Special Topics: Civil-Military Relations

POLS 393-05

Semester: Fall 2011
Credit: 3 credit hours
Faculty: Dr. Jeanne Rueth; jrueth@slu.edu (410) 271-3693

Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>First Day</td>
<td>30 August</td>
<td>Rm.</td>
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<tr>
<td>Class Day</td>
<td>Tu - Th</td>
<td>11 – 12:15</td>
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<tr>
<td>Office Hours</td>
<td>Tu - Th</td>
<td>10 – 11 AM &amp; by appointment</td>
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Description

One critical national security issue every state must address is the role of the military. Particularly for democratic states, there will always be tension between the need of a state for a strong effective military in control of significant coercive power to protect the country, and the potential threat such a military may pose to the state itself. Though tension will always exist, civil-military relations in the United States have traditionally achieved adequate balance based on an evolving bargain among the people, the government and the military as an institution. This course will explore the ways this balance has historically allocated prerogatives and responsibilities between the civilian leadership and the military, and then address how the overall dynamic equilibrium relating to these prerogatives and responsibilities are developing today.

The first step in reaching an understanding of the civil-military relations issue is to have a useful theoretical framework to help guide our analysis. Samuel Huntington’s classic study, *The Soldier and the State*, will provide us with that framework. Written more than fifty years ago, it remains the touchstone for the majority of subsequent analyses, and an influential benchmark for all civil-military studies. Huntington’s substantive arguments have been criticized for decades, yet a deep understanding of his theory and its implications to national security is necessary before truly appreciating those later criticisms and to build new equilibrium in civil-military relations to effectively address the national security threats of today.
**Text**


**Goals for the Course**

The primary goals of the semester are for the students to:

1. Understand Samuel Huntington’s theoretical framework of civil-military relations. Civil-military relations should be studied as a system of interdependent elements, including the formal, structural position of military institutions in the government, the informal role and influence of military groups in society and the ideologies of military and civilian groups. It is a system of complex equilibrium. As parts of the total system change, it will produce change on the other elements.

2. Understand the post-Cold War political, economic, and social changes that have impacted the civil-military relations balance forged in the past, and to assess the primary criticisms that have been made about the Huntington framework in addressing these changes.

3. Use civil-military models to analyze issues of current interest, ranging from the civilian and military roles in creating the enhanced interrogations policy, the development of the Iraq invasion war plan and the inherent strain in the role of the military in humanitarian intervention and the “responsibility to protect”. Current issues such as the increasing role of the military in stability operations, who serve in the military, the role of religion and views of what characteristics will be necessary for tomorrow’s officers.

**Class Format**

The semester will primarily be designed around class lectures and open questions/discussion throughout the presentations.

To assist the student in keeping up with the required reading in the class, the syllabus identifies each chapter of *The Soldier and the State* and the suggested date it should be read. This list of dates does not necessarily mean the class lecture that day will be specifically cover material in the assigned chapter. However, students will be responsible for the material in the assigned chapters when taking the subsequent quizzes, mid-term and final exams.

Though this is not a current events class, students are urged to stay up-to-date on relevant national security issues (with a particular emphasis on civil-military relations) by
consistently reading appropriate newspapers and magazines. Periodically, selected topics will be identified for class discussion. To prepare for open discussion, students should do some general reading on the topic so they can contribute to the class.

**Grading:**

Final grades will be calculated as follows:

Two 5 page essays on topics/issues/questions provided to the students one week in advance  

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Two quizzes</td>
<td>25 points each</td>
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<tr>
<td>Mid-term Exam</td>
<td>35 points</td>
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<tr>
<td>Final Exam</td>
<td>35 points</td>
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**Attendance and participation**  
20 points

**Missed exams:**

No make-up exam will be given unless Dr. Rueth is informed immediately of the incapacitation and written evidence is provided within three days of returning to class. If evidence is insufficient, a grade of F will be assigned for the missed exam.

**Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-70</td>
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<tr>
<td>F</td>
<td>below 60</td>
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**Classroom attendance and restrictions:**

Students are expected to have completed the assigned readings before class and be prepared to participate during the lectures if the opportunity arises.

It is expected that students will attend all classes. Attendance will be taken.

All electronic devices will be turned off prior to the start of each class.

**August 2011**
30  **Class begins**  
*Introduction to Huntington’s Theory*  
Read Chapter 1

**September**

1  *Officership as a Profession*  
Admiral Stockdale’s Essay “Educating Leaders”  
Read Chapter 2

6  *Rise of the Military Profession in Western Society*  
Read Chapter 3

8  *Basic Clausewitz*  
Read Chapter 4

13  *Huntington’s Military Mind*  
Read chapter 5

[http://www.youtube.com/watch?v=OAvmLDkAgAM](http://www.youtube.com/watch?v=OAvmLDkAgAM)  Henry V St. Crispin’s Day

15  *Military Mind of Today*  
Read Chapter 6

20  *Hierarchy of Obedience*  
Read Chapter 7

[http://www.youtube.com/watch?v=aynjd00np2I](http://www.youtube.com/watch?v=aynjd00np2I)  Saving Private Ryan – Gripes


22  *Power, Professionals and Ideology*

27  **First quiz**  
*Germany and Japan*  
[http://www.youtube.com/watch?v=gZgKo46X8CI](http://www.youtube.com/watch?v=gZgKo46X8CI)  Saving Private Ryan – Omaha Beach  
Read Chapter 8

29  *Ideological Constant*  
Read Chapter 9
October

4  Structural Constant
   First essay assigned
   Read Chapter 10

6  History of American Civil-Military Relation Part I
   Read Chapter 11

11  History of American Civil-Military Relations Part II
    Read Chapter 12
    First essay due

13  History of American Civil-Military Relations Part III
    Read Chapter 13

   http://www.youtube.com/watch?v=9dQ643WzTPs  Dr. Strangelove – War Room 1
   http://www.youtube.com/watch?v=JRxYe-8YSds&NR=1  Dr. Strangelove – War room 2

18  National Security System and Process Today
    Begin Reading Dereliction of Duty

20  Midterm Exam

25  Into Viet Nam
    Read Chapter 14

27  View Documentary Fog of War
    Read Chapter 15

November

1  Discussion of civil-military interactions in Fog of War
    Read Chapter 16

3  Who Serves and How the Budget is Made to Pay Them
    Read Chapter 17


10  Overcoming Resistance to Killing

   http://www.killology.com/art_beh_problem.htm  Dr. Dave Grossman, Behavioral Psychology Overcoming a Resistance to Killing
Religion and the Military

Second Quiz

Developing Civil-Military Relations in Egypt and Turkey

http://www.nytimes.com/2011/05/05/world/europe/05turkey.html?ref=world
Arab Spring’s impact on Turkey

Turkey’s top generals quit

http://www.charliewebb.com/view/interview/11824  Charlie Rose interview on Turkey’s military resignation

http://www.nytimes.com/2011/08/05/world/europe/05turkey.html?ref=world
Turkey Generals appointed


Egyptian Military try to cement power

Egyptian Military and new Constitution

Egypt Islamist Strength

U.N. Non-profit and the Arab Spring

Second Essay Assigned – topic will come from McMaster’s book Dereliction of Duty

Donald Rumsfeld- General Shinseki Case Study


Civil-Military Interactions in the Development of Enhanced Interrogations

Second Essay Due

http://www.prisonexp.org/psychology/3  Stanford Prison Experiment

Abu Ghraib and Strategic impacts of non-kinetic events during war
http://news.findlaw.com/wp/docs/iraq/tagubarpt.html  General Taguba’s Investigation

**December**

1  Evolution of Responsibility to Protect

http://peacemedia.usip.org/resource/libya-and-responsibility-protect-stanley-foundation  Special Advisor to UN Secretary General for R2P on Libya

6  Military and Armed Humanitarian Intervention
Come prepared to discuss Libya


8  Class Wrap-up
Robert Gates and Officiership


**13/15 Final**

**Academic Honesty:**

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to me and will be investigated and adjudicated according to the Policy on Academic Honesty of the College of Arts & Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University.

(See http://www.slu.edu/x12657.xml)

**Disabilities:**

Students with disabilities need to make arrangements with the Disabilities Coordinator, 977-8885, Busch Student Center, Suite 331.

**End of Course Evaluations:** Students are strongly encouraged to complete after-course evaluations.