

Provost's Initiative on Undergraduate Research
Undergraduate Research Collaboration Award Application
Spring 2018 Awards

Name of Faculty Applicant: [REDACTED]

Do you have experience researching collaboratively with an undergraduate in the past? If so please list your past experiences.

Yes, I worked with [REDACTED]
[REDACTED]

Name of Proposed Student Applicant(s): [REDACTED]

Have you worked with this student before? [REDACTED]

[REDACTED] research? [REDACTED]

Title of Proposal: **Strategic Theory is Neither Strategic nor A Theory**

Will you receive financial support from another source (university or external) for this project during the spring semester?

No

If so, what is the source of the funding?

I. Please provide a brief summary of the proposed research project; include any potential deliverables for the project.

The project is to research and write an article (1,000-2,000 words) for a popular online journal of strategy and national security policy. It will be a critical study of the concept and application of "strategic theory" in the strategic studies literature (both policy-oriented and academic). More specifically, we will critique how loosely the term is applied by a variety of high profile scholars and practitioners. By scrutinizing the ambiguous use and misunderstanding of strategic theory, we will be demonstrating how many scholars assert the importance of strategic theory, but in actuality, only have a vague notion of what it implies.

II. Describe why this project is appropriate for collaborating with a student researcher?

This project not only requires extensive political science research for an undergraduate student, but also seeks to critically analyze and question otherwise broadly accepted principles in academia and broader intellectual arena. For this reason, this project is particularly appropriate for a student researcher because it will encourage the student to use a critical approach to research while interpreting the works of widely accepted, but problematic, concepts in strategic studies. [REDACTED] will gain experience in communicating to a broad audience in a style of writing that is more lively than the typical academic journal while also engaging in serious scholarly research and writing.

III. Please explain why you believe this student is the right student to conduct intensive research?

██████ has not had the opportunity to conduct undergraduate research before and brings useful qualities to the table such as a naturally inquisitive nature, energy, commitment and analytical ability. ██████ is dedicated to working on ██████ ability to critically engage with and analyze scholarly texts which will serve well in the process of completing this project. ██████ has demonstrated all of these qualities in the classroom and I have high confidence in ██████ ability to make a strong contribution to this project.

IV. What are the specific roles and duties of the student with regard to this project? Stating the student will read and write or conduct research is insufficient. Please be specific with regard to the specific skills and tasks the student will be engaged in.

First, ██████ will be reading and summarizing 1-3 scholarly articles or book sections per week by leading strategic theorists and critically assessing how these authors seek to define and apply strategic theory. ██████ will evaluate the strengths and weaknesses of the application and definition of the concept and look for examples of how these scholars apply strategic theory to historical events and contemporary behavior in international relations. Second, ██████ will be a full partner in organizing and writing an essay for publication in *Strategy Bridge* or *War on the Rocks*, two popular online journals for strategic studies intellectuals (or possibly a different outlet to be determined later). Through these efforts, ██████ will learn how profession research is done in political science, especially the importance of accurately characterized existing scholarship and the value of subjecting conventional wisdom to careful analysis and critique.

V. What knowledge and skills do you hope the student will get out of the project?

██████ will be introduced to strategic studies, the sub-subfield of political science that focuses ██████ grand strategy and military strategy and will join the debate within the national defense intellectual community. ██████ will gain knowledge of how a variety of prominent strategic theorists in the international relations conceptualize their area of expertise. ██████ will develop critical thinking and analytical skills by working on fundamentally rethinking central concepts in strategic studies. ██████ will also develop the ability to thoughtfully, and accurately characterize the ideas of other scholars and learn the value of contributing to an area of scholarship through critique, synthesis, and by developing new ideas. ██████ will learn about different forms of scholarly communication, from the very formal academic journal article to the more popular forms of scholarly discourse in widely read online journals, forums, etc.

VI. Please outline a tentative work plan (week by week) for the semester that includes both the faculty member and student responsibilities.

Week 1

- ██████ Write critical analysis of MLR Smith's article, "Strategic Theory: What it is...";
read ██████ "Ends + Ways + ██████

Week 2

- [REDACTED] Write critical analysis of “Explaining Strategic Theory” by Smith and “Strategy is for the Bad Guys” by Owen.
- [REDACTED] Assess [REDACTED] work and discuss it with [REDACTED] further develop reading list.

Week 3

- [REDACTED] Write critical analysis of *Strategic Theory for the 21st Century: The Little Book on Big Strategy* by Owen; work with [REDACTED] to outline and plan for writing our essay.
- [REDACTED] Assess [REDACTED] work and the overall direction of the project; begin to create an outline of our essay.

Week 4

- [REDACTED] Write critical analysis of “The Reluctant Theorist: Colin Gray and the Theory of Strategy” by Writz; additional critical analysis of article/book sections TBD; work with Dr. [REDACTED] to identify sections of our essay [REDACTED] will be responsible for
- [REDACTED] Assess [REDACTED] work; sketch out sections of our essay and work with [REDACTED] to identify sections of our essay [REDACTED] will be responsible for

Week 5

- [REDACTED] Additional critical analysis of article/book sections TBD; specific writing tasks TBD
- [REDACTED] Assess [REDACTED] work, evaluate [REDACTED] progress and provide additional instruction on writing style and content; write sections of our essay

Week 6

- [REDACTED] Continue writing/rewriting sections of our essay; assess the sections of our essay written by [REDACTED]; additional research as needed
- [REDACTED] Assess [REDACTED] work, evaluate [REDACTED] progress and provide additional instruction on writing style and content; write sections of our essay

Week 7

- [REDACTED] Continue writing/rewriting sections of our essay; assess the sections of our essay written by [REDACTED]; work with [REDACTED] on reorganizing and revising essay as needed; additional research as needed
- [REDACTED] Assess [REDACTED] work, evaluate [REDACTED] progress and provide additional instruction on writing style and content; write sections of our essay; work to integrate my writing with [REDACTED] writing

Week 8

- [REDACTED] Continue writing/rewriting sections of our essay; assess the sections of our essay written by [REDACTED]; work with [REDACTED] reorganizing and revising essay as needed; additional research as needed
- [REDACTED]: Assess [REDACTED] work, evaluate [REDACTED] progress and provide additional instruction on writing style and content; write sections of our essay; work to integrate my writing with [REDACTED]

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- [REDACTED] Continue writing/rewriting sections of our essay; assess the sections of our essay written by [REDACTED] work with [REDACTED] on reorganizing and revising essay as needed; additional research as needed
- [REDACTED] Assess [REDACTED] work, evaluate [REDACTED] progress and provide additional instruction on writing style and content; write sections of our essay; work to integrate my writing with [REDACTED] writing

Week 10

- [REDACTED] Continue revising essay as needed; research publication criteria at 2-4 journals
- [REDACTED] Continue revising essay as needed

Week 11

- [REDACTED] Continue revising essay as needed; research publication criteria at 2-4 journals; discuss appropriate venue for our essay with [REDACTED]
- [REDACTED] Continue revising essay as needed; discuss appropriate venue for our essay with [REDACTED]

Week 12

- [REDACTED] Decide where to submit our essay; work on final formatting of our essay
- [REDACTED] Decide where to submit our essay; work on final formatting of our essay

Week 13

- [REDACTED] Final revisions and formatting; submission of our essay
- [REDACTED] Final revisions and formatting

Week 14

- [REDACTED] Respond to journal editors as needed
- [REDACTED] : Respond to journal editors as needed

Week 15

- [REDACTED] Respond to journal editors as needed
- [REDACTED] Respond to journal editors as needed