

# Syllabus

## PLS365 – Civil-Military Relations

**Instructor:** Dr. Willardson  
**Course:** Civil-Military Relations  
**Class:** T/Th 0900-10:15 **8.141**

**Office** 8.133  
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## Course Objectives

The following are learning objectives that this course addresses directly and indirectly:

- Students will be able to read, understand, and evaluate the research designs and methods used in political science research.
- Students will be able to generate arguments based on facts and support those arguments in writing.
- Students will know the **foundational literature** in Civil-Military relations.
- Students will be able to synthesize arguments.
- Students will demonstrate the ability to develop a research question and answer it using appropriate sources.
- Students will demonstrate their ability to orally present information in a group setting.

## Course Description

This course provides students with a foundational understanding of the social and political bargains that are made in order to keep the state safe from external threats. In the course we'll discuss the foundations of both the military and the state, look at theories of how civil-military and state-military relations work, and then examine many specific aspects of this bargain. The material in the course is focused on the civil-military relations in a democratic context, but also touches on these aspects in authoritarian states. The instructional part of the course helps students understand what is known. Although this course discusses general principles, these broad theories can be used to examine issues of civil-military relations in Kazakhstan.

## Readings

This course is reading intensive. Much of that reading comes from books. I will post that content on Moodle. Some materials are papers and a link is provided to them below. You can access them from campus computers. Please make sure you plan your week to do the reading *before class*.

Sections from the books and full articles listed here constitute the primary reading materials for the course. Chapters from course pack (CP) books are listed in the weekly schedule included later in this syllabus. **These readings will be found on Moodle.**

Atkinson, Carol. 2006. "Constructivist Implications of Material Power: Military Engagement and the Socialization of States, 1972–2000." *International Studies Quarterly* 50(3): 509–537.  
[Link to Article](#)

- Barany, Zoltan. 2012. *The Soldier and the Changing State: Building Democratic Armies in Africa, Asia, Europe, and the Americas*. Princeton University Press. (CP)
- Blair, Dennis C. 2013. *Military Engagement: Influencing Armed Forces Worldwide to Support Democratic Transitions*. Washington, D.C: Brookings Institution Press. (CP)
- Brooks, Risa A. 2019. "Integrating the Civil-Military Relations Subfield." *Annual Review of Political Science* 22(1):379-398. (CP)
- Bruneau, Thomas C., and Scott D. Tollefson. 2008. *Who Guards the Guardians and How: Democratic Civil-Military Relations*. University of Texas Press. (CP)
- Cohn, Lindsay P., and Nathan W. Toronto. 2017. "Markets and Manpower: The Political Economy of Compulsory Military Service." *Armed Forces & Society* 43(3):436-458. [Link to Article](#)
- Desch, Michael C. 2001. *Civilian Control of the Military: The Changing Security Environment*. The Johns Hopkins University Press. (CP)
- Diamond, Larry, and Marc F, ed. Plattner. 1996. *Civil-Military Relations and Democracy*. The Johns Hopkins University Press. (CP)
- Feaver, Peter D. 2005. *Armed Servants: Agency, Oversight, and Civil-Military Relations*. Harvard University Press. (CP)
- Feaver, Peter, and Richard H. Kohn, ed. 2001. *Soldiers and Civilians: The Civil-Military Gap and American National Security*. MIT Press. (CP)
- Golby, James, and Mara Karlin. 2018. "Why 'Best Military Advice' is Bad for the Military – and Worse for Civilians." *ORBIS* 62(1):137-153. [Link to Article](#)
- Huntington, Samuel P. 1957. *The Soldier and the State the Theory and Politics of Civil-Military Relations*. Cambridge: Belknap Press of Harvard University Press. (CP)
- Liebert, Hugh and James Golby. 2017. "Midlife Crisis? The All-Volunteer Force at 40." *Armed Forces & Society* 43(1): 115-138. [Link to Article](#)
- Lupton, Danielle L. 2017. "Out of the Service, Into the House: Military Experience and Congressional War Oversight." *Political Research Quarterly* 70(2): 327-339. [Link to Article](#)
- Owens, Mackubin Thomas. 2011. *US Civil-Military Relations After 9/11: Renegotiating the Civil-Military Bargain*. New York: Bloomsbury Academic. (CP)
- Porter, Bruce D. 1994. *War and the Rise of the State*. 1st ed. Free Press.(CP)
- Posen, Barry R. 1986. *The Sources of Military Doctrine: France, Britain, and Germany Between the World Wars*. Cornell University Press. (CP)
- Powell, Jonathan. 2012. "Determinants of the Attempting and Outcome of Coups D'état." *The Journal of Conflict Resolution* 56(6): 1017–40. [Link to Article](#)
- Powell, Jonathan M. 2014. "An Assessment of the Democratic Coup Theory." *African Security Review* 23(3): 213–24. [Link to Article](#)

Chacha, Mwita, and Jonathan Powell. 2016. “Economic Interdependence and Post-Coup Democratization.” *Democratization* 0(0): 1–20. [Link to Article](#)

Talmadge, Caitlin. 2015. *The Dictators Army: Battlefield Effectiveness in Authoritarian Regimes*. Ithaca; London: Cornell University Press. (CP)

Thyne, Clayton L., and Jonathan M. Powell. 2016. “Coups D’état or Coup d’Autocracy? How Coups Impact Democratization, 1950–2008.” *Foreign Policy Analysis* 12(2): 192–213. [Link to Article](#)

Toronto, Nathan W. 2016. “Why Professionalize? Economic Modernization and Military Professionalism.” *Foreign Policy Analysis*: 1–22. [Link to Article](#)

Weeks, Jessica L. P. 2014. *Dictators at War and Peace*. Ithaca; London: Cornell University Press. (CP)

## Grading

You will earn points for the different activities in class. Your overall grade for the course will be determined by the cumulative points that you earn divided by the total number of points possible in the course (500). The final grade is subject to adjustment in the case of bad/non-attendance as outlined in the Attendance section below. Grades are assigned using the following scale:

### Letter Grade Calculation:

>= 95.00	A	65.00 - 69.99	C
90.00 - 94.99	A-	60.00 - 64.99	C-
85.00 - 89.99	B+	55.00 - 59.99	D+
80.00 - 84.99	B	50.00 - 54.99	D
75.00 - 79.99	B-	<= 50	F
70.00 - 74.99	C+		

***Note: I will post grades for all assignments on Moodle. However, your grade is not determined by Moodle. It is calculated according to the points earned divided by the total number of points in the class as above. Moodle is a bookkeeping tool and not your official grade.***

## Brief Description of Graded Items

**All written work in class is due by 12:00 p.m. on the day listed as due unless otherwise noted.** You must upload an electronic copy of the paper to Moodle. I will grade and give feedback in Moodle.

## Participation

In this course we are both learning and doing. Classes will consist of lectures, activities, and discussion, and it is vital to your learning that you are in class and actively participating. There is no explicit participation grade in this class. However, I expect that you will participate fully and

Table 1: All Graded Items and Total Points for Course

Item	Due	Points Possible
Reading Quizzes(10)	Ongoing/Unannounced	100
News Presentation	Ongoing (sign up)	25
Podcast Assignment	February 4	75
Movie Assignment	February 20	75
Interview Assignment	April 2	75
Paper Proposal and Outline	March 12	0 (but required for final grade)
Paper Draft	April 9	
Paper Presentation	Sign Up (Schedule)	25
Final Paper	April 24	100
<b>Total Points</b>		<b>500</b>

not cause negative distractions. If you are causing problems, I will warn you. If I warn you and bad behavior continues I will dock 5% off your final grade for each written warning that I send you.

### Reading quizzes

These reading quizzes will vary in their format, but each one is designed to challenge your understanding of the day's assigned readings. These are unannounced, but will become increasingly difficult if a large percentage of students are not doing the readings. These quizzes may have true/false, multiple choice, short answer, or longer essay questions. You must come prepared for each class both with an understanding of the readings and a pen or a pencil. I will give 11 quizzes (roughly every 2 days of class when we have assigned readings) and will take the scores of the highest 10. **There are no make-up quizzes. (If you are late, or miss class for any reason - even excused absences - there are no make-ups. This is why I give at least 1 additional quiz.)** See the schedule to see the readings due for class each day.

### News Report and Presentation

Each student will find a news story and create a brief 2-slide presentation of how the news item relates to a concept from our class. I will provide a slide template and further description of the slide requirement on Moodle. Students will present their news story (2-3 minutes) at the beginning of class beginning in our 3rd week (28 January) with 1-2 presentations each class. I will also demonstrate this during the first few course periods so you can see what is expected from the presentation. Students will upload slides to Moodle by 08:00 the day of their presentation.

### Podcast Assignment

In this assignment you will be asked to listen to an episode of the podcast "Thank you for your service." You will write a response paper that discusses how the episode relates to the theories of civil-military relations we have discussed in class so far. I will provide a separate description of the assignment on Moodle after the first week of class.

### Interview Assignment

One of the major themes of civil-military relations is the separate nature of the armed forces. In order for you to understand more about how the military works in Kazakhstan you will each have

the assignment to have a discussion with someone who has served or is serving in the military. The purpose of this interview is for you to learn more about the life of those who serve or have served in Kazakhstan so that you can have a more personal connection to the topic. I will provide a description of the assignment as well as the guidelines for how you will conduct the interview/conversation and report it on the course Moodle site during the second week of class.

## Movie Assignment

This assignment requires you to apply principles and theories of civil-military relations to a film about war or the military. I will post a full description of the assignment and what is expected on the course Moodle page during the second week of class. The course page will also have a list of approved movies to watch. If you want to suggest a different movie, you can ask me and I will consider adding it to the list.

## Final Paper

The final paper this semester will be a news analysis paper. In this paper you take an event that has occurred in the last year that involves civil-military relations, and you will analyze the event using the theoretical and empirical tools from this course. The final paper has four elements: a proposal and an outline of the project, a rough draft, a presentation, and a final draft. A more thorough description of the paper and a grading rubric for the paper is included in Appendix A at the end of this syllabus.

## Policies

These are the standard policies for all of my courses. Some wording (as to assignment penalties) may be less applicable to the format of this particular class.

### Attendance

Attendance in this course is necessary for student success. **Any non-excused absence will be grounds for adjusting grades downward.** Excused absences (such as documented illness, university-approved travel, etc.) must be cleared with me as soon as possible. Students are responsible for making up work missed during absence. In-class quizzes and assignments cannot be made up due to an absence of any sort. Late work is penalized. I reserve the right to grant extensions for absences that are **cleared prior to occurring**, or on the same day as class in the case of emergencies, but only in extraordinary circumstances.

### Academic Dishonesty

**Academic dishonesty will not be tolerated in any form or under any circumstances.** All students have been notified of Nazarbayev University's Student Code of Conduct and you have agreed to follow the university's standards. Plagiarism is defined as "intentionally or carelessly presenting the work of another as one's own." In short, all of the work you turn in for this class is expected to be yours and yours alone. Plagiarized work will receive a zero and students will be reported to the SHSS student discipline committee. Lying about absences, illnesses, or other circumstances will also be considered as academic dishonesty.

Asking for extra points, extra credit, or a higher grade is also a form of academic dishonesty. *This is also something that will ruin your reputation with faculty members.* The time to worry

about grades is on each assignment and exam - not at the end of the term when the final tally is made.

### Grade Appeals

Students **earn** grades based on their effort and results. Grades **are not** *given* by me. Students have the right to question the grading of a particular item, and to make an appeal if they feel a grade for a given assignment was not fair. This should be done **within a week of receiving feedback on an assignment**. Any appeal to an assignment that occurred earlier in the semester at the end of the term will not be considered. **Your appeal should be based on an argument other than “I feel I deserve a better grade.”** I will consider appeals based on sound arguments. However, unless I made an error in grading, I will not change the grade for any assignment.

### Office Hours

I hold regular office hours (indicated on the top of the syllabus). Students are encouraged to come and see me during my office hours. I am also available by appointment, but I prefer that students come see me during scheduled office hours, if possible. I reserve the right to send students away who come and see me outside of office hours without an appointment. **Please be considerate of my time.**

### Writing Center

Writing is a key component of your education at NU. Your grade is dependent on you turning in assignments that convey ideas clearly using standard language, format, citation style, etc. Students are encouraged to work with the writing center to improve their writing. I will use my discretion in requiring students to use the writing center if assignments are consistently poorly written. I will notify you in writing if I will require you to work with the writing center on future papers.

### Extra Credit

I do not provide extra credit assignments for students. On occasion, I may award 2-5 extra credit points for students who are to class on time or who participate in outside class activities suggested by the professor (such as talks and presentations that relate to the course). This little bit of extra credit may amount to 1-2 percent of the total possible points. This allows students who are working hard to move up a grade if they are close to the border. I do not provide extra assignments to make up for missed or late work. Do not ask me about providing you extra credit. **The answer will always be no.**

Table 2: Course Schedule and Reading

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Deadlines</b>
<b>1</b>	1/14	Introduction		
	1/16	Military and State	Porter	
<b>2</b>	1/21	Foundational Theory I	Huntington 1-2	
	1/23	Foundational Theory II	Huntington 3-4	
<b>3</b>	1/28	Other Theories	Owens 1, Desch 1-2	
	1/30	Agency Theory	Feaver 1, 3	
<b>4</b>	2/4	Military Doctrine	Posen 1, Feaver & Kohn 9	Podcast
	2/6	Legislatures	B&T 2, Lupton	
<b>5</b>	2/11	Ministries of Defense	B&T 3	
	2/13	Budget and Governance	B&T 7	
<b>6</b>	2/18	Military Education	B&T 9, Atkinson	
	2/20	Attitudes of Mil.	Feaver and Kohn 2, 3	Movie
<b>7</b>	2/25	Leader Gaps	Golby and Karlin	
	2/27	Military Influence and Roles	Owens 2, B&T 5	
<b>8</b>	3/3	Recruitment and Conscription	B&T 8, Cohn and Toronto	
	3/5	Modernization	Toronto 2015	
<b>9</b>	3/10	Professionalization	Liebert and Golby	
	3/12	Soviet and Russian CMR	Desch 4, D&P 8	Paper Proposal
<b>10</b>	3/17	TBD	None	
	3/19	Transition in Eastern Europe	D&P 7, Barany 7	
<b>11</b>	NONE	None-Spring Break		
<b>12</b>	3/31	Violence & State Relations	D&P 9, Blair 6	
	4/2	Authoritarian Effectiveness	Weeks 1, Talmadge	Interview
<b>13</b>	4/7	Coups I	Powell 12, Thyne and Powell	
	4/9	Coups II	Powell 14, Powell and Chacha	Paper Draft
<b>14</b>	4/14	Current Directions	Brooks 19 (Moodle)	
	4/16	TBD	None	
<b>15</b>	4/21	Paper Presentations	None	
	4/23	Paper Present. & Wrap-up	None	Paper due 4/24

## Appendix A - Description and Rubric for Final Paper

### News Analysis Paper

In this paper you take an event that has occurred in the last year that involves civil-military relations, and you analyze the event using the theoretical tools from this course. This type of writing can be considered more like journalism than social science, but it uses many of the tools from PSIR courses.

### Description of Requirements

The final paper has four graded elements: a proposal and an outline of the project, a rough draft, a presentation, and a final draft.

#### Proposal:

The proposal is due on 12 March and is worth 0 points. **You will not receive a grade for any other part of the paper if you do not turn in the proposal**, however, so it is mandatory that you turn in the proposal. In the proposal you will do the following:

1. Identify the news item
2. Identify 5-7 initial sources of information for arguments, policy analysis, or a literature review.
3. Identify your main argument for news analysis
4. Write 2-3 paragraphs about the project, why you are interested in it, and the challenges you think you'll face while completing it.

#### Rough Draft

The rough draft is due 9 April. It is a **full draft** of your final paper. I expect that it will be the full length, that all arguments will be made, and that you will have performed the analysis that you need to make an argument.

I will provide thorough feedback on the rough draft and will use the same scale to grade as for the outline: Incomplete (60%), meets expectations (75-79%), good (80-84%), great (85-94%), and excellent (95-100%). I will also provide you with an expected grade if you make the changes suggested and turn the rough draft into a final draft.

Writing is a process, and doing drafts of work and sharing it with others is an important part of writing in all applications. That is why I require you to write early and revise at least once as a part of the course.

#### Final Paper

The final paper is due on 24 April, the last day of classes. It will be due at 17:00. I will use the rubric shown on the next page to grade the final papers.

All papers will use APSA formatting for headings and citations. That means an in-text citation format. You will also provide a full list of references at the end of the paper. On this long paper, that list of references should begin on its own page. Sloppy and lazy citations are graded very harshly, so make sure you are paying attention to this process. I will grade the paper according to the rubric. I will also grade on appearance, so make sure you format your papers correctly.

The final paper should be between 2500 and 3000 words in length, not including references at the end.



	<b>Poor (0-15 points)</b>	<b>Average (15-19 points)</b>	<b>Good (19-24 Points)</b>	<b>Exceptional (24-30 Points)</b>
<b>Thesis/ Res. Question</b>	No thesis is evident. Research question is unclear	There is a thesis, but it is not clear. Research Question is too broad.	Thesis is clear and relevant.  Research Question is clear and focused.	Thesis is clear, concise, and very logical. Research question is clear and interesting.
<b>Evidence/ Lit. Review</b>	Evidence from readings or policy analysis is not used or used poorly. Literature Review is incomplete and haphazardly done.	Evidence is there, but it is not organized clearly or doesn't clearly support thesis. Literature Review points to some literature, but has gaps and is too general/too specific.	Evidence is there. It is organized and it supports the arguments of the thesis. Literature review is thorough and frames the research question.	Evidence clearly and logically supports the thesis. Literature review is thorough and frames the research question in an exceptionally interesting way.
<b>Understanding</b>	Student demonstrates little understanding of the project.	Student demonstrates some understanding of project, some small misunderstanding may be evident.	Student demonstrates solid understanding of project with no or few small misunderstanding.	Student demonstrates exceptional understanding of project and provides deep insight into the issue.
<b>Originality</b>	Student makes no effort to make an original argument.	Student demonstrates some original thought, but paper is formulaic or rote in tone.	Student demonstrates original thought or original approach to understanding problem.	Student makes exceptional arguments, or points out profound issues/insights with the problem.
<b>Mechanics</b>	Major issues with grammar, style, and references throughout.	Some errors in grammar, style, or references throughout. May have major issues in one area.	Small errors in grammar, style, and references only.	No major and few minor errors in grammar, style, and references.

Table 3: Rubric for Final Paper