

## **GRAND STRATEGY IN PEACE AND WAR**

**Strategy defined in the simplest terms is the way one gets what one wants. That is, strategy is one's plan to achieve objectives. We will study Grand Strategy (synonymous with National Security Strategy)--the state's plan to achieve its objectives to protect and promote its national interests in peace and war. We define grand strategy (or national security strategy) as the use of four broad tools--economics, diplomacy, information, and military--in pursuit of national goals. A strategy in balance--one that employs all four tools to their maximum--will generally win over an unbalanced strategy, a notion repeated all term.**

**There are principles of strategy we will note during our time together, but like the principles of war, they are usually situational and, therefore, not always useful. By examining the writings of Terry Deibel and others , and intensely discussing what strategists said and did we will emerge with a grasp of strategy we hope will make us useful strategic thinkers and decision makers or at least constructive assistants and advisers to strategic decision makers.**

**We will use vigorous seminar discussion, intense reading, writing, and other tools to promote our goal—we aim to produce strategists.**

**Required texts:**

### **Theoretical writings**

**Carl von Clausewitz, On War, edited and translated by Michael Howard and Peter Paret with a commentary by Bernard Brodie (Princeton: Princeton University Press, 1984)**

**Terry L. Deibel, Foreign Affairs Strategy: Logic for American Statecraft, Cambridge, Cambridge University Press, 2007**

### **B. Case Studies**

**Paul Kennedy, The Rise and Fall of the Great Powers, (New York, Vintage Books, 1987).**

**James L. McPherson, Battle Cry of Freedom: The Civil War Era, (New York, Ballantine Books, 1988).**

**G. John Ikenberry, After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars, (Princeton, Princeton University Press, 2001).**

Donald Kagan, On the Origins of War: And the Preservation of Peace, New York, Anchor Books, 1995

### C. Requirements

**Contribution to Class Discussion:** Contribution to group knowledge by meaningful participation in classroom discussion is essential to an honor's grade in this class. A solid contribution will only come from those who attend regularly, because conversations will build upon one another, and also those who complete the assigned reading. We come together from diverse backgrounds, ages, and experiences. The only thing we have in common, beside the desire to contribute to society, is the required reading.

**Midterm Examination:** Our midterm examination will be open book, open note, take-home exam based on the first six lessons in the course. The exam will be handed out at the end of class 3B, and will be handed in one week later. We desire a typed examination answer taking no more than four hours to complete (over the 168 hours between the time we get the examination and the time we turn it in), and is no longer than 15 pages, but could be much shorter.

**Book Review:** We will all read a book outside of the required reading on strategy—for example, Sun Tzu, The Art of War, translated by Samuel B. Griffith (Oxford: Oxford University Press, 1963, Thucydides, History of the Peloponnesian War, Niccolo Machiavelli, The Prince, Antoine Jomini, Strategy, Alfred Thayer Mahan, The Influence of Sea Power Upon History, 1660-1783, Mao Tse-Tung, On Protracted War, Edward Luttwak, Strategy: The Logic of War and Peace, Colin Gray, Modern Strategy, John Collins, Grand Strategy: Principles and Practices, Bernard Brodie, Strategy in the Missile Age, Murray, Knox and Bernstein The Making of Strategy: Rulers, States, and War, Peter Paret, Makers of Modern Strategy. Or a book on a single war providing the book deals with strategic issues—for example Ronald Spector, Eagle Against the Sun: The American War with Japan, Kent Roberts Greenfield, American Strategy in World War II: A Reconsideration, Dwight Eisenhower, Crusade in Europe, R.J. Overy, Why the Allies Won; Leslie Gelb and Richard Betts, The Irony of Vietnam the System Worked, John Gaddis, Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy, George Packer, The Assassin's Gate, Tom Ricks Fiasco, (etc., almost to infinity) or that deals with one or more of the tools of strategy (diplomacy, economics, information, military)—for example, Niall Ferguson, The Cash Nexus: Money and Power in the Modern World, 1700 – 2000, Zalmay Khalilzad, John P. White, The Changing Role of Information in Warfare, Henry Kissinger, Diplomacy. Here is a chance to read a book we always wanted to read, but did not previously find time. The review will contain no fewer

than 500 words, and no more than 1000 words (look in The Washington Post, The New York Times for examples of reviews at this length). We are interested in a critical analysis, not a summary of the contents. We are answering this question: what did we learn of value from this book, or what was inadequately done in this book? We need to clear the chosen book with the instructor by the end of the second week. There is no problem with several students reading the same book. The review will be handed into the instructor at the end of the fifth week.

*Research Paper:* We will write a 9 to 10 page, double spaced paper on a grand strategy in peace or war based on our study—readings, discussion, book review—on any contemporary strategic issue—for example: United States grand strategy for the Arab-Israeli conflict or the global war on terrorists, United States grand strategy for Colombia (or other states in the Western Hemisphere), United States grand strategy for the People’s Republic of China (or the Republic of China (or any other country in Asia Pacific), Students from a country other than the United States may offer a strategy paper on his or her country creating a strategy for dealing with a state or issue of interest. We need to clear the topic with the instructor by the end of the second week, and the paper is due at course end.

Grades will be based on the following:

Class discussion/contribution 25 percent  
Midterm 25 percent  
Book review 10 percent  
Term Paper 40 Percent

**Class Preparation**

Please note the heavy emphasis on class discussion. We have a heavy reading load (certainly not extraordinary for George Mason students), but it is essential reading if we are to stretch ourselves strategically.

## **CLASS SCHEDULE**

**Week One A, 7 June: Introduction and Clausewitz, Clausewitz pp , 75-123, 177-222, 479-487, 577-637**

(If we want to understand why Clausewitz is still read 180 years after he died, please consider also reading pages 3-25, 27-58, 61-62, 63, 65-67, 69-71, 641-656, 656-667, 699-711,)

**Week 1B, 9 June: Deibel, pp 1-120**

**Week 2A, 14 June: Deibel pp 123-280**

**Week 2B , 16 June: Deibel pp 281-414**

**(Book review topic and term paper topic cleared by the end of this class.)**

**Week 3A/3B, 21 and 23 June: The American Civil War,  
Reading for 3A Kennedy pp 178-182, McPherson, pp 6-144, 202-338,  
Reading for 3B McPherson, pp 428-453, 490-510, 591-625, 831-862.  
(Mid term take home exam handed out at the end of 3B and is due at the  
end of lesson 4B.)**

**Staff Ride: Gettysburg Battlefield, *Voluntary***

**We will try to make the pages of McPherson come to life. We will pick a date, a Saturday or Sunday at about the time we study the American Civil War, drive in a convoy to Gettysburg, and walk the terrain of all three days of the battle. We will begin at the Visitor's Center with a map presentation of the three days of battle, drive to the ground where General John Buford held back the Confederate army until John Reynolds's infantry arrived, show where the Union line collapsed on 1 July 1863, stand on Cemetery Hill (an anchor of the Union position all three days), stand on Little Round Top to view the terrain the Confederates tried to cross to get on top of Little Round top, walk Pickett's Charge, and end by standing on the hallowed ground Lincoln stood on in November 1863 delivering the Gettysburg Address (an excellent example of information warfare). Spouses, friends, significant others, kids (ages ten and over) are welcome.**

**Week 4A/4B, 28 and 30 June: World War I**

**Reading for 4A, Kennedy pp 194-274, Kagan pp 1-11, 81-144.  
Reading for 4B, Kagan pp 144-214.**

**Week 5A/5B, 5 and 7 July War Termination and the Long Armistice (Mid term due at the end of 5B)**

**Reading for 5A Ikenberry pp 3-79, Kennedy pp 275-333  
Reading for 5B: Ikenberry pp 117-162  
Book Review Due**

**Week 6A/6B, 12 and 14 July: World War II**

**Reading for 6A: Kagan, pp 281-417  
Reading for 6B: Kennedy pp 333-372**

**Week 7A/7B. 19 July and 21 July: World War II and Peace Settlement After World War II,**

**Reading: Ikenberry pp 162-273,**

**Week 8, 26 July: Course Summary**

**Term Paper Due**