1. Course Description

This course will examine the foundations of military and strategic thought, as well as the guiding principles of warfare in various environments, including on land, at sea, and in the air. The course will begin with an examination of how thinking about strategy and war has evolved from Antiquity to the twentieth-century. Next, the course will explore how war and operations are planned and executed today. In addition, the course will examine nuclear war planning, the military applications of space and cyber influence operations, revolutionary war and counterinsurgency, and the contemporary concerns with 'hybrid war'. The course will highlight both continuity and change in strategic thought and warfare, and question the concepts and assumptions that guide military thinking and planning.

Prerequisite: MA standing in the Norman Paterson School of International Affairs or permission of the School.

Learning outcomes

At the end of this course, students will be:

- Familiar with the history of military and strategic thought in the West;
- Able to understand how strategic thinking how influence war planning and operations in various environments;
- Appreciate the challenges of contemporary warfare at a strategic and operational level;
- Prepared to analyse and present on military and strategic affairs.

Expectations

The success of this course depends on the willingness of students to engage with the readings and to fully participate in class discussions. Students are also expected to complete their assignments on the dates they are due, unless there are attenuating circumstances that justify a late submission.

Accordingly, students are expected to:

- Complete the assigned readings;
- Attend all classes;
Keep computer use to a minimum, i.e. occasional note-taking (it is also recommended that you take notes by hand);
Active participate in class discussions;
Treat fellow students cordially;
Respect due dates.

Students are further asked to adhere to the follow proscriptions:

- Do not send text messages or use social media;
- Do not disrespect fellow students or use ad hominem attacks;
- Do not dominate the conversation; if you’ve spoken a lot, give others a chance.

2. Course Structure/Class Format

The class will follow a seminar format. Either the professor or a presenter will begin with an overview of this week’s topic. We will then go around the room to identify issues that merit discussion and analysis based on the readings. Our discussion will examine these issues in greater depth. After approximately 90 minutes, the class will take a 15-minute break. Following the break, we will identify lingering questions and break into groups to answer them. I will spend time with each group, before we reconvene to present answers to the class as a whole. This question phase may be suspended if our plenary discussion of the issues is proving particularly fruitful.

3. Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>% of 100</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>15%</td>
<td>n/a</td>
</tr>
<tr>
<td>Review essay</td>
<td>15%</td>
<td>10 May 2017</td>
</tr>
<tr>
<td>Lessons learned essay</td>
<td>25%</td>
<td>31 May 2017</td>
</tr>
<tr>
<td>Class presentation</td>
<td>15%</td>
<td>As assigned</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
<td>End of the June exam period</td>
</tr>
</tbody>
</table>

Class participation (15% of the final grade)

The class participation grade will be based on the following criteria:

- Your attendance in class (50% of the 15%)
- Your willingness to engage in constructive and respectful class discussions (25% of the 15%)
- Evidence that you have completed and understood the assigned readings (25% of the 15%)

I will email you a report explaining on your participation grade at the end of term.
Review essay (15% of the final grade)

Students will write a review of a canonical text on strategic thought. The review will demonstrate how the work reflects the particularities of the era in which it was written, as well as what lessons it provides for military planners today. As well, the paper will critically examine what arguments made in the text proved incorrect and which were prescient.

The following texts can be reviewed for this assignment:
Sun Tzu, *The Art of War*
Carl Von Clausewitz, *On War* (Books 1, 6-7)
Sir Julian Corbett, *Some Principles of Maritime Strategy*
B.H. Liddell Hart, *Strategy*
Mao Tse-Tung, *On Guerrilla Warfare*
Henry A. Kissinger, *Nuclear Weapons and Foreign Policy*

Your essay should be approximatively 1000 words in length. Students should endeavour to write the papers in a concise, learned style that eschews jargon. Imagine that your audience is a colleague who has not read the book; you should aim to make them want to read the book. Accordingly, the paper should be written in a way that entices the reader and contributes to our understanding of the text being reviewed.

For helpful advice on writing strong essays, see:
https://custom-writing.org/blog/academic-writing

The analysis papers will be graded according to the following criteria (each worth 1/3 of the 15%):

- Style, spelling, and grammar
- Argument structure and flow
- Reading comprehension

The analysis papers should be sent by email (philippe.lagasse@carleton.ca) to me in PDF format before mid-night on the day they are due.

The papers will be sent back to you by email, along with a report that explain your grade and suggests ways for you to improve.

Late papers will be penalized 5% per day, including weekends and holidays.

Lessons Learned Essay (25% of the final grade)

Students will write a lessons learn essay that examines how an historical military operation or battle shaped thinking about warfare. You must pick a particular operation or an engagement, rather than a war or campaign. Drawing on secondary sources, the essay will analyse how the operation challenged or changed conventional thinking about war at the time.

Your essay should be approximatively 2000 words in length. Students should endeavour to write the papers in a concise, learned style that eschews jargon. Imagine that your audience is a colleague who knows nothing about the battle in questions; you should aim to make them want to
learn about the importance of the battle. Accordingly, the paper should be written in a way that entices the reader and contributes to our understanding of the operation.

For helpful advice on writing strong essays, see:

https://custom-writing.org/blog/academic-writing

The analysis papers will be graded according to the following criteria (each worth 1/5 of the 25%):

- Style, spelling, and grammar
- Argument structure and flow
- Research and sources
- Depth of the analysis
- Breadth of the analysis

The analysis papers should be sent by email (philippe.lagasse@carleton.ca) to me in PDF format before mid-night on the day they are due.

The papers will be sent back to you by email, along with a report that explain your grade and suggests ways for you to improve.

Late papers will be penalized 5% per day, including weekends and holidays.

**Class presentation (15% of the final grade)**

Students will introduce the class to their seminar topic once in the term. This will involve summarizing key points from the readings and identifying themes and questions for discussion. The presentation should not be a summary, nor should it merely be a literature review. Your aim should be to distill the readings and provoke debate.

Presentations should be between 15-20 minutes. There is no need for a deck.

The dates of the presentations will be assigned during the first few classes.

**Research paper (25% of the final grade)**

Students will submit a research paper at the end of term. The paper will present an original argument and contribute to the existing literature. You can write on a topic of your choice, provided that the paper touches military and strategic studies, broadly defined. You are free to apply a theoretical framework or write an historical paper. Students are encouraged to treat the paper as a possible submission to a strategic studies journal. Doctoral students are strongly encouraged to write the paper with a view to submitting it to a peer-reviewed academic journal.

The research paper should be 5000-7000 words in length. Your argument should rely on research published in academic or military/policy journals and government or think tank reports. You can also cite academic blogs and media reports, but these should not be your principal sources.
You should endeavour to write the papers in a concise, learned style that eschews jargon. Imagine that your audience is a colleague who is not being forced to read the paper; you should aim to make them want to read the paper. Accordingly, the paper should be written in a way that entices the reader and contributes to our understanding of defence affairs.

For helpful advice on writing strong research papers, see:

https://custom-writing.org/blog/academic-writing

The research papers will be graded according to the following criteria (each worth 1/5 of the 25%):

- Style, spelling, and grammar
- Argument structure and flow
- Research and sources
- Depth and breadth of the analysis
- Originality of the research question

Your research papers should be sent by email (philippe.lagasse@carleton.ca) to me in PDF format before the end of the April exam period.

The papers will be sent back to you by email, along with a report that explain your grade and suggests ways for you to improve.

Late papers will be penalized 5% per day, including weekends and holidays.

4. Communications

Please use your Carleton email account for all course-related correspondence.

5. Plagiarism and Complementarity

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.
Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course. The Academic integrity policy can be accessed at http://www2.carleton.ca/studentaffairs/academic-integrity.

Complementarity: students are encouraged to build up expertise in areas that may cross multiple courses. It is acceptable to write assignments on related topics. However, you may not simply cut and paste your work from one assignment to another, or essentially submit the same work for two or more assignments in the same or different courses. If you plan on writing on related topics in different courses, you must inform the instructors and discuss what will be acceptable in terms of overlap, and what is not. Failure to notify the faculty members will be viewed unfavourably should there be a suspicion of misconduct.

6. Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://www2.carleton.ca/equity/

7. cuLearn

This course uses cuLearn, Carleton’s learning management system. To access your course on cuLearn go to http://carleton.ca/culearn. For help and support, go to http://carleton.ca/culearnsupport/students. Any unresolved questions can be directed to
8. List of Topics and Required Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reminders</th>
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<tbody>
<tr>
<td>1</td>
<td>1 May</td>
<td>Introduction to Military &amp; Strategic Studies</td>
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<tr>
<td>2</td>
<td>3 May</td>
<td>Strategic Thought I</td>
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<tr>
<td>3</td>
<td>8 May</td>
<td>Strategic Thought II</td>
<td></td>
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<tr>
<td>4</td>
<td>10 May</td>
<td>Land Warfare</td>
<td>Review essay due</td>
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<tr>
<td>5</td>
<td>15 May</td>
<td>Naval Warfare</td>
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<td>6</td>
<td>17 May</td>
<td>Air Warfare</td>
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<td>7</td>
<td>22 May</td>
<td>Nuclear War Planning</td>
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<td>8</td>
<td>29 May</td>
<td>Revolutionary War</td>
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<td>9</td>
<td>31 May</td>
<td>Asymmetric War &amp; Counterinsurgency</td>
<td>Lessons essay due</td>
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<tr>
<td>10</td>
<td>5 June</td>
<td>Military-specific Space &amp; Cyber Challenges</td>
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<td>11</td>
<td>7 June</td>
<td>Information and Influence Operations</td>
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<tr>
<td>12</td>
<td>12 June</td>
<td>The New 'Hybrid' Warfare</td>
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The course reading includes articles found on cuLearn and the following four books:


All four are available in low cost Kindle format.

**Class 1 (1 May): Introduction to Military & Strategic Studies**


*Recommended reading*


Class 2 (3 May): Strategic Thought I


Class 3 (8 May): Strategic Thought II


Class 4 (10 May): Land and Joint Warfare


*Recommended reading*


Class 5 (15 May): Naval Warfare


*Recommended reading*


Class 6 (17 May): Air and Space Warfare


*Recommended readings*

Class 7 (22 May): Nuclear War Planning


Class 8 (29 May): Revolutionary War


Che Guevera, *Guerilla Warfare*.

Class 9 (31 May): Asymmetric War and Counterinsurgency


*Recommended readings*


Class 10 (5 June): Military-specific Space and Cyber Challenges


Forrest E. Morgan, *Deterrence and First-Strike Stability in Space: A Preliminary Assessment* (Santa Monica: RAND, 2010).

Class 11 (7 June): Influence and Information Operations


Class 12 (12 June): The New 'Hybrid' Warfare


Andrew Monaghan, "The 'War' in Russia's 'Hybrid Warfare'," *Parameters*, vol. 45, no. 4 (2015-2016).


*Recommended reading*