

**School of Government**

**STRA 501**  
**STRATEGY: THEORY AND POLICY**  
(15 Points)

**Trimester One / 2010**

**COURSE OUTLINE**

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**Names and Contact Details**

**Course Coordinator:** **Professor Robert Ayson**  
Room RWW 503, Level 5, Railway West Wing, Pipitea Campus  
Telephone: (04) 463 6445  
Email: [robert.ayson@vuw.ac.nz](mailto:robert.ayson@vuw.ac.nz)

**Masters Administrator:** **Darren Morgan**  
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**Office Hours:** 8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

**Trimester Dates:** Monday 1 March – Wednesday 30 June 2010  
**Teaching Period:** Thursday 25 February – Thursday 24 June 2010

**Class Times and Room Numbers**

<b>Module One:</b>	Thursday 25 February 2010	8.30am – 6.00pm
<b>Module Two:</b>	Thursday 15 April 2010	8.30am – 6.00pm
<b>Module Three:</b>	Thursday 10 June 2010	8.30am – 6.00pm

**Locations:** Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email.

## **Withdrawal Dates**

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

Students giving notice of withdrawal from this course after **Wednesday 10 March 2010** will NOT receive a refund of tuition fees.

Associate Dean (Students)'s approval required for withdrawal from this course after **Monday 17 May 2010**.

See more information available via:

- Withdrawal dates: Late withdrawals with Associate Dean (Students) permission: (See Section 8: Withdrawals – from the Personal Courses of Study Statute)  
<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf>
- Withdrawal dates: Refunds:  
[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx)

## **Course Content and Delivery**

*Strategy: Theory and Policy* will be taught in modular fashion over three Thursdays in the first trimester. As such, each of these three modules will involve a consideration of one of three important aspects of strategy. The first is 'Strategy and Politics', which underscores the international and domestic political environment in which both strategy and the makers of strategy operate. The second is 'Strategy and Force', which emphasises the origins and evolution of strategic studies as a subject which has been concerned with the use of force for political ends, and which raises important challenges and questions for the application of strategic ideas to issues which do not deal with the use of force. The third is 'Strategy and Policy', which investigates the extent to which strategy is, in Bernard Brodie's words, a 'theory of action', and the extent to which our understandings of strategy can deal with the complexity and uncertainty which are commonly faced by policy-makers in various countries including New Zealand in the twenty-first century. Readings have been selected and assigned for each of the three modules so that students can be prepared in advance for the discussion sessions which follow each presentation from the lecturer.

Each module of the course will be organised around three questions which relate to the particular strategy subject under discussion and will then be followed by a concluding session devoted to the implications for New Zealand strategy and policy-makers.

### **Module One: Strategy and Politics**

1. What is Strategy?
2. Strategy and International Politics
3. Strategy and Domestic Politics
4. Implications for New Zealand Policy-Makers Part I

## **Module Two: Strategy and Force**

5. Why Force?
6. Can Force be Employed Rationally?
7. Can Force be controlled?
8. Implications for New Zealand Policy-Makers Part II

## **Module Three: Strategy and Policy**

9. Policy, Planning and Strategy
10. Policy and Interdependence
11. Policy and Complexity
12. Implications for New Zealand Policy-Makers Part III

Students should note that there will be some flexibility in the division of time within each day allocated to a particular topic or theme and to the order in which each theme is addressed. But in general terms, most sessions will begin with a small lecture to be followed by seminar-style discussion. Students may be invited to provide comments on particular readings, issues and questions in parts of the course.

## **Course Learning Objectives**

This course offers students an understanding of strategy as a subject which traverses both the conceptual and practical worlds, and which also invites students to draw links between the global theory and practice of strategy to the particular circumstances and challenges facing policy-makers in New Zealand.

## **Expected Workload**

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

## **Readings**

The following are lists of required readings for each Module of teaching. Students should ensure that they complete all of the required readings and also read more widely in areas which are of particular interest to them, for example by following up on other works cited by the authors of the pieces below. You might also read some of the other works by a number of the leading authors cited in the list below: work by such writers as Michael Howard, Lawrence Freedman, Thomas Schelling, and Hedley Bull, for example, always repays the time spent reading it. As a number of

these authors write so splendidly, that they offer wonderful models for your own written expression and style of argument.

## **Blackboard**

The readings can be viewed in Blackboard (Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet) through the myVictoria student web portal. To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://www.myvictoria.ac.nz).
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it once you've logged in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" box displays what courses you have access to (please note that only courses that are actually using Blackboard will be displayed), so select "10.1.STRA501: Strategy: Theory and Policy" for the course-specific Blackboard site.

**You are recommended to ensure that your computer access to Blackboard is working before the course starts.**

If you have any problems with myVictoria or Blackboard, you should contact the ITS Helpdesk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz), or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus (see [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information).

## **Module One: Strategy and Politics**

Lawrence Freedman, 'Strategic studies and the problem of power', in Thomas G. Mahnken and Joseph A. Maiolo (eds), *Strategic Studies: A Reader*, London: Routledge, 2008, pp. 22-33.

Carl von Clausewitz, *On War*, Indexed edition, edited and translated by Michael Howard and Peter Paret, Princeton: Princeton University Press, 1976, Book 1, Ch 1 & Book 8, Ch 6B; pp. 75-89, 605-610.

Philip Windsor, *Strategic Thinking: An Introduction and Farewell*, edited by Mats Berdal & Spyros Economides, Boulder CO: Lynne Rienner, 2002, pp. 23-35.

Terry L. Deibel, *Foreign Affairs Strategy: Logic for American Statecraft*, Cambridge, Cambridge UP, 2007, pp. 281-321.

Richard Rosecrance and Arthur A. Stein, 'Beyond Realism: The Study of Grand Strategy', in Rosecrance and Stein (eds), *The Domestic Bases of Grand Strategy*, Ithaca and London: Cornell University Press, 1993, pp. 3-21.

Colin Gray, *Modern Strategy*, Oxford: Oxford University Press, 1999, pp. 16-47.

Graham Allison and Philip Zelikow, *Essence of Decision*, 2d ed., New York: Longman, 1999, pp. 13-75.

Williamson Murray and Mark Grimsley, 'Introduction: On strategy', in Williamson Murray et al, *The Making of Strategy: Rulers, States and War*, Cambridge: Cambridge University Press, 1994, pp. 1-23.

Edward Meade Earle, 'Adam Smith, Alexander Hamilton, Friedrich List: The Economic Foundations of Military Power', in Edward Meade Earle (ed), *Makers of Modern Strategy*, Princeton: Princeton University Press, 1943, (republished by Natraj Publishers, 2003), pp. 117-154.

## **Module Two: Strategy and Force**

Michael Howard, 'War and the Nation State', in Michael Howard, *The Causes of War*, 2d ed, Cambridge: Harvard University Press, 1984, pp. 23-35.

Robert Ayson, 'Strategic Studies', in Chris Reus-Smit and Duncan Snidal (eds), *The Oxford Handbook of International Relations*, Oxford: Oxford University Press, 2008, pp. 558-575.

Hedley Bull, 'Strategic Studies and its Critics', *World Politics*, 20:4, July 1968, 593-605.

Lawrence Freedman, 'Strategic Coercion' in Lawrence Freedman (ed), *Strategic Coercion: Concepts and Cases*, Oxford: Oxford University Press, 1998, pp. 1-38.

Thomas Schelling, *Arms and Influence*, New Haven CT: Yale University Press, 1966, pp. 1-34.

Sun Tzu, *The Art of War*, translated by Ralph D. Sawyer, Boulder, Co: Westview Press, 1994, pp. 167-9, 173-4, 177-9.

Hedley Bull, 'Arms Control and World Order', *International Security*, 1:1, Summer 1976, pp. 3-16.

Justin Morris, 'Law, Politics and the Use of Force', in John Baylis et al (ed), *Strategy in the Contemporary World*, 2d ed., Oxford: Oxford University Press, 2007, pp. 101-121.

Hew Strachan, 'The Lost Meaning of Strategy', *Survival*, 47:3, Autumn 2005, pp. 33-54.

## **Module Three: Strategy and Policy**

C.F. Kurtz and D.J. Snowden, 'The new dynamics of strategy: Sense-making in a complex and complicated world', *IBM Systems Journal*, 42, 2003, pp. 462-483.

P.H. Liotta and Richmond M. Lloyd, 'From Here to There: The Strategy and Force Planning Framework', *Naval War College Review*, 58:2, Spring 2005, pp. 121-137.

Thomas Schelling, *The Strategy of Conflict*, Cambridge MA: Harvard University Press, 1960, pp. 83-118.

John A. Warden, 'The Enemy as a System', *Airpower Journal*, Spring 1995.

Peter John, 'Is There Life After Policy Streams, Advocacy Coalitions and Punctuations: Using Evolutionary Theory to Explain Policy Change?', *The Policy Studies Journal*, 31. 2003, pp. 481-498.

Alan Beyerchen, 'Clausewitz, Nonlinearity and the Unpredictability of War', *International Security*, 17:3, Winter, 1992, pp. 59-90.

Claudio Cioffi-Revilla, *Politics and Uncertainty: Theory, Models and Applications*, Cambridge: Cambridge University Press, 1998, pp. 3-22.

Stephen J. Blank, 'Preparing for the Next War: Reflections on the Revolution in Military Affairs', in John Arquilla and David Ronfeldt, (eds), *In Athena's Camp: Preparing for Conflict in the Information Age*, Santa Monica: RAND, 1997, pp. 61-77.

Thomas Schelling, *Micromotives and Macrobehavior*, New York: Norton, 1978, pp. 82-133.

## **Assessment Requirements**

There will be three pieces of assessment for this course:

1. **Short written commentary based on course readings (25%), to be submitted IN HARD COPY by Monday 8 March 2010:** Please write 2,000 words consisting of two parts. The first and longer part (1,500 words) consists of 500 words of analysis of each of any three of the readings assigned for Module One of the course (Strategy and Politics). For each reading, you need to address two issues: (i) what is the central argument and purpose of the writer (i.e. what do they want the reader to believe to be true?) and (ii) what are the strengths and weaknesses of the argument they have provided (i.e. are they convincing?). The second part (the remaining 500 words) is your consideration of whether in combination the three pieces you have chosen offer a common and coherent understanding of strategy.
  
2. **Longer Essay chosen from a list of topics (40%), to be submitted IN HARD COPY by Monday 10 May 2010:** Please write a 3,000 word essay on ONE of the following topics chosen from Module Two of the course (Strategy and Force):
  - (a) 'To consider strategy in terms of questions involving the use of force is to make the subject irrelevant for most New Zealand policy-makers.' Evaluate this claim.
  - (b) 'The control and avoidance of force is more important in modern strategy than the use of force in war or crisis.' Evaluate this claim.
  - (c) 'Clausewitz has no place in today's strategic studies curriculum.' Evaluate this claim.
  - (d) 'As soon as force is used, the chances of rational action and interaction are lost.' Evaluate this claim.

**Please submit assignments 1 and 2 IN HARD COPY to:**

Post Experience Programmes,  
School of Government,  
Victoria University of Wellington,  
Level 8 Reception,  
Rutherford House,  
23 Lambton Quay,  
P.O. Box 600,  
Wellington.

Assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus) during office hours of 8.30am to 5.00pm, Monday to Friday. The assignment box is cleared daily, and assignments will be date stamped.

3. **Open Book Exam (35%) to be sat, and submitted BY EMAIL, on Thursday 24 June 2010:** A list of questions, dealing with the entire course, will be put up on Blackboard at **6.00pm**. Students will be required to answer 3 essay-style questions from the list. Answers are to be submitted BY EMAIL, in a single Microsoft Word document, to the Masters Administrator at [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz) by **9.30pm**.

**This exam is a three hour exam and you have been given an extra 30 minutes to get yourself organised. It is therefore expected that everyone will sit the exam at the same time.**

As this exam is conducted via Blackboard and email, students need to have access to a computer with an internet connection and an email account – this should all be organised by the student in advance to avoid any problems. The Masters Administrator will reply back to your submitted email, notifying you that your exam has been received. Make sure you save a copy of your work, and that you retain a copy of the submitted email containing your answers. If your email host does not save sent messages, you should cc yourself when you send your email.

**Penalties may apply to exams that are submitted after the 9.30pm deadline.**

*Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.*

**Students should keep a copy of all submitted work.**

## **Class Attendance**

The School expects you to attend all three modules for the course. If, before enrolment for a course, you are aware that you will not be able to attend a module, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend a module or a significant part of a module (i.e. more than two hours in any given day), you must advise the course coordinator before the module explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

## **Deadlines and Failure to Meet Due Dates**

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

## **Mandatory Course Requirements**

Submit or participate in all pieces of assessment required for this course.

## **Communication of Additional Information**

Additional information may be provided in class, by post, by email or via Blackboard.



## **Academic Integrity, Plagiarism, and the Use of Turnitin**

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for all material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ([www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website: [www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx).

If in doubt, seek the advice of your course coordinator.

**Plagiarism is simply not worth the risk.**

## **Other Information**

For the following important information, follow the links provided:

- **Academic Integrity and Plagiarism**  
[www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx)
- **General University Policies and Statutes**  
[www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy)
- **AVC (Academic) Website: information including Conduct, Academic Grievances, Students with Impairments, Student Support**  
[www.victoria.ac.nz/home/about\\_victoria/avcademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx)
- **Faculty of Commerce and Administration Offices**  
[www.victoria.ac.nz/fca/studenthelp/](http://www.victoria.ac.nz/fca/studenthelp/)
- **Manaaki Pihipihinga Programme**  
[www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)