

Political Science 562: Strategy and National Security

**TAKE-HOME EXAMINATION II (18%)
Due at the beginning of class on 9 October 2017**

- I expect, and will grade accordingly, that you will comply with the following:
- 1) Essays will be single-spaced with normal default spacing, 1" margins, and of required length or the handwritten equivalent. You will use a font with a size of 11 or 12 and a face such as Times New Roman or the equivalent. Examples of faces you will not use are *courier new* and **O C R**. *Failure to use an appropriate font can cost a 0.5 cut on each essay. Excessively short essays can cost a 0.5 cut for each such essay.*
 - 2) If the requirement is for a "short essay," such an essay will closer in length to a ½ page than not.
 - 3) Each essay will begin with a topic sentence or a thesis statement. *Failure to do this will cost 0.25 each essay.*
 - 4) Remember the need to give credit where credit is due. Look again at the syllabus section on citing sources and plagiarism. When you draw from a reading or another source, credit the reading or source with a note in the form – (Bressler, p. 180). *If I find generally inadequate sourcing, see citations in the syllabus.*
 - 5) You may collaborate, in accordance with the syllabus, on essays marked with a ♦. **In this exam, these are the essays at 3, 7, 16, 25, 26, 32, and 33.** For all other tasks, you may not collaborate. You may, however, use another student's class notes (not exam notes), but this must be done without reference to a specific question. In other words, you cannot just say something like: "Let me see your notes pertaining to question 32." If you collaborate on a marked question or use material gained from another student, credit that student with a footnote in the form – (Sarah Smith).
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18 SEP EXAM I DUE (18%)

Topic: Cost/Benefits and Victory

My website: Ingram, vu-graph, "Cost/Benefit Analysis"

1. (2.5) **In a short essay**, *describe* how costs and benefits are measured in a cost/benefit analysis and *explain* why an analysis that focuses on either cost or benefits without the other is worthless.

Sub-Topic: The Korean War

My website: Spinicci's Maps

Wikipedia "Korean War," sections 2 & 3

2. (2.5) **In a short essay**, *describe* the American goals for each of these campaigns: Campaign I - June 1950 into September 1950; Campaign II - September 1950 into October/November 1950; Campaign III - December/January 1951 to the end of the fighting in 1953.
3. ♦ (4) **In a ½-page essay**, *explain* 1) how the calculations of cost/benefits affected the U.S. concept of victory in each of the three campaigns of the Korean War and, therefore, 2) how such calculations of costs/benefits should affect a state's concept of victory.

20 SEP

Topic: Costs and Benefits Analysis, Strategy, and Victory

Focus: Case Study (IV) – The War in the Pacific after 1944

My website: “War in the Pacific after 1943”

My website: Map: WW II in the Pacific

In-class video: American Experience Video, “The War in the Pacific,” in part

4. ♦ (4) **In a ½-page essay**, *define and explain* the American concept of military victory regarding Japan and then *describe* the intended effect of the Japanese operational plan on that concept. You must approach this from the perspective of cost-benefits. You need to remember the relationship of the U.S. concept of military victory to its concept of victory.
5. (2.5) **In a short essay**, *describe* intended effect of the U.S. operational plans on the Japanese concept of victory as that concept stood in late 1944 and 1945.

22 SEP

Topic: Influences on the Strategic Process

My website: Gray, Chapter 1, “The Dimensions of Strategy”

6. (4) *Explain* why Ingram divides thinking about Gray’s dimensions of strategy into three groups, *place* appropriately three of Gray’s dimensions into each group and *explain* your choices.

My website: Ingram, “Description of Decision-making”

7. ♦ (4) **In a ½-page essay**, *describe* Ingram’s pluralist description of decision-making and *explain* why it is useful as a basis for any analysis of decision-making.

My website: Ingram, vu-graph, “The Equation”

8. **EXTRA CREDIT (1.5) In a paragraph**, *explain* Ingram’s expansion of the Clausewitzian equation.

THE USE OF FORCE AND THE DIPLOMATIC INSTRUMENT OF POWER

25 SEP **CASE STUDY (I) – ISIL, 2017 DUE (5%)**

Topic: Consideration of the Use of Force (1)

My website: Ingram, “Considerations of the Use of Force”

9. (4) **In a 3/4-page essay**, *describe* what you believe are the most critical aspects in Ingram’s “Considerations of the Use of Force” and explain your choices.

Sub-Topic:

My website: Jordan, Chapter 13, “Military Power,” pp. 281-284

10. (2.5) **In a short essay**, *explain* Ingram’s view of the significant inadequacies of the Weinberger and the Powell tests for the use of U.S. military forces.

Topic: Considerations for the Use of Force (II)

Focus: Case Study (II) -- Guatemala, 1953 **(Due 2 October)**

My website: Tasker: "Guatemala 1953"

27 SEP

Topic: The Use of Force (I)

Sub-Topic: Defense

My website: Jordan, Chapter 13, "Military Power," pp. 275-277

11. (2.5) **In a short essay**, *describe* defense as a use of force and *explain* why Ingram is not interested in acquisitiveness or swaggering as uses of military force.

Sub-Topic: Deterrence

My website: Ingram, vu-graph, "Deterrence"

12. (2.5) **In a short essay**, *describe* the concept of general deterrence. Ensure you include the desired thought process of the opponent to be deterred.

Focus: Some Nuclear Concepts and How Deterrence Differs from Mutual Assured Deterrence

My website: Ingram, vu-graph, "How Deterrence Differs from Mutual Assured Deterrence"

13. (2.5) **In a short essay**, *explain* how general deterrence differs from mutual assured nuclear deterrence, *describe* what is necessary for mutual assured nuclear deterrence, and *explain* why Ingram uses Mutual Assured Deterrence rather than Mutual Assured Destruction.

Sub-Topic: Compellence

My website: Ingram, vu-graph, "Compellence"

14. (2.5) **In a short essay**, *describe* the concept of compellence as a use of force. Ensure you include the desired thought process of the opponent to be compelled and explain why, according to Ingram, compellence can be very difficult to accomplish.

Focus: Compellence: World War II

My website: Unconditional Surrender

15. (2.5) **In a short essay**, *explain* why the US policy of unconditional surrender for Japan was based on compellence and *explain* why that use of force had difficulty in achieving the policy's goal. I suggest you consider what you learned on 20 September.

Sub-Topic: Prevention and Preemption

My website: Ingram, vu-graph, "Prevention and Preemption"

16. ♦ (2.5) **In a short essay**, *describe* the key factors involved in choosing between prevention and preemption actions, according to Ingram.

My website: Jordan, Chapter 14, "Asymmetric Conflict, Terrorism, and Preemption," pp. 303-308

17. (2.5) **In a short essay**, *describe* the case against prevention/preemption as these are presented in Jordan.

Focus: Prevention and Preemption: Iraq

My website: Secretary of State Powell's Addresses the U.N. Security Council, February 5, 2003

18. (2.5) **In a short essay**, using only Powell's address, *discuss* whether the invasion of Iraq was an act of prevention or preemption.

29 SEP

Topic: Diplomacy

Sub-Topic: What is Diplomacy?

My website: Ingram, vu-graph, "Diplomacy"

My website: Ingram, vu-graph, "The Functions of Diplomacy"

19. (2.5) **In a short essay**, *describe* Ingram's concept of diplomacy and the primary functions of diplomacy.
20. (2.5) **In a short essay**, *describe* what embassies do to support the diplomacy of states.

Sub-Topic: Bilateral relations, cooperation, competition, and conflict

My website: Ingram, vu-graph, "Dealing with Other States"

21. (1.5) *Define* the situations (cooperation, competition, and conflict), in Ingram's terms, including his Venn diagrams.
22. (1.5) **In a paragraph**, *describe* the three most important factors in analyzing bilateral relations, according to Ingram.

Topic: Some Uses of Diplomacy Related to the Use of Force

Sub-Topic: Crisis Management

My website: Ingram, vu-graph, "Crisis Management"

23. (4) **In a ½-page essay**, *describe* the concept of crisis management, among other critical items ensuring 1) that you identify which instrument of power is critical to crisis management and which aspect of that instrument, according to Ingram and 2) given that a crisis becomes difficult because both states initially refuse to back down over whatever issue caused the crisis, what should be the primary goal of the states as they seek to manage a crisis.

Sub-Topic: Conflict Management

My website: Ingram, Vu-graph. "Conflict Management"

24. (1.5) *Describe* how these four methods to manage conflict differ.

Topic: The Use of Force and Diplomacy (I)

Focus: Case Study (V) – The First Gulf War

My website: Freedman and Karsh, "How Kuwait Was Won: Strategy in the Gulf War," *International Security*, Autumn 1991

My website: Map of the Middle East

25. ♦ (2.5) **In a short essay**, *describe* the use of diplomacy by the U.S. to support its military instrument of power from the start of Iraq's invasion of Kuwait until the end of the war.

Do not focus on the US-Iraq aspects.

2 OCT **GUATEMALA TASK DUE (6%)**

Topic: Shaping the International Environment

Focus: Case Study (VI) – The Unification of Germany

My website: Cox and Hurst, “George Bush and the Diplomacy of German Integration”

My website: Wittig, *Europe-Asia Studies*, “Moscow’s Acceptance of NATO” (1993)

My website: BBC: Europe 1989-1991 (click on map for the sequence)

26. ♦ (4) **In a one-page essay**, *describe* the diplomatic process that brought the interests of the major players to the point where there was a commonality of interests in having a united Germany in NATO.
27. (4) **In a ½-page essay**, *describe* the two most significant causal factors that caused a united Germany in NATO. *Explain* your choice. Use the list of seven causal factors in “A Useful Concept of Causation” to structure your thinking.

4 OCT

Topic: The Use of Force and Diplomacy (II)

Focus: Case Study (VIII) – The Cuban Missile Crisis

My website: Norris, “Nuclear Order of Battle, 1962,” starting at: I. U.S. and Soviet Strategic Forces and Global Nuclear War, 24 Oct 2012

My website: Lebow, *We All Lost the Cold War*, Chapter 6, “The Crisis and Its Resolution,” 1995

My website: Schwarz, *The Atlantic*, “The Real Cuban Missile Crisis,” Jan-Feb 2013

My website: Gavin, *National Interest*, “Lessons from the Cuban Missile Crisis,” 26 Oct 2012

28. (2.5) **In a short essay**, *describe* the significant aspects of the 1962 nuclear order of battle.
29. (4) **In a 3/4-page essay**, *describe* the key events of the Cuban Missile Crisis in sequence from May 1962 until November 1962, including when the two parties recognized their primary goals and the crisis moved toward negotiation.
30. (2.5) **In a short essay**, *describe* the role of deterrence in both causing and settling the Cuban Missile Crisis.
31. (1.5) **In a paragraph**, *describe* the specific major incidence of compellence in the crisis.
32. ♦ (5) **In a 3/4-page essay**, *discuss*:
- a. the mutual use of crisis management in the Cuban Missile Crisis and
 - b. why the outcome was the result of diplomacy and neither compellence nor deterrence.

THE PROCESS OF STRATEGY AND POLICYMAKING IN THE UNITED STATES

6 OCT

Topic: Process (I)

Sub-Topic: The Presidency and the NSC

My website: Jordan, Chapter 4, “Presidential Leadership and the Executive Branch”

My website: Sophie White, "Presidential Leadership," 2015

My website: Ingram, "Leadership and Management"

33. ♦ (4) **In a ½-page essay**, *describe* the roles of the President, including his leadership and management roles, and *describe* his national security functions.
34. (2.5) **In a short essay**, *describe* how the Executive and Congress share power, according to the Constitution, and how over time the presidential prerogatives have increased.
35. (4) **In a ½-page essay**, *describe* the nature of Presidential power and the constraints on his ability to develop and implement national security policy. Among other things, think in terms of relative power and consider Jordan's Figure 4.1.

Topic: Process (II)

Sub-Topic: The Congress (**ON EXAM III**)

My website: Jordan, Chapter 5, "Congress"