

School of Arts and Sciences
Department of History and Political Thought

HST/POL 320 Strategic Thought

CRN 20961

Semester Credit Hours: 3

Fall 2020

Instructor: Caleb Karges, PhD St And

Days Times: MWF 1110-1200

Office Location: Alpha 108B

Office Hours: By Arrangement

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The MISSION of Concordia University Irvine

Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

Undergraduate Learning Outcomes (ULOs)

Written Communication (WC): Students will compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate sources; and demonstrate facility in discipline- or genre-specific conventions of writing.

Oral Communication (OC): Students will make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for the topic and audience, and utilize delivery techniques that enhance the presentation.

Systematic Inquiry (SI)—Critical Thinking & Information Literacy: Students will explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.

Quantitative Reasoning (QR): Students will demonstrate understanding of quantitative facts and concepts, perform calculations successfully, and apply problem solving strategies to analyze quantitative data and to draw appropriate conclusions.

Christian Literacy and Faith (CLF): Students will describe the contents and contexts of the Bible, Christianity's major teachings, how the Christian faith connects to their academic discipline(s) and vocations in life, and have many opportunities to receive instruction in the Christian faith.

Service to Society and Church (SSC): Students will serve society in ethical and merciful ways, examining benefits gained and challenges encountered, and Christian students have many opportunities to serve the church.

Informed and Responsive Citizenship (IRC): Students will explain how political and economic systems have influenced citizenship in the United States and the world; interact effectively and ethically with people of various cultural/global contexts; engage with and analyze the arts; articulate how the culture of scientific knowledge relates to other disciplines; and describe healthy lifestyles.

Specialized Knowledge (SK): Students will apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field.

PURPOSE of the History and Political Thought Major

The History and Political Thought Department endeavors to equip students to “see life steadily and see it whole.” The interdisciplinary nature of the courses required for this major attempts to look at the human experience both communally and individually as well as in both the past and present. The courses are approached from the liberal arts tradition of learning for the sake of learning and within the tradition of the humanities using great texts and looking at the “best of what has been thought and said”. The courses cover a broad range of topics, generally include the primary works particular to the course subject, and have rigorous reading and writing expectations. The graduate of Concordia University with this major will not only have a mind well-filled, but well-trained.

Program Learning Outcomes (PLOs)

Christian Literacy and Life
Systematic Inquiry
Clear Communication
Sociocultural Responsiveness

I. Course Description

This course is a reading-intensive overview of military thought from the ancient world to the present. The readings will cover major thinkers in strategy such as Sun Tzu, Machiavelli, Clausewitz, A.T. Mahan, and B. H. Liddell Hart. Students will explore the theoretical and applicable dimensions of the concept of strategy, while understanding ideas in their historical context.

II. Course Learning Outcomes (CLOs)

1. Develop the capacity to think strategically.
2. Understand the historical development of the concept of strategy
3. Understand how changes in warfare, technology, and society have changed the nature of strategy
4. Develop the ability to analyze the strategic decisions made in human conflicts

III. Course Management

A. Course Assignments:

Reading Quizzes (If necessary)

Essay 1	20%
Essay 2	20%
Essay 3	20%
Application	20%
Final Exam	20%

B. Required Textbooks

Clausewitz, Carl von. *On War*. Edited by Beatrice Heuser. Translated by Michael Howard and Peter Paret. Reissued. Oxford World's Classics. Oxford: Oxford University Press, 2008.

Corbett, Julian Stafford. *Principles of Maritime Strategy*. Unabridged republ. of the ed. London [u.a.], Longmans, Green and Co., 1911. Mineola, NY: Dover Publications, 2004.

Jomini, Antoine Henri. *The Art of War*. Mineola, NY: Dover Publications, 2007.

Liddell Hart, Basil Henry. *Strategy*. 2nd rev. ed. New York, N.Y., U.S.A: Meridian, 1991.

Mahan, A. T. *The Influence of Sea Power upon History, 1660-1783*. New York: Dover Publications, 1987.
Moltke, Helmuth von. *Moltke on the Art of War: Selected Writings*. Edited by Daniel Hughes. New York: Presidio Press, 1993.
Mao Tse-Tsung, *On Guerilla Warfare* on Blackboard

Recommended Textbooks:

Black, Jeremy. *Military Strategy: A Global History*. New Haven: Yale University Press, 2020.
Heuser, Beatrice. *The Evolution of Strategy: Thinking War from Antiquity to the Present*. Cambridge, UK; New York: Cambridge University Press, 2010.
Paret, Peter, ed. *Makers of Modern Strategy: From Machiavelli to the Nuclear Age*. Princeton Paperbacks. Princeton, NJ: Princeton University Press, 1986.

C. Evaluation

Grading Scale:

A = 100-93	B- = 82-80	D+ = 69-67
A- = 92-90	C+ = 79-77	D = 66-63
B+ = 89-87	C = 76-73	D- = 62-60
B = 86-83	C- = 72-70	F = 59 and below

D. Policy on Honesty and Plagiarism:

This course seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of accomplishment. Plagiarism and cheating subvert these goals and will be treated according to the policy stated in the Student Handbook.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to SafeAssign via Blackboard. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents.
Any instance of plagiarism or cheating will result in automatic failure of the course.

E. "Reasonable Accommodation" Statement:

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1st floor of the Administration Building. You can reach the DLRC by dialing extension 3039.

F. Classroom-specific Policies:

No electronics are allowed in the classroom. This includes (but is not limited to) cell phones, tablets, e-readers, and laptops. Think of all the annoying things people do in a movie theater: **Don't do those things.**

G. Policy on Use of Electronics in the Classroom

Students are expected to be fully present in class in mind as well as body. The use of all electronic devices, especially laptops and phones, is prohibited in the classroom. *Failure to comply with this rule may result in expulsion from the classroom for the day and an automatic failure of any quiz or other assignment given on that day.* Exceptions will only be provided to students who present their accommodations from the DLRC.

H. Acceptance of Conditions in Syllabus and Anything Expressed by the Professor Verbally or in Writing

By continuing in this class, the student agrees to all conditions listed in this syllabus and all conditions imposed by the professor whether verbally or in writing. If these conditions are unacceptable, then the student *must drop the course*.

Class Schedule Fall 2020 (Subject to Revision)

- Week 1 **Jomini**
8/31 Introduction
9/2 Jomini, Chapter I
9/4 Jomini, Chapter II
- Week 2 **Jomini**
9/7 Jomini, Chapter III part 1 (up to Article XXII)
9/9 Jomini, Chapter III part 2 (Article XXII to end)
9/11 Jomini, Chapter IV
- Week 3 **Jomini and Clausewitz**
9/14 Jomini, Chapter V
9/16 Jomini, Chapter VI
9/18 Clausewitz, Book 1
- Week 4 **Clausewitz**
9/21 Clausewitz, Book 2
9/23 Clausewitz, Book 3
9/25 Clausewitz, Book 6
- Week 5 **Clausewitz and Moltke**
9/28 Clausewitz, Books 7 and 8
9/30 Moltke, Chapter 1
10/2 Moltke, Chapter 2
- Week 6 **Moltke**
10/5 Moltke, Chapter 3
10/7 Moltke, Chapter 4
10/9 Moltke, Chapter 5
- Week 7 **Essay 1**
10/12-13 *Reading Days*
10/15 **Essay 1 due at 11:59pm on SafeAssign**
- Week 8 **Mahan and Corbett**
10/19 Mahan, Introductory
10/21 Mahan, Chapter 1
10/23 Corbett, Introduction
- Week 9 **Mahan and Corbett**
10/26 Corbett, Part I
10/28 Corbett, Part II
10/30 Corbett, Part III – Ch. I – Ch. II

- Week 10 **Corbett, Essay 2, and Liddell Hart**
11/2 Corbett, Part III – Ch. III - Ch. IV
11/4 Extra Day in case we need it to catch up
11/6 Liddell Hart, 3-73
- Week 11 **Liddell Hart**
11/9 Liddell Hart, 74-150
11/11 Liddell Hart, 151-206
11/13 Liddell Hart, 207-237
- Week 12 **Liddell Hart and Mao**
11/16 Liddell Hart, 238-318
11/18 Liddell Hart, 319-371
11/20 Mao
- Week 13 **Essay 3**
11/23 **Essay 2 due at 11:59pm on SafeAssign**
11/25-27 *Thanksgiving Break*
- Week 14 **Application: Axis and Allies**
11/30 Briefing and team assignments
12/2 Consultation – Allies
12/4 Consultation – Axis
- Week 15 **Application: Axis and Allies**
12/7 Consultation – Allies
12/9 Consultation – Axis
12/11 Open office hours
- Week 16 **Finals Week**
12/14-12/18 **Final Group Presentations**