

**SS458: TOPICS IN GRAND STRATEGY  
SOURCES OF POWER AND STRATEGY**

United States Military Academy

Fall 2019 (AY 20-1)

Location and Hours: LHB202; K2

**CONTACT INFORMATION**

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I encourage all students to make use of additional instruction (AI) and to contact me frequently by email with any questions or concerns about the course. These are valuable ways to clarify confusing concepts, ask questions about readings, or receive feedback on classroom performance. It is also often easiest to reply to longer or more detailed questions in person.

**OVERVIEW**

Scholars of grand strategy frequently debate what goals states should pursue and how to achieve them. These accounts almost always overlook the inputs of grand strategy, or the available resources that enable and constrain states' strategic options. Broadly speaking, we can think about these resources as what makes a state *powerful*. To say that a state has power means that it can influence others to get what it wants. Power, therefore, is what allows states to have more freedom in designing and implementing a grand strategy.

This class examines the diverse ways states may conceptualize power and how they can accumulate it. We will ask and begin to answer the following questions, among others: What are the different types of power, and what can they help you achieve? Why are some states more powerful than others? What policies can states adopt to increase their power? What are the strategic tradeoffs in focusing on some types of power over others?

Block I provides an introduction to the concept of power. We will learn different definitions and components of power to understand what exactly allows states to pursue grand strategies. Block II explores explanations for why some states have been historically more successful at generating and applying power, such as geography, political institutions, and cultural norms. It also examines the domestic policies states can adopt to pursue power. Block III goes into more depth on the military dimension of power: what are the different ways states can design their militaries, and how do these decisions affect their ability to achieve their goals? Block IV concludes with a case study of the sources of American power and strategy after World War II.

## COURSE OBJECTIVES

Through their studies in SS458, each cadet will:

- (1) Increase his/her knowledge of the different types of power and core theories about how states become powerful.
- (2) Further develop his/her ability to understand and articulate the logic behind theoretical arguments, as well as the application of theory to explain historical examples.
- (3) Further develop his/her critical reading, research, writing, and communication skills.
- (4) Develop knowledge of and an interest in the history and political conditions of a particular country through in-depth research.
- (5) Apply concepts and theories from class to better understand the policy choices of particular countries.

## REQUIREMENTS

There are two required books for this class. They are available through West Point, or you can find them on Amazon. They are:

- Joseph S. Nye, Jr, *The Future of Power* (New York, NY: Public Affairs, 2011).
- Aaron L. Friedberg, *In the Shadow of the Garrison State: America's Anti-Statism and Its Cold War Grand Strategy* (Princeton, NJ: Princeton University Press, 2000).

This course adopts the standard SOSH department grading scale, ranging from A+ to F. Grades will be based on the following:

Participation	100 points
Grand Strategy Workshop (DUE 13 SEPT)	75 points
Three Reading Critiques (MULTIPLE DATES)	225 points
Country Backgrounder (DUE 24 SEPT)	75 points
Country Research Paper Outline (DUE 11 NOV)	150 points
Country Paper Outline Peer Review (IN CLASS 12 NOV)	75 points
Country Research Paper (DUE 17 DEC)	300 points
TOTAL	1,000 points

### Participation

This course is taught in a seminar style. Therefore, participation is critical to facilitate active learning. Grand strategy is a complex, rigorous, and often divisive field of study and each lesson will provide ample opportunity for debate and discussion. Students are expected to come to class

having read and critically engaged with the assigned reading, and ready to express their reasoned thoughts and opinions during class. Students will be evaluated on the quality (not necessarily quantity) of their participation. Quality participation includes—but is not limited to—answering tough questions, responding thoughtfully to classmates’ comments, and asking relevant questions.

To prepare for class, be sure to take notes while you read. I have provided lesson objectives for each class topic. The readings provide guidance for answering these questions, so you should read with these in mind and come to class ready to cite arguments from the readings to support your answers. While reading, pay attention to key arguments. Often, the authors will describe other people’s arguments (often called a “literature review”) before describing their own contributions. You should know both the author’s original ideas/critiques/theories and the “state of the literature” or alternative explanations they describe. Think about the authors assigned for each lesson as being in conversation with each other—even though sometimes this may be only indirectly. What would they have to say to each other? Are they in agreement? What do they have to say about other authors we have read in previous lessons? Think about these questions once you have finished the readings. In addition to knowing what the authors are saying, this will help you develop your own ideas: do you agree with either author? Why or why not?

**Remember, these authors are essentially presenting their own ideas, and I encourage you to disagree, challenge, or extend them.**

### Grand Strategy Workshop

On September 13, The Rupert Johnson Grand Strategy Program is hosting a workshop featuring several prominent grand strategy scholars. Your attendance at assigned parts of this workshop is mandatory. By attending, you will learn more about cutting edge research on grand strategy and you will learn more about the research process for professional academics. In each workshop session, a visiting scholar will present a draft book chapter. Each of you will be assigned one draft chapter to read closely. Before the workshop, you must provide me with a brief description of your thoughts and questions; after the workshop, you must write a 2-page double-spaced reflection on your experience. I will provide additional instructions as the date approaches.

### Reading Critiques

Three times throughout the semester, you will write a short response paper (3-4 pages, double-spaced) to one of the assigned readings. You may only choose one reading each lesson and one lesson per block, and the reading you choose must be at least ten pages long. These responses should briefly describe the reading’s argument and contribution: identify the specific question asked by your reading, describe its argument, and tie it into broader themes in both the lesson and the class. Most of this response should be your evaluation of the author’s argument. Tell me

what you liked AND disliked about the reading. What are the problems with the author's arguments and/or evidence? A good strategy for guiding your response paper is to answer the question, "is this a useful reading to assign for this class?" Keep in mind, the reading may have value even if (or because!) you disagree with it. Consider this an opportunity to explore ideas or reactions you have to readings in more detail than you usually do. These critiques are **due at the start of the class** for which the chosen reading is assigned. You may submit in either hard copy or by email.

### Country Research Paper and Associated Assignments

No later than Lesson 3, you will each choose one country that you will focus on throughout the semester. You will either email me your selection by the start of class or I will ask you to select one at the start of class. There can be no duplicates, so I advise you to choose early.

You will do research on the country you choose throughout the semester, culminating in a 3500 word research paper. I suggest starting research early and frequently, as we will also periodically do solo and group work in class that advances these research projects. This paper will analyze the sources of power for your chosen country to answer a rigorous and original research question. Refer to the Country Assignment Instructions packet for more detailed instructions.

### **POLICIES**

#### Absences

You must notify both the instructor and the section marcher prior to any planned absence. All graded assignments are due at the assigned time regardless of absences or other duties and activities, unless you arrange otherwise with the instructor beforehand. It is particularly important to inform me of an absence well in advance if that absence falls on the day we peer review each other's paper outlines.

#### Documentation of Sources

All sources used in SS458 must be properly acknowledged and cited IAW DAW, including assistance, notes, and study guides written by someone other than you. Remember that any idea that is not yours and not common knowledge (not just direct quotes) must be cited through footnotes and a work cited page. This is good scholarly practice: scholarship and research are about having a conversation. Citations allow readers to know what ideas you are engaging with and where they should look if they want more information about something. Do not hesitate to ask the instructor for guidance if you have any questions about whether something needs to be cited or how to cite it correctly. This class uses Chicago style footnotes as the method of citation.

Common knowledge, for the purpose of this course, includes in-class discussion, lectures, or conversations/information provided by the instructor—unless the instructor is citing a source used in class. In other words, analysis and discussion during class or with the instructor do not need to be cited. However, summaries of ideas from readings do need to be cited, and you should keep in mind that much of what we talk about in class can probably be traced back to a reading. I expect you to cite relevant readings in assignments; do not just rely on class notes. When in doubt, ask the instructor.

#### Multiple Submission of Academic Work

You may not submit your own work—whether in part or in whole—that has been submitted for credit in this course or any other course. Any submission of prior work—even your own—may be considered plagiarism. However, I welcome efforts to build on ideas you have developed in other classes, and I strongly encourage you to meet with the instructor to discuss how you can successfully submit new work that builds on previous work, if you are interested. You may, of course, reuse elements from your country research paper building block assignments in other country research paper assignments.

#### Late Assignments

The penalty for late submissions is 20 percentage points per 24-hour period after the due date. You must notify your instructor in advance if you are submitting work late. Extensions will not be granted without a verified medical profile or emergency pass that justifies late submission. You must complete all graded assignments, late or not, to receive credit for this course.

#### Regrade Policy

Consistent with Department of Social Sciences policy, you have the right to request a regrade on any assignment worth at least 20% of your overall course grade (in this course, only the Country Research Paper). To request a regrade, you must 1) Review instructor feedback and your notes, then wait 24 hours after receiving your grade; 2) Within one week of receiving your grade, meet with your instructor to discuss the basis of your disagreement; 3) If you still believe a regrade is warranted, submit a brief memo explaining the basis of your disagreement to the instructor within 48 hours of the meeting. The instructor will then ask two disinterested international affairs instructors to regrade the assignment. The final grade will be an average of all three grades. In other words, your grade may go up or down. Note that penalties for late submission are not subject to revision through the regrade process.

#### Technology

Research consistently shows that the use of technology—including typed notes—is detrimental to learning. No electronics are permitted in class except on days so-noted in the syllabus or when the instructor grants permission.

## LESSON SCHEDULE

### BLOCK I: POWER AS A CONCEPT

*Block Themes: Why is power important in international relations? What are the different ways scholars have defined power? What are the various components of power? Can we measure power, and why should we want to? Can weak states still achieve success in international relations? Can states be both strong and weak at the same time?*

#### 1) 20 AUG: **Introduction: Why Study Power?**

Lesson Objectives: Get to know your classmates and understand the course requirements. Why is power central to the study of international relations and grand strategy? What are key questions leaders should ask about the definition of power?

- Martha Finnemore and Judith Goldstein, “Puzzles about Power,” in *Back to Basics: State Power in a Contemporary World*, edited by Martha Finnemore and Judith Goldstein, 3-17 (Oxford University Press, 2013). (15 pages)
- Christopher Layne, “What Comes after U.S. Primacy,” *The National Interest*, September 8, 2016. Available at <https://nationalinterest.org/feature/what-comes-after-us-primacy-17631?nopaging=1>. (3 pages).

#### 2) 22 AUG: **What is Power?** \*\*\*Bring your laptop to class

Lesson Objectives: What does it mean to say power is relational? What are the different “faces” of power? How can we measure power?

- Nye, *The Future of Power*, Chapter 1 (22 pages)
- Susan Strange, “The Persistent Myth of Lost Hegemony,” *International Organization* 41:4 (1987), 551-574. \*\*\*Read only from “Power and Wealth” to “The Alternative Explanation” (pages 563-571). (9 pages)
- Skim the selections from the Correlates of War Project’s National Military Capabilities dataset codebook

#### 3) 26 AUG: **Military Power**

Lesson Objectives: What are different ways states can use their militaries to get what they want? How effective is the military as a tool for employing power today?

- Nye, *The Future of Power*, Chapter 2 (26 pages)

#### 4) 29 AUG: **\*Class Drop\***

### 5) 5 SEPT: **Economic Power**

Lesson Objectives: How can countries use economic tools to get what they want? Is economic interdependence good or bad for grand strategy?

- Nye, *The Future of Power*, Chapter 3 (30 pages)

### 6) 11 SEPT: **Gender and Power**

Lesson Objectives: How are feminist conceptualizations of power different from others we have studied so far? How do socially constructed notions of gender norms influence our understanding of power? Reflecting on West Point's Stand Down Day, how do institutional structures in the army and at West Point reinforce gender stereotypes as they relate to power? How might these gendered beliefs impact military and national capabilities?

- Laura Sjoberg, *Gendering Global Conflict: Towards a Feminist Theory of War* (New York, NY: Columbia University Press, 2013), pages 45-51 (7 pages)
- Amy Allen, "Rethinking Power," *Hypatia* 13:1 (1998), 21-40. \*\*\*Start at "Domination and Empowerment" (30). (7 pages)
- Laura Sjoberg, "Gendering Power Transition Theory," in *Gender and International Security: Feminist Perspectives*, edited by Laura Sjoberg, 83-102 (New York, NY: Routledge, 2010). (15 pages)

### 7) 13 SEPT: **\*Grand Strategy Book Workshop\***

Lesson Objectives: What are key questions in the contemporary literature on grand strategy? How well do these questions and theories help us understand how countries accumulate and utilize national resources? What does the research process look like?

- *Review Assignment Instructions and report to the SOSH Conference Room in Lincoln Hall at your assigned times*

### 8) 17 SEPT: **Soft Power**

Lesson Objectives: How does soft power differ from other types of power? Should we care about soft power? What can a country do to increase its soft power?

- Nye, *The Future of Power*, Chapter 4 (32 pages)

### 9) 19 SEPT: **Information Power**

Lesson Objectives: Should we think about cyber as a distinct type of power, or simply a new realm in which traditional power struggles play out? How does the rise of information technology shift the balance of power in global politics? Does it make states stronger or weaker?

- Nye, *The Future of Power*, Chapter 5 (40 pages)

10) 24 SEPT: **International vs. Domestic Power** \*\*\**Bring your laptop to class*

Lesson Objectives: Why do we need to conceptualize power differently for international and domestic politics? How can a state be strong domestically but weak nationally (or vice versa)? What is the relationship between domestic and international power?

- Ashley J. Tellis et al, *Measuring National Power in the Postindustrial Age* (Santa Monica, CA: RAND, 2000), Chapter 4. (19 pages)
- Jonathan K. Hanson and Rachel Sigman, “Leviathan’s Latent Dimensions: Measuring State Capacity for Comparative Political Research,” Working Paper, September 2013. Available at [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1899933](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1899933). \*\*\*Read pages 1-10, skip pages 11-16, skim the rest. (10 pages)

## **BLOCK II: SOURCES OF POWER**

*Block Themes: What factors explain why some states are more powerful than others? How do these factors influence a state’s ability and willingness to extract resources? How do these factors impact the strategies states can or want to pursue? To what extent can states change the hand they’ve been dealt? How well do explanations for military power translate to other types of power?*

11) 26 SEPT: **Geography**

Lesson Objectives: How can countries overcome poor resource endowments or bad geography? Do these factors determine national success? To what extent is the “paradox of plenty” or “resource curse” based on geography?

- Kenneth Sokoloff and Stanley L. Engerman, “History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World,” *Journal of Economic Perspectives* 14:3 (2000), 217-232. (14 pages)
- Williamson Murray, “Some Thoughts on War and Geography,” in *Geopolitics: Geography and Strategy*, edited by Colin S. Gray and Geoffrey Sloan, 201-217 (Portland, OR: Frank Cass, 1999), pages 211-217. (7 pages)
- Terry Lynn Karl, “The Perils of the Petro-State: Reflections on the Paradox of Plenty,” *Journal of International Affairs* 53:1 (1999), 31-48. \*\*\*Stop reading at “Breaking the Structural Trap” (44). (14 pages)

12) 30 SEPT: **Legitimacy**

Lesson Objectives: What makes a government legitimate? Can outside actors increase a country’s legitimacy? Can illegitimate governments still wield considerable power?

- TBD

13) 4 OCT: **\*Class Drop\***

14) 8 OCT: **Institutions**

Lesson Objectives: How has the legacy of colonialism impacted development around the world? How do domestic and international institutions impact how countries extract and allocate resources? Do different types of democratic institutions only matter on the margins?

- Daron Acemoglu, “Root Causes: A historical approach to assessing the role of institutions in economic development,” *Finance and Development* (June 2003), 27-30. (4 pages)
- Howard French, “The Plunder of Africa: How Everybody Holds the Continent Back,” *Foreign Affairs*, June 16, 2015. Available at <https://www.foreignaffairs.com/reviews/2015-06-16/plunder-africa>. (2 pages)
- Deborah Avant, *Political Institutions and Military Change: Lessons from Peripheral Wars* (Cornell University Press, 1994), pages 130-141. (11 pages)

15) 10 OCT: **Culture, Ideas, and Norms**

Lesson Objectives: How do ideas and culture affect countries’ abilities to generate power? What do we mean when we say “culture matters?” Is it possible to speak of a single national culture?

- Dima Adamsky, *The Culture of Military Innovation: The Impact of Cultural Factors on the Revolution in Military Affairs in Russia, the US, and Israel* (Stanford University Press, 2010), Chapter 1. (9 pages)
- Emily O. Goldman, “Cultural Foundations of Military Diffusion,” *Review of International Studies* 31:1 (2006): 69-91. \*\*\*Stop at “Tokugawa and Meiji Japan” (83), skim the rest if you have time. (14 pages)
- Dan Reiter, “Nationalism and Military Effectiveness: Post-Meiji Japan,” in *Creating Military Power: Sources of Military Effectiveness*, edited by Risa A. Brooks and Elizabeth A. Stanley, 27-54 (Stanford University Press, 2007). \*\*\*Read pages 28-46 only (19 pages)

16) 15 OCT: **Organizational and Bureaucratic Policies**

Lesson Objectives: How do militaries resemble other types of large bureaucracies? What does organizational theory tell us about when states will adopt optimal military policies? Can these theories apply to power generation outside the military?

- Michael C. Horowitz, *The Diffusion of Military Power: Causes and Consequences of International Politics* (Princeton University Press, 2010), pages 30-51. \*\*\*Skim starting with “Implications for International Politics” (42). (22 pages)
- Stephen Peter Rosen, *Winning the Next War: Innovation and the Modern Military* (Cornell University Press: 1991), pages 1-22. (23 pages)

### 17) 17 OCT: **Economics and Finance**

Lesson Objectives: What factors enable a state to have freedom to use its economic power? What is the relationship between economic and military power? Why was the United States’ economy able to weather the 2008 financial crisis?

- Doug Stokes, “Achilles’ Deal: Dollar Decline and US Grand Strategy after the crisis,” *Review of International Political Economy* 21:5 (2014), 1071-1094. (20 pages)
- Robert D. Blackwill and Jennifer M. Harris, *War by Other Means: Geoeconomics and Statecraft* (Cambridge, MA: Harvard University Press, 2016), pages 87-92. (5 pages)
- Paul Kennedy, *The Rise and Fall of the Great Power: Economic Change and Military Conflict from 1500-2000* (New York, NY: Vintage Books, 1987), pages 438-446. (9 pages)

### **BLOCK III: THE MILITARY AND POWER**

*Block Themes: What does it mean to be militarily effective? What are the different roles militaries can play in different states? Why do some states have different goals or interests for their militaries? How can states improve the effectiveness of their militaries? How do military policies impact domestic power? How do societies, domestic politics, and domestic resources affect military power?*

### 18) 21 OCT: **The Modern System**

Lesson Objectives: What are the key obstacles for modern militaries on the battlefield? What is the “Modern System” of battle? What are some obstacles to implementing the modern system? How well do you think the modern system can explain success in modern warfare?

- Stephen Biddle, *Military Power: Explaining Victory and Defeat in Modern Battle* (Princeton, NJ: Princeton University Press, 2004), pages 1-9, 14-17, 28-30, 35-48 (30 pages)

### 19) 25 OCT: **Unit Cohesion**

Lesson Objectives: What is unit cohesion? Do Castillo and Mackenzie agree? What arguments have people made about its relationship to military effectiveness? How can countries generate unit cohesion?

- Jasen Castillo, *Endurance and War: The National Sources of Military Cohesion* (Stanford University Press, 2014), pages 1-7, 17-23, 28-31, and 39. (19 pages)
- Megan Mackenzie, *Beyond the Band of Brothers: The US Military and the Myth that Women Can't Fight* (Cambridge University Press, 2015), Chapter 5 (21 pages)

## 20) 29 OCT: **Authoritarian Militaries**

Lesson Objectives: Why do dictators' armies perform poorly in battle? What are the different roles of militaries in dictatorships versus in democracies? To what extent can the problems described in these readings also apply to democratic countries?

- Caitlin Talmadge, *The Dictator's Army: Battlefield Effectiveness in Authoritarian Regimes* (Cornell University Press, 2015), pages 12-28. (17 pages)
- Michael S. Chase et al, *China's Incomplete Military Transformation* (Santa Monica, CA: RAND, 2015), pages 43-61 (19 pages)

## 21) 31 OCT: **Military Development in Weak States**

Lesson Objectives: Is the technologically-intensive, centrally controlled, conventional military the best model for all states? Why do states adopt inappropriate or ineffective policies?

- Alexander Wendt and Michael Barnett, "Dependent State Formation and Third World Militarization," *Review of International Studies* 19:4 (1993), 321-347. (23 pages)
- Ariel I. Ahram, *Proxy Warriors: The Rise and Fall of State-Sponsored Militias* (Stanford University Press, 2011), pages 7-22 (16 pages)

## 22) 5 NOV: **Military Recruitment: Conscripts and Volunteers**

Lesson Objectives: What are the different types of ways states can raise armies? How might conscripts and volunteers be different in terms of military effectiveness? What are the tradeoffs to consider in choosing one recruitment system over the other?

- Michael C. Horowitz, Erin M. Simpson, and Allan C. Stam, "Domestic Institutions and Wartime Casualties," *International Studies Quarterly* 55:4 (2011), 909-936. \*\*\*Skip the sections "Statistical Model" (918-919) and "Choosing a Military Labor Policy" (929-932). (21 pages).
- Richard K. Betts, *Military Readiness: Concepts, Choices, Consequences* (Washington, DC: The Brookings Institution, 1995), pages 148-156. (9 pages)
- Eliot Cohen, *Citizens and Soldiers: The Dilemmas of Military Service* (Cornell University Press 1985), pages 110-116 (7 pages)

### 23) 7 NOV: **Military Recruitment: Personnel Policies**

Lesson Objectives: What are the opportunities and challenges associated with diversity in the armed forces? How well do current US military recruitment, promotion, and retention policies contribute to military effectiveness? What can arguments about diversity in the military tell us about the consequences for national capabilities of diversity in the rest of society?

- Jacquelyn Schneider, “Blue Hair in the Gray Zone,” War on the Rocks, January 10, 2018. Available at <https://warontherocks.com/2018/01/blue-hair-gray-zone/>. (4 pages)
- Nina Kollars and Emma Moore, “Every Marine a Blue-Haired Quasi-Rifleperson?” War on the Rocks, August 21, 2019. Available at <https://warontherocks.com/2019/08/every-marine-a-blue-haired-quasi-rifleperson/>. (6 pages)
- Stephen Peter Rosen, *Societies and Military Power: India and its Armies* (Cornell University Press, 1996), pages 26-32, 166-180, and 191-196. (31 pages)

### 24) 12 NOV: **\*Country Paper Peer Reviews\*** \*\*\*Bring your laptop to class

Lesson Objectives: How does peer-review improve the research and writing process? How can I help my classmates write a better paper? What advice can my classmates give me to improve my paper?

- TBD

### 25) 15 NOV: **Unconventional Operations**

Lesson Objectives: How well do our understandings of power and victory in conventional conflict apply to counterinsurgency? In what ways are insurgent or rebel groups powerful, and why do they often beat conventionally stronger actors?

- Jason Lyall and Isaiah Wilson III, “Rage Against the Machines: Explaining Outcomes in Counterinsurgency Wars,” *International Organization* 63 (2009), 67-106. \*\*\*Skip the sections “The Puzzle and Our Data” (69-72) and “Robustness Checks” (92-94). (33 pages)

## **BLOCK IV: SOURCES OF AMERICAN POWER**

*Block Themes: Why has the United States developed the mechanisms of power creation that it has? Are these the ideal strategies for the United States? How does the United States compare to other countries (including your assigned country) in terms of power creation? Is the strategic synthesis that Friedberg describes appropriate for future challenges facing the United States?*

### 26) 19 NOV: **Power and the American State: Historical Analysis**

Lesson Objectives: What are the sources of and constraints on American power? How well is the United States able to generate power and extract resources from the population?

- Friedberg, *In the Shadow of the Garrison State*, Introduction and Chapter 1 (31 pages)

27) 26 NOV: **Power and the American State: Cold War Synthesis and Strategies**

Lesson Objectives: What were the alternative strategies of power creation the United States could have used during the Cold War? Why did the United States adopt the strategy it did? What were the positive and negative effects of this strategy? How well would these strategies translate into success today?

- Friedberg, *In the Shadow of the Garrison State*, Chapter 3. (19 pages)

28) 2 DEC: **Power and the American State: Money**

Lesson Objectives: What explains levels of American defense spending? Would or more less defense spending be better for American power today? How do different mechanisms of funding wars impact the ability to win?

- Friedberg, *In the Shadow of the Garrison State*, pages 81-98 (18 pages)
- Rosella Capella Zielinski, “War Finance and Military Effectiveness,” in *The Sword’s Other Edge: Trade-offs in the Pursuit of Military Effectiveness*, edited by Dan Reiter, 58-87 (Cambridge University Press, 2017), pages 63-80. (18 pages)

29) 6 DEC: **Power and the American State: Military Personnel**

Lesson Objectives: What explains levels of support for conscription in the United States? What purposes could conscription serve in the United States today?

- Friedberg, *In the Shadow of the Garrison State*, pages 149-187. \*\*\*Skim pages 187-198 if you have time. (38 pages).

30) 10 DEC: **Contemporary Challenges to State Power**

Lesson Objectives: What does the rise of private security companies tell us about future challenges to state power, both in the realm of military affairs and for other types of power? Is the pursuit of primacy a worthwhile goal for most states? What about for the United States?

- Molly Dunigan, *Victory for Hire: Private Security Companies’ Impact on Military Effectiveness* (Stanford University Press, 2011), Chapter 6 (20 pages)
- Christopher Preble and William Ruger, “No More of the Same: The Problem with Primacy,” *War on the Rocks*, August 31, 2016. Available at <https://warontherocks.com/2016/08/no-more-of-the-same-the-problem-with-primacy/>. (5 pages).