy (diplomacy, economics, information, military)—for example, Niall Ferguson, The Cash Nexus:

Money and Power in the Modern World, 1700 – 2000, Zalmay Khalilzad, John P. White, The Changing Role of Information in Warfare, Henry Kissinger, Diplomacy. Here is a chance to read a book we always wanted to read, but did not previously find time. The review will contain no fewer than 500 words, and no more than 1000 words (look in The Washington Post, The New York Times for examples of reviews at this length). We are interested in a critical analysis, not a summary of the contents. We are answering this question: what did we learn of value from this book, or what was inadequately done in this book? We need to clear the chosen book with the instructor by the end of the third week. There is no problem with several students reading the same book. The review will be handed into the instructor at the end of the eighth week. Choose a book you have always wanted to read, but have not to this date.

***Research Paper:* We will write a 9 to 10 page, double spaced paper on a grand strategy in peace or war based on our study—readings, discussion, book review—on any contemporary strategic issue—for example: United States grand strategy for the Arab-Israeli conflict or the global war on terrorists, United States grand strategy for Colombia (or other states in the Western Hemisphere), United States grand strategy for the People’s Republic of China (or the Republic of China or any other country in Asia Pacific), Students from a country other than the United States may offer a strategy paper on his or her country creating a strategy for dealing with a state or issue of interest. We need to clear the topic with the instructor by the end of the fifth week, and the paper is due at the end of lesson 13.**

Final grades will be based on the following:

**Class discussion/contribution 25 percent
Midterm 25 percent
Book review 10 percent
Term Paper 40 Percent**

Class Preparation

Please note the emphasis on class discussion. We have a heavy reading load, (certainly, however, not extraordinary for George Mason graduate students), but it is essential reading if we are to stretch ourselves strategically.

CLASS SCHEDULE

Week 1: Introduction (suggest we start reading Deibel to lessen the reading load for the next three weeks)

Week 2: Deibel, pp 1-120, 415-424

Week 3, Deibel pp 123-280

Week 4, Deibel pp 281-321, 366-414

**Week 5 and 6: The American Civil War,
Reading for week 5, Kennedy pp 178-182, McPherson, pp 6-144, 202-264
Reading for week 6, McPherson, pp 428-437, 490-510, 611-665, 831-862.**

Staff Ride: Gettysburg Battlefield, Voluntary

We will try to make the pages of McPherson come alive. We will pick a date, a Saturday or Sunday at about the time we study the American Civil War, drive in a convoy to Gettysburg, and walk the terrain of all three days of the battle. We will stand on the ground where General John Buford held back the Confederate army until John Reynolds's infantry arrived, show where the Union line collapsed on 1 July 1863, stand on Cemetery Hill (an anchor of the Union position all three days), stand on Little Round Top to view the terrain the Confederates tried to cross to get on top of Little Round, walk Pickett's Charge, and end by standing on the hallowed ground Abraham Lincoln stood on in November 1863 delivering the Gettysburg Address (an excellent example of information warfare). Spouses, friends, significant others, kids (ages ten and over) are welcome.

Weeks 7 and 8: World War I

**Reading for week 7, Kennedy pp 194-274, Kagan pp 1-11, 81-144.
Reading for week 8, Kagan pp 144-214. (BOOK REVIEW DUE, Mid Term exam handed out)**

Weeks 9 and 10, July War Termination and the Long Armistice

**Reading for 9, Ikenberry pp 3-79, Kennedy pp 275-333 (MID-TERM DUE)
Reading for 10: Ikenberry pp 117-162**

Weeks 11 and 12 World War II

**Reading for week 11: Kagan, pp 281-417
Reading for week 12: Kennedy pp 333-372**

Weeks 13 and 14: World War II and Peace Settlement After World War II,

Reading: Ikenberry pp 162-273, PAPER DUE AT END OF WEEK 13

Week 15: Course Summary

Reading: Kagan, pp 566-574

PLAGARISM:

All George Mason University students and faculty have agreed to abide by the letter and the spirit of the Honor Code. We can find a copy of the Honor

Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are: (1) all work submitted be our own; (2) when using the work or ideas of others, including fellow students and faculty, give full credit through accurate citations; and (3) if we are uncertain about the ground rules on a particular assignment, ask for clarification. If we have questions about when the contributions of others to our work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or department chair.

S-CAR requires all written work submitted in part fulfillment of course or degree requirements must be available in electronic form to be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

English Language Institute: The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information contact 703-993-3642 or malle2@gmu.edu.

The Writing Center: The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments please contact us at wcenter@gmu.edu or call: 703-993-4491.