Course Information
POLI 361-01: Military, Politics, and Society (4 cr)
Prerequisite: POLI 107 or INTL 127
Spring 2011: T 6-9:15pm, B216 (#21361)
Fulfills political science electives, GE: “Int’l Issues”
College Web Address: www.ramapo.edu
College Closings Phone: (201) 236-2902

Instructor Information
Prof. Jeremy M. Teigen
Office B232, Office phone 684-6286
Office Hours: Tue 10am-1pm
E-mail: jteigen@ramapo.edu
American & Int'l Studies Office B213
American & Int'l Studies 684-7407

Course Description: This comparative course studies the tensions and relationship between civilian elites, military elites, and mass society in a variety of political contexts. This examination of the political role of the military will involve theory to conceptualize broadly as well as focus specifically on germane case studies: Russia and the former Soviet context, Israel, China, Latin America, and the United States. The course fulfills elective requirements in the political science major and minor, and satisfies the general education “International Issues” requirement.

Student Learning Objectives: Students will learn factual knowledge about classic and recent theories of civilian control over the military and their use with the course’s case studies. While most studies of civil-military relations tend to focus strictly upon “praetorian interventions,” or military leadership seizing civilian control, students in this course will gain critical understanding not only of theories and cases related to military authoritarianism, but also to the political dimensions of the military in Western democratic settings including electoral environments. The

Required Texts (ordered through campus bookstore):
- Readings from course website (moodle.ramapo.edu), indicated with an uppercase lambda (“Λ”).

Course Requirements:
- Students need to be competent users of email with reliable addresses, and also know well how to access the Moodle site. Students should check their official email daily for college and course announcements. Students need to be able to use the turnitin.com website as well.
- Students need to be voracious readers and eager writers. There is a larger-than-usual per-class reading load, befitting an upper-division course. If you are the type that does not expect to read and write much in college and only sometimes reads for class, this course is not appropriate and I suggest a different section. Your workload for this class is 4-8 hours per week outside of class time.
- Students need to participate in class discussions. While I technically “lecture” some material, much of the course is an open-ended discussion where difficult issues arise and hard answers are elusive. Not only is part of your grade dependent on class attendance and participation,
there is a strong, non-spurious correlation between those that participate actively in class and those that do well on examinations.

- The skill of taking notes in class and with the readings is an important one that will translate into better organization of the material and better academic performance. Taking notes in class demonstrates to me that you are engaged, and failing to take notes demonstrates the opposite, both of which will influence your participation grade in the expected direction.

- I assume that students rank college as their highest priority. Students need to attend class. Most class days require students to bring in two copies of a very short, one-page response to my “SQs,” or “Summary Questions” regarding the readings for that class day, which will serve as evidence of their informed attendance. The calendar below indicates which days require summaries. There are 21 total. These cannot be made up. Because of life’s inherent randomness, whether it involves illness, broken cars, etc., there is no penalty for missing up to three of these summaries. A portion of your grade, therefore, is the average score of all these summaries, excepting the worst three scores (even zeroes). To make this habit as easy as possible, students will use a template provided on the course website. However, students who miss substantial amounts of class (>2), irrespective of SQs, may obtain an F at the instructor’s discretion.

- The largest part of the course grades stems from a research paper on the topic of conscription. This 18-22 page (1” margins, 12-point Times, well groomed) manuscript will be submitted in draft format first, and a final version at the end of the semester.

- Each student will choose one book from my list and provide a summary and review, which will be an intelligent contextualization of the book using the course literature and essential themes. The final product will be 4-5 pages double spaced, well referenced and well groomed, with only 1-2 pages being summary. While the due date is late in the semester, acquire the title as early as possible through typical online sources (abebooks.com, amazon.com), the Potter library, or ILL. See end of syllabus for list. You must declare your choice on the appropriate SQ (see below).

- Please remember there are resources for help with writing on campus, for example, the Center for Academic Success (http://ww2.ramapo.edu/academics/cas).

- Grading Policy. The scale is 100-92 A, 91-90 A-, 89-88 B+, 87-82 B, 81-80 B-, 79-78 C+, et cetera, with 60 constituting a minimum passing grade. I do not allocate grades on a curve.

- Incompletes are undesirable, and will only be given for nonacademic reasons. Your grade is made up of a weighted mean:
  - SQ average 10%
  - Quantity and quality of class participation (inc. class presentation) 10%
  - Two-part midterm examination 25% (hard copy and via turnitin.com)
    - Includes a closed book in-class portion and an open book take-home portion
  - Term paper on conscription: draft 10%, final version 35% (hard copy and turnitin.com)
  - Book Summary and Review 10% (hard copy and turnitin.com):

- Each course will include a minimum of five (5) hours of unmonitored appropriate experience outside the classroom. This might comprise military museum visits, interviews of military veterans, e.g., attending veterans’ organization meetings, or attending talks such as those found at http://nymas.org/. Cataloguing and researching your borough’s veteran memorials is also interesting.

- Students need to respect the other students in the course. Sensitive topics often arise in class and opinions will differ, but the tone and tenor of class shall always remain cordial and civil. I seek to provide an intellectual environment where students can feel free to express their views without ideological or partisan oppression from the professor or other students.
Academic Integrity: On this subject consider me a zealot. Both I and the institution expect you to read and understand Ramapo College’s academic integrity policy, located in the College Catalog.* Members of the Ramapo College community are expected to be honest and forthright in their academic dealings. Violations of any of the four forms of academic dishonesty (cheating, plagiarism, misconduct, or fabrication) will summarily be conducted to the Provost’s office. Expect me to press strongly for violators’ expulsion from the college. Students tend to cheat when they get in desperate situation—if you find yourself falling behind, come see me. I care about your honest progress in the course and I will be your strong ally unless dishonesty occurs. You will submit your writing assignments in paper form as well as upload them to turnitin.com. Sign up now (class ID: 3776527, password “roadrunner”).

Contact Information and Office Hours: My office is room B232 and the phone number is 201-684-6286 and my email is jteigen@ramapo.edu. Email is the preferred form of contact and the more effective (I check voicemail sporadically but email devoutly). The course website is <moodle.ramapo.edu>, also known as Moodle, and it is an online repository for many of the course readings and outlines. Also, the environment in class is quite open so feel free to pose questions in class as well (you are likely not the only one with a question). If those times are not compatible with your schedule, I am available for conferences by appointment.

Electronic Forms of Communication
In accordance with College policy, I will use your official Ramapo College email address (___@ramapo.edu) to communicate with you about all course-related matters. Please do likewise.

Accommodations for students with special needs, religious holidays, disabilities, or learning disabilities:
If you need course adaptation or accommodations beyond the ordinary because of religious holidays, documented disability, or other reasons, contact the professor. Regarding LDs, make an appointment or register with the OSS (x7514) before discussing implementation with instructors.

Topics, Schedule, and Reading Assignments:

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<th>Date</th>
<th>Topics</th>
<th>What to read before class, and SQ</th>
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| Jan 25 w1 | Introduction and Foundations | • Syllabus, faculty, student, and course introductions.  
• F&K: Cohen, Ch. 12.  
• R&S: Owens, Ch. 16.  
• Woodward, ch. 2.  
• No SQ. |

* http://www.ramapo.edu/catalog_10_11/academic-policies.html
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- SQ1: What rationales do militaries use to justify their interventions into politics? What do these justifications tell us about their actions?  
- SQ2: How does Huntington define the military mind? When it is said that the military is conservative, what does “conservative” mean? |
- R&S: Morris, ch. 8.  
- SQ3: Discuss the seeds of civil-military conflict sown in the US Constitution.  
- R&S: Garofano, ch. 5.  
- SQ4: What are armed forces’ incentives to intervene in politics? What does Garofano mean by “undermilitarization?” |
- SQ5: Describe “Tbilisi syndrome,” and what effects did it have for Soviet military leadership thereafter?  
- SQ6: Compare Jaing’s and Hu’s relations with the military. Why have there been no military coups in the PRC? **What is your book to review and how can you assuredly obtain a copy?** |
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SQ7: Given the Hunter and Pion-Berlin reading, what does it take to coax the military back to the barracks?  
• SQ8: Discuss the effect of Soviet civ-mil legacies upon the new states’ politics that emerged in the post-Soviet period. |
| Mar 1    | **In-class Midterm**                         | Midterm Test Day: In-class examination, then students depart with the take-home portion of midterm handed out. |
| Mar 8    | Civil Military Relations in Consolidated Democracies | • Lecture and discussion on next half of course.  
• Discussion of Conscription research paper  
• No SQ due.  
• Woodward, p. xv-xviii, ch. 7-9, ch. 11-13.  
Students choose chapter to present (ch. 3-13 of Moskos) |
| Mar 15   | Spring break                                 |                                    |
| Mar 22   | Consolidated Democracies: Postmodern?        | • MWS: Ch. 1 & 2.  
• R&S: Stiehm, Ch. 18.  
• SQ9: Describe the modern era, late modern era, and postmodern eras according to MWS. What is the most notable change for the role of women in the military?  
• Create a handout/PowerPoint of your selected chapter of MWS (3-11, 13) and present in class |
• F&K, Weigley, Ch. 5.  
• SQ10: What is the Whig tradition that Weigley describes and how has it played out in American civ-mil history?  
• F&K, Intro & Holsti, Ch. 1.  
• R&S: Ruger, Ch. 15.  
• SQ11: Describe the “Ricks thesis,” and find evidence that supports it in the readings and elsewhere.  
US Civ-Mil: The Gap Issue |
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<tr>
<td>Apr 5</td>
<td>US Civ-Mil: The Gap Issue</td>
<td>• F&amp;K, Burk, Ch. 6</td>
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<td>w10</td>
<td>Politicized US Generals since Vietnam</td>
<td>• R&amp;S: Doherty, Ch. 11.</td>
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<td>• Woodward, ch. 31-33. (And <em>Rolling Stone</em> article on course website)</td>
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<td>• <strong>SQ12</strong>: What do the terms “moral integration” and “material salience” mean as Burk uses them? What are details and implications of McChrystal’s firing?</td>
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<td>• Λ Bacevich, Andrew J. <em>The New American Militarism</em>, Ch. 2.</td>
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<td>• R&amp;S: Mahoney-Norris, Ch. 17.</td>
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<td>• <strong>SQ13</strong>: What are the dangers of Petraeus testimony in fall 2007 according to Mahoney-Norris? Summarize the legacy of General Abrams.</td>
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<td>w11</td>
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<td>• Λ Bacevich, Andrew J. <em>New American Militarism</em>, Ch. 4.</td>
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<td>• R&amp;S: Pfiffner, Ch. 14.</td>
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<td>• <strong>SQ14</strong>: Explain the political differences and implications of <em>First Blood Part II</em> and <em>Top Gun</em>. Discuss the debate over justified torture by the US military.</td>
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<td>Term Paper Draft Due</td>
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<td>Apr 19</td>
<td>Remembering Soldiers and War Dead: Memorials and Pop Culture</td>
<td>• Λ Piehler, G. Kurt <em>Remembering War the American Way</em>, Intro &amp; ch. 4.</td>
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<td>• <strong>SQ16</strong>: Describe a memorial venerating war dead in your hometown. Explain reasons why different wars and different contexts engender different types of war memorials.</td>
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<td>• <strong>SQ17</strong>: using the lenses provided by Owen, contrast the role of the military conveyed in post-Vietnam films and Saving Private Ryan.</td>
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• R&S: Leal, Ch. 21.  
• **SQ18**: What explains why there racial/ethnic differences in the willingness to volunteer for the military? Reflect on Leal and summarize where the civilian world and the military world interact.  
• **SQ19**: Explain the nature, origin, and veracity of the notion that US presidents initiate small wars to distract the public from domestic concerns. |
• Feaver & Kohn, Ch. 4.  
• R&S: Inbody, Ch. 12.  
• **SQ20**: Discuss and explain the enlisted vs. public distinction and the officer vs. public distinction in their political views. Are veterans politically mainstream? Does the military view Obama differently than W?  
• **SQ21**: What effects have wars had upon electoral regimes in American history? How does the public perceive war casualties—does the mission type matter? Are embedded reporters objective? |
| Wed May 6 Noon | Term Paper Due (turnitin.com and B213) | |
Additional Readings (and possible book review titles):


