

AS.191.355  
Fall 2011  
Gilman 219  
M 3-5:50 PM

William D. Adler  
Office: AMR II Room 6  
Hours: M 1-3 pm  
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## **The Military in American Politics**

This course explores the political and historical dynamics of national security issues in the United States. We will seek to understand how both politicians and ordinary citizens have wrestled with questions of military power, both at home and abroad. This will include a consideration of major wars but is not limited to them. Note that this is not a course about military strategy or foreign policy; rather it is concerned with exploring the evolution of American thinking about national security issues and charting how those changing views have impacted what the military does.

Ranging across history from the colonial period to the present day, the readings and our discussions will examine these (and other) weighty questions: Is military power dangerous to society? Can the U.S. extend its power abroad without harming civil liberties at home? What are the costs and benefits of having a large, professional military? How does armed conflict affect the way Americans see themselves and other groups within society? As part of the course, students will be expected to write a major research paper relating to one of these themes and present a portion of their findings to the class.

### **Required Texts**

The following books are required:

- Deborah D. Avant, *The Market for Force: The Consequences of Privatizing Security*
- Eliot A. Cohen, *Supreme Command: Soldiers, Statesmen, and Leadership in Wartime*
- Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity*
- Jonathan Mahler, *The Challenge: How a Maverick Navy Officer and a Young Law Professor Risked Their Careers to Defend the Constitution--and Won*
- Geoffrey R. Stone, *War and Liberty: An American Dilemma, 1790 to the Present*

Other texts we are reading will be available through e-reserve, password ADL355.

### **Course Learning Objectives**

This is a demanding course that requires substantial reading, writing, and intensive class discussions. Students are expected not only to learn the substantive material, but also to apply concepts they learn across multiple periods of history. By the end of the semester, students should be able to critique theories presented by scholars, write concisely and thoroughly on a topic relating to the U.S. military, and generate their own informed perspectives on many of the important questions we are considering. Students will also enhance their public speaking skills through presentations of their own research.

## Course Requirements

- 1) Complete all readings on schedule. If you miss a class, email me for the next reading assignment, as the schedule may change.
- 2) Attend on time and actively participate in class discussions. Those who arrive more than 5 minutes late, or who leave in the middle of class, will be marked for half an absence. Each student is allowed only **two** unexcused absences. Your participation grade will be reduced by one-third of a letter for each unexcused absence over two. Not being active during class discussions will also result in a lowering of your participation grade. Use of electronic devices such as phones, blackberries, or music players during class is prohibited. Laptops are permitted for note-taking only.
- 3) Keep up with the news. We will frequently discuss current events as they relate to the concepts we are discussing in class. This way, we will try to connect what can be abstract ideas to real-world outcomes. Read a newspaper, visit [cnn.com](http://cnn.com), or do anything that helps makes you an informed citizen.
- 4) Submit all required writing assignments (see below for details).
- 5) Take the final exam. It will consist of essay questions and will be given in-class. I will likely give you sample questions ahead of the test. Make-up exams will only be given in the event of an emergency, verified with proper documentation.

## Writing Assignments

Short writing assignments will be due approximately every other week. These 2-3 page papers will be opportunities for students to refine their thinking about the pertinent issues before we discuss them in class. Due dates are noted by a \*\*. Each student will be asked to summarize the readings for that day's class and provide a critique using informed opinions and/or outside evidence. Primarily, these papers are intended to demonstrate knowledge of the readings and prepare students for our discussions.

These shorter papers will culminate in a research paper. This paper must investigate a topic directly relating to the themes we are discussing in this course, and should combine material from the class with significant outside research. The assignment will proceed in the following stages:

1. Topic proposal. This should be no more than 2 pages. Briefly describe your area of interest and state a research question. Due no later than **October 3<sup>rd</sup>**. The grade for this assignment is Approve/Disapprove. If I do not approve your proposal, you must rewrite and resubmit it; you may not continue to the next stage until your proposal has been approved.
2. Annotated bibliography. About 2 pages. List no fewer than 6 separate sources you will use for your paper, not including Internet sources. Of the 6 sources at least one

- must be a primary document. Describe each source and its relevance to your research question. Due no later than **October 24<sup>th</sup>**.
3. First draft, at least 10 pages. Due no later than **November 14<sup>th</sup>**.
  4. Present a portion of your research to the entire class. We will set aside time so that everyone can briefly outline their question and findings. You will be graded on your ability to effectively communicate the material to a willing audience.
  5. Final draft, at least 12 pages. Due no later than **December 15<sup>th</sup>**.

All written assignments must be typed in a 12 point font, double spaced, with one-inch margins, and have page numbers. Papers not meeting these criteria will be penalized. All papers must be submitted to [www.turnitin.com](http://www.turnitin.com) (note that I **will not** accept papers not submitted to turnitin.com):

Class ID - 4114962  
password – military11

### **Grading**

Work conducted towards the end of the semester will be more heavily weighted in my mind when dispensing final grades; in other words, *improvement counts*.

Attendance/Participation: 10%  
Short Writing Assignments: 20%  
Annotated Bibliography: 5%  
First Draft: 10%  
Class Presentation: 5%  
Final Draft: 20%  
Final: 30%

Incompletes will only be given for valid, documented emergencies.

**NOTE ON PLAGIARISM:** Any student found plagiarizing work will receive a grade of **zero** for that assignment and an **F** for the course. **It is your responsibility to avoid plagiarism; if you are uncertain about what constitutes plagiarism, please ask!**

### **Accessibility**

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact Dr. Brent Mosser, in Student Disability Services, 385 Garland, (410) 516-4720, [studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu).

## **Schedule of Classes and Exams**

### **Unit 1 – Civil-Military Relations**

August 29<sup>th</sup> - Introduction

September 5<sup>th</sup> – Labor Day, no classes

**\*\*September 12<sup>th</sup>**

Samuel P. Huntington, *The Soldier and the State: The Theory and Politics of Civil-Military Relations*, chapters 4 and 6.

Peter D. Feaver, *Armed Servants: Agency, Oversight, and Civil-Military Relations*, chapters 2 and 3.

September 19<sup>th</sup>

Eliot A. Cohen, *Supreme Command: Soldiers, Statesmen, and Leadership in Wartime*, chapters 1, 2, 6, 7, and Appendix.

Michael Hastings, “The Runaway General,” *Rolling Stone*, July 8-22, 2010.

### **Unit 2 – The Military-Industrial Complex**

**\*\*September 26<sup>th</sup>**

President Dwight D. Eisenhower, farewell speech -  
<http://www.americanrhetoric.com/speeches/dwightdeisenhowerfarewell.html>.

Katherine E. McCoy, “Beyond Civil-Military Relations: Reflections on Civilian Control of a Private, Multinational Workforce,” *Armed Forces and Society* 36:4 (July 2010): 671-94.

October 3<sup>rd</sup> and \*\*11<sup>th</sup>

(October 10<sup>th</sup> – no classes; October 11<sup>th</sup> – Monday schedule)

Deborah D. Avant, *The Market for Force: The Consequences of Privatizing Security*.

### **Unit 3 - Wars, Domestic Politics, and the Expansion of the American State**

October 17<sup>th</sup>

David Mayhew, “Wars and American Politics,” *Perspectives on Politics* 3:3 (September 2005): 473-93.

Robert Higgs, *Crisis and Leviathan: Critical Episodes in the Growth of American Government*, chapter 4.

October 24<sup>th</sup>

William D. Adler and Andrew J. Polsky, "Building the New American Nation: Economic Development, Public Goods, and the Early U.S. Army," *Political Science Quarterly* 125:1 (Spring 2010): 87-110.

Robert P. Saldin, "World War I and the 'System of 1896,'" *Journal of Politics* 72:3 (July 2010): 825-36.

Bartholomew H. Sparrow, "Limited Wars and the Attenuation of the State: Soldiers, Money, and Political Communication in World War II, Korea, and Vietnam," chapter 10 in Ira Katznelson and Martin Shefter, eds., *Shaped by War and Trade: International Influences on American Political Development*.

#### **Unit 4 - Safe, Free, or Both? Civil Liberties and Military Power**

\*\*October 31<sup>st</sup>

Geoffrey R. Stone, *War and Liberty: An American Dilemma, 1790 to the Present*.

November 7<sup>th</sup>

Jonathan Mahler, *The Challenge*.

#### **Unit 5 - Military Power and American Character**

November 14<sup>th</sup>

Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity*.

\*\*November 21<sup>st</sup>

Charles Royster, *A Revolutionary People at War: The Continental Army and American Character, 1775-1783*, chapters 2 and 8.

Aaron L. Friedberg, "American Antistatism and the Founding of the Cold War State," chapter 9 in Katznelson and Shefter, eds., *Shaped by War and Trade*.

**November 28<sup>th</sup> – Student Presentations**

**Final: Thursday, December 15<sup>th</sup>, 9-12 am**