

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#).
- You have familiarized yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#) or [CSS Student Orientation Course](#).

Civil-Military Relations and National Security

Course Description/Overview

The study of civil-military relations is a crucial aspect of security studies. It examines the proper relationship between the military, the government, and society. This course will examine civil-military relations in its broader context to include such issues as civilian control of the military, changing roles for the military, military service, interagency cooperation, military effectiveness, and operational challenges. Throughout, the course will consider the complex relationship between policy, politics, and society.

Course Objectives/Learning Outcomes

As a result of completing this course, the student will be able to:

- Comprehend the key concepts and issues related to civil-military relations.
- Analyze the dynamic role that civil-military relations play in influencing national and international security.
- Analyze and articulate the increasing importance of civil-military relations as a strategic priority for American national interests.

Grading Policies

Assignment	Percent of Grade	Due	Note
Engaged Participation (discussion)	20%	Weekly	Occurs in weeks with no written assignment

First Essay Exam	20%	Before 2100 Central Time of Sunday end of Week 2.	The first exam is a 6-8 pages essay.
Midterm PowerPoint Presentation	20%	Before 2100 Central Time of Sunday end of Week 5.	Each student is expected to come up with a 10 - 15 slide presentation.
Final Essay Exam	40%	Before 2359 Central Time of Wednesday end of Week 8.	The final exam is a 12-15 page essay and should include individual efforts of a student to cover the issues identified during the course. The topics for the final exam will be available in the BlackBoard on Monday of Lesson 6.

Any late assignments will be penalized five points for each day late. This includes Discussion Thread primary postings, which are due in weeks with no written assignment by Friday at midnight Central Standard Time.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = 59 % and below.

Course Organization:

Lesson One: **Setting the Context for Civil-Military Relations**: Before analyzing the specific component issues that comprise civil-military relations, one must first understand the context for the term. Simply stated, civil-military relations involve the relationship between the government, the military, and society. In this lesson, students will explore the major theories of democratic civil-military relations, analyze the key components of civil-military relations, and consider how contextual changes such as the end of the Cold War and the terrorist attacks of 9/11 have impacted civil-military relations and national security.

Lesson Two: **Control of the Military**: One of the fundamental issues in the field of civil-military relations is control of the military. In a democracy such as America, civilian control of the military is enshrined in the Constitution, legal system, and even military regulations such as the Uniformed Code of Military Justice (UCMJ). The concept of civilian control of the military also permeates American politics and society. It is important, however, to analyze examples of both successes and failures of civilian control of the military and consider their implications for current and future national security.

Lesson Three: **Military Roles**: One of the fundamental components of the field of civil-military relations is military roles. Simply stated, an existential question is what are the appropriate roles and responsibilities for the military? The answer often depends on the security environment in which the military will be employed. Conflict in World War II differed from that in the Vietnam War, which in turn varied dramatically from recent conflicts in Iraq and Afghanistan. As adversaries, allies, technology, politics, and societies change, so too do the roles the military often assumes. Such a dynamic has both opportunities and challenges.

Lesson Four: **Military Service**: One of the component areas of civil-military relations is military service. The question of who serves in the military has always been a pivotal area of civil-military relations. The answer has varied quite dramatically, as evidenced by the nation's first peacetime draft in 1940, the wartime draft throughout World War II, the Cold War draft beginning in 1948, and the transition to an All-Volunteer Force (AVF) in 1973. Contemporary questions regarding military service continue to evolve.

Lesson Five: **Interagency Cooperation**: Interagency cooperation is a pivotal component of civil-military relations. Contemporary security challenges require that military agencies such as the Department of Defense (DOD) plan, coordinate, and often implement national security policy with civilian agencies such as the Department of State. Increasing collaboration and cooperation ensures better interagency cooperation and more effective national security policy.

Lesson Six: **Military Effectiveness**: One fundamental aspect of civil-military relations is how it impacts military effectiveness. In other words, how do the previous factors that we have studied thus far in the course (civilian control of the military, military roles, military service, and interagency cooperation) impact military effectiveness? How can we characterize the relationship between civil-military relations and military effectiveness in order to maximize both parts of that important relationship?

Lesson Seven: **Operational Challenges**: No understanding of civil-military relations is complete without an appreciation of some of the operational challenges that it encounters in the contemporary security environment. Contemporary security issues present many operational challenges that require effective civil-military relations. Specific examples include economic development efforts, the increased use of private military contractors in recent operations, security sector reform, and post-conflict resolution.

Lesson Eight: **Assessment**: This week is set aside for the student to complete a 12-15 page essay assignment. The purpose of this assignment is to measure student mastery of the course objectives.

Course Required Textbooks, Bibliography and Required Readings:

Required Textbooks:

Moten, Matthew. [*Presidents & Their Generals: An American History of Command in War*](#). Cambridge, MA: Belknap Press of Harvard University Press, 2014.

Taw, Jennifer Morrison. [*Mission Revolution: The U.S. Military and Stability Operations*](#). New York: Columbia University Press, 2012.

Taylor, William A. [*Every Citizen a Soldier: The Campaign for Universal Military Training after World War II*](#). College Station, TX: Texas A&M University Press, 2014.

Bibliography and Required Readings:

Avant, Deborah. "[The Privatization of Security and Change in the Control of Force.](#)" *International Studies Perspectives* 5 (2004).

Barton, Frederick, and Noam Unger. "[Civil-Military Relations, Fostering Development, and Expanding Civilian Capacity.](#)" Brookings Institution Workshop Report. April 2009.

- Biddle, Stephen, and Stephen Long. "[Democracy and Military Effectiveness: A Deeper Look.](#)" *Journal of Conflict Resolution* 48, no. 4 (August 2004).
- Braun III, William G., and Charles D. Allen. "[Shaping a 21st-Century Defense Strategy: Reconciling Military Roles.](#)" *Joint Force Quarterly* 73, no. 2 (April 2014).
- Brooks, Risa A. "[Making Military Might: Why Do States Fail and Succeed?](#)" *International Security* 28, no. 2 (Fall 2003).
- Burk, James. "[Theories of Democratic Civil-Military Relations.](#)" *Armed Forces & Society* 29, no. 1 (Fall 2002): 7-29.
- Cordesman, Anthony. "[Ground Forces Dialogue.](#)" Video.
- Dunlap Jr., Charles J. "[The Philosophical Basis of Civilian Control of the Military.](#)" Foreign Policy Research Institute. Podcast.
- Fallows, James. "[The Tragedy of the American Military.](#)" *Atlantic* (January/February 2015).
- Fick, Nathaniel. "[U.S. Civil-Military Relations in the 21st Century.](#)" Video.
- Fore, Henrietta Holsman. "[Aligning 'Soft' with 'Hard' Power.](#)" *Parameters* 38, no. 2 (Summer 2008).
- Franke, Volker. "[The Peacebuilding Dilemma: Civil-Military Cooperation in Stability Operations.](#)" *International Journal of Peace Studies* 11, no. 2 (Autumn/Winter 2006).
- Galston, William A. "[Compulsory National Service Would Strengthen American Citizenship.](#)" *US News & World Report*. 19 October 2010.
- Garamone, Jim. "[Dempsey Calls on Americans to Discuss Civil-Military Relations.](#)" American Forces Press Service.
- Garamone, Jim. "[Why Civilian Control of the Military?](#)" American Forces Press Service.
- General Martin Dempsey on [Civil-Military Relations](#). Video.
- Hastings, Michael. "[The Runaway General.](#)" *Rolling Stone*.
- Hernandorena, Carlos. "[U.S. Provincial Reconstruction Teams in Afghanistan, 2003-2006: Obstacles to Interagency Cooperation.](#)"
- Holshek, Christopher J. "[Civil-Military Measures of Effectiveness: What's It All About?](#)" The Cornwallis Group X: Analysis for New and Emerging Societal Conflicts.
- Joint Publication 3-57. "[Civil-Military Operations.](#)" 11 September 2013. Read "Executive Summary;" "Chapter I Introduction;" and "Chapter II Organization and Command Relationships for Civil-Military Operations."
- Korb, Lawrence J., and David R. Segal. "[Manning & Financing the Twenty-First-Century All-Volunteer Force.](#)" *Daedalus* 140, no. 3 (Summer 2011).
- Marcella, Gabriel. "[National Security and the Interagency Process.](#)"
- Meharg, Sarah, Aleisha Arnusch, and Susan Merrill, eds. "[Security Sector Reform: A Case Study Approach to Transition and Capacity Building.](#)" Strategic Studies Institute (January 2010). Read "Introduction: A Primer to Security Sector Reform."

- Nielsen, Suzanne C. "[Civil-Military Relations Theory and Military Effectiveness.](#)" *Public Administration and Management* 10, no. 2 (2005).
- Nix, Dayne E. "[American Civil-Military Relations: Samuel P. Huntington and the Political Dimensions of Military Professionalism.](#)" *Naval War College Review* 65, no. 2 (Spring 2012).
- Owens, Mackubin Thomas. "[Rumsfeld, the Generals, and the State of U.S. Civil-Military Relations.](#)" *Naval War College Review* 59, no. 4 (Autumn 2006).
- Patrick, Stewart, and Kaysie Brown. "[The Pentagon and Global Development: Making Sense of the DoD's Expanding Role.](#)" Center for Global Development Working Paper 131 (November 2007).
- Perry, William J. "[Civil-Military Affairs and U.S. Diplomacy: The Changing Roles of the Regional Commanders-In-Chief.](#)" Interview. May 2001.
- Pope, Robert S. "[Interagency Task Forces: The Right Tools for the Job.](#)" *Strategic Studies Quarterly* (Summer 2011).
- RAND Corporation. "[The Evolution of the All-Volunteer Force.](#)" Research Brief.
- Schwartz, Moshe. "[The Department of Defense's Use of Private Security Contractors in Afghanistan and Iraq: Background, Analysis, and Options for Congress.](#)" Congressional Research Service. 13 May 2011
- Sciutto, Jim. "[U.S. Mission is Changing.](#)" CNN. 30 December 2014. Video.
- Sherlock, Reshema. "[Last Continuously Serving Draftee Retires after 42 Years of Service.](#)" 28 October 2014.
- Shulman, Mark R. "[Lead Me, Follow Me, or Get Out of My Way: Rethinking and Refining the Civil-Military Relationship.](#)" Strategic Studies Institute Monograph.
- Stimson Center. "[Transitions between War and Peace.](#)" C-SPAN Video. 13 August 2013.
- United Nations. "[Security Sector Reform.](#)"
- US Agency for International Development, US Department of Defense, US Department of State. "[Security Sector Reform.](#)"
- US Army and US Marine Corps. ***Field Manual 3-24/Marine Corps Warfighting Publication 3-33.5: Counterinsurgency.*** December 2006. Read "Foreword;" "Preface;" "Introduction;" "Chapter 1;" and "Chapter 2."
- US Army Command & General Staff College. "[American Civil-Military Relations.](#)" Panel Discussion.
- US Army War College Library. "[Civil-Military Relations: A Selected Bibliography.](#)" May 2011.
- Wempe, Patrick. "[Embracing the Interagency Implications of a Changing National Security Strategy.](#)" CGSC Foundation Press Interagency Paper No. 15W (January 2015).

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.