

**CENTER FOR HEMISPHERIC DEFENSE STUDIES  
NATIONAL DEFENSE UNIVERSITY  
WASHINGTON, DC 20319-5066**



**CIVIL/POLITICAL–MILITARY RELATIONS AND DEMOCRATIC LEADERSHIP  
ADVANCED COURSE**

**Pre-Course Phase**

Monday, September 10 – Friday, September 28, 2012

**In-Residence**

Monday, October 15 – Friday, November 2, 2012

**On-line II**

Monday, November 12, 2012 – Monday, January 4, 2013

**Dr. Jaime Garcia Covarrubias  
Course Director**

**Dr. Richard Downie  
Director, CHDS**

**Center for Hemispheric Defense Studies  
National Defense University  
Bldg 62, 300 5th Avenue, SW  
Washington, DC 20319-5066  
Teléfono: (202) 685-4670  
Fax: (202) 685-4674  
[www.ndu.edu/chds](http://www.ndu.edu/chds)**



## **DISCLAIMER**

This document contains educational material designed exclusively to promote debate amongst participants in the Center for Hemispheric Defense Studies (CHDS) courses. It does not reflect the point of view of the National Defense University (NDU) or the United States Department of Defense (DoD).

## **CHDS COPYRIGHT NOTICE**

The contents of this document are the property of the U.S. Government and are intended for the exclusive use of the faculty and students of the Center for Hemispheric Defense Studies. No further dissemination is authorized without the express consent of CHDS.

## **ACADEMIC FREEDOM**

The Center for Hemispheric Defense Studies adheres to the National Defense University's Academic Freedom policy. This is defined as: Freedom to pursue and express ideas, opinions, and issues germane to the University's stated mission, free of limitations, restraints, or coercion by the University or external environment. Academic freedom is the hallmark of an academic institution. Students, professors, and researchers must be free to examine policy from all viewpoints. It is a combination of academic freedom and non-attribution that enables the development of such capabilities.

## **CHDS NON-ATTRIBUTION POLICY**

Presentations by guest speakers, seminar leaders, students and panelists, including renowned public officials and scholars, constitute an important part of university academic curricula. To make it possible for guests, as well as faculty and other officials to speak candidly, the Center offers its assurance that their presentations at the courses, or before other CHDS-sponsored audiences, will be held in strict confidence.

This assurance derives from a policy of non-attribution that is morally binding on all who attend: without the express permission of the speaker, nothing said or presented will be attributed directly or indirectly in the presence of anyone who was not authorized to attend the lecture or presentation. However, references to the subject matter of the conversation can be made, without naming the author of said observations.

## **POLICY AND PROCEDURES ON ACADEMIC INTEGRITY**

This statement on academic integrity applies to all components of the National Defense University. The purpose of this broad university policy is to establish a clear statement for zero tolerance for academic dishonesty and to promote consistent treatment of similar cases across the University on academic integrity and the integrity of the institution. This document should not be interpreted to limit the authority of the University President or the Provost and Vice President for Academic Affairs. This policy includes two key areas: academic integrity as it applies to students and participants at National Defense University; and academic integrity as it applies to assigned faculty and staff.

## **ACADEMIC DISHONESTY**

Academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to: falsification of professional and academic credentials; obtaining or giving aid on an examination; having unauthorized prior knowledge of an examination; doing work or assisting another student to do work without prior authority; unauthorized collaboration; multiple submissions; and plagiarism.

- *Falsification of professional and academic credentials:* Students are required to provide accurate and documentable information on their educational and professional background. If a student is admitted to the University with false credentials, he or she will be sanctioned.



- *Unauthorized collaboration* is defined as students working together on an assignment for academic credit when such collaboration is not authorized in the syllabus or directed by the instructor.
- *Multiple submissions* are instances in which students submit papers or work (whole or multiple paragraphs) that were or are currently being submitted for academic credit at other institutions. Such work may not be submitted at the National Defense University without prior written approval by both the National Defense University professor/instructor and approval of the other institution.
- *Plagiarism* is the unauthorized use, intentional or unintentional, of intellectual work of another person without providing proper credit to the author. While most commonly associated with writing, all types of scholarly work, including computer code, speeches, slides, music, scientific data and analysis, and electronic publications are not to be plagiarized. Plagiarism may be more explicitly defined as:
  - Using another person's exact words without quotation marks and a footnote/endnote.
  - Paraphrasing another person's words without a footnote/endnote.
  - Using another person's ideas without giving credit by means of a footnote/endnote.
  - Using information from the web without giving credit by means of a footnote/endnote. (For example: If a student/professor/instructor/staff member enrolled or assigned to NDU copies a section of material from a source located on the internet (such as Wikipedia) into a paper/article/book, even if that material is not copyrighted, that section must be properly cited to show that the original material was not the student's).

#### **SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY**

Sanctions for violating the academic integrity standards include but are not limited to: disenrollment, suspension, denial or revocation of degrees or diplomas, a grade of no credit with a transcript notation of "academic dishonesty;" rejection of the work submitted for credit, a letter of admonishment, or other administrative sanctions. Additionally, members of the United States military may be subject to non-judicial punishment or court-martial under the Uniformed Code of Military Justice.

#### **PROCESSING OF POTENTIAL VIOLATIONS OF ACADEMIC INTEGRITY**

The University is committed to establishing, maintaining, and enforcing a high level of academic integrity throughout the entire University community by implementing a very strict academic integrity policy. Cases in which a student is suspected of violating the academic integrity policy will be processed in accordance with the procedures set forth in the NDU Handbook, Section 5.12, entitled, "Student Disenrollment."

#### **CHDS POLICY ON ATTENDANCE TO CLASSES AND ACTIVITIES**

Participants have the responsibility to attend all activities and classes punctually. Please refrain from scheduling meetings, or accepting invitations to attend other activities, visits or appointments with diplomatic representatives from your country, friends or acquaintances during class times and any other time where your presence is required at the Center.



## GRADING STANDARDS FOR PARTICIPANTS IN THE CENTER FOR HEMISPHERIC DEFENSE STUDIES COURSES

### I. Participants' Evaluations

CHDS applies several different mechanisms for evaluating a student's work including examinations, BOG contribution, and papers.<sup>1</sup>

### II. Grading Scale

Grade	Numerical Scale	Value
A+	100 – 97	Excellent
A	96.9 – 93	Very High
A-	92.9 – 90	High
B+	89.9 – 87	Above Average
B	86.9 – 83	Average
B-	82.9 – 80	Below Average
C+	79.9 – 77	Marginal
C	76.9 – 73	Passing
C-	72.9 – 70	Minimal Pass
F	69 or less	Failure
I		Incomplete

### III. Examinations

Tests and quizzes will be administered to assess participants' ability to understand and analyze the readings and the topics discussed in plenary as well as in BOG sessions.

The following guidance will be applied:

Grade	Value
A+ (97-100)	Organized, coherent and well-written responses that completely address the questions, convey all applicable major and key minor points, and demonstrate total grasp of the topic.
A (96.9 – 93)	Answers address all major and key minor considerations, demonstrate excellent grasp of the topic.
A- (92.9 – 90)	Well-crafted answer that discusses important ideas related to the topic.
B+ (89.9 – 87)	Answers reflect average graduate graduate-level performance, successfully considering the topic of each question.
B (86.9 – 83)	Answers address the questions but fail to address all relevant concepts or to demonstrate a clear understanding of the topic.
B- (82.9 – 80)	Cursory responses that do not fully address the questions or do not demonstrate

<sup>1</sup> CHDS has adopted and adapted several standards used at CISA, the National War College and the Naval War College.



	clear understanding of the topic or relevant concepts.
C+ (79.9 – 77)	Answers demonstrate poor understanding of the topic, marginal support for arguments, and/or miss major analytical elements or concepts.
C (76.9 – 73)	Answers address the topic but do not provide sufficient discussion to demonstrate adequate understanding of the topic.
C- (72.9 – 70)	Answers address some of the ideas but response is incoherent.
F (69)	Insufficient

#### IV. Essay/Research Paper

The student's ability to gather information or to do research, to organize material logically, to compose and express thoughts in coherent and effective prose, and to use standard written language are crucial for paper content and composition. Submissions are to be typed (double-spaced) using 12-point Times New Roman. The following six elements are essential for a high-level paper:

1. It establishes the relevant question clearly;
2. It answers the question in a highly analytical manner;
3. It proposes a well-defined thesis, stated early on;
4. It presents evidence to support that thesis;
5. It addresses, explicitly or implicitly, opposing arguments or weaknesses in the thesis and supporting evidence (this constitutes a counterargument); and,
6. It accomplishes the above in a clear and well-organized fashion

The following guidance will be applied:

Grade	Value
A+ (97-100)	Offers a genuinely new understanding of the subject. Thesis is definitive and exceptionally well-supported, while counterarguments are addressed completely. Essay indicates brilliance.
A (96.9 – 93)	Work of superior quality that demonstrates a high degree of original, critical thought. Thesis is clearly articulated and focused, evidence is significant, consideration of arguments and counter-argument is comprehensive, and essay is very well-written.
A- (92.9 – 90)	A well-written, insightful essay that is above the average expected of graduate work. Thesis is clearly defined; evidence is relevant and purposeful, arguments and counter-argument are presented effectively.
B+ (89.9 – 87)	A well-executed essay that meets standards. A solid effort in which a thesis is articulated, the treatment of supporting evidence and counterargument has strong points, and the answer is well-presented and constructed.
B (86.9 – 83)	An essay that is a successful consideration of the topic and demonstrates average graduate performance. Thesis is stated and supported, counterarguments considered, and the essay is clear and organized.
B- (82.9 – 80)	Thesis is presented, but the evidence does not fully support it. The analysis and counterarguments are not fully developed and the essay may have structural
C+ (79.9 – 77)	The essay is generally missing one or more of the elements described above. The thesis may be vague or unclear, evidence may be inadequate, analysis may be incomplete, and/or the treatment of the counterargument may be deficient.
C (76.9 – 73)	While the essay might express an opinion, it makes inadequate use of evidence, has little coherent structure, is critically unclear, or lacks the quality of insight deemed sufficient to explore the issue at hand adequately.
C- (72.9 – 70)	Attempts to address the question and approaches a responsible opinion, but is conspicuously below graduate-level standards in several areas. The thesis may be poorly stated with minimal evidence or support and counterarguments may not be considered. Construction and development flaws further detract from the readability



	of the essay.
F (69)	Fails conspicuously to meet graduate-level standards. Essay has no thesis, significant flaws in respect to structure, grammar, and logic, and displays an apparent lack of effort to achieve the course requirements. Gross errors in construction and development detract from the readability of the essay
I	Incomplete

#### V. Contribution to BOG Sessions

The diversity of the student's body is one of the main features of CHDS courses. Students come from all countries of the hemisphere, with different professional and personal background, this unique characteristic tremendously enriches the discussion in the BOG sessions. Professor serving as facilitators, evaluate the contribution made by each student, assessing the quality of the student's input. The goal in assigning a classroom contribution grade is not to measure the number of times students have spoken, but how well they have understood the subject matter, enriched discussion, and contributed to their seminar colleagues' learning. This caliber of commitment entails that each student come prepared to take part in discussion by absorbing the readings, listening attentively to presentations, and thinking critically about both. Students are expected to prepare for and be thoughtfully engaged in each session. Not to contribute or to say very little in class undercuts the learning experience for everyone in the BOG. Differences of opinion should be conveyed with appropriate regard for the objective, academic, and professional environment fostered at CHDS BOG preparation and contribution will be graded at according to the following standards:

Grade	Value
A+ (97-100)	Contributions indicate brilliance through a wholly new understanding of the topic. Demonstrates exceptional preparation for each session as reflected in the quality of contributions to discussions. Strikes an outstanding balance of "listening" and "contributing." Respects fellow's ideas while challenging them when necessary.
A (96.9 – 93)	Contribution is always of superior quality. Unfailingly thinks through the issue at hand before comment. Can be relied upon to be prepared for every BOG session, and contributions are highlighted by insightful thought, understanding, and in part original interpretation of complex concepts. Ability to listen and comment fellow's ideas.
A- (92.9 – 90)	Fully engaged in seminar discussions and commands the respect of colleagues through the insightful quality of their contribution and ability to listen to and analyze.
B+ (89.9 – 87)	A positive contributor to seminar meetings who joins in most discussions and whose contributions reflect understanding of the material. Occasionally contributes original and well-developed insights.
B (86.9 – 83)	Average graduate level contribution. Involvement in discussions reflects adequate preparation for seminar with the occasional contribution of original and insightful thought, but may not adequately consider others' contributions.
B- (82.9 – 80)	Contributes, but sometimes speaks out without having thought through the issue well enough to marshal logical supporting evidence, address counterarguments, or present a structurally sound
C+ (79.9 – 77)	Sometimes contributes voluntarily, though more frequently needs to be encouraged to participate in discussions. Content to allow others to take the lead. Minimal preparation for seminar reflected in arguments lacking the support, structure or clarity to merit graduate credit.
C (76.9 – 73)	Contribution is marginal. Occasionally attempts to put forward a plausible opinion, but



	the inadequate use of evidence, incoherent logical structure, and a critically unclear quality of insight is insufficient to adequately examine the issue at hand. Usually content to let others form the seminar discussions.
C- (72.9 – 70)	Lack of contribution to seminar discussions reflects substandard preparation for sessions. Unable to articulate a responsible opinion. Sometimes displays a negative attitude.
F	Rarely prepared or engaged. Student demonstrates unacceptable preparation and fails to contribute in any substantive manner. May be extremely disruptive or uncooperative and completely unprepared for seminar

#### VI. Grade communication to the students.

Feedback will be substantive, constructive, and timely. Test and papers will be returned to the students.

1. Professors will inform in writing and via Blackboard all tests and papers grades, including comments that explain the given grade.
2. At the end of the course, professors will sent to the Registrar, a complete list of all grades as well as the final Evaluation of Academic Performance of each student.
3. The Registrar will send the Evaluation of Academic Performance to each student.

#### VII. Challenging a Grade

CHDS recognizes that all participants in its courses are entitled to request a review of the grades received as a result of coursework. In cases of a challenge to a grade, the burden of proof rests with the student. In all cases where there is a reasonable doubt, the grade originally given will be retained. Requests for a change of grade will not be approved if the new grade results from additional work performed after the initial grade has been assigned.

The following process will take place when a student contests a grade:

1. No later than 15 days after receiving the grade, the student will request in writing an Explanation of his/her from the professor who assigned the grade. The professor, no later than 15 days after receiving the request, will respond to the request explaining the basis for the student's grade.
2. If the student believes that the explanation is still unsatisfactory, he/she will request to the Associate Dean of Academic Affairs, Division of Education a Review of his/her grade. This request should be submitted no later than 15 days after receiving the Explanation. The student shall state the facts and must provide a clear and complete justification for the request.
3. After this communication, if the student still deems that the Review is not satisfactory, he/she is entitled to resort to a third and final instance by appealing the grade to the Dean of Academic Affairs, no later than 15 days after receiving the review. The Dean of Academic Affairs will convene a faculty committee of three CHDS professors who did not participate in the previous two review instances. Within 15 days of receiving the appeal, the committee will review all pertinent information relating to the case, which may include interviewing the instructor and student if necessary. The Dean of Academic Affairs, will communicate the results to the student thus bringing the process to an end. The decision of the Dean of Academic Affairs is final.



## COURSE INTRODUCTION AND GENERAL DESCRIPTION

This is a 14-week course, combining both on-line and in-residence activities to provide students a broad perspective on the subjects of political science about democracy as political system, political and civil military relations and military sociology. The program is in three parts. During a three-week pre-course phase, on-line, prospective participants will receive reading material – which will be discussed via the internet – and will be asked to prepare a draft for a proposal of the research paper that will be later developed. During a three-week in-residence phase at CHDS, approved participants will engage in an intensive program of lectures, conferences, seminars, case-studies, debates and readings, and they will also have the opportunity to revise their original research-proposal. A third eight-week phase, also conducted on-line, will be dedicated to the preparation and delivery of the paper.

Participants must be aware that they will be required to read about 80 pages per week during the pre-course phase, and about 60 pages per day during the in-residence phase of the course.

**Course Goal:** To deepen the participant understands of theories, analysis, and case-studies about civil/political-military relations and democratic leadership in order to enable the participant to effectively engage in the defense management process

**Course Overview:** Participants will undertake an in-depth study of civil / politic and military relations and the leadership in the democracy system. Also, they will study military sociology to understand the most important characteristic of the military profession. The final idea is to enable the students to more effectively engage in the politic and military relation in democracy

**Course Objectives:** At the end of the course, students will be expected to demonstrate:

- Analyze, identify, and understand the specific aspects of civil and political military relations processes.
- Define the critical point in Political military relations.
- Understand military behaviors in the region.
- Understand the importance of the leadership in the democratic process.

### **Distance Phase:**

During a three-week, on-line period, prospective participants will receive reading material – which they will be asked to analyze and evaluate. Simultaneously they will be asked to prepare a research paper proposal. The evaluations of the reading analyses and the draft proposal will determine the student's eligibility to attend the resident phase of the course.

### **Resident Phase:**

During a three-week resident phase at CHDS, approved participants will spend approximately 50% of their time engaged in an intensive program of lectures, conferences, seminars, exercises, debates and readings. They will spend the remaining approximately 50% revising their research-proposal and conducting research in the National Defense University library.

### **Writing Phase:**

Following the resident phase, students will have approximately eight-weeks, also conducted on-line, dedicated to the writing and perfecting of their research paper.

### **Pre-Requisites:**

As pre-requisites for the course, candidates must hold an accepted college degree and demonstrate ability to read and write in English. Graduates of previous CHDS resident courses will receive priority. Those who are selected to attend will be asked to present a copy of all college transcripts, including a copy translated into English. These documents will be evaluated to confirm equivalence to a university degree and thus eligibility for the graduate-level credits. Selected participants will be given detailed instructions.



### **Reading Load:**

Participants must be aware that they will be required to read approximately 80 pages per week during the pre-course phase, and approximately 60 pages per day during the in-residence phase of the course.

## **COURSE DEVELOPMENT/METHODOLOGY**

### **Distance-Learning Phase (3 weeks)**

The Distance phase of the course lasts four weeks and will be conducted via blackboard and via email between the professor and the students; communication will take place in Spanish or English. The pre-course phase is designed to help the student acquire and/or refresh their theoretical knowledge necessary to participate effectively during the resident phase of the course, which will take place in Washington, D.C.

### **Research Paper Proposal**

At the end of the Distance Phase, the students will present a research paper in English, Spanish, or Portuguese. The research paper (approx 20 pages), must be completed no later than 8 weeks after the completion of the resident phase of the course. Participants that successfully complete this phase will be invited to the Resident Phase at the Center for Hemispheric Defense Studies in Washington DC.

### **Paper Format**

All research proposals will follow the format that is available in the first week's assignment folder on blackboard. A brief summarized format is given below:

- Research Proposal (Specific Subject)
- Literature Review
- Methodology

It is important that you read the format document posted on Blackboard for further explanation. Poor research proposals will result in disqualification from attending the Resident Phase of the course. Students are therefore encouraged to start working on the proposal during the first week of the Distance Phase, and communicate regularly with the professor to make sure they are on the right track.

The paper proposal will not be graded, but will form the basis for the paper that is due at the end of the course. Since the final paper represents 40% of the final grade, the proposal is extremely important.

### **Resident Phase (3 weeks)**

The course will be conducted at the CHDS' premises. Students will be exposed to an in-depth treatment on theoretical and practical discussions regarding civil / military relations theory, military sociology and democratic leadership. They will be encouraged to critically analyze complex circumstances related to issues such as the democratic environment in the region.

Methodology to help students acquiring this knowledge will include required reading, lectures, conferences by experts and practitioners, seminars, and case-studies.

In this phase we will put special emphasis on military sociology oriented to understanding military behavior. Also, we will work on strategic leadership in democratic process.

During this phase students will be expected to take advantage of the National Defense University library and resources to continue the research and writing process on their papers. They will also be expected to take advantage of the presence of the professors to have one-on-one discussions to help guide and direct their research efforts.

### **Exercises**

Students will participate in a number of evaluated activities during the Resident Phase on the multiple iterations and case studies. The exercise will evaluate the participants' comprehension and analysis of the assigned readings, lectures, BoG discussion utilizing an active application methodology. The students demonstrate their ability to effectively utilize the principal concepts in both individual and group activities, to include written memoranda and oral presentations.



### **Examinations**

Students will be graded during the Resident Phase on the basis of one mid-course and one final examination. The examinations will evaluate the participants' comprehension and analysis of the assigned readings, lectures, BoG discussion. The examinations (Spanish or English) will consist of short-answer and essay questions.

### **Paper Writing Phase (8 weeks)**

After the in-residence phase, students will have 8 weeks to complete their research and conclude the paper. During this phase, they may receive on-line generic orientation and advice regarding the paper but should not expect reviews, editing, or proof-readings. Students may present their papers in English, Spanish, or Portuguese.

No paper will be accepted after the established dead-line.

### **Course Grading**

Grades will be ascribed according to the following distribution:

- |  |                                      |
|--|--------------------------------------|
| ▪ Research-paper proposal:   | Accepted (admission in the Phase II) |
| ▪ Mid-course examination (1)   | 30%                                  |
| ▪ Participation (throughout the course):<br>Including Exercise Performance | 20%                                  |
| ▪ Research paper (Proposal):   | 50%                                  |

### **Teaching Staff**

Course Director: Dr. Jaime García Covarrubias

Assistant Course Director: Prof. Guillermo Pacheco

Course Manager: Ms. Andrea Moreno



## DISTANCE PHASE

As established previously, the Distance phase of the course lasts four weeks and will be conducted via blackboard and via email between the professor and the students; communication will take place in Spanish or English. Each week emphasizes a distinct sub-theme of the course, and is oriented around a few key classic readings related to that theme. Students are responsible for completing all the assigned readings; the student's comprehension of the readings will be evaluated via both email conversations with the professors, as well as threaded discussions between and among the other students in the class. Failure to participate effectively in the Distance Phase is grounds for non-admission to the Resident Phase of the course. Some of the readings will be made available on-line via Blackboard, and are distributed as follows:

**Goal:** Orient and inform participants about the course concept and its requirements and provide them with an overview on the main themes of the course.

**Objectives:**

- Analyze, identify, and understand the specific aspects of civil and political military relations' processes.
- Define the critical point in Political-Military relations.
- Understand military behaviors in the region.
- Understand the importance of the leadership in the democratic process.

(We will announce the specific chapter to read during September)

**Week 1:**

- Terchek Ronald and Conte Thomaz, Rowman, Theories of Democracy, Littlefield Publ Inc, USA 2001, Págs. 91-121.
- Moskos, Charles and Wood, Frank. Lo Militar más que una Profesión, Madrid, Ministerio de Defensa, 1991, Págs. 42-55.
- Bañón y Olmeda, Compiladores, La Institución Militar en el Estado Contemporáneo, Alianza Universidad, Madrid, 1985, Págs. 235-253.

**Week 2:**

- Burk, James. Theories of Democratic Civil-Military Relations. Armed Forces & Society Vol. 29, No. 1 (2002): 7-29.
- Feaver, Peter. The Civil-Military Problematique: Huntington, Janowitz, and Question of Civilian Control. Armed Forces & Society Vol. 23, Issue 2 (1996): 149-178.
- Bruneau, Thomas C. and Goetze Jr., Richard B. Civilian-Military Relations in Latin America. Military Review, September- October 2006: 67-73.

**Week 3:**

- Goodman, Louis W., Latin American Civil-Military Relations in the 21st Century. A Comparative Atlas of Defense in Latin America. RESDAL 2008 Edition, Págs. 21-26.
- Pion-Berlin, David. Unexpected Civil-Military Relations in 21<sup>st</sup>. Century Latin America. En Nueva Sociedad 213: ¿Ciudadanos en Uniforme?: Fuerzas Armadas y Democracia. Enero-Febrero 2008, Págs. 50-63.
- Ames, Barry. "Military and Society in Latin America." Latin American Research Review Vol. 23, no. 2 (1988): 157-169.



## RESIDENT PHASE

### WEEK 1: THE DEMOCRATIC SYSTEM AND MILITARY SOCIOLOGY

A coherent and objective understanding of the realities of the international and national democratic environment is essential and indispensable prerequisites to understand the political and military relation and the democratic leadership

#### Day 1: Introduction

- Director's Welcome/Command Briefing
- Course Overview
- Exercise Overview
- Administrative Measures

#### Course Introduction:

**Goal:** Provide an overview of the course and detail its "in-residence" phase.

#### Objectives:

- Participants will comprehend the rationale for the entire course vis-à-vis its generic and particular goals.
- Participants will understand and describe the particular requirements and the rationale of the "in-residence" phase.
- Participants will comprehend the logic which sustains the in-resident exercise requirement.

#### Day 2: The Democratic System – The Democratic Environment

In this phase of the course, the student will study the evolution of the democracy and its most important characteristic and singularities. This knowledge is very important for the rest of the course because it is the scenario where is developing the civil / political and military relations in democratic leadership.

**Goal:** Stimulate reflection over the democratic environment and the different realities in the region and raise questions regarding which tends most accurately describe the actual conditions related to their environment.

#### Objectives:

- Participants will understand and discuss about the democratic environment
- Participants will analyze the different conflicts in the democratic society

#### Required Readings:

1. Larry Diamond, Three Paradoxes of Democracy, in Diamond and Platter, Págs. 48-60
2. Adam Przeworski. Democracy and Economic Development. Department of Politics, New York University, Págs. 1-27.

#### Complementary Reading:

1. Alonso Baquer, Miguel. La Transición a la Democracia, FASOC, Año 12, No. 3, Julio-Septiembre 1997, Págs. 3-18.
2. Giovanni Sartori, Teoría de la Democracia, Alianza Universidad, Madrid, 1989, Cap. IV, Págs. 167-224.



### Day 3: The Democratic Leadership – Regional Transitions

**Goal:** To provide the theoretical aspects and practical knowledge about the democratic leadership, and understand the relevance of the Strategic leadership in the current context.

**Objectives:**

- Participants should be able to understand that leadership is a process, not a position
- Asses the variables which are influencing the leadership
- Understand the Leadership interactions.
- Understand the strategic leadership as “system” of leadership
- Analyze and aware the different kinds of democratic leaderships

*Required Readings:*

1. Antonio Robles Egea. Calidad de la democracia y liderazgo político. Presente, pasado y futuro de la democracia, 2009, pp. 341-350.
2. Enrique Dussel A. ¿Liderazgo o carisma? ¿Puede un líder ser democrático?. La Jornada 4 de Marzo de 2007. Págs. 1-3  
<http://www.jornada.unam.mx/2007/03/04/index.php?section=opinion&article=010a1pol>

*Complementary Readings:*

1. David Pion-Berlin. Militares y democracia en el nuevo siglo: Cuatro descubrimientos inesperados y una conclusión sorprendente. Nueva Sociedad N° 213, enero-febrero de 2008. Pág 50-63
2. Narcis Serra. Globalización, fuerzas armadas y democracia en América Latina. Fasoc Año 17, N° 4 (2002): 5-20.
3. Thomas Carothers, The End of the Transition Paradigm, Journal of Democracy 13, Págs. 5-21.
4. Sanghan Choi. Democratic Leadership: The Lessons of Exemplary Models for Democratic Governance. International Journal of Leadership Studies, Vol. 2 Iss. 3, 2007, pp. 243-262.
5. Martin Lipset Seymour, The Social Requisites of Democracy Revisited, American Sociological Review, February, 1994, Págs. 1-22.

### Day 4: Exercise & Defense Analysis

**Goal:** To provide students with an overview of conceptual and methodological tools for conceiving and deciding upon defense alternatives. Each defense alternative is concerned with the wherewithal to provide decision-makers with a collection of efficient, effective and economical set of systemic capabilities oriented toward political objectives in conjunction with present fiscal possibilities.

Students will be introduced to analytical tools used to address the key questions facing defense decision makers today, with a good understanding of the concepts that guide future changes in defense systems and the rationale with which actors explain and justify their decisions. Such questions include (but are not limited to) what are force structure design requirements in the face of threat uncertainty? Given an uncertain future, what are the tradeoffs among defense alternatives and how are they to be analyzed?

**Objectives:**

- Participants should be able to qualify complex defense problems in the security decision making process
- Participants should be able to model capabilities in response to qualified complex defense problems and build related policy decision alternatives.

*Required Readings:*

1. Nancy Roberts. Wicked problems and network approaches to resolution. International Public Management Review Vol. 1 Issue 1.



2. Razas, S. "Diseño de Fuerza para una Era de Transformación". Manuscrito, CHDS Diciembre, 2004.

*Complementary Reading:*

1. Raza, S. Conflict Analysis Methodology for Security Policy & Strategy Formulation. Primer. SDRS.

### Day 5: Military Profession

**Goal:** In this class we will examine the main concepts of military sociology and study the theories, and methods. Our center of gravity will be the study the militaries in Latin American region

**Objectives:**

- Aware the sociological concepts, principles and theories used in the sociological studies about the military
- Apply the scientific method to the study of the military

*Required Readings:*

1. Huntington Samuel, The soldier and the state: the Theory and Politics of Civil–Military Relations, Cambridge, Belknap MA Press of Harvard University Press, 1957.
2. Janowitz Morris. El Soldado Profesional, Págs. 89-107.

*Complementary Readings:*

1. Alonso Baquer, El Militar en la Sociedad Democrática, EUDEMA, Madrid, España, Págs. 74-150.
2. Gutiérrez Omar. Sociología Militar, Editorial Universitaria, Santiago, Chile, 2002. Págs. 24-95
3. Moskos and Wood, Lo Militar más que una Profesión, Ministerio de Defensa de España, 1991, Págs. 119-138.
4. Bañón y Olmeda, Compiladores, La Institución Militar en el Estado Contemporáneo, Alianza Universidad, Madrid, 1985, Págs. 254-169
5. Cimbala, Stephen J. Civil-military relations in perspective: Strategy, structure and policy. Ebook Collection (EBSCOhost) Web. (2012) Pp. 21-30 (Chapter 1)



## WEEK 2: INTERACTIONS AND APPLICATIONS

### Day 6: The Military Profession & Exercise II

**Goal:** We will examine the military career and the military as social institution.

**Objectives:**

- Aware the characteristic of the military profession
- Analyze and discuss contemporary military issues, situations, and problems using the sociological frameworks

*Required Readings:*

1. Moskos, Williams and Segal, The Posmodern Military, Oxford university, 2000, Pags. 1-27.
2. Cimbala, Stephen J. Civil-military relations in perspective: Strategy, structure and policy. Ebook Collection (EBSCOhost) Web. (2012) Pp. 139-153 (Chapter 8)

*Complementary Readings:*

1. Burk, James. Morris Janowitz y los Orígenes de la Investigación Sociológica sobre las Fuerzas Armadas y la Sociedad. Armed Forces and Society, Vol. 19, No.2, Winter 1993, pp. 167-185. Cambridge, Belknap MA Press of Harvard University Press, 1957.
2. Janowitz. Morris. El Soldado Profesional, Pags. 521-542.
3. Moskos and Wood, Lo Militar más que una Profesión, Ministerio de Defensa de España, 1991, Pags. 9-71.

### Day 7: Political-Civil and Military Relations

**Goal:** We will study and examine the relations and interactions between the military and the society in contemporary times.

**Objectives:**

- Analyze and discuss contemporary social trends, situations, and problems respect the military organizations
- Understand the military and its position in the society.
- Discuss about the conflicts between military and society.

*Required Readings:*

1. Olmeda, José A. ed. Democracias Frágiles: las Relaciones Civiles-Militares en el Mundo Iberoamericano. Tirant lo Blanch, Valencia, 2005. Págs. 17-67.
2. Nielsen, Suzanne C. Civil-Military Relations Theory and Military Effectiveness. Public Administration and Management Vol. 10, No. 2 (2005): 61-84.

*Complementary Readings:*

1. Burk, James. The Logic of Crisis and Civil-Military Relations Theory: A Comment on Desch, Feaver, and Dauber. Armed Forces & Society Vol. 24, Issue 3 (1998). Pp. 455-462.
2. Feaver, Peter D. Armed Servants, Agency, Oversight and Civil-Military Relations. Harvard University Press, 2003.Pp.1-15.
3. Aguilera, Gabriel. Las Relaciones Cívico Militares en el Estado Democrático (versión preliminar para discusión). Presentada en la Conferencia Internacional “La Función Militar en una Sociedad Pacífica y Democrática” del Centro de Estudios Estratégicos de Angola, Fundación Friedrich Ebert, Luanda, 9 al 11 de octubre 2002.



### Day 8: Political-Civil and Military Relations (Contd.)

**Goal:** We will study and examine the relations and interactions between the military and the politics in the Latin American societies.

**Objectives:**

- Analyze and discuss the characteristic of the relationship between military and politics
- Understand the military role in the political system
- Discuss about the conflicts between military and politics

*Required Readings:*

1. Lowenthal, Abraham F., and Samuel Fitch, eds. Armies and Politics in Latin America. New York: Holmes and Meier, 1986. Pp. 3-27
2. Garcia Gonzalo y Montes Juan Esteban, La Subordinación del Poder Militar al Poder Civil. CED Santiago, 1993. pp. 1-32.

*Complementary Readings:*

1. Diamint, Rut, ed. Control Civil y Fuerzas Armadas en las nuevas Democracias Latinoamericanas. Nuevohacer, Grupo Editor Latinoamericano, 1999.
2. Benítez Manaut, Raúl. Las relaciones civiles-militares en una democracia : relejendo a los clásicos. Revista Fuerzas Armadas y Sociedad Año 19, N° 1 (2005): 153-168.
3. Fernandez Segado, Francisco. Fuerzas Armadas-Sociedad: del mutuo aislamiento a la progresiva integración. Revista Reis 26/86, Págs. 36-76.

### Day 9: Defining the Critical Point of Political and Military Relations & Exercise III

**Goal:** This class is designated to discuss the critical point in the relationship between military and politics in the democratic decision making.

**Objectives:**

- Study the parameters to define the critical in the political make and decision process
- Discuss about the conflicts during the make and decision process in the democratic environment.

*Required Readings:*

1. Bland, Douglas L. A Unified Theory of Civil-Military Relations. Armed Forces and Society 26 (No. 1, Fall 1999): 7-26 (also available in Spanish at CHDS).
2. Kohn, Richard H. How Democracies Control the Military. Journal of Democracy 8:4 (1997). Pp 1-9.

*Complementary Readings:*

1. Bland, Douglas L. Patterns in Liberal Democratic Civil-Military Relations. Armed Forces & Society 27 (No. 4, Summer 2001): 525-540.
2. Cimbala, Stephen J. Civil-military relations in perspective: Strategy, structure and policy. Ebook Collection (EBSCOhost) Web. (2012) Pp. 179-191 (Chapter 10)

### Day 10: Defense Policy and White Papers

This day is oriented to study and analysis all the Defense White Papers (DWP) in Latin America countries. Following this analysis the DWPs will be analyzed comparatively.



Additionally, students will comprehend the new tendency of the Defense Book Papers based on the most recent French Defense White Paper.

**Goal:** Promote critical thinking about the Defense Book Papers in the region

**Objectives:**

- Participants will comprehend the fundamentals aspects involved in DWPs
- Participants will understand the new tendencies of DWPs

*Required Readings:*

1. Serra, Narcís. La Transición Militar: Reflexiones en torno a la reforma democrática de las fuerzas armadas. Random House Mondadori, S. A., 2008. Cap 2-Pp.43-60
2. Rocky Williams, Defense in a democracy: the South African Defence Review and the redefinition of the parameters of the national defense debate, in Rocky Williams, Gavin Cawthra and Diane Abrahams (eds), *Ourselves to know: civil military relations and defense transformation in southern Africa*, Pretoria: Institute for Security Studies, 2003, 217

*Complementary Reading:*

1. Sarkozy, Nicolas. Preface - Le Livre Blanc. Défense et Sécurité nationale. Paris, France: Odile Jacob, Juin 2008.
2. Stepan, Alfred. Rethinking Military Politics: Brazil and the Southern Cone. Princeton NJ: Princeton University Press, 1988.
3. Stepan, Alfred. Las prerrogativas de los militares en los nuevos regimenes democráticos. Desarrollo Económico V. 27, N° 108 (1988): 1-33.
4. Rouquié, Alain. The Military in Latin American Politics... En L. Bethell, editor, *Latin American Politics and Society Since 1930*. Cambridge, Cambridge University Press (1998). Pp. 1-38.
5. Agüero, Felipe. Soldiers, Civilians, and Democracy, Post Franco Spain in Comparative Perspective. The John Hopkins University Press, 1995.



## WEEK 3: TRANSITION TO DEMOCRACY, DEFENSE ANALYSIS AND APPLICATIONS

### Day 11: Civil-Military Relations in Latin America: Theory, Practice, and Case Studies

**Goal:** To examine civil-military relations in Latin America from a theoretical and applied perspective, with case studies of Spain, Brazil, and Chile, Honduras and Colombia.

**Objectives:**

- Participants should be able to understand the role of culture, structures, institutions, modernization, and other factors in shaping civil-military relations.
- Participants should be able to apply civil military relations theory to the cases of Argentina, Brazil, and Chile.
- Participants should be able to apply civil military relations theory to the case of their own country.

*Required Readings:*

1. Pion-Berlin, David. "Political Management of the Military in Latin America". Military Review 85, No. 1 (January- February 2005). Pp 19-31.
2. Goodman, Louis W., et. al. The Military and Democracy: The Future of Civil-Military Relations in Latin America. Lexington, MA: Lexington Books, 1990. Pp.1-21
3. Thomas C. Bruneau and Florina Cristiana (Cris) Matei, "Towards a New Conceptualization of Democratization and Civil-Military Relations," in Democratization, Vol. 15, No. 5, December 2008, pages 909-929.

*Complementary Reading:*

1. Millett, Richard L. and Michael Gold-Biss, eds. Beyond Praetorianism: The Latin American Military In Transition. North-South Center Press, University of Miami, 1996.
2. Pion-Berlin, David. Introduction. Civil-Military Relations in Latin America: New Analytical Perspectives. The University of North Carolina Press, 2001.
3. Sotomayor Velazquez, Arturo C. "Diagnostico de las relaciones civico-militares en America Latina: Avances y retrocesos en materia de politica de defensa." CIDE Numero 142, (2006)
4. Jaime García Covarrubias, "Transitions to Democracy in Latin America: Basic Lines" in Military Missions and their Implications Reconsidered: The Aftermath of September 11<sup>th</sup> [Volume 2 of Contributions to Conflict Management, Peace Economics and Development, Giuseppe Caforio and Gerhard Kümmel, editors, 2005, pages 53-62.]

### Day 12 & 13: Case Studies

**Goal:** Analysis of case studies

**Objectives:**

- What is the specific context of the case study? How is it different from other cases?
- Is this a political-military conflict? Which sector does this conflict originates from?
- What is the solution to this issue? What is the key factor that will contribute to resolving this situation?
- Conclusions, lessons learned



#### **Day 14: Final Exam & Research Paper Presentations**

**Goal:** Final Evaluation of the students

**Objectives:**

- Evaluate the level of knowledge of the students

#### **Day 15: Survey; Course Wrap Up**

**Goal:** To review the major points of the course, and to evaluate the learning of the students.

**Objectives:**

- Conduct the final exercise and deliver the final examination.