

WAR, CONFLICT, AND SECURITY
GSC 501
FALL 2018

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COURSE OVERVIEW

This course is the introductory and core course for the Masters in Global Security (MAGS). It explores the rapidly changing and highly complex political, technological, and strategic context within which modern conflict and war occur, and introduces to the student theories that will assist in understanding the profound social, political, economic and cultural implications of the changing nature of war and conflict. It provides an overview of the historical background of war and conflict, and some of the classic philosophical and military-strategic theories and conceptions of war. It introduces new approaches for understanding war and conflict in the contemporary era.

COURSE STRUCTURE, MATERIALS, AND CREDITS

The course is organized around weekly themes with associated readings, all of which are available on Blackboard. In addition, each week includes video lectures from course faculty. Some weeks may also include other materials such as additional video lectures and/or interviews with ASU faculty, former military, top security journalists, government officials and policy experts. There are multiple weekly assignments linked to the course themes as outlined below. These interdisciplinary elements – readings, lectures, videos, assignments and related materials – are integrated to assist students gain a clear understanding of the foundational ideas and theories of the class while illustrating their policy impact and relevance for critically engaging a complex and rapidly changing world. This is a 3-credit course.

RECOMMENDED BOOK PURCHASES

Much of Lawrence Freedman's *Strategy: A History* (2013) will be assigned during this course. It serves as an excellent foundational text on the topic of war and strategy and should be part of the library of any serious student of this subject. Please note that readings from this book are part of the required readings posted on Blackboard for this class.

LEARNING OUTCOMES

At the completion of this course, students will be able to:

- Explain the implications for war and conflict in the world, and the human, becoming design spaces
- Analyze the relationship between technology, war, and society in specific contexts
- Apply Clausewitz' theory of war to explain the challenges of the use of military force in contemporary conflicts
- Apply key concepts from the history of military strategy to new conflict situations
- Examine contemporary conflicts through the lens of civilizational conflict
- Demonstrate mastery of the material required to proceed to the elective courses in the program

ASSIGNMENTS

Each week, there are several assignments linked with the course themes and related to course lectures,

readings, videos and related material. The assignments include discussion board posts, mini-exams, short written responses, a final essay, and a final exam.

Weekly posts and responses to discussion board require students to post one short reflection on weekly themes and respond to at least one other student's post.

Mini-exams are based on study questions provided in relation to weekly materials which help direct student attention to important concepts and facts. The course mini-exams randomize questions so the exam is different for each student and they are time limited. Because of this, the best way to prepare for the mini-exams is by preparing answers in advance to all the study questions. Some mini-exams require short answers to questions and others require multiple choice answers to questions.

Short written responses require students to respond to specific questions related to the weekly themes and materials. These must be 3-5 pages in length (750-1250 words) and must respond specifically to the posted assignment.

Final essay is a paper in which each student presents an argument related to the readings as explained in detail in the assignment. This is not a research paper and does not require reviewing material not included in the course. The short essay must be 5-8 pages in length (1250-2000 words).

Final exam is a time-limited exam at the end of the class that covers the course materials and draws heavily on the study questions.

GRADING

Grading is based on performance on posts and responses to discussion board, mini-exams, short written responses, final paper and a final exam.

The student's final course grade is based on 1,000 total points as follows:

7 post and response on discussion board (worth 40 points)	=	280 points
6 mini-exams (each worth 30 points)	=	180 points
2 short written responses (each worth 100 points)	=	200 points
1 final essay	=	240 points
1 final exam	=	100 points
Total	=	1,000 points

The letter grades assigned are based on ASU grading policies. (A+, A, A-, B+, B, B-, C+, C, D or E) and are awarded upon completion of the course. Grades are based on the following point calculations:

A+	980-1,000
A	940-979
A-	900-939
B+	870-899
B	840-869
B-	800-839
C+	760-799
C	700-759
D	600-699
E	Below 600

For more information on general grading policies, please see <https://students.asu.edu/grades>

Due dates/times – Assignments must be handed in on time using the dates and times indicated in each assignment.

Assignments handed in late – A late assignment is graded down as follows: late by 1 minute to 24 hours = 25% reduced grade (i.e. 100 points becomes 75 points); Over 24 hours to 48 hours = 50% reduced grade (i.e. 100 points becomes 50 points); over 49 hours late – no credit. Extensions of assignment deadlines need to be coordinated with the professor in advance.

WEEKLY THEMES, TOPICS AND REQUIRED MATERIALS

Week 1-- Sources of Complexity: the Earth and the Human as Design Spaces

Objectives

- Explain what is meant by the phrase that the Earth and humans are now design spaces
- Describe some of the ways in which modern conflict is changing from our traditional understanding of war.
- Discuss some of the implications of emerging technologies for society in general, and conflict specifically.

Readings

- Braden Allenby, *Future Conflict & Emerging Technologies*, Consortium For Science, Policy Outcomes at Arizona State University, 2016. Introduction and Chapters 1-2.
- Braden Allenby, “Earth Systems Engineering and Management: A Manifesto,” *Environmental Science & Technology*, December 1, 2007.
- Braden Allenby and Daniel R. Sarewitz, *The Techno-human Condition*. Cambridge, MA: MIT Press, 2011. Chapters 1 and 8.

Assignments

- Post and response to be shared on discussion board
- Mini exam with multiple choice answers

Week 2 -- Politics, Power, and Strategy

Objectives

- Summarize Clausewitz’ understanding of the relationship of war to politics
- Explain power in its relational definition and describe the various dimensions of power
- Describe the relationship between technology, warfare and social structure

Videos

- “Nature of War vs Character of War” - GEN Mark Milley, Chief of Staff, US Army, interviewed by Ann-Marie Slaughter of New America, Future of War Conference 2017

Readings

- Carl von Clausewitz, Peter Paret, and Michael Howard, *On War*, Princeton, NJ: Princeton University Press, 1984. pp. 136-141, 75-89, 603-610.
- Joseph S. Nye, *The Future of Power*. 1st ed. New York: Public Affairs, 2011. pp. 3-49
- Lawrence Freedman, “The Problem of Power,” in Thomas G. Mahnken and Joseph A. Maiolo. *Strategic Studies: A Reader*. 2nd ed. Abingdon, Oxon: Routledge, 2014. Chapter 1.
- Lawrence Freedman, *Strategy: A History*. New York: Oxford University Press, 2013. Preface
- Max Boot, *War Made New: Weapons, Warriors, and the Making of the Modern World*. New York, NY: Gotham Books, 2007. Introduction

Assignments

- Post and response to be shared on discussion board
- Mini exam with multiple choice answers
- Short written response

Week 3 – First Industrialized Era

Objectives

- Discuss the evolution of strategic thinking in the post-Napoleonic era
- Evaluate the relationship between the technological advances of the first industrialized era, warfare, and the state power
- Explain why the Austro-Prussian War was a limited war and why the Prussians won

Videos

- “What is Strategy?” – Sir Lawrence Freedman, Kings College London (Emeritus) interviewed by Peter Bergen of New America, Future of War Conference 2016

Readings

- Lawrence Freedman, *Strategy: A History*. New York: Oxford University Press, 2013. pp. 69-122.
- Max Boot, *War Made New: Weapons, Warriors, and the Making of the Modern World*. New York, NY: Gotham Books, 2007. pp. 109-115, 116-145, 196-204.
- Walter C. Opello, Jr., *War, Armed Force, and the People : State Formation and Transformation in Historical Perspective*, Lanham, MD: Rowman & Littlefield, 2016. Chapter 5
- Fareed Zakaria, *From Wealth to Power : The Unusual Origins of America's World Role*. Princeton, N.J.: Princeton University Press, 1998. Chapter 1

Assignments

- Post and response to be shared on discussion board
- Mini exam with multiple choice answers

Week 4 – Second Industrialized Era

Objectives

- Identify the ways in which nuclear weapons changed military conflict
- Compare and contrast the ideas of absolute war and limited war
- Identify the obstacles that face the US in achieving satisfying outcomes in contemporary military conflicts

Videos

- “North Korean ICBM Test” – Dr. Jeff Kubiak, interviewed by Dennis Welch of 3TV, for 3TV’s *Politics Unplugged*, July 9, 2017

Readings

- Lawrence Freedman, *Strategy: A History*. New York: Oxford University Press, 2013. pp. 138-192.
- Max Boot, *War Made New: Weapons, Warriors, and the Making of the Modern World*. New York, NY: Gotham Books, 2007. pp. 205-211, 301-304.
- Walter C. Opello, Jr., *War, Armed Force, and the People : State Formation and Transformation in Historical Perspective*, Lanham, MD: Rowman & Littlefield, 2016. Chapter 6.
- Ankit Panda “North Korea's ICBM: A New Missile and a New Era,” warontherocks.com July 6, 2017. Accessed July 14, 2017 (<https://warontherocks.com/2017/07/north-koreas-icbm-a-new-missile-and-a-new-era/>)
- Jeffrey Kubiak, *War Narratives and the American National Will in War*, Palgrave, 2014. Chapter 7
- Robert Cassidy and Jacqueline Tame, “The Wages of War Without Strategy, Part I: Clausewitz,

Vietnam, and the Roots of Strategic Confusion,” warontherocks.com January 5, 2017. Accessed July 14, 2017 (<https://warontherocks.com/2017/01/the-wages-of-war-without-strategy-part-i-clausewitz-vietnam-and-the-roots-of-strategic-confusion/>)

G. Stephen Lauer, “American Discontent: Unhappy Military Outcomes of the Post-Second World War Era,” Strategybridge.com, Accessed July 14, 2017 (<https://thestrategybridge.org/the-bridge/2017/5/23/american-discontent-unhappy-military-outcomes-of-the-post-second-world-war-era?rq=lauer>)

Assignments

Post and response to be shared on discussion board

Mini exam with multiple choice answers

Short written response

Week 5 – Information Age

Objectives

Using Clausewitz’ ideas as expressed by Simpson, explain the conditions required for military force to produce decisive outcomes

Analyze contemporary conflict for its degree of polarization and strategic audiences involved

Explain what is meant by the terms meta-agent and nested systems

Identify and explain some of the characteristics of complex systems as they pertain to politics

Videos

“The Lessons of Afghanistan” – David Kilcullen, of New America, interviewed by Daniel Rothenberg of the Center on the Future of War

Readings

Emile Simpson, *War from the Ground Up*, Oxford University Press, 2013. Chapters 2-3

Robert Cassidy and Jacqueline Tame, “The Wages of War Without Strategy, Part II: How We Twitterized Clausewitz and Ended Up Bogged Down in Afghanistan and Iraq,” warontherocks.com June 20, 2017. Accessed July 14, 2017 (<https://thestrategybridge.org/the-bridge/2017/6/20/the-wages-of-war-without-strategy>)

Lawrence Freedman, “Can There Be Peace with Honor in Afghanistan?” foreignpolicy.com June 26, 2017. Accessed July 14, 2017 (<http://foreignpolicy.com/2017/06/26/all-thats-left-in-afghanistan-is-defeat-with-honor/>)

Lawrence Freedman, *Strategy: A History*. New York: Oxford University Press, 2013. pp. 214-244

Max Boot, *War Made New: Weapons, Warriors, and the Making of the Modern World*. New York, NY: Gotham Books, 2007. pp. 455-473

Jervis, Robert. *System Effects : Complexity in Political and Social Life*. Princeton, N.J.: Princeton University Press, 1997. Chapter 1

Harrison, Neil E., and Ebrary, Inc. *Complexity in World Politics : Concepts and Methods of a New Paradigm*. SUNY Series in Global Politics. Albany: State University of New York Press, 2006. pp. 1-13 and Chapter 2

Assignments

Post and response to be shared on discussion board

Mini exam with multiple choice answers

Week 6 – War and Conflict – Modern Perspectives

Objectives

Define the concept of “weaponized narrative” and explain its increasing relevance in global politics today

Discuss the major ideas encapsulated in the field of behavioral economics

Explain Russia's adaptations to the contemporary security environment, especially as they relate to its relationships with the West and the US

Videos

"Russia and US National Security Interests" - GEN Mark Milley, Chief of Staff, US Army, interviewed by Barbara Starr of CNN, Future of War Conference 2016

Readings

Lawrence Freedman, *Strategy: A History*. New York: Oxford University Press, 2013. Chapters 26, 36-38

Braden Allenby, "What's New About Weaponized Narrative?" White Paper for the U.S. National Academy of Sciences, 7 Jun 2017.

Jon Herrmann, "Nine Links in the Chain: The Weaponized Narrative, Sun Tzu, and the Essence of War," The Strategy Bridge, available at <https://thestrategybridge.org/the-bridge/2017/7/27/nine-links-in-the-chain-the-weaponized-narrative-sun-tzu-and-the-essence-of-war> . Accessed 28 Jul 2017.

Galeotti, Mark. "The 'Gerasimov Doctrine' and Russian Non-Linear War," available at <https://inmoscowsshadows.wordpress.com/2014/07/06/the-gerasimov-doctrine-and-russian-non-linear-war/> Accessed 28 Jul 2017.

Assignments

Post and response to be shared on discussion board

Mini exam with multiple choice answers

Week 7 – World Order: The Westphalian System and Challenges

Objectives

Discuss the disintegrative effects of modern technology on society and its implications for contemporary conflict

Explain the rise of gray zone conflicts

Analyze the military's role in contemporary conflict, and how it might shift as the role of the nation-state in world order changes

Use the framework of gray zone conflict to explain "unrestricted warfare," the modern Chinese approach to war

Videos

"Is Long-term Strategy Possible?" – Peter W. Singer from New America, interviewed by Daniel Rothenberg from the Center on the Future of War

Readings

Michael J. Mazarr, "Rivalry's New Face," *Survival*, 54:4, 2012. pp. 83-106

Michael J. Mazarr, *Mastering the Gray Zone*, Strategic Studies Institute and U.S. Army War College Press, 2015. Chapters 1-5, and 7

Qiao Liang and Wang Xiangsui *Unrestricted Warfare*, Beijing: PLA Literature and Arts Publishing House, February 1999. pp. 8-30, 114-120, and 179-224

Assignments

Post and response to be shared on discussion board

Final essay

Final exam

Communicating with the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade

penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying

documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at:

<https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Computer Requirements

This course requires a computer with Internet access and the following:

Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))

[Adobe Acrobat Reader \(free\)](#)

[Adobe Flash Player \(free\)](#)

Microphone (optional) and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at

<http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at

<http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- Check the course daily
- Read announcements
- Read and respond to course email messages as needed
- Complete assignments by the due dates specified

- Communicate regularly with your instructor and peers
- Create a study and/or assignment schedule to stay on track