

The Military in Politics

GOV 365N, U#39025

Spring 2011/BAT 5.102/M 3:30-6:30

Department of Government

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Office: BAT 3.156/Office hours: M: 8-9, 1:30-3:30

What social and political role do the armed forces play in the modern state and society? What are the hallmarks of democratic civil-military relations? Can the armed forces play a progressive social role? Do generals in power ever promote economic development or should they be expected to loot the country they rule? And, ultimately, why do people with guns obey those without? The purpose of this course is to seek answers to these and other age-old questions and to acquaint the advanced undergraduate student with the military's role in the modern state and society. To prevent misunderstandings: the class does not deal with weapon systems, nuclear proliferation, strategy, or tactics. Rather, we focus on the sociopolitical character of the armed forces in a variety of political settings: advanced democracies, authoritarian states, post-communist systems, etc.

My goal is to have you leave this class in May as someone who can intelligently discuss the political and societal role of the armed forces in a number of different contexts. I respect you enough to have high expectations because I assume that as students at the University of Texas at Austin you want to satisfy high standards. This will be probably one of the more difficult classes you will take at the University. You will have to deliver two oral presentations and eight brief written assignments, write an exam, and produce a research paper. If you do not mind working hard, you will like this course and will be rewarded by learning a lot. But, and I want to be clear about this, *if you do not want to work hard, you should not take this course because you will get a lousy grade.*

The readings are relatively heavy for eight of the thirteen class meetings and you will need to read them for the day they are assigned. For every class you will prepare a one-page discussion proposal (two paragraph-length questions pertaining to the reading for that day) that will serve as a basis for class discussion. You must e-mail me your questions by midnight on the Sunday before the class. There are eight class periods for which you need to prepare these assignments (1/31, 2/7, 2/14, 2/21, 2/28, 3/21, 3/28, 4/18); you will only "keep" your grade for six, so you have two chances to slack off with impunity. In addition, together with a fellow student(s), you will make a 25-30-minute presentation on the main themes of one of the readings once during the semester. There will be seven such presentations – the dates above minus 4/18. (We will discuss the schedule on our first meeting, on January 24.)

There will be a one-hour examination that will test your knowledge of the materials up to March 7. This test will be a combination of multiple choice and essay questions. Other than this, the most important assignment is the 10-12-page analytical research paper that

should be informed by at least 15 different sources (books, articles, etc.). It should answer a clear research question, should be structurally sound and the argument(s) should be built to follow logical reasoning. It should be analytical and feature relatively little descriptive material (i.e., ask not “how?” ask instead “why?”). There will be no final examination.

Grading

1. six discussion proposals (2.5% each)	: 15%
2. your collaborative presentation	: 5%
3. examination (March 7)	: 25%
4. class participation	: 20%
5. in-class presentation of your research	: 10%
6. research paper (10-12 pages)	: 25%

Note: The “Class participation” grade will be taken *very seriously* because the success of this class hinges on it. In other words, you may deliver a perfect class presentation, write fantastic discussion proposals, and submit a publishable research paper, if you do not participate in the conversation your grade will be B-/C+. I will not take attendance but, obviously, if you are not present, you cannot participate in the discussions and, therefore, you will be at a major disadvantage.

Rules

1. You may not use a laptop in the classroom. All electronic devices must be shut off. (If this constitutes a problem for you, I kindly advise you to take another class.)
2. I will treat you as adults and I want you to treat this class as adults. I will be in class on time and so should you be. If you do not think you can make it at 3:30PM, do not register for this class. You wouldn't be late for a job interview so why should you be late for class?
3. There will be no extensions for the due dates of any written work or oral presentation. Period. (OK: I *might* make exceptions if there is a nuclear attack on Austin or a flood of biblical proportions.)

Students with disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>

Academic Integrity

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/ or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>. Refer to the Dean of Students Student Judicial Services website or call 471-2841 for the official university policies and procedures on scholastic dishonesty. What constitutes plagiarism? Check out the University Honor Code: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>)

Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy

In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office.

Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings.

Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

Readings

Barany, Zoltan. *Building Democratic Armies: Lessons from Africa, Asia, Europe, and the Americas* – in manuscript – will be e-mailed to class members.

Barany, Zoltan. *Democratic Breakdown and the Decline of the Russian Military* (Princeton, NJ: Princeton University Press, 2007). ISBN: 0691128960

Bruneau, Thomas C. and Scott D. Tollefson, eds. *Who Guards the Guardians and How: Democratic Civil-Military Relations* (University of Texas Press, 2006) ISBN: 0292719248

Dempsey, Jason K. *Our Army: Soldiers, Politics, and American Civil-Military Relations* (Princeton, NJ: Princeton University Press, 2009). ISBN: 0691142254

Fink, Christina. *Living Silence in Burma: Surviving under Military Rule* (London: Zed Books, 2009 – 2nd Edition!) ISBN: 1848132727

Junger, Sebastian. *War* (New York: Twelve, 2010) ISBN: 0446556246

Schedule and topics:

January 24: Introduction to the course, discussing the assignments

January 31: Civilian control: Concepts and issues

Read: Bruneau and Tollefson. Entire but concentrate on 1-100, 178-234, 263-270 and skim the rest.

February 7: Military politics and regime change

Read: Barany ms, up to and including Chapter 3.

February 14: Military politics and regime change

Read: Barany ms, Chapters 4-7

February 21: Military politics and regime change

Read: Barany ms, 8-10 and Conclusion

February 28: Civil-military relations in the United States

Read: Dempsey, entire.

Guest: Captain Daniel Dixon, USN, head of Navy ROTC at UT

Research paper topic due!

March 7: One-hour examination

Following the test: viewing Stanley Kubrick's *Dr. Strangelove* (95 min.)

March 14: SPRING BREAK

March 21: What is it like to live under military rule today?

Read: Fink, entire

March 28: Military politics in electoral authoritarianism

Read: Barany, *Democratic Breakdown*, entire

April 4: student presentations

April 11: student presentations

April 18: What exactly are our soldiers doing in Afghanistan?

Read: Junger, entire

We will view the movie by Junger and Hetherington, *Restrepo* (93 min.)

April 25: student presentations

May 2: student presentations

Research paper due!