This interdisciplinary course examines how war and security impacted the historical evolution of the United States and the organization, role, and function of government and its relationship to the public. The course uses case studies to show how policy, budgets, logistics, organizational behavior, trade, finance, technology, geopolitics, globalization, leadership and other factors shaped wars and security challenges as well as the U.S. government's responses to them.
Welcome to PA 596: War, the State, and Governance II. This is an interdisciplinary course for upperdivision undergraduates and graduate students.

The study of warfare can be a graduate degree in itself. Consequently, this class is not meant to be comprehensive in nature. Instead, it is meant to give the student a survey of warfare-related themes impacting the evolution of the government of the United States and an overview of some of the experiences that contribute to a uniquely American way of warfighting. This course’s sister, PA 596: War, the State, and Governance I, will be offered in the fall semester and focus on the same in the case-study context of global history.

This course works from the premise that contemporary homeland, national, and global security challenges faced by the US.—and the approaches we take to counter them—are best viewed in the context of the national interest and as the evolutionary results of a multitude of global and domestic conflicts, some of which go back before European colonization. This course also works from the premise that a comparative approach to war in its varied manifestations and with its various costs and benefits across time and space places contemporary security challenges and government responses into a grounded, historical perspective.

Because of the short amount of class time each week, there is a sizable but achievable reading load in this course. The readings are intended to give the student a broad cross-section of the scholarly and professional literature on the subject that focuses on larger themes addressed in the School of Public Affairs. I also give you some “Netflix & Chill” recommendations: films that compliment the material covered in class. These are optional and for your enjoyment only. This class addresses a subject of vital importance to our society and therefore raises the bar of expectations for those who choose to take it.

“You cannot allow any of your people to avoid the brutal facts. If they start living in a dream world, it’s going to be bad.”

JAMES MATTIS
LEARNING OUTCOMES

By the end of the course you are expected to demonstrate six cognitive learning skills:

**Knowledge:** Recall data or information.

**Comprehension:** Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one’s own words.

**Application:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

**Analysis:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.

**Synthesis:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

**Evaluation:** Make judgments about the value of ideas or materials.

The assignments for this course are designed to assess the ability of the student to demonstrate these cognitive learning skills.

I will do everything possible to make this a fun, engaging, and challenging course for you, regardless of your background on issues related to warfare. Please know that I am here to help you succeed in this course. Show up, do your readings, participate in class, and you will gain knowledge and skills that will help you adapt to a constantly evolving security environment.

“Train for Certainty. Educate for Uncertainty.”
SIGN AT NAVAL SPECIAL WARFARE COMMAND, CORONADO

“In each succeeding war there is a tendency to proclaim as something new the principles under which it is conducted. Not only those who have never studied or experienced the realities of war, but also professional soldiers fall into the error. But the principles of warfare as I learned them at West Point remain unchanged.”
JOHN J. PERSHING
GENERAL EXPECTATIONS
Rules to Live by in PA 596

Successful completion of this course requires not only consistent attendance, but also active participation by all of the seminar members. Consequently, you are expected to read and prepare notes from the assigned readings and to add to the discussions that will take place during each class.

I encourage you to make use of my office hours (posted in the faculty information section) or to schedule an appointment to meet with me if you need assistance during the course. You will find me highly accessible and willing to work with you to help you learn the material and succeed in this course.

Please let me know of any special circumstances regarding your ability to attend class or complete assignments by their due dates (e.g., work schedule, learning disorder, conflict with other classes, etc.). Note that you must notify me before, not after, these assignments are due and that I will require proof of said difficulty. Failure to do so will result in an F or no-credit for the assignment.

Please know that you are responsible for being aware of any revisions made to this syllabus during the course of the semester. If there is a change in directions for assignments, readings, class schedule, etc., I will announce such changes in class and post them on Blackboard. If you miss class, please ask me if any such changes have been made. Once again, you are responsible for any possible revisions.

Also, I do not give consent to be recorded by any means in class, unless a disability makes it necessary. Please see me first if this is necessary and be ready to provide documentation from the Office of Disability Services.

On a final note, I want you to know that I seek to foster a classroom environment where ideas may clash, but mutual respect always reigns supreme. I expect you to be diplomatic, tactful and friendly to your fellow classmates. If there is ever a time where you feel uncomfortable in class or that your voice, thoughts or opinions are not heard being heard by me or your classmates, please see me immediately so that we may work together towards a remedy that will make the course experience a positive one for you.

“War is too important to be left to politicians. They have neither the time, the training, nor the inclination for strategic thought.”
BRIGADIER GENERAL JACK D. RIPPER IN DR. STRANGELOVE

Standing Orders Rogers Rangers

CONTINUED
11. DON'T EVER MARCH MORE THAN TWO MILES IN A DAY. TAKE A DIFFERENT ROUTE, OR YOU'LL BE LOST.
12. NO MATTER WHAT HE WEARS, EIGHTY YEARS AGO, TWENTY YEARS ON EACH LEG AND TWENTY YEARS IN THE HEAD. WE MIGHT AS WELL BE SURPRISED AND WOUNDED.
13. EVERY NIGHT YOU'LL BE TOLD WHERE TO MEET IF SURROUNDED BY A SUPERIOR FORCE.
14. DON'T SIT DOWN TO EAT WITHOUT POSTING GUARDS.
15. DON'T SLEEP BEYOND DAWN. DON'T BE WAKED UP BY THE FRENCH AND INDIANS ATTACK.
16. DON'T CROSS A RIVER BY A REGULAR FORD.
17. IF SOMEONE'S TRAILING YOU, MAKE A CIRCLE, CIRCULATE BACK AND FORTH YOUR OWN TRACKS, AND ABANDON THE FOLKS THAT ARE TO ABANDON YOU.
18. DON'T STAND UP WHEN THE ENEMY'S COMING AGAINST YOU. STAND DOWN, LIE DOWN, HIDE BEHIND A TREE.
19. LET THE ENEMY COME TO US, IF HE'S ALMOST CLOSE ENOUGH TO TOUCH, THEN LET HIM HAVE IT AND JUMP OUT AND JOIN HIS ARM, WITH YOUR HAT, AND HIS NAME, ADDED TO YOUR OWN.

MAJ. ROBERT ROGER. 1799.
ASSIGNMENTS

Book Review Questions:
You will complete a 1-2 page responses for book review questions for 5 of the 10 books assigned in class. You pick which 5 you want to turn turn in. Questions will be posted the week the books are discussed. They must be turned in the week after a reading is discussed; no earlier, no later. Each synopsis is worth 60 points each for a total of 300 points. Responses must be posted on BB.

War and Memory Family History Paper:
"We all grow up with the weight of history on us. Our ancestors dwell in the attics of our brains as they do in the spiraling chains of knowledge hidden in every cell of our bodies."--Shirley Abbott
How has your family's history been impacted by war? Answering this question will entail talking to parents, grandparents, etc., as well as doing some digging into historical sources (you may add multimedia--pictures, film clips, etc.--to the report if it is applicable; see me to discuss if you are interested). Remember, one does not have to have family that served in a war to be impacted by war. Place context to your family's experiences like Ken Burns did for those in The War. This assignment is worth 300 points. It is due on BB Monday 4/25.

Memo:
You will write a 5 page “lessons learned” memo on the subject of the strengths and weaknesses of American war fighting as evidenced in the course readings and lecture. Identify specific patterns with which we struggle and which we have benefited from over time. Provide examples from your readings to support your argument. This assignment is worth 300 points. It is due on Monday 5/9.

Course Participation:
Since this is a seminar, you will be graded on your participation in class (demonstrated preparedness, questions asked, quality of answers, classroom behavior conducive to achieving objectives of the class, etc.). Participation is worth 100 points.

“WAR, n: A by-product of the arts of peace....”
“PEACE, n: In international affairs, a period of cheating between two points of fighting.”
AMBROSE BIERCE, THE DEVIL’S DICTIONARY
ON READING

I thought I would comment on the size of your reading load. I’ll admit that I know it is nearly impossible to read this entire reading list, and do it well, in one week. Why then do I ask you to do it? Here is why: Graduate school is intended as an experience where you are immersed in a fairly narrow body of literature. The main reason for being immersed is NOT to master content (although this runs a close second to the main reason), but to become exposed to content, style and method. The substance of a text is more than merely the data presented. It is an experience where you are immersed in a fairly narrow body of literature.

As you attempt to read entire books you will make strategic choices about what you choose to read deeply, what to skim, what to skip altogether. Your choices will be lead by your interests, and that is how it should be. No matter what your individual interests, however, what you ALL should be able to do is outline the author’s argument and identify his or her theoretical perspective. You should ask, what is the author stating in the book (the thesis)? Why is their thesis important and what is in place in the relevant literature (lit review)? How does the author go about constructing their argument (method)? What evidence or proof or reasoning do they offer in support of their argument (theory)? These questions I have made the foundation for the book review forms I have provided for you. These forms serve as your guide on how to read a book from a scholarly perspective. My job is to train you to do this, while educating you about the content of the readings through the lecture/seminar process.

Like many of you, I have family, friend, house of worship, community service, and work responsibilities that extend beyond this classroom. Based on eighteen years of teaching at the university level, I have come to the conclusion that one week’s time is sufficient for a graduate student to come to terms with a text and gain the ability to discuss the above aspects of a text. To truly master any of our texts would require several readings over an extended period of time (that is my job, not yours). This sort of mastery is not my intention. Should you choose to delve more deeply into the subject matter of the text, for your thesis, for example, you can allocate more study time later.

REQUIRED BOOKS

LISTED IN TENTATIVE COURSE SCHEDULE

With Rifle and Bibliography:
General Mattis on Professional Reading

The problem with being too busy to read is that you learn by experience (or by your men’s experience), i.e. the hard way. By reading, you learn through others’ experiences, generally a better way to do business, especially in our line of work where the consequences of incompetence are so final for young men.

Thanks to my reading, I have never been caught flat-footed by any situation, never at a loss for how any problem has been addressed (success or failure). I have developed (and continually refine) the answers to the most basic, practical questions. With [Task Force] 5R, I had w/ are Slim’s book, books about the Russian and British experiences in Afghanistan, and a couple others. Going into Iraq, “The Siege” (about the Brits’ defeat at Al Kut in WW I) was req’d reading for field grade officers. I also had Slim’s book; reviewed T.E. Lawrence’s “Seven Pillars of Wisdom”, a good book about the life of Gertrude Bell (the Brit archaeologist who virtually founded the modern Iraq state in the aftermath of WW I and the fall of the Ottoman empire); and “From Beirut to Jerusalem.” I also went deeply into Liddell Hart’s book on Sherman, and Fuller’s book on Alexander the Great got a lot of my attention (although I never imagined that my HQ would end up only 500 meters from where he lay in state in Babylon).

Ultimately, a real understanding of history means that we face NOTHING new under the sun.

For all the “4th Generation of War” intellectuals running around today saying that the nature of war has fundamentally changed, the tactics are wholly new, etc. I must respectfully say… “Not really.” Alex the Great would not be in the least bit perplexed by the enemy that we face right now in Iraq, and our leaders going into this fight do their troops a disservice by not studying (studying, vice just reading) the men who have gone before us.

We have been fighting on this planet for 5000 years and we should take advantage of their experience. “Winging it” and filling body bags with a wish and a prayer is not an option. We need to sort out what works, what doesn’t work, how we are predisposed to the moral dictators and the cost of incompetence in our profession. As commanders and staff officers, we are coaches and sentries for our units: how can we coach anything if we don’t know a hell of a lot more than just the tactics, techniques, and procedures? What happens when you’re on a dynamic battlefield and things are changing faster than higher [Headquarters] can stay abreast? Do you not adapt because you cannot conceptualize faster than the enemy’s adaptation? (Darwin has a pretty good theory about the outcome for those who cannot adapt to changing circumstance — in the information age things can change rather abruptly and at warp speed, especially the moral high ground which our regimented thinkers cede far too quickly in our recent fights.) And how can you be a sentry and not have your unit caught flat-footed if you don’t know what the warning signs are — that your unit’s prep is not sufficient for the specifics of a tasking that you have not anticipated?

Perhaps if you are in support functions waiting on the warfighters to spell out the specifics of what you are to do, you can avoid the consequences of not reading. Those who must adapt to overcoming an independent enemy’s will are not allowed that luxury.

This is not new to the USMC approach to warfare — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?), Montgomery’s book (“Eyes of Kuwait 12 years ago, I read (and reread) Rommel’s Papers — This is not new to the USMC approach to warfighting — Going into Kuwait 12 years ago, I read (and reread) Rommel’s Papers (remember “Kampstaffel”?) — Grant Takes Command” (need for commanders to get along, ‘commanders’ relationships’ being more important than ‘command relationships’), and some others.)

As a result, the enemy has paid when I had the opportunity to go against them, and I believe that many of my young guys lived because I didn’t waste their lives because I didn’t have the vision in my mind of how to destroy the enemy at least cost to our guys and to the innocents on the battlefields.

Hope this answers your question… I will cover my AIC in the event he can add to this. He is the only officer I know who has read more than I. Semper Fi,

Mattis
COURSE SCHEDULE
Tentative Spring 2016 Schedule, Part One

WEEK 1 (1/25):
COURSE INTRODUCTION

WEEK 2 (2/1): THE VITAL AND VIOLENT CENTER
Read: T.H. Breen, American Insurgents, American Patriots: The Revolution of the People and Russell Crandall, America’s Dirty Wars: Irregular Warfare from 1776 to the War on Terror: 1-45 (hereafter ADW)

WEEKS 3 & 4 (2/8 & 2/15):
AFGHANISTAN IN THE AMERICAN SOUTHWEST
Read: S.C. Gwynne, Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Commanches, the Most Powerful Indian Tribe in American History and ADW: 46-62.
Netflix & Chill: The Searchers, Fort Apache, She Wore a Yellow Ribbon, Bury My Heart at Wounded Knee, Dances with Wolves

WEEK 5 (2/22): IRAQ ON THE PLAINS
Netflix & Chill: John Brown’s Holy War, Santa Fe Trail, The Outlaw Josey Wales
WEEK 6 (2/29): TOTAL WAR
Read: Walter Cisco, War Crimes against Southern Civilians and ADW 63—88
Netflix & Chill: The Civil War, Gone with the Wind, The Birth of a Nation, Gone with the Wind, Gettysburg, Glory

WEEK 7 (3/7): OUR COMPETING NATIONAL INTERESTS
Read: Gregg Johns, Honor in the Dust: Theodore Roosevelt, War in the Philippines, and the Rise and Fall of America’s Imperial Dream and ADW 89-126
Netflix & Chill: Rough Riders, Amigo

WEEKS 8 & 9 (3/14, 3/21): “HINKY DINKY PARLAY VOO”
Read: Phil Jenkins, The Great War & Holy War: How WWI Became a Religious Crusade and ADW 127-149
Netflix & Chill: Behind the Lines (Regeneration), My Boy Jack, Lawrence of Arabia, Gallipoli, The Water Diviner, All Quiet on the Western Front, Sergeant York, War Horse, Hugo
COURSE SCHEDULE
Tentative Spring 2016 Schedule, Part Three

WEEK 10 (3/28): SPRING BREAK

WEEKS 11 & 12 (4/4, 4/11):
“WHAT’S THE GOOD OF A MESSAGE”
Read: Mark Harris, *Five Came Back: A Story of Hollywood and the Second World War* and ADW 153-173
Netflix & Chill: *Triumph of the Will*, *The Mortal Storm*, *Mrs. Miniver*, *They Were Expendable*, *The Best Years of Our Lives*, *Why We Fight*

WEEKS 13 & 14 (4/18, 4/25): LIMITED WAR
Read: T.R. Fehrenbach, *This Kind of War* and ADW 174-335
Netflix & Chill: *Tae Guk Gi: Brotherhood of War*, *71 into the Fire*, *Retreat Hell!*, *Pork Chop Hill*, *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb*, *Bridge of Spies*, *High Noon*
Family History Paper Due on 4/25

WEEKS 15 & 16 (5/2 & 5/9):
SNATCHING DEFEAT FROM THE JAWS OF VICTORY
Read: James S. Robbins, *This Time We Win: Revisiting the Tet Offensive* and ADW 339-470
Final Exam (Memo) Due on 5/9
“In affairs so dangerous as war false ideas proceeding from kindness of heart are precisely the worst. The fact that slaughter is a horrifying spectacle must make us take war more seriously, but not provide an excuse for blunting our swords in the name of humanity. Sooner or later someone will come along with a sharp sword and hack off our arms.”

KARL VON CLAUSEWITZ

“Citizens fly to defend the homeland, or to crusade. But a frontier cannot be held by citizens, because citizens, in a republic, have better things to do....The American government would have preferred not to play. But the game was thrust upon them. There was no alternative to playing, other than surrender or holocaust. The single greatest weakness of a free people is always their moral doubts. Fortunately for the world,...the men in the United States Government overcame theirs.”

T. R. FEHRENBACH