

VIRTUAL WINTER ELECTIVES FAIR

*You will take two electives during your year
at the college as you work on your
master's degree. This presentation introduces
the courses that will be offered during the*

WINTER 2021-22 TRIMESTER

*Please review the following course flyers to
decide which courses pique your interest, then*

MEET THE PROFS ONLINE

*Zoom to link emailed 1st week of November
Verify your zoom is current for breakout rooms*

❄ ❄ ❄ **Version 5.8.1 Required** ❄ ❄ ❄

SEE BREAKOUT ROOM NUMBERS ON COURSE LIST

Thursday ~ November 4th
Available between 12:00 ~ 13:30

WINTER 2021-2022

COURSE#	AOS	TITLE	INSTRUCTOR/S	BREAK OUT RM	SPEC PROG
539B	28	Innovations in Technology for Humanitarian Assistance and Disaster Relief	Brightman, H.	1	EEMT
562B	4	Understanding Russia and the Former Soviet World	Krol, G. (A)	2	
577	4	Churchill: Statesman and War Leader	Maurer, J.	3	
592B	13	Foundations of Moral Obligation, Contemporary Applications	Shanks-Kaurin, P.	4	EEMT
594	13	Ethics in the Military: A Multi Disciplinary Approach	Creely, T.	5	EEMT
604	13	The History of Women in War and Combat: The Distinguished Outsiders	Raum, M.	6	
632	11, 12	Military Deception	Povlock, P., McGraw, J., & Hernandez, E.	7	
641	5, 12	Wars of African Independence: 1881- 1991	Norton, R.	8	
649B	13	Cognitive Readiness for Advanced Leader Effectiveness: Thinking and Leading in Unpredictability (NEW)	Johnson, O. & Nicholson, M.	9	
665	2, 5	China and Africa	Singh, N. & Dahlin, R.	10	
668B	12	Irregular Warfare Across Eras and Empires	McGraw, J.	11	
681	11	Information Warfare, Electromagnetic Maneuver Warfare and Cyberspace Operations (TS/SCI)	Davis, Pham, Clarity, & Boutwell	12	
688	10	Ideologies of War	Eubanks, K.	13	
704	13	Civil Military Relations	Cohn, L. & Blankshain, J.	14	
707	9	Maritime Security Law	Pedrozo, CDR Petta, LCDR Parmley	15	
751	10	Expeditionary Warfare, Blockades, Commerce Raiding, Coalitions, & Grand Strategy	Elleman, B. & Paine, S.	16	GCMH
766B	24	Imagining the Arctic	Thompson-Jones, M.	17	
775B	10	Climate Security Around the World (NEW)	Cameron, A.	18	
779	10	Science Fiction: Ideations and Explorations for Modern Leaders	Schultz, T.	19	EEMT
780	11	AI for Strategic Leaders - Unpacking the Black Box (Open to U.S. students only)	O'Hara, M. & Hanus, J.	20	EEMT
781	10	Film, War and Society in America	Dancy, J. & Fiorey, M.	21	GCMH
782	1	Rising Titan or Fallen Star: Domestic and Foreign Politics in Turkey	Kadercan, C.	22	
789	8	Foundations and Introduction to Logistics in the National Defense (NEW)	Gannon, J.	23	
790	10	Research and Data Analysis: Becoming a Confident Consumer and Producer of Knowledge (NEW)	Rosen, A.	24	

539B ~ HA/DR: INNOVATIONS IN TECHNOLOGY



This highly-interactive course prepares students for leadership positions in theater-strategic and operational-level staff assignments, where they will be consumers of analytics and decision-makers around technology platforms for operations in response to natural and human-caused disasters. Through interactive lectures, case study analysis, and focused simulations, students will gain a detailed understanding of the data analytics and information technology challenges and opportunities that U.S. and international militaries, governments, non-governmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting Humanitarian Assistance (HA)/Disaster Relief (DR) operations. They will also be exposed to the ethical and moral dilemmas of using technology in HA/DR settings throughout the course. This understanding will allow students to be more analytical and collegial leaders and partners in HA/DR response.

HA/DR is a priority mission for the U.S. Armed Forces, despite changes in strategic guidance over the past decade. U.S. forces are well equipped to meet this mission, possessing rapidly deployable analytical and information management capabilities, including surveillance, medical, engineering, and communications technologies that provide support to relief agencies extending aid to victims of humanitarian emergencies at home and abroad. To make the most of these capabilities leadership and planners must be expert consumers of analytical products and technology platforms that enable more efficient and equitable HA/DR.

Furthermore, a spate of analytics and information management capabilities are employed in support of HA/DR responses. As a starting point, a lack of understanding about capabilities and needs often exists between militaries, NGOs, and governmental agencies. The use of information technologies to assess, monitor, plan for, and execute relief operations is a rapidly evolving area within the international humanitarian system that can cause friction between militaries and humanitarian organizations. As humanitarian relief increasingly occurs in conflict-affected areas, the technologies such as biometrics and information sharing systems that manage data of casualties, displaced people, refugees, and infrastructure raise additional privacy and security concerns.

Classroom discussions will be focused primarily at the operational to high-tactical (and to a lesser extent, strategic) levels. This exploration of the frontier of HA/DR analytics and information management will include a balanced presentation of theory and practice so students will understand the current and future use of information technologies and the risk associated with these technologies. It will also cover information pertinent to military headquarters staff to best integrate military capabilities into civilian responses. Five classroom sessions will introduce and explore actual humanitarian data, offering a snapshot of what decision makers in the field work with. Additional session will bring in humanitarian practitioners for guest lectures and question-and-answer sessions from the Northeast and across the world.

This course qualifies as a technology elective for the EEMT CERTIFICATE PROGRAM - Interview Required

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Course Facilitator

562B ~ UNDERSTANDING RUSSIA & THE FORMER SOVIET WORLD



Although the Soviet Union ceased to exist 30 years ago, significant elements of the Soviet legacy live on in Russia and the other states that emerged out of the Soviet Union as well as in countries, which, while not formally part of the Soviet Union, nevertheless fell under its sway, profoundly affecting their societies and politics to this day. This elective will examine the post-Cold War evolution of the former Soviet world defined as the Russian Federation and the other states that comprised the former Union of Soviet Socialist Republics (Lithuania, Latvia, Estonia, Belarus, Moldova, Ukraine, Georgia, Armenia, Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan) as well as the states of Eastern Europe that were part of the Soviet led Warsaw Pact (Poland, Hungary, Czechoslovakia, Romania, Bulgaria) plus former Yugoslavia and Mongolia. The course will analyze how the societies, institutions, politics, economies and policies of these states are evolving from their Soviet past and the effect this evolution is having on key transnational relationships these states share in the energy, economic, political, security, and cultural spheres.

The elective will also discuss the policies of Russia, China, and the United States toward the former Soviet world since the end of the Cold War. In the course of my 36-year career in the U.S. Foreign Service, I have either worked in or dealt with nearly all the countries of the former Soviet world, including serving as ambassador to three of them (Belarus, Uzbekistan, and Kazakhstan), Deputy Assistant Secretary of State for Central Asia, Minister Counselor for Political Affairs at the U.S. Embassy in Moscow, Director of the State Department's Office of Russian Affairs and as a diplomat in Russia, the Baltics, Poland and in the State Department's former Office of East

European and Yugoslav Affairs during the last decade of the Cold War. Throughout this course, I will draw on my experiences directly interacting with many of these countries and their leaders, including Russian President Vladimir Putin, as well as with the key U.S. officials responsible for U.S. policy toward Russia and the former Soviet world over the past 30 years. I will conduct the course as a graduate seminar focused primarily on active student input, discussion and debate, lectures, assigned readings, and possible occasional expert guest participants as circumstances may permit.



PROFESSOR GEORGE A. KROL

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577 ~ WINSTON CHURCHILL STATESMAN & WAR LEADER



The story of Churchill's life is that of a leader guiding the fortunes of a superpower in decline. In 1874, the year of Churchill's birth, Britain stood as a world leader in manufacturing, technology, international finance and trade, and naval power. Britain was the engine of globalization during the nineteenth century. By 1965, the year of Churchill's death, Britain's lead in these areas had vanished, and it no longer governed a global empire. This course, in an attempt to assess Churchill as a strategist, will examine the driving forces—changes in domestic politics, economy, society, technology, the international strategic environment, and military capabilities—that undermined Britain's standing as a world power during the first half of the twentieth century. Did Churchill's policy and strategy choices accelerate Britain's decline? Alternatively, would Britain have emerged in a stronger international position if it had followed Churchill's policies and strategies? In what way could Churchill's strategic prescriptions have worked to arrest Britain's decline on the world stage

The study of Churchill as a strategist and Britain's experience in the era of the two world wars also raises some important questions about the value of historical inquiry for today's policymaker. Can we derive any meaningful lessons from this earlier time that offer guidance for understanding the strategic problems currently facing the United States? If so, how can we apply what we have learned from studying Churchill's life and times to our own day? In examining these questions, this course will explore parallels between Britain's strategic predicament in Churchill's lifetime and the driving forces shaping today's world, along with the security challenges that confront the United States at the beginning of the twenty-first century.

DR. JOHN H. MAURER

Alfred Thayer Mahan Distinguished Professor of Sea Power and Grand Strategy

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592B ~ FOUNDATIONS OF MORAL OBLIGATION



CONTEMPORARY APPLICATIONS



Admiral Stockdale developed a version of this course when he was the President of the Naval War College, as a moral philosophy course for officers. He taught with a civilian philosopher from NYU named John Brennan, and over the years has typically been taught by a moral philosopher or ethicist and a military member (either active or retired.) While the readings have changed over time, the course preserves the basic spirit and core questions of the original. It is also important that we read and discuss several of Admiral Stockdale's own written pieces in which he articulates the importance of these philosophical explorations for thoughtful and military officers and professionals.

These readings raise fundamental questions in different voices regarding the nature of moral obligation, human nature, good, right, justice and law from a variety of times, places and viewpoints. The method for the course is the so-called "Great Books" approach, first pioneered by the University of Chicago and now practiced in its purest form by St. John's College in Santa Fe and Annapolis. In this method, the book is the teacher and we are in conversation with the book and one another. In addition to historical texts, we also read some more contemporary critiques and developments of the ideas, conversations and themes in moral philosophy. These critical texts are important to understanding the contemporary landscape in which we operate as moral persons, and to understanding future challenges and directions for the conversation in moral philosophy. In particular, this version of the course includes material engaging Just War Thinking, race, gender, moral injury and the nature of violence in the context of the Global War on Terror, in addition to the classical historical texts and questions that defined the original version of the course.

All of us will read carefully in advance and come to class prepared to engage in close discussion of the issues raised by the text. Our role as faculty is to function as facilitators, asking questions and helping guide the discussion, but this is your space and time.

DR. PAULINE SHANKS KAURIN

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594 ~ ETHICS IN THE MILITARY

A MULTIDISCIPLINARY APPROACH



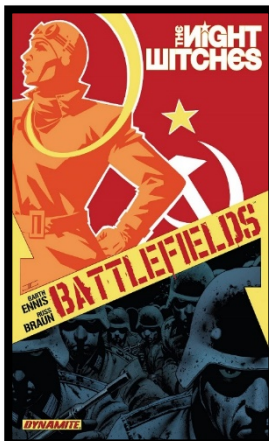
Ethics in the Military is a foundation of the profession of arms, which reinforces the social contract with the American people and upholds our Constitutional obligation. Increasing ambiguity politically, socially, economically, culturally, and religiously on the world stage, requires a deeper understanding and probing examination of current realities and anticipated conflicts, with complex dilemmas. In order to have breadth and depth to ethical capacity, it is important to study ethics from a multi-disciplinary approach. It is through the lenses of different disciplines that we increase our knowledge, inform our decision-making skills, and develop a holistic experience. Philosophy, Arts, Technology, Religion, Just War, and Anthropology are interconnected disciplines that build intellectual capital and prepare leaders to think and engage at higher levels of responsibility.

An overview of ethical theories and terms will lay the foundation for analysis, discussion, and reflection of one's moral decision-making responsibility. The military as a profession is examined through the lenses of trust, power, and decisions. What is the nature of power? How do we leverage and protect our power? What is the cost-benefit of courageous leadership? How do I navigate moral dilemmas? Does art inform our ethics? Is technology value laden? Case studies, film, webcasts, and journal articles will provide the background for contemplation and debate. Because of these and other questions, you will expand your ethical capacity across disciplines.

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MILITARY PROFESSOR JON PAUL MADDALONI, COL / USA
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604 ~ HISTORY OF WOMEN



IN WAR & COMBAT

The female in the military has a long and unique history of nearly four hundred centuries and is found in the stories of considerably diverse cultures and nations. Students will read about, analyze and discuss a variety of biographies and articles as well as utilize art and watch films related to ancient and modern women and their roles in the profession of arms.

THE UNWOMANLY FACE OF WAR
US ARMY, NAVY, MARINE CORPS
WARRIORS & WARLORDS * WORLD WAR I
SPIES & INTEL * PILOTS * POWs
WAR CORRESPONDENTS * ART & ARTIFACTS



STUDENT LEARNING OUTCOMES & ASSIGNMENTS

- ❖ Develop an increased understanding and knowledge about the history of females in the profession of arms.
 - ❖ Comprehension of facts, truths, principles, myths and interpretations of the role of women in conflict environments from ancient to modern times.
 - ❖ Analyze, synthesize and evaluate a variety of events and people from the history of women in diverse environments of conflict.
 - ❖ Assignments: 2 papers 1300-1500 words, 2 oral presentations
- FIELD TRIP, READINGS BOOKS, ONLINE LINKS, ARTICLES, FILMS, IN CLASS DISCUSSIONS**

MANY ERAS ~ MANY ROLLS

Ancient History through The Balkans, World War I, World War II, Vietnam War, Afghanistan

Amazons, Artists, Ferry Pilots, Hand-to-Hand Combatants, Historiography, Marines, Myths & Realities, Night Flyers, POWs, Sailors, Soldiers, Spies, Suffragettes, War Reporters

PROF MARY RAUM, PH.D.
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632 ~ MILITARY DECEPTION



“ALL DECEPTION IS SELF-DECEPTION”

- Tired of merely parroting doctrine in order to get the highest attainable score on the latest military examination?
- Exhausted by the “play it safe” and “follow the rules” mindset in your service?
- Want to exercise your creativity in ways that test your skills to think outside the box (or other less pronounced military catch phrase) for high payoffs?
- Interested in honing your wiles in the black arts of deceit ?

THEN MILITARY DECEPTION IS THE ELECTIVE FOR YOU!

As old as warfare itself, a review of military history demonstrates interest in deception waxes and wanes. The successful military commander understands the value of deception and its ability to create surprise on the battlefield. While tactical and strategic deception will be considered, this class concentrates on the operational level of warfare and the considerations of applying deception at that level. Historic and contemporary use of deception will be presented to illustrate the application of deception. This course uses case studies, film and field trips to examine the theory and practice of military deception.

Students will have two options for written course work:

- 1.** Research and present to the class an historic deception operation not covered in class, consideration of deception equipment, biographies of deception experts, or other topics germane to the course. Topics for research will be approved by the course instructor before the third class session.
- 2.** Write a screen play describing a deception operation. Presentations will be given during the last class session. Students are required to submit an approximately 4,200 word paper (14-16 pages of double spaced, 12 font text....screen plays will have the same word count requirements). Papers will be due on week 9.

PROF MCGRAW

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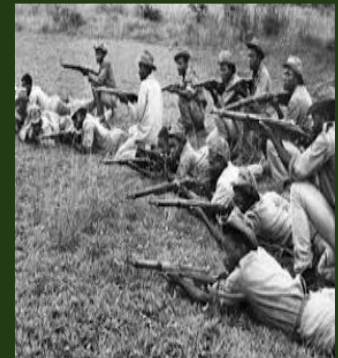
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641 ~ WARS OF AFRICAN INDEPENDENCE



1881-1991

WELCOME TO ELECTIVE 641!

During this trimester we will examine one of the most important periods in African history. Our course of study will focus on efforts of national liberation/independence movements from the first efforts of Egyptian nationalists to wrest control of their state from both the Ottomans and European powers to the final dissolution of Portuguese colonies on the African continent. These wars were often messy, protracted affairs and the outcomes (such as in the case of The Rif war and Biafra's attempt to gain independence from Nigeria) were not always successful. Tactics ranged from efforts to achieve force on force battles to protracted insurgencies and guerilla war. Some of these conflicts involve the use of mercenary forces; others featured significant religious and cultural components and all took place amidst a background of power politics and international rivalries. More importantly, it is impossible to have a complete understanding of Africa today without having a grasp of the history and legacies of these conflicts.

STUDENT LEARNING OUTCOMES

This course provides the opportunity for students to apply the critical thinking frameworks of the core curricula to the tumultuous period of "African Independence". We will examine the use of the instruments of power by colonial powers and predominately asymmetric enemies. In doing so, we will also identify some of the key events and trends that shape the characteristics of many African issues today, and mine the past for lessons that may be applied to current challenges. Strategic decision making, leadership in foreign policy making and execution, and issues in dealing with culturally diverse opponents and allies are the central features of the course.

STUDENT REQUIREMENTS

Students will be required to research and deliver a 20-25 minute presentation to the class on an approved, course-related topic of their choice followed by a 10-15 minute question and answer/discussion period. The topics for research will be approved by submitting the chosen subject to the course instructor no later than the fourth class session. Students are required to turn in their research brief and accompanying notes/training aids. Students will also be required to submit a 2,000-word paper on their selected topic. Papers will be due at the close of the 9th class session.

DR. RICK NORTON

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649B ~ COGNITIVE READINESS

FOR ADVANCED LEADER EFFECTIVENESS

THINKING & LEADING IN UNPREDICTABILITY

PURPOSE

This course is designed to further your cognitive development as leaders – in particular, the ability to think critically in the absence of predictability.

This 10-week learning and leader development experience is intentionally designed to push you beyond your cognitive comfort zone in order to expand your cognitive capabilities.

Enhancing cognitive capacities is not an automatic skillset that necessarily results from ascending through rank or increasing professional responsibilities. It requires deliberate development.

PROCESSES

This course will engage experiential learning, utilize the Harvard Case Method, and draw upon leader development interventions utilized in the U.S. Navy's flag officer and senior executive courses. Grounded in teaching, learning, and developmental science, this highly interactive experience recognizes, disrupts, and leverages diverse thinking, processing, and personality preferences.

OVERARCHING FRAMEWORK

- This course is about **discovery** rather than solutions.
- This course strives to develop **insight** versus knowledge.
- This course seeks to advance **cognitive capabilities** beyond technical capabilities.
- This course may at times **frustrate** more than it will excite.
- This course focuses expressly on **you, your learning, and your leadership**.

LEARNING AND LEADER DEVELOPMENT OUTCOMES

1. Illuminate cognitively reflexive thinking and problem-solving defaults while advancing thinking orientations
2. Explore and recognize value assumptions and biases in order to expand thinking and decision-making considerations
3. Enhance self- and other-awareness to enable broadened perspectives and leader effectiveness
4. Increase comfort level with being uncomfortable to expand cognitive capacities in disruptive contexts

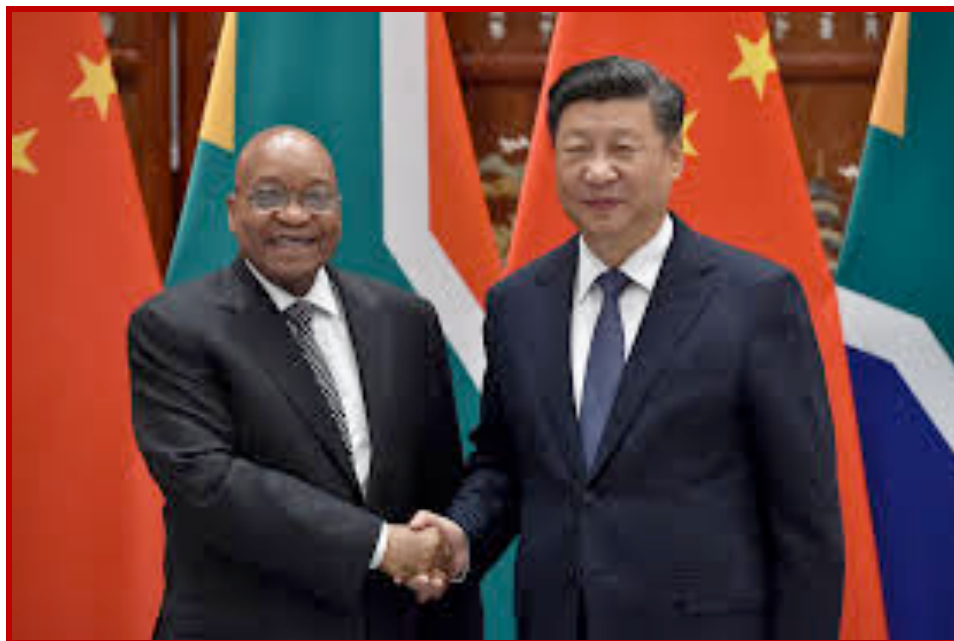
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665 ~ CHINA AND AFRICA



COURSE DESCRIPTION: Welcome to the China and Africa elective. During this trimester we will be examining China's activities in and around Africa. Our course of study will begin with a look at the history of China's engagement with Africa starting with the voyages of Zheng He. Subsequent sessions will look at the many areas where China's government, military, businesses, and citizens are active on the continent and in the waters of Africa with blocks focusing on Economics, Security, and Diplomacy/Soft Power. The course will conclude with a discussion on how African nations are responding to China's activities on the continent and if/how the U.S. should respond.

STUDENT LEARNING OUTCOMES: Students will emerge from this course with an ability to better understand the enormous impact of China strategic interaction with Africa. Learning outcomes will focus on developing:

1. critical reading skills – the ability to deconstruct a complex textual argument and debate its merits based on logic, sources and evidence;
2. an understanding of objective and subjective argumentation, the crucial ability to differentiate between facts and opinions;
3. a general fluency regarding both historical and modern trends in China-Africa relations – a familiarity with regional events, cultures, and political developments that will enable students to grapple with complex future policy dilemmas;
4. enhanced analytic skills by focusing on the dynamics of China-Africa interaction, China's intentions, implications for US national interests, and potential US responses.

STUDENT REQUIREMENTS:

- Students will be required to research and write a 10-12 page paper proposing a policy recommendation for a proposed U.S. response to China in Africa due on or before 15 MAY 2020. On the final session of the course, each student will give a 5-10 minute presentation on their policy paper followed by class discussions of all of the ideas.
- Each student will be assigned an additional task for one week during the trimester. Each week, one or more students will be required to review current events concerning an assigned African country or region looking for China-focused reporting and will informally present the results of their review to the class during the next session.
- Students receive a grade of High Pass (no more than 20% of class), Pass, or Fail, based on seminar participation, the research paper, and presentations.

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668B ~ IRREGULAR WARFARE ACROSS ERAS & EMPIRES



INTERNATIONAL & AMERICAN APPROACHES

John Waghelstein, a legendary practitioner and educator of this discipline, described the character of Irregular Warfare this way: Irregular warfare is to conventional warfare as NCAA Lacrosse is to Indian Lacrosse. The former is played under a set of rules regarding number of players in a defined arena with a time limit. There are accepted constraints on the players' conduct. The game's outcome is measured in the number of goals and the results usually accepted as final. Indian Lacrosse was played without any of the above rules on the size of the arena, on the numbers of players and on what was permitted by participants.

And there was no time limit.

In the 19th, 20th and now well into the 21st centuries, the United States and other powers were and continue to be confronted by a wide array of challenges including irregular, guerrilla or partisan warfare. This is nothing new. Throughout human history, weaker powers have successfully fought stronger opponents with asymmetric approaches. The American experiment was born of irregular warfare. And similarly, America has been challenged by irregular foes and foes that use both conventional and irregular methods together. This should not be surprising for empires and nations have long fought against (and in some cases, enabled and supported) irregular forces that sought to undermine, challenge or overthrow state power.

Hybrid warfare, the blending of conventional and irregular means of conflict, appears to be a common technique in the contemporary character of warfare. An understanding of the principles of irregular warfare, the frameworks that might be used to describe it and the environment that defines how to best employ it, may be useful in contemplating the contemporary battlefield.

Course Description:

This course examines how Empires and Nations have fought both with and against irregular forces. It examines the strategy of the insurgent, the partisan, the guerrilla and the state. Further this course seeks to understand the utility in combining both irregulars and regulars towards military objectives and policy aims, and perhaps the futility in attempting to defeat the same.

PROF JOE MCGRAW, COL/USA (Ret)

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681 ~ INFORMATIONWARFARE, ELECTROMAGNETIC MANEUVER WARFARE, AND CYBERSPACE OPERATIONS

This course examines the importance of the information environment in contemporary warfare, the emergence of cyberspace as a warfighting domain, and the challenges associated with the joint military operations, as it pertains to cyberspace and electromagnetic spectrum operations through electromagnetic maneuver warfare (EMW) and information warfare (IW).

Today's operating environment requires commanders and their staffs to think beyond traditional military solutions. This is an area in which concepts are ever evolving, technology is nearly impossible to baseline, and available operational expertise is constrained. Throughout the trimester, we will investigate and seek to understand how commanders can leverage IW, EMW and cyberspace capabilities in operational planning and execution.

This course will consist of a combination of lectures and seminar discussions throughout the ten weeks. Guest speakers will augment the basic course through presentations of contemporary issues from their area of expertise.

EL681 is conducted at the Top Secret Sensitive Compartmented Information (TS/SCI) classification level.

TEACHNG TEAM WITH CAPT JOEL DAVIS, USN

CDR Tom Pham, USN * CAPT Tom Clarity, USN * CDR Sarah Boutwell, USN

688 ~ IDEOLOGIES OF WAR



This course surveys the major ideological traditions that influenced global conflict throughout the 20th century and continue to motivate political thought and action today. From the collapse of empires at the end of WWI to the Allied victory over National Socialism in WWII to the Cold War contest between the democratic West and communist East to the ongoing struggle to subdue nationalist, religious, and cultural extremisms, ideology has inspired contestants on all sides. In this course, we will examine the historical and contemporary manifestations of these traditions with a view towards better understanding their origins, ends, and means as well as the theoretical assumptions upon which they are based, and then applying this understanding to the students' core inquiry into the nature of modern warfare and past, present, and future strategy and policy. Along the way, key questions will be asked about the nature of ideology as it relates to war, about the role of ideology in determining future conflict, and about the debate over whether the era of ideology and ideological warfare has come to an end.

Students who complete the course will be able to:

- ❖ Account for general trends in the historical evolution of political theory since the 19th century
- ❖ Explain the origins, ends, means, and historical trajectories of major modern ideological movements
- ❖ Explain the influence of ideology on political thought and action
- ❖ Summarize major debates within ideology studies
- ❖ Demonstrate techniques of advanced argumentation, textual analysis, and close reading through regular written and oral reflection and research

PROFESSOR KEVIN P. EUBANKS, PH.D.

704 ~ CIVIL MILITARY RELATIONS



The primary problem of Civil-Military Relations (CMR) is how a society, which creates experts in the use of force in order to protect its interests and its way of life, can keep those experts in force from turning their expertise against society in order to advance their own special interests and way of life. After all, a military that has been given the material, financial, and human resources to be effective in carrying out whatever defense and security tasks the government may desire is also strong enough to seize power so as to rule for itself, or at least to eat up more resources than the society would choose to spend. But if, on the other hand, the military is kept small, weak, and marginalized so it will not pose a threat to society, will it be capable of carrying out the national security policy?

Is this problem more acute in a society where the military is a very small proportion of society? Is it more acute in societies where the military is/is not a salient institution? How distinctive must the culture and institutional setting of the military be from its host society—especially if that society is a liberal democratic one—to fulfill its special mission? Does the military's focus on the management of violence require military culture to stand apart from, or even contrary to, the civilian society from which it springs? Or should the military, particularly in a democracy, adapt to the culture of civilian society, reflecting civilian values and norms of behavior? Should the military be made up of short-term, conscripted "citizen-soldiers," or of longer-service volunteer professionals? What responsibilities do the government and the general public have with respect to those who serve in uniform? What does society "owe" those in the military?

This course will be weighted toward examples from the United States and will focus mostly on problems faced by democracies, but will look at concepts relevant to any state. It will also help the student understand what problems are unique to certain types of regimes and which are more universal. Instructors may occasionally ask students to read news articles on current events.

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707 ~ MARITIME SECURITY LAW



"We live around the seas" said Socrates, "like frogs around a pond".

This seminar will provide an in-depth understanding of how law of the sea affects the exercise of sea-power at the tactical, operational, and strategic levels while shaping the actions of national leaders and joint force commanders.

We will discuss the law of armed conflict and peacetime international law of the sea, to include the U.N. Convention on the Law of the Sea (UNCLOS) and various other treaties and international agreements. We will examine how these bodies of law relate and intersect in the oceans and how the law of the sea affects events on land. Using several case studies, short lectures, videos, and class discussions, we will explore how international rules, regimes, and institutions help promote peace, as well as their role in conflict at sea.

Topics include: freedom of navigation; transnational crime; ship hijacking and maritime piracy; maritime drug and human trafficking; maritime terrorism; seaborne proliferation of weapons of mass destruction; asymmetric maritime warfare and blockade; naval incidents arising from great power rivalry; maritime access and boundary disputes; marine pollution; fisheries enforcement, including Illegal, Unreported, and Unregulated (IUU) fishing; and marine resource competition.

STOCKTON CENTER FOR INTERNATIONAL LAW

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751 ~ EXPEDITIONARY WARFARE, BLOCKADES, COMMERCE RAIDING, & GRAND STRATEGY



Can continental and maritime powers both conduct the full array of naval operations to equal strategic benefit? Specifically, can the United States, China, and Russia employ naval forces with equal effect? Over the past sixteen years, the instructors have edited seven books on maritime operations. There is one volume each on mutinies, blockades, naval coalitions, expeditionary warfare, piracy, commerce raiding, and non-military naval operations. Together, they cover one hundred case studies, each by a specialist. Assigned chapters from these books will constitute the basis for seminar discussions and written work.

The course will focus on the operational and strategic prerequisites for these operations; the feasible, desired, and undesired strategic effects from them; and the relative capacity of continental versus maritime powers to conduct or neutralize them. Analytical topics will include the Eurasian heartland versus the maritime commons, sea control versus sea denial, cumulative versus sequential effects, limited versus unlimited wars, regional versus global wars, and joint versus combined operations. Applications will include the relative capacity of the United States, China, or Russia to engage or neutralize such operations. The instructors will circulate short, current news items on the maritime competition among the United States, China, and Russia as articles appear in the press.

Over the last fifteen years, the instructors have published seven edited volumes, each focused on one type of operation and comprised of chapters by different experts covering different wars. Selected chapters from these volumes will be part of the assigned readings.

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766B ~ IMAGINING THE ARCTIC



A POLITICAL PERSPECTIVE

The United States is a primary stakeholder in the Arctic, with 1,060 miles of coastline off Alaska's northern slope. It is also an Arctic gateway; a designation it shares with Russia in the Bering Strait, where only 50 miles separates these great powers. Seven other states have territory north of the Arctic Circle: Russia, Canada, Denmark (Greenland) Norway, Iceland, Sweden, and Finland. Unlike Antarctica, an uninhabited continent (with the exception of permanent research stations), the Arctic is a sea. More than four million people – some of whom are Americans -- live north of the Arctic Circle. America's ambivalence about the Arctic, first evidenced in the public debate on the merits of acquiring Alaska, known as "Seward's folly," stands in contrast to Russia, which proudly declares itself to be an Arctic nation. Until recently, few in the United States gave much thought to the Arctic, but now climate change and a diminishing ice cap has begun to open navigable routes, at least during summer months, through the Arctic Ocean. As the ice continues to melt, countries both inside and outside the Arctic region have eyed the possibility of an Arctic shortcut as a means of moving cargo with less time and cost. Industry is interested in more access to natural resources and tour operators, albeit temporarily sidelined by pandemic concerns, are still offering the possibility of Arctic cruises. Heightened interest from many nations – some of which lie far from the Arctic – has brought increased military and security concerns as countries vie for position.

This course will offer a multi-dimensional look at the Arctic using a variety of lenses: historical, geographic, political, diplomatic, and economic.

DR. MARY THOMPSON-JONES

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775B ~ CLIMATE SECURITY AROUND THE WORLD



Climate security affects the United States, our allies and partners as well as our adversaries. The current and future security of countries and peoples around the world is affected by trends in the local, regional, and global climate changes. This course explores how the different regions of the world will be affected by climate change.

This course introduces students to the basics of climate change and how climate security is interpreted through the lens of U.S. national security. The first part provides a basic understanding of climate change and how the Arctic, Antarctic, and four oceans play a significant role. This section also introduces the students to a basic framework for assessing the climate threat. The second part of the course divides the world into geographic/regional areas to evaluate the unique characteristics of how the changing climate affects each region. Students will examine the region through a climate security lens, understand the international governance and actors, relate current events, and discuss US foreign policy. The course has a current events focus that is practical, policy focused, and solution oriented.

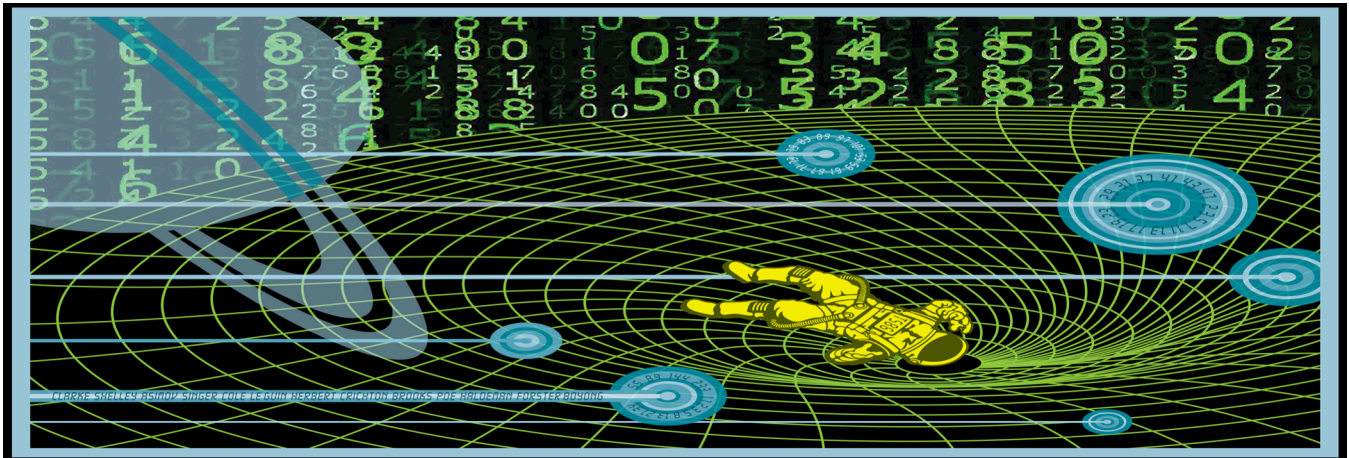
Climate and environmental security topics will play an increasingly important role in future thinking about national security strategy and the geostrategic environments where forces will operate. Understanding this connection is essential for national security practitioners in any field. Each student has an opportunity to explore a case study of their choice within this field as their principle deliverable.

PROF ANDREA CAMERON, Ph.D., Ed.D

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779 ~ SCIENCE FICTION: IDEATIONS AND EXPLORATIONS FOR MODERN LEADERS



We will examine the relationship between science fiction and the formation of ideas in human affairs. What does science fiction tell us about technological change, war, politics, ethics, disease, and, crucially, what it means to be human? We will also explore how science fiction and reality influence each other. Ultimately, we seek to enhance the ability of leaders to evaluate how technoscientific changes—real or imagined—may shape the modern world.

This course is for students committed to a substantial reading load and the rigorous examination of ideas. Students will need to devote six hours of concentration outside of each seminar on an array of material, including books and short stories by: Mary Shelley, Arthur C. Clarke, Isaac Asimov, P.W. Singer, August Cole, Ursula K. Le Guin, Frank Herbert, Joe Haldeman, Octavia Butler, Robert Heinlein, and Liu Cixin (translated by Ken Liu). Students will also read articles by Alan Turing, Gary Kasparov, William Gibson, and other thought leaders. Although we will focus mainly on books and short stories from the sci-fi pantheon, we'll also examine television episodes of *Battlestar Galactica* (2003) and *Star Trek* (1967). Several lessons include scholarly articles that dissect various aspects of the genre and its relevance to modern leaders.

Students decide which of three lessons to submit their 4-5 page papers. A weekly Discussion Board topic and “Geeks of the Week” presentations will enhance seminar engagement. Course topics include:

- The nature and usefulness of science fiction
- Applying the original *Frankenstein* to the 21st century
- AI and cyborgs
- Politics, strategy, and statecraft
- Science fiction and ethics
- Futurism
- Dystopias and utopias
- Military science fiction
- The Chinese trend in science fiction

PROFESSOR TIM SCHULTZ
ASSOCIATE DEAN OF ACADEMICS

Ph.D. in the History of Technology from Duke University. Formerly a U-2 pilot.
Interests include how people think about technoscientific possibilities.

780 ~ AI FOR STRATEGIC LEADERS: UNPACKING THE BLACK BOX

This is a project-based course delivered in partnership
with Massachusetts Institute of Technology Lincoln Laboratory (MIT-LL).



Students will achieve a working knowledge of AI subsystem components and understand the key technical drivers for AI solutions. Using their operational domain knowledge and field experience, students will identify an operational problem and design a proposal for AI-based solution in accordance with expectations and protocols of authorities such as the Defense Innovation Unit and the Rapid Reaction Technology Office (DASD EC&P). These proposals will be briefed to senior leaders and shared broadly. Experts from MIT-LL will provide one hour of asynchronous lectures each week. Registered students will receive credentials to access the EdX platform via <https://llx.mit.edu>. The purpose of these lectures is to provide fundamental understanding of machine learning, neural networks, image processing, etc., and to prompt questions for discussion in seminar. Lincoln experts will attend seminars to provide additional information, respond to technical questions, etc.

This is not a class to learn how to code or to become a data scientist. This course leverages the deep domain expertise of students from a variety of fields and disciplines. Using this preexisting knowledge, students will decompose operational problems and design proposals for AI solutions. Although some students will arrive with significant background in computing and data science, there are no prerequisites for this course. The course prioritizes seminar time for collaboration with technical experts, among student teams, and for developing external partners in industry, academia, operational units, and federally funded research and development centers. Students will be expected to network aggressively beyond NWC to leverage the technical expertise of computer scientists, engineers, data scientists, and other technical experts to complete the final assignment. This course is designed as a hybrid course. Seminars will meet once weekly in person (as permitted) and will augment the course with participants via MS Teams and/or Zoom. Participants will use Zoom with video enabled and [end-to-end encryption](#). Course files, discussion boards, are available on MS Teams. A site-visit to MIT-LL in Jan/Feb is possible pending COVID restrictions.

This course is limited to U.S. citizens only.

Upon completion of this course, students will be able to:

- Remember the terminology and taxonomy of interrelated technologies known as artificial intelligence (NLP, computer vision, textual, machine learning, neural networks, deep learning)
- Understand the fundamental concepts of data science and how they apply in operational contexts
- Understand the strengths, weaknesses, opportunities of, and threats to systems employing Artificial Intelligence
- Apply artificial intelligence concepts to historical and contemporary operational challenges

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PROF JOHN HANUS
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Over the past 80 years a large number of American films depicting the Second World War have been produced. The stories they told changed over time from dramatized documentaries at one end to fictitious characters on fabricated missions in alternate histories on the other. These films are a reflection of the time in which they were made as much as they are echoes of the very real events of the Second World War. Films have not only shaped our view of the most destructive conflict in history, they have also shaped our view of the Greatest Generation. During this course we will examine these films in comparison to history in order to see how they shaped our current perception of the most destructive conflict in human history, as well as the men and women who fought fascism on a global scale and formed our modern world.

- ❖ Assess American society's view of warfare and service has changed over the course of the 20th and 21st centuries.
- ❖ Analyze how film has influenced the popular view of the Second World War and conflict in general.
- ❖ Grapple with historical debates and examine how historians analyze the past.
- ❖ Hone the ability to research for themselves and present independent accounts and interpretations of different historical and historiographical issues through class assignments.
- ❖ Engage with the core texts of Second World War history.
- ❖ Examine the uses of film and history, its abuse, and its social value.
- ❖ Compare the experience of total war for both service members and society to that of contemporary conflicts.
- ❖ Examine the evolving nature of warfare.
- ❖ Acquire background on world history from 1930 to today.
- ❖ Examine moral and ethical choices faced by at all levels of military service.
- ❖ Broaden their ability to construct and defend sustained arguments in written form.
- ❖ Refine their historiographical and bibliographical skills.

PROF MARK E. FIOREY
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782 ~ RISING TITAN OR FALLING STAR: DOMESTIC & FOREIGN POLITICS IN TURKEY



This course is a rigorous introduction to the history and politics of modern Turkey. It offers a comprehensive account of the ways in which Turkey evolved in social, political, and military spheres from its early years in 1920s, with an emphasis on the last decade. In addition, the course will examine Turkey's relationship with its immediate neighbors such as Iraq, Iran, Syria, and Greece, as well as its posture toward the European Union, Russia, China, and especially the United States.

In fact, Turkey has been attracting far more attention and interest in the past decade than it had in the past. This is hardly surprising. Long heralded as a close U.S. ally and a staunch NATO member, Turkey, under the leadership of President Recep Tayyip Erdoğan, has been increasingly making the headlines in the Western world, invoking numerous questions: Is Turkey turning away from the West, perhaps toward Russia and China, and if so, why? How can we explain Turkey's posture in Syria and Libya? Is a war between Turkey and Greece a possibility now, when compared with the past? Can, or should, Turkey become a member of the European Union, a supranational entity that has been negotiating with Ankara over the issue for almost half a century? What drives the recent transformation in Turkish domestic and foreign politics? Is it President Erdoğan's personality, a penchant for reviving the Ottoman Empire, Islamist ideology, or the rise of ultranationalism? What will the future of Turkish-American relations look like? Will the 70-year-old alliance survive the recent crises, or will Turkey emerge as a threat to the U.S. interests in the Middle East, the Black Sea, and the Mediterranean?

PROF BURAK KADERCAN, Ph.D.

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789 ~ FOUNDATIONS & INTRODUCTION TO LOGISTICS IN THE NATIONAL DEFENSE

“If I had to give credit to the instruments and machines that won us the war in the Pacific, I would rank them in this order: submarines first, radar second, planes third, bulldozers fourth.” FADM W.F. Halsey



Joint Logistics involves many of the essential ways and means for designing and executing effective military operations. Logistics has been called an arbiter of strategic opportunity, and is a critical element contributing to military success. One can't win a war with logistics, but one can lose a war without it. Colin Gray argues "logistics is, inter alia, what enables armies to function a armies" and "that which is logistically infeasible is strategically infeasible." Concepts for sustainment and logistics must be designed into strategies, campaigns, and operations to accomplish military objectives. Since WWII, the U.S. military has become much more dependent on the private sector and global supply chains to support military operations. There are significant opportunities and risks associated with the way the armed forces plan and execute operations in today's strategic environment.

At its core, logistics and sustainment include ways and means that provide the commander with critical capabilities and critical requirements necessary to achieve objectives at each level of war. Logistics must be conceived in force design, and concepts for supporting military operations must start at the strategic level. Ultimately, properly designed logistics provides the commander with several critical capabilities: readiness of the force, responsiveness to operational requirements, global and operational reach, freedom of action, and the endurance to prevent culmination or unplanned operational pauses. In today's environment where threats are trans-regional, all-domain, and multifunctional, joint commanders and their planners must clearly appreciate the logistics implications and apply creative approaches to solving complex problems.

This course explores the evolution of defense logistics, based on industrialization and campaigns in WWII through the present. We will examine themes that drive strategy and operational decision making, such as defense planning priorities, capacity, mobility, risk, opportunities, organizations, and emerging trends with the industrial base and commercial supply chains. The course is not necessarily aimed at logisticians, but rather for those who want to fully understand more about a critical joint function that permeates every aspect of military operations, and one that is essential for accomplishing objectives at the strategic, operational and tactical levels.

PROFESSOR JAMIE GANNON

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790 ~ RESEARCH & DATA ANALYSIS



BECOMING A CONFIDENT CONSUMER AND PRODUCER OF KNOWLEDGE

Leadership requires the ability to efficiently sort through contradictory information and positions to make evidence-informed decisions. Understanding how knowledge is produced and consumed is essential to this decision-making process. This course will not give you in-depth knowledge of a particular region of the world, insight into naval operations, or insight into particular military thinkers. Instead, it will train you in how to quickly and effectively sort through information, create and ethically test claims about that information, and efficiently communicate that information using data, tables, and graphs. This is a skills course that will help you in your other coursework and in life outside the War College by developing your expertise in research and data analysis skills such as analyzing sources, developing hypotheses, constructing an ethics-grounded research project, collecting data, conducting qualitative and quantitative analysis, and writing up results.

NOTE: This class is intended for the novice researcher who has never taken a research methods or statistic class and whose math skills may be a bit rusty (or non existent).

After completing this course, students will be able to:

- ❖ Articulate the principles, components, and practices of strong, ethical research.
- ❖ Recognize instances of academic dishonesty and relate how to engage in ethical research practice.
- ❖ Evaluate the quality of sources of information and distinguish between scholarly, high quality non-scholarly, and low-quality sources.
- ❖ Create a research output that communicates findings using high quality sources, qualitative and/or quantitative data, and professional visuals.
- ❖ Evaluate research products and give effective feedback.

DR. AMANDA ROSEN

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How many electives? The Electives Department offers over 60 elective courses plus several special programs during the academic year, with a very limited number of electives offered more than once. Students take two elective courses plus the required Leadership in the Profession of Arms (LPA) course during the academic year, one each trimester.

Do I select all my electives when I start my program year? **NO**

Students select one elective before each trimester. Each trimester, different Elective course offerings and the Elective Program Schedule for the Academic Year are posted on the Blackboard (BB) Dean of Students (DoS) Information Center under the ELECTIVE INFORMATION CENTER tab.

Can I choose the trimester for LPA? **NO**

LPA will be assigned, with approximately one third of the incoming JUNE students assigned during the FALL trimester. NOVEMBER and MARCH off-cycle students will take LPA in the FALL trimester, unless they are in a special program.

Where can I find a list of courses running during the entire academic year?

The current Course Catalogue, broken down by Areas of Study, with brief descriptions of each course is posted on the ELECTIVE INFORMATION CENTER (located on DoS BB site). Trimester Course Offerings with the most current information will always be posted to the Blackboard (BB/DoS) under the ELECTIVE tab. Course syllabi and student evaluations are also available so that you can make informed decisions. ZOOM links are posted a few days prior to the start of classes each trimester.

If I commit to an Area of Study, but decide I don't want to continue, can I drop the AoS for the second two trimesters? **NO**

Once you choose an AoS, you are locked in that Area of Study for both of your elective trimesters. **NOTE:** If a student starts with AoS 0-NA (open to all electives offered), then decides he/she would like to concentrate in an AoS in which his/her first course was listed, we will add the AoS to the record at the end of the first trimester for priority registration.

Where can I find the time of day (morning or afternoon) the elective is scheduled?

Electives will run in person on campus for the winter trimester on Monday mornings and afternoons. Time of day is not available until late in the registration process. **PLEASE do not select your elective based on time of day, as there may be last minute changes.**

How can I sign up to audit a course?

Audits are rare and require a compelling reason due to the heavy nature of the overall Core/Elective academic load. They are considered on a space available basis following registration and **MUST** be requested with the Electives office staff first, **NOT** by asking the professor. If an audit is granted, plan to be a passive participant since class participation for students enrolled in the course is included in their grade.

How many students are in an elective course?

We usually cap the courses at 12 seats, but not all electives fill to capacity, and occasionally we may go to 14.

Where is the Electives Office?

Hewitt Hall, 2nd deck: Jen Sheridan, Patty Duch, and Jessica Boggs are in Room 248 - just off the north elevator. **We are not in the office everyday, but are always available by email.**

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Associate Dean Schultz - down the hall in Room 222, available by email also.

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