

## NAVAL WAR COLLEGE ELECTIVE PROGRAM

### AY 2020-2021

*Subject to change, please refer to individual trimester course offerings at time of registration*

#### Areas of Study with Courses

[Click on individual links below for course description](#)

Courses marked with \* are Secret \*\* are SCI

<b>1 - GREATER MIDDLE EAST</b>		
<a href="#">EL ???</a>	Rising Titan or Falling Star: Domestic Foreign Policy of Turkey (New AY 20-21, Course Under Development)	Winter
<a href="#">EL ???</a>	Arab-Israeli Conflict (New AY 20-21, Course Under Development)	Spring
<b>2 - ASIA –PACIFIC</b>		
<a href="#">EL 553</a>	Korean Politics and Security	Winter
<a href="#">EL 601</a>	Modern China	Spring
<a href="#">EL 636</a>	India, Pakistan and South Asian Security	Fall
<a href="#">EL 640</a>	Governing China	Winter
<a href="#">EL 761</a>	History and Security: East Asia, 1800-Present	Fall
<a href="#">EL 576</a>	WWII in the Pacific	Winter
<a href="#">EL???</a>	Pacific War, 1941-1945 (New AY 20-21, Course Under Development)	Spring
<a href="#">EL???</a>	Eurasian Maritime History (New AY 20-21, Course Under Development)	Spring
<b>4 – EUROPE-RUSSIA</b>		
<a href="#">EL 524</a>	NATO - Cold War Successes to Strategic Incoherence	Fall
<a href="#">EL 562B</a>	Understanding the Former Soviet World	Spring
<a href="#">EL 577</a>	Winston Churchill: Statesman and War Leader	Winter
<b>5 - AFRICA</b>		
<a href="#">EL 664</a>	African Maritime Safety and Security	Winter
<a href="#">EL 665</a>	US-China Policy in Africa	Spring
<a href="#">EL 671</a>	Religion, Society and Politics in Africa	Fall

<a href="#">EL ??</a>	China and Russia in Africa (New AY 20-21, Course Under Development)	Fall
<b>6 - JOINT OPERATIONAL PLANNING</b>		
(CNC&S students only: Chosen in August/written into NWC Orders)		
<a href="#">EL 597A*</a>	MAWS I – Naval Warfare and Operational Art (Secret)	Fall
<a href="#">EL 597B*</a>	MAWS II – The Navy Planning Process and the JFMCC Environment (Secret)	Winter
<a href="#">EL 597C*</a>	MAWS III – Major Operations and Campaigns-Historical Case Studies (Secret)	Spring
<b>8 – ENTERPRISE STRATEGIC PLANNING</b>		
<a href="#">EL 698</a>	Defense Resource Allocation	Fall
<a href="#">EL 680</a>	The Royal Navy, 1870-1914: A Case Study in Naval Transformation with Modern Parallels	Winter
<b>9- OPERATIONAL LAW</b>		
<a href="#">EL 554</a>	The Law of Armed Conflict	Fall
<a href="#">EL 655A</a>	The Law of Air, Space and Cyber Operations	Spring
<a href="#">EL 707</a>	Global Maritime Security and International Law	Winter
<b>10 - STRATEGY, OPERATIONS AND MILITARY HISTORY</b>		
<a href="#">EL 526B</a>	Foundations of Airpower Theory	Fall
<a href="#">EL 579</a>	Vietnam -- A Long War from Conflict to Country	Fall
<a href="#">EL 587</a>	George Washington: Indecipherable Monument or Indispensable Man? An Overview of His Life, Character & Legacy	Spring
<a href="#">EL 599A</a>	Understanding Strategy and Operations through War Gaming	Winter
<a href="#">EL 605</a>	Science, Technology and Strategy	Spring
<a href="#">EL 688</a>	Ideology of War	Spring
<a href="#">EL 716</a>	The Age of Grant	Winter
<a href="#">EL 729</a>	Nuclear Arms Control, Disarmament, & Nonproliferation	Spring
<a href="#">EL 751</a>	Expeditionary Warfare, Blockades, Commerce Raiding, Coalitions, and Grand Strategy	Winter
<a href="#">EL 764</a>	Genocide Studies	Fall

<a href="#">EL 772</a>	Winning the Battle of Perceptions: Strategic Communications & information Operations	Spring
<a href="#">EL 775</a>	Climate Change & National Security	Winter
<a href="#">EL 778</a>	Cyber Seas: U.S. Navy Command in a Wireless World (New AY 20-21, Course Under Development)	Fall
<a href="#">EL 779</a>	Science Fiction: Ideations and Explorations for Modern Leaders (New AY 20-21, Course Under Development)	Fall
EL ??	Film, War and Society in America (New AY 20-21, Course Under Development)	Winter
EL ???	Space and National Power (New AY 20-21, Course Under Development)	Spring
<b>11 - INFORMATION OPERATIONS</b>		
<a href="#">EL 503**</a>	The CIA: Organization, Functions and Capabilities (TS/SCI)	Spring
<a href="#">EL 508**</a>	Seminar on Space Technology and Policy (TS/SCI)	Spring
<a href="#">EL 632</a>	Military Deception	Winter
<a href="#">EL 660</a>	Cyber-security: Cybered Conflict, Response to Surprise, and Emerging Indicators of Global System Change	Spring
<a href="#">EL 720</a>	Unmanned Systems and Conflict in the 21 <sup>st</sup> Century	Fall
<a href="#">EL 769</a>	Counter Intelligence: Counterspy vs. Spy	Fall
EL ???	Harnessing Artificial Intelligence (New AY 20-21, Course Under Development)	Winter
<b>12- IRREGULAR WARFARE</b>		
<a href="#">EL 507B*</a>	Advanced Studies in Special Operations Forces (Secret) By Invitation	Spring
<a href="#">EL 580</a>	Colonial Wars 1846 - 1902	Fall
<a href="#">EL 641</a>	Wars of African Independence (1881-1991)	Winter
<a href="#">EL 645</a>	Political Warfare and Conflicts in the Gray Zone: Developing Innovative Tools	Fall
<b>13 - LEADERSHIP AND ETHICS</b>		
<a href="#">EL 592</a>	Foundations of Moral Obligation: The Stockdale Course	F/S
<a href="#">EL 592A</a>	Stockdale Course-Contemporary Applications of Foundations (New AY 20-21, Course Under Development)	Winter
<a href="#">EL 594</a>	Ethics in the Military	Winter
<a href="#">EL 604</a>	The History of Women in War and Combat: The Distinguished Outsiders	Winter

<a href="#">EL 687</a>	Quill to Kill: Essential Readings & Questions for Just Wars & Warriors	Fall
<a href="#">EL 704</a>	Civil-Military Relations	Winter
<a href="#">EL 717</a>	Strategy, Leadership, and Ethics in Thucydides' Peloponnesian War	Spring
<a href="#">EL 718</a>	Pen & Sword	Spring
<a href="#">EL 730</a>	Ethics of Technology: Warfare, Society, and Disruptive Technologies	Fall
<a href="#">EL 748</a>	Leadership and War Viewed through the Humanities	Spring
<b>14 - JOINT LAND, AIR AND SEA STRATEGIC EXERCISE (JLASS-EX)</b>		
<i>(Must Interview into Program)</i>		
<a href="#">EL 535A*</a>	Theater Strategic Planning - The Pacific	Fall
<a href="#">EL 535B*</a>	Theater Strategic Planning	Winter
<a href="#">EL 535C*</a>	Crisis Action Planning Exercise	Spring
<b>15- HALSEY A</b>		
	<a href="#">EL 595E</a> <i>(Must Interview into Program)</i>	F/W/S
<b>16 - HALSEY B</b>		
	<a href="#">EL 595F</a> <i>(Must Interview into Program)</i>	F/W/S
<b>17- GRAVELY RESEARCH PROGRAM</b>		
<a href="#">EL 595G</a>	<i>(Accepting limited number: contact Associate Dean Schultz for information)</i>	F/W/S
<b>23- ADVANCED STRATEGIST PROGRAM <i>(Must Interview into Program)</i></b>		
<a href="#">EL 719</a>	Advanced Strategist Program	F/W/S
<b>24- GLOBAL CLIMATE SECURITY AND THE ARCTIC</b>		
<a href="#">EL 766A</a>	Sea Power and Governance In a Multipolar Thawing Arctic	Fall
<a href="#">EL 766B</a>	Imagining the Arctic: A Political and Economic Perspective	Winter
<b>25-Ethics and Emerging Military Technology <i>(Must Interview into Program)</i></b>		
<a href="#">EEMT</a>	Description of the EEMT Program	F/W/S

<b>27-HOLLOWAY GROUP- Russian Maritime Studies Institute</b>		
<b>(Must Interview into Program)</b>		
<a href="#"><u>EL 760</u></a>	Russian Maritime Warfighting	F/W/S
<b>28- HUMANITARIAN ASSISTANCE AND DISASTER RELIEF</b>		
<a href="#"><u>EL 539</u></a>	HA/DR Improving Civ-Mil Coordination <b>(Must Interview into Program)</b>	Fall
<a href="#"><u>EL 539B</u></a>	Innovations in Technology for HA/DR	Winter
<a href="#"><u>EL 539C</u></a>	Conflict and the Future of Humanitarian Response <b>(Students from Fall Selection)</b>	Spring
<b>29-Graduate Certificate in Maritime History (Must Interview into Program)</b>		F/W/S
<a href="#"><u>GCMH</u></a>	Description of the GCMH Program	
<b>Directed Research Project</b>		
<a href="#"><u>EL 595</u></a>	<b>Directed Research Project (Approval Required by Associate Dean of Academics)</b>	F/W/S
<b>30-Stockdale Leader Development Concentration Certificate</b>		F/W/S
<a href="#"><u>SLDC</u></a>	Description of the SLDC Program <b>(Must Interview into Program)</b>	

## ELECTIVE COURSE DESCRIPTIONS

(Courses marked with \* are Secret \*\* are SCI)

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### **EL 300 INTERMEDIATE ENGLISH AS A SECOND LANGUAGE FOR INTERNATIONAL OFFICERS**

This course is open to all interested Naval Command College and Naval Staff College officers who are looking to improve their English skills in the areas critical to graduate level study with an emphasis on academic reading and writing. The course will focus on and address those components that are required elements for success in the three core trimesters at the Naval War College: being able to write papers specifically geared to the expected format and being able to effectively handle the significant amount of reading. This course is designed for officers wishing to increase their understanding of English and who have scores ranging from 80-89 on IMS in-country English Language testing as indicated on their Invitational Travel Orders.

The Winter trimester will offer a follow-on elective focusing on oral communications skills and the skills necessary for successful integration into the seminar format as well as aiding the student in being comfortable with his/ her presentation techniques.

ESL Instructors are also available to review papers and presentations on an availability basis. Separate seminars will be offered on Wednesday and Thursday to enable officers to take electives on the other day. Officers may only take one course (Wednesday or Thursday) per week.

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### **EL 400 ADVANCED ENGLISH AS A SECOND LANGUAGE FOR INTERNATIONAL**

This course will focus on the same objectives as EL 300 for both Fall and Winter trimesters, but will be limited to officers scoring greater than 89 on IMS in-country English Language testing as indicated on their Invitational Travel Orders. Officers with a lower score may opt to write a 1-2 page paper to demonstrate their proficiency if their score is between 85-88.

ESL Instructors are also available to review papers and presentations on an availability basis. Separate seminars will be offered on Wednesday and Thursday to enable officers to take electives on the other day. Officers may only take one course (Wednesday or Thursday) per week.

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### **\*EL 503 THE CIA: ORGANIZATION, FUNCTIONS AND CAPABILITIES**

**Matthew Towner, Ph.D.**

**Course Description:** This course is designed to familiarize future commanders and staff officers with the role of CIA at both the strategic and operational levels. The intent is to help students understand the level and types of support the Agency can (and cannot) provide them during times of both war and peace. The course will focus on Agency capabilities and limitations in such areas as human and technical intelligence collection, covert action, and intelligence analysis. A number of guest speakers from the CIA Headquarters will provide first-hand insight into their areas of expertise.

Classes will be a combination of informal lecture and seminar-style discussions. The instructor will try to tailor the classes to meet student interests.

**Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years.**

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**\*\*EL 507B      ADVANCED STUDIES IN SPECIAL OPERATIONS FORCES (For SOF Officers)**

**Professor Joe McGraw & COL Christopher Rohrbach**

**Course Description:** This course is directed at SOF students that wish to study the employment of SOF in an Irregular Warfare context in greater depth. The course will begin with a review of selected and relevant literature of Irregular Warfare in order to establish an understanding of the post 9/11 security setting. We will then transition to a review of organizational and organizational learning literature in order to critically examine the structure of USSOCOM and the roles and missions of its components. Using selected case studies in Irregular Warfare, students will complete a group project, paying particular attention to the integration of intelligence, technology and information operations. EL 507A is the prerequisite or upon approval by the SOF Chair.

**Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years.**

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**\*\*EL 508      SEMINAR ON SPACE TECHNOLOGY AND POLICY**

**Professor John Hanus with Guests from MIT Lincoln Laboratory**

**Course Description:** This seminar, which is taught jointly by the Naval War College and MIT's Lincoln Laboratory, seeks to explore systematically the critical space technologies, capabilities, and policies that shape how the United States uses space for military and governmental purposes. As we consider how these technologies are shaping U.S. military capabilities in the twenty-first century, this seminar seeks to encourage the student to think analytically about the effects of space technology on national security policy. It examines roles and missions, global strike, TPED, surveillance, ballistic missile defense, navigation, indications and warning, space launch, communications, and remote sensing, among other topics.

**Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years.**

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## EL 524 NATO - COLD WAR SUCCESSES TO STRATEGIC INCOHERENCE?

**Professor Angus K. Ross**

**Course Description:** This course is designed to provide the student with a broad-based understanding of NATO as a successful example of a collective defense alliance as well as the chance to examine the relevance of such alliances in the post-Cold War environment. As a way of "leveling the playing field," it quickly traces the evolution of NATO from the ashes of WWII, through the Cold War years and into the present mission debates. The meat of the course however, will deal with the contemporary issues, with at least 80% of the course material focusing on the developments and discussion following the Rome Summit of 1991.

Nobody disputes the value of NATO during the Cold War but, as the strategic environment has changed and the collective reason for a purely defensive alliance has consequently waned, there has been little re-analysis of the fundamental alliance mission. Instead, political initiatives and collective developments have ensured not only its survival but also its expansion to embrace some of the former Warsaw Pact nations. The course will explore and debate the resultant effects of this on an emerging

Russia, the proffered political reasons for the expansion and ask the key question as to whether NATO strategy is still in step with its members' policies and objectives. It will necessarily examine both the modern European outlook and the American viewpoints on the relevance of NATO in the modern, post 9-11 era.

Having addressed the strategic side, the course will conclude with a review of some of the more important operational developments within the alliance, looking at ways in which these might be developed for the future, whatever the final strategic direction turns out to be.

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## EL 526B FOUNDATIONS OF AIRPOWER THEORY

**Phil Haun, Ph.D. & COL Paul Murphy**

**Course Description:** Since the advent of the aircraft there has been the question as to whether this technology has changed the nature of war or simply altered the character of warfare. Air power strategists in the interwar period introduced their theories as to how aircraft should best be employed to achieve political outcomes, either independently or as part of a combined arms campaign. The rapid development of air power in World War II along with the introduction of the complimentary technologies of radar and nuclear weapons forced a reassessment of air power's utility. The Cold War brought with it the maturation and proliferation of nuclear weapons and general nuclear deterrence. In the post-Cold War era precision-guided weapons and stealth technologies introduced questions as to whether a revolution in military affairs had taken place. Post 9/11 the combination of unmanned aerial vehicles and intelligence continues to keep relevant the question of air power theory for our understanding for how air power should best be employed.

This is a great books course for students of airpower. For ten weeks we will engage theorists and their theories. Each week student's are assigned a classic book on airpower. In seminar these works will be examined by asking a series of questions. Who is the author/theorists? What is their background/expertise? What question/puzzle was the author attempting to address with regards to air power? What assumptions does the author make about the political aims of actors, the balance of

military power (offense vs. defense), the character of the government/people for all actors, and the potential for escalation (either with introduction of new actors or with vertical escalation of violence) (See Clausewitz p585-6). For each airpower theorist, what is the theory of victory (i.e. how will the use of air power lead to the desired political outcomes)? What is the operational targeting priorities for an air power strategy that is developed from each air power theory? How does airpower theory work in practice?

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**\*EL 535           JOINT LAND, AIR AND SEA STRATEGIC EXERCISE (JLASS-EX)**

**Professor M. Seaman & CDR Dan Caldwell**

**\*EL 535A           THEATER STRATEGIC PLANNING - THE PACIFIC**

**Course Description:** This course focuses on major U.S. national strategic issues in the Asia-Pacific. Upon completion, students have a sound understanding of the historical, economic, diplomatic and legal issues within the Pacific Theater, and how they relate to defense and security.

The course is a prerequisite for the winter and spring elective series---Joint Land, Aerospace, and Sea Simulation (JLASS). The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner's level course.

JLASS is a distributed planning and execution game involving all Senior Level Colleges with each institution representing a geographic or functional combatant command or Joint Chiefs of Staff in a world with developing crises. The College of Naval Warfare Students role-plays the PACOM staff.

The fall elective will be conducted as a seminar with guest speakers addressing their area of expertise. Each student will be required to prepare a written research/analysis paper of approximately eight to twelve pages that addresses the strategic issues for the Pacific theater country assigned each student. The analysis will form the basis for future development of a Theater Assessment, Strategy and Security Cooperation plan. **Secret**

**\*EL 535B           THEATER STRATEGIC PLANNING – JLASS-EX**

**Course Description:** This elective is based on Joint Professional Military Education Phase II requirements and is allotted elective credits for the winter trimester. Those selected for JLASS will take a fall elective offered in the Asia-Pacific Area of Study. The JLASS Program leverages concepts introduced in the core Joint Military Operations course principally: Operational Art; Theater Security Cooperation; joint and coalition warfare in the theater; security, stability, transition and reconstruction operations. The program focuses on application of the adaptive planning process and theater campaign planning using the Joint Operational Planning and Execution System (JOPES). Students are issued all reading material supporting the JLASS program. JLASS provides selected CNW students, acting as members of the USPACOM staff, the opportunity to use JOPES to prepare a commander's estimate of the situation and Theater Security Cooperation Plan for the PACOM theater of operations in EL 535B.

The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner's level course.

The written requirements for WE-535B (Theater Strategic Planning---JLASS) are the strategic concepts of a PACOM Theater Strategy, a Theater Security Cooperation Plan (TSCP), a Commander's Assessment and

Commander's Estimate for a developing theater crisis. The Theater Security Cooperation Plan will be briefed to the senior JCLASS mentor, a retired Flag Officer. **Secret**

**\*EL 535C            CRISIS ACTION PLANNING – JCLASS-EX**

**Course Description:** For the Spring trimester, EL 535C, the students will receive credit for one elective during the spring term and develop a campaign plan in response to an emerging crisis, produce requisite follow on Fragmentary Orders, Requests for Forces/Capabilities and Directives in accordance with joint planning process during execution of joint and combined military operations. This plan will be tested in a two-sided, computer-assisted, future year's war game to be played at Maxwell AFB, Montgomery, Alabama, by CNW students in collaboration with the other senior service colleges.

The written requirements for SE-535C (Crisis Action Planning---JCLASS) are selected portions of a Campaign Plan, and Crisis Action planning documents as required during the exercise phase in Maxwell AFB. The Campaign Plan will be briefed to the senior JCLASS mentor prior to departing to the exercise in Maxwell. **Secret** [Back to top](#)

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**EL 539                    HUMANITARIAN ASSISTANCE/DISASTER RELIEF: IMPROVING CIVILIAN-MILITARY COORDINATION**

**Professor David Polatty**

**Course Description:** This course will focus on analyzing and understanding the challenges that U.S. and international militaries, governments, nongovernmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting Humanitarian Assistance (HA)/Disaster Relief (DR) operations during complex crises. The magnitude, complexity, and lethality of recent natural and manmade disasters have dramatically altered the previously accepted role for international militaries in the area of HA/DR. President Obama's strategic guidance contained in the January 2012 "Sustaining U.S. Global Leadership: Priorities for 21st Century Defense" reiterates that HA/DR is a priority mission for the U.S. Armed Forces. It specifies that "U.S. forces possess rapidly deployable capabilities, including airlift and sealift, surveillance, medical evacuation and care, and communications that can be invaluable in supplementing lead relief agencies, by extending aid to victims of natural or man-made disasters, both at home and abroad."

The ability of military forces to quickly respond to major crises with a broad range of unique capabilities has directly affected strategy and operations for the international humanitarian assistance community and consequently has created confusion and inefficiencies during multi-lateral responses. Unfortunately, a clear absence of understanding exists between militaries, NGOs, and even the government agencies within the same country as their military regarding the way forward for this potential collaboration of critically important organizations.

Class discussions will focus on strategic and operational level HA/DR issues, with a balanced examination of both theory and practical application of the planning, execution, and assessment competencies required to succeed on a U.S. military staff. During academic discussions and case study analysis, Dr. Lappi's extensive specialized civilian and military medical background will enable the class to focus on some of the distinctive emergency response, acute care, and healthcare response considerations that considerably impact relief operations. Professor Polatty's numerous experiences as an operational planner on sub-unified combatant command, Navy numbered fleet/component command, and

interagency staffs will complement Dr. Lappi's knowledge and expertise to provide students with a sound foundational understanding of the challenges and opportunities they may face during future humanitarian crises. The overarching goal of this elective is to empower students with the background knowledge and critical analytical skills they need to improve civilian-military HA/DR responses in the future.

Students will use case studies to analyze and discuss historical HA/DR operations that were conducted in response to some of the most significant natural disasters of the past fifteen years, including the 2004 Indian Ocean Tsunami, the 2005 Pakistani Earthquake, the 2010 Haiti Earthquake, and 2013's Typhoon Haiyan/Yolanda.

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## **EL 539B      INNOVATIONS IN TECHNOLOGY FOR HUMANITARIAN ASSISTANCE & DISASTER RELIEF**

**Professor David Polatty, Professor Hank Brightman, Ph.D. & Professor Tony Fox, Adam Norige, Ph.D. (MIT Lincoln Labs),**

**Course Description.** This highly-interactive course focuses on preparing students for leadership positions in theater-strategic (i.e., combatant command) and operational level staff assignments (e.g., Navy component/numbered fleet, OPNAV, Joint Task Force, and other Service and international military headquarters) where they will likely employ or support military forces during operations and/or exercises in response to natural and human-caused disasters. Through interactive lectures, field trips, simulations and case study analysis, students will gain a thorough understanding of the information communication challenges that U.S. and international militaries, governments, non-governmental organizations (NGOs), and inter-governmental organizations (IGOs) face while conducting Humanitarian Assistance (HA)/Disaster Relief (DR) operations during natural disasters and complex emergencies.

The February 2015 National Security Strategy confirms that the U.S. will "work vigorously both within the U.N. and other multilateral institutions, and with member states, to strengthen and modernize capacities-from peacekeeping to humanitarian relief-so they endure to provide protection, stability, and support for future generations."

Accordingly, the ability of international military forces and civil defense assets to respond quickly to major crises with a broad range of unique capabilities has directly affected strategies and operations for the international humanitarian response community and has created confusion and inefficiencies during multi-lateral responses. Unfortunately, a lack of understanding exists between militaries, NGOs, and government agencies regarding a unified way forward when they come together to respond during crises. The use of information communications technologies to assess, monitor, plan for, and execute relief operations is a rapidly evolving area within the international humanitarian system that will cause tension and friction if not properly managed by key planners and leaders in military and civilian humanitarian organizations.

Classroom discussions will focus primarily on the operational to high-tactical levels (and to a lesser extent, strategic level) HADR issues with a balanced examination of both theory and practice so students will understand the current and future use of information communication technologies, and can succeed on a military headquarters staff and best integrate military capabilities into civilian responses.

The overarching goal of this elective is to empower students with the requisite knowledge of information communications technologies and skills they require to deliver sound strategic and operational level decisions during future civilian-military HNDR responses.

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## EL 539C      CONFLICT AND THE FUTURE OF HUMANITARIAN RESPONSE

**Professor David Polatty**

**Course Description:** This highly interactive course focuses on preparing students for leadership positions in theater-strategic (combatant command) and operational level staff assignments (Navy component/numbered fleet, OPNAV, joint task force, and other Service and international military headquarters) where they will likely employ or support military forces during operations and/or exercises in response to natural and manmade disasters. Through case study analysis, students will gain a detailed understanding of the challenges that U.S. and international militaries, governments, nongovernmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting humanitarian assistance operations during complex emergencies.

Globally, conflict is the main driver of humanitarian need. For example, 68.5 million people were forcibly displaced globally as a result of conflict or violence by the end of 2017. Persisting high levels of humanitarian need have also resulted in increased financial requirements – with \$25.3 billion required to fulfil 2018’s humanitarian response plans. According to the United Nations, 97 per cent of humanitarian action, people in need and resources allocated are in complex emergencies.

The magnitude, complexity, and lethality of recent disasters have dramatically altered the previously accepted roles for militaries in international humanitarian response. Despite these changes, the nature and extent of a military’s involvement in humanitarian assistance is context-dependent. For example, humanitarian civil-military coordination is increasingly at the forefront of natural disaster response, whereas complex emergencies and armed conflicts create additional challenges that must be mitigated through deconfliction and the incorporation of humanitarian considerations into military planning, especially in cases where militaries are involved in combat operations.

Class discussions will focus primarily at the operational to high-tactical (and to a lesser extent, strategic) levels. Academic sessions will include a balanced presentation of both theory and practice so that students will understand the current challenges of humanitarian operations in conflict settings. Students will use case studies to analyze and discuss historical and current operations that were conducted in response to some of the most significant complex emergencies of the past decade, including Afghanistan, Iraq, Libya, Syria and Yemen. Students will also examine cross-cutting topics such as urban conflict, vulnerability, displacement and the humanitarian principles.

The primary goal of this course is to advance the knowledge that students gained in the previous two HA/DR courses on information communication technologies and civil-military coordination in natural disasters. By the end of this course, students will be empowered with the knowledge and critical analytical skills they require to deliver sound strategic and operational level decisions during future civilian-military humanitarian responses in various operational contexts.

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**EL 553            KOREAN POLITICS AND SECURITY**

**Terry Roehrig, Ph.D.**

**Course Description:** Despite the end of the Cold War, the Korean Peninsula has remained a legacy of that conflict, and continues to be a concern for peace and stability in the region. North Korea continues to be a serious security challenge. The Democratic People’s Republic of Korea (DPRK) is one of the last surviving communist states with a faltering economy that struggles to feed its people. North Korea maintains a large conventional military force, hundreds of ballistic missiles, and in 2006 and 2009, tested nuclear weapons adding to an already serious security concern. Since 2008, North Korea analysts have been watching intently as the DPRK regime attempts to pass power once again from father to son. Across the demilitarized zone, South Korea has developed into a thriving global economy ranking 15th in the world and democratic U.S. ally. The Republic of Korea (ROK) is the 7th largest U.S. trade partner and a world leader in the production of semiconductors, automobiles, electronics, shipbuilding, and nuclear energy technology among others. The United States and South Korea maintain a formal security alliance and the peninsula is home to 28,500 U.S. troops. Developments in Korea have an important impact in the region and in the world making knowledge of the Koreas and their challenges vital for national security professionals. This course will explore the history, politics, economics, and security of North and South Korea and their role in the larger security situation of East Asia.

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**EL 554            THE LAW OF ARMED CONFLICT**

**International Law Department Faculty**

**Course Description:** The elective is designed to assist operational commanders and their staffs in understanding the framework of international law that applies across the range of military operations, providing concrete examples from recent and ongoing operations. This course will address a range of legal issues facing commanders and their staffs in the context of planning and executing military operations. Main areas of focus will include international law and the use of force, the law of armed conflict, and operational law.

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**562B            EVOLUTION OF THE POST SOVIET WORLD**

**Professor George Kroll** - Former U.S. Ambassador to Belarus, Uzbekistan, and Kazakhstan

**Course Description:** Although the Soviet Union and the world it dominated collapsed over 25 years ago, much of its legacy lives on in the independent states that emerged, profoundly affecting the states themselves and the world at large, including the United States. This elective will examine the post-Cold

War evolution of the former Soviet world defined as the Russian Federation and the other states that emerged from 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 Warsaw Pact (Poland, Hungary, Czechoslovakia, Romania, Bulgaria) plus former Yugoslavia and Mongolia. The course will analyze how the societies, institutions, and policies of these states are evolving from their Soviet past including the effect this evolution is having on key transnational relationships these states share such as in the energy, economic, political, security, and cultural spheres. The elective will also discuss how Russia, China, and the United States have approached the former Soviet world since the end of the Cold War

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**EL 576            WWII in the Pacific**

**Professor Ronald Oard & Professor David Fuquea**

**Course Description:**

This course will provide a comprehensive overview of World War II in the Pacific Theater at both the strategic and operational levels. It has been developed particularly for those who have an avid interest in the multifaceted personalities, strategies, operational considerations, battles, and ideologies that it involved. While national security strategies and military strategies will be a key focus of the course, equal consideration will be given to the operations and campaigns through which the war played out. The course will progress along two parallel lines or themes – specific phases or geographical areas of the conflict and considerations of the national and military leadership of the various nations involved in the conflict. Normally each session will consist of three hour-long portions, each dealing with a different topic. Each hour-long portion will be a mixture of presentation by the faculty and seminar discussion by students based upon student readings and knowledge of the subjects. One session will be led by a leading academic who has done primary research in areas relating to the topic. Additionally, there are two “offsites” scheduled for the class to take advantage of unique resources related to the War in the Pacific available in the War College area. While it will be necessary to maintain the focus on the Pacific due to time constraints, strategic and operational decisions made in the war within a world-wide context will also be discussed. Therefore, students should not feel constrained to limit their discussion where to do so would prevent full consideration of the context within which events took place in the Pacific War.

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John Maurer, Ph.D.

**Course Description:** Winston Churchill stands out as one of the most famous and admired statesmen of the twentieth-century. His historical reputation today rests largely on the role he played as Great Britain's prime minister during the Second World War. When Churchill became prime minister in 1940, Britain appeared on the verge of defeat. The downfall of France during the spring of 1940 threatened the humiliation of Britain as well. Churchill's determined leadership played a key role in preventing defeat, stemming the onslaught of Nazi Germany. His wartime speeches continue to inspire, being justly celebrated for the way they stirred the people of Britain, Europe, and the United States to resist aggression and fight on for total victory over monstrous tyrannies. To achieve this victory, Churchill provided strategic direction to the enormous war effort made by Britain and its allies. Always the historian as well as a participant of major world events, Churchill produced a monumental and indispensable history, *The Second World War*, about this desperate global struggle.

The crisis year of 1940 was not the first time that Churchill found himself tested as a leader. Before becoming Britain's prime minister, Churchill had already served in a number of high-ranking government positions dealing with the preparation or making of war. As civilian head of the Royal Navy during the years immediately before the outbreak of the First World War, Churchill was the minister responsible for ensuring Britain's naval security against the growing threat posed by Germany's rapid buildup of its battle fleet. After Germany's leaders provoked war, Churchill sought strategic alternatives to the stalemate on the Western Front and its costly battles of attrition. In the period between the two world wars, he also took an active part in the contentious policy debates about how Britain might best protect itself from the growing international threats posed by Japan and Germany. Churchill had the courage to speak out about the darkening international scene during the 1930s, warning of how Hitler's Germany endangered Europe's peace and Britain's security. These warnings, however, proved unpalatable to Britain's leaders, who sought to keep Churchill from holding government office. The outbreak of a new war with Germany confirmed Churchill's warnings and brought him back into a position of leadership. Churchill's long experience with the politics of making strategy helped prepare him for the mantle of leadership that he would assume during the Second World War.

Throughout Churchill's long period of government service, he was at the center of controversy. To govern, said Churchill, is to choose. This course is about the political and strategic choices made by Churchill. His political and strategic decisions during the Second World War remain the subject of considerable debate. Churchill's admirers see him as providing an exemplar of how a wise political leader guides a democracy in wartime. His critics, on the other hand, maintain that Churchill's foreign policy and strategic prescriptions were sometimes dangerously flawed. Churchill's colleagues in government, both civilian and military, as well as the leaders of Britain's allies, would at times strenuously disagree with the strategies proffered by him. Was Churchill's political and strategic judgment as flawed as his critics maintain? Or, does he deserve the accolades of his admirers? In this course, we will seek to evaluate Churchill as a strategist by examining his policy views and strategy decisions. By investigating Churchill as a strategist, this course also offers a window on the high politics and strategy of the two world wars.

The story of Churchill's life is that of a leader guiding the fortunes of a world power in decline. Did Churchill's policy and strategy choices accelerate Britain's decline? Or, is it the case that his strategies, if they had been followed as he intended, would have better enabled Britain to uphold its international position? By examining these questions, this course will attempt to understand the driving forces—domestic political, economic, international, and military—that undermined Britain's standing as a world power during the first half of the twentieth century.

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**EL 579 VIETNAM – A LONG WAR**

**Professor A. Bergstrom, John Garofano, Ph.D., Professor Joe McGraw, COL Matt Tackett**

**Course Description:** This course covers the period from the establishment of Nguyen dynasty to the present. Some enduring themes of Vietnamese history will be examined to include the legacies of colonial conquest. The Vietnam War will be analyzed in depth from 1950 to 1975 with specific aspects of military involvement given special scrutiny. The perspectives of both North and South Vietnam will also be analyzed during the course. The purpose of this course is to reflect on the complex time period of the Vietnam War and to learn in a dispassionate manner the lessons that can be gleaned from the literature that is available on the war. The course format includes readings, film clips, slides, faculty lectures and seminar discussions of specific literature. Each student will be required to present an analytical book review and to prepare a short paper on a specific aspect of the war.

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**EL 580 COLONIAL WARS: 1841-1918**

**Richard J. Norton, Ph.D.**

**Course Description:** One of the most interesting periods in military history will be examined. Our course of study will focus on the years 1841 - 1918, or roughly, the years in which Victoria reigned as Queen in Great Britain. The International Political System of the time may be described as dominated by a maritime Superpower in competition with a variety of other continental Great Powers. This period marks a time of explosive military development. It began with Napoleonic tactics and weapons and ended with almost all the devices and thinking that would accompany European Armies into the Second World War. Issues relating to imperial expansion, colonial constabularies, insurgencies and asymmetric warfare were commonly encountered. It was also a time of intense, if sporadic, territorial expansion and the near constant involvement by European powers in a remarkable variety of small wars. Africa, more than any part of the world was profoundly affected by this experience, indeed, this period was so important that it is impossible to understand fully Africa of the 20th / 21st centuries without having an appreciation of the last two thirds of the 19th.

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**EL 587          George Washington: Indecipherable Monument or Indispensable Man? An Overview of  
His Life, Character & Legacy**

**Professor Erik Wright & COL Matthew Tackett**

**Course Description:**

Many of the multitudes of books and articles written on Washington begin with a statement roughly explaining how difficult it is to find George Washington “the man” as he has been obscured by legend, misunderstanding, misrepresentation and myth. Indeed, the myth, in the words of Marcus Cunliffe, is one of “suffocating dullness.” Having begun their writing on Washington with this type of statement, most of these authors go on to take up the challenge of finding the “real Washington” behind the entombed monument, and to further explain their perspective on this difficult feat. This course will be yet another attempt to find the “real Washington,” but it hopes to give interested students an opportunity to find Washington for themselves. The course readings will focus on a mixture of biography and specific themes—biography to remind of the arduous and incredibly eventful life Washington led, and themes to take advantage of the articulate writings of scholars and essayists who have examined specific issues in Washington’s character and legacy. These different categories of readings will be assigned in mixture throughout the course to give the broadest background for class discussion, while allowing individual students to explore particular themes that interest them. To complement the “monument and man” theme, the course will pursue three broad purposes as the title indicates: (1) to expose students afresh to portions of Washington’s life through the use of respected biographies; (2) to explore important aspects of Washington’s development, leadership and character by evaluating some of the choices he made, and what others wrote about him and (3) to examine parts of the legacy Washington left for his country as wartime Commander in Chief, as president of the Federal (Constitutional) Convention, as first President of the United States, and as “Father of his Country.”

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**EL 592          FOUNDATIONS OF MORAL OBLIGATION**

**Timothy Demy, Ph.D. & Thomas Gibbons, Ph.D.**

**Course Description:** This course provides an opportunity read and discuss some of the classics of philosophy, literature and religion. These readings raise fundamental questions regarding the nature of moral obligation, human nature, right, justice and law. The method for the course is the so-called “Great Books” approach. In this method, the book is the teacher.

At the conclusion of this course, students should have a good grasp of some of the major schools of thought regarding the foundations of morality. We will have examined the roots of Jewish, Christian and Hindu thought on these fundamental questions. We will have explored several major philosophical schools that have deeply influenced Western Culture (Platonic, Aristotelian, Stoic, Christian/Aristotelian, Kantian, and Utilitarian). We will have examined the US Declaration of Independence, the US

Constitution, the UN Charter and several of Admiral Stockdale's own written pieces in which he articulates the importance of these explorations for thoughtful military officers.

The main requirement of the course is careful reading of the assigned texts in preparation for class. The course will maintain a Blackboard website and each student will post at least a page of questions, comments, criticisms or points to be explored further to that website NLT 1600 two days before each class. Students are required to read each other's comments and to respond to at least some of them. This will enable us all to come to class prepared to engage on the points raised by their colleagues.

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## **EL 594            ETHICS IN THE MILITARY**

**Thomas Creely, Ph.D. & CDR Thomas Baldwin**

**Course Description:** 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 multidisciplinary 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 at higher levels of thinking.

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. 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, video cast, 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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## **EL 595            DIRECTED RESEARCH**

**Faculty Sponsors**

**Course Description:** This elective permits the individual student to pursue directed research alone or in combination with others under an appropriate faculty sponsor. Because of the special nature of this elective, the student must present in person a written research proposal, with the written endorsement of a proposed faculty sponsor, to the Associate Dean of Academics for Electives and Directed Research for permission to enroll. A one or two page abstract of the project's results, and a brief faculty evaluation, must be submitted with the final grade report. This elective is a suitable choice for a student who wants to pursue a special project on a limited basis; it could also be a preliminary research effort for an Advanced Research Project; or it could be used to expand a project undertaken in the prescribed curriculum.

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**EL 595 E/F/G DIRECTED RESEARCH (HALSEY)**

**Craig Koerner, Ph.D. Professor & James FitzSimonds (Halsey Alpha)**

**Professor William Murray & Professor Steve Fuller (Halsey Bravo)**

**Nina Kollars, Ph.D. & Professor Walter Bonilla (Gravelly Group)**

**Halsey Program Description:**

The Halsey Program provides an opportunity for selected members of the College of Naval Warfare and College of Naval Command and Staff to participate in focused, war fighting analysis projects dealing with near and mid-term operational challenges of interest to the CNO, the Navy Component Commanders, the numbered fleet commanders and Joint force commanders. Selected students participate in the Halsey program for the entire academic year. One of the three academic trimesters is devoted to full-time research in lieu of one of the core curriculum courses. During the other two trimesters, the student participates in the Halsey research elective. The Halsey groups employ individual research, visits with theater and agency experts, modeling, simulations, interactive wargaming and team assessments. The final output of each project is the opportunity to brief the CNO at the end of the academic year. The following is a brief description of the three Halsey Program projects that will be ongoing during the academic year from August 2010 to July 2011.

**The Halsey Alfa project examines a set of specific, real-world operational challenges in the PACOM AOR. The project involves extensive individual and group research with an emphasis on two-sided, interactive wargaming.**

**The Halsey Bravo project examines a set of specific, real-world operational challenges in the CENTCOM AOR. The project involves extensive individual and group research along with modeling, simulation, and wargaming.**

**The Gravelly Group (formally Charlie) project examines Integrated Missile Defense. The project involves extensive individual and group research along with an emphasis on real-world scenario assessments, operational planning and wargaming.**

Members of the College of Naval Warfare and College of Naval Command and Staff may apply for no more than one of the projects. Students interested in participating in the Halsey program should contact the Director of the relevant Halsey group.

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**\*EL 597            NAVAL OPERATIONAL PLANNER COURSE ELECTIVES (MAWS)**

**Director- Robert Gardner**

**\*EL 597A            NAVAL WARFARE AND OPERATIONAL ART**

This elective provides fundamental knowledge of operational planning, specifically addressing the operational art and its application within & throughout the Navy Planning Process. As an essential component of the Naval Operational Planner Course (NOPC) curriculum, this elective provides NOPC students with a solid foundation of generic operational-level planning, from which naval and joint planning skills will be derived and honed.

**\*EL 597B            THE NAVY PLANNING PROCESS AND THE JFMCC ENVIRONMENT**

This elective examines operational planning considerations at the functional component level of a Joint Task Force, specifically investigating the Joint Force Maritime Component Commander (JFMCC). As the second of three Naval Operational Planner Course (NOPC) electives, WE-597B provides NOPC students with firm comprehension of a JFMCC's unique operational-/tactical- level force employment considerations, from which feasible, suitable, and acceptable courses of action can be developed.

**\*EL 597C            MAJOR OPERATIONS AND CAMPAIGNS- HISTORICAL CASE STUDIES**

This elective examines operational planning considerations at the Joint Task Force level, specifically at the command element of the Joint Task Force Commander (JTFC). This third Naval Operational Planner Course (NOPC) elective provides the students with firm comprehension of a JTF Commander's organization, functions, and operational force employment considerations. Activation of a JTF command element is studied through the lens of the Standing Joint Force Headquarters (SJFHQ) construct, with practical application exercised by NOPC students acting as a SJFHQ core element during the Joint Maritime Operations (JMO) core course capstone exercise.

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**EL 599A            UNDERSTANDING STRATEGY AND OPERATIONS THROUGH WAR GAMING**

**Nicholas Murray, Ph.D.**

**Course Description:**

This course provides students with the opportunity to examine historical and contemporary decision making through wargaming; and this will take the form of terrain exercises, decision exercises, tabletop and board wargames. This is in order to gain a better understanding of how strategy and operations have evolved over time and how tactical actions are connected to them. The wars and problems studied complement the curricula of the college and reflect several of the cases used for the strategy and war, and strategy and policy courses. Students will develop courses-of-action, including alternate COAs, and make decisions based upon them in order to discuss the ramifications of their choices and to get a better understanding of the changes in warfare over the last 200 years. As such, students will improve

their reasoning and decision-making. Ultimately, the course fosters a better understanding of decision-making, the problems of developing strategy and conducting operations, and the evolution of war fighting over time.

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#### **EL 604 THE HISTORY OF WOMEN IN WAR AND COMBAT**

**Mary Raum, Ph.D.**

**Course Description:** The female in the military has a long history from ancient to modern times and is found in the stories of considerable cultures and nations. Students will read about, analyze and discuss a variety of biographies and autobiographies 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 studies will cover many nationalities and periods in the history of war.

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#### **EL 601 Modern China**

**Bruce Elleman, Ph.D. and Sarah Paine, Ph.D.**

**Course Description:** China is the rising power of the twenty-first century. This course will focus on the diplomatic, political, economic, historical, philosophical, and cultural factors relevant for making an informed net assessment of its intentions. The readings, presentations, and movies will help explain why the Chinese empire collapsed, why China remained a failed state for so long, how it began to rise, what are factors contributing to this rise as well as what are the impending bottlenecks.

The course emphasizes the important role of warfare in Chinese history. Far more so than in most other countries, warfare has wracked Chinese society for the last two centuries. Hostilities were not confined to a single region but devastated all provinces at different times and the unrest continued not for years but for decades. Constant warfare and internal upheavals help explain the high value attached to social order by the Chinese government and people.

Modern Chinese history also cannot be understood without a deep appreciation of the foreign influences that have bombarded China from all sides. Western analysts often give due attention to the Western European powers and to the United States, but few give adequate attention to the activities of Russia and Japan. In fact, Sino-Russian relations are central to China's national security, and Japan has had an equally important impact on China's economic development.

Finally, this course will discuss how Chinese governments have attempted to preserve Chinese unity. It will put Communist rule in the context of the cyclical pattern of imperial decline, fall, domestic chaos, and the creation of a new unifying dynasty. Discussions will examine whether or not the Communist government has broken free from this pattern

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**EL 605            SCIENCE, TECHNOLOGY AND STRATEGY: FROM STIRRUPS TO SLBM'S**

**Timothy Schultz, Ph.D. & Michael A. Dennis, Ph.D.**

**Course Description:** What role does technology play in the development and transformation of strategic thought? At one extreme, some argue that technology is no more than strategy's handmaiden; others argue that technology transforms strategic thought by inventing new forms of action and destruction. This course eschews both extremes, arguing that new ways of understanding the history and sociology of science and technology demand new ways of understanding the dynamics of technology, strategy, and state power. Rather than study these domains separately, the course will use historical and contemporary materials to examine how new forms of scientific and technological knowledge shape, and are shaped by, strategic concerns. We aim to provide students with a toolkit to better understand the incorporation of technical knowledge into the modern state's strategic focus.

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**EL 632            MILITARY DECEPTION**

**Paul Povlock, Ph.D. & Professor Joe McGraw**

**Course Description:** This course introduces the theory and practice of deception. As old as warfare itself, nonetheless, history demonstrates interest in deception waxes and wanes. Cultural considerations affect how readily deception is practiced. The most successful military commander understands the value of deception and in particular 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.

The course is offered within two Areas of Studies (AOS), Strategy, Operations, and Military History (AOS 10) and Information Operations (AO 11). As such, it complements the course material covered primarily by the Strategy and Policy and the Joint Military Operations departments. It also supports the curricula of the National Security Affairs department. The course augments the readings and study in the core curricula.

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**EL 636            INDIA, PAKISTAN AND SOUTHEAST ASIAN SECURITY**

**Admiral Nirmal Verma**

**Course Description:** War, terrorism, nuclear crises, great power rivalry! South Asia has it all. This seminar focuses on the political, security, social, and economic dynamics of this increasingly volatile region from the independence of India and Pakistan to the present. Particular attention will be paid to the Indo-Pakistani rivalry, its nuclear dimensions, and its connection to Islamist-inspired terrorism.

Afghanistan, its ties to Pakistan, and the South Asian region's role in the U.S.-led global war on terrorism will also be covered. Finally, China's role in the region – including its rivalry with India and support for Pakistan – will be addressed.

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## **EL 640            GOVERNING CHINA**

**Isaac Kardon, Ph.D.**

**Course Description:** This elective course will provide a survey of the major factors within Chinese culture and political society that influence Chinese conceptions of East Asian regional governance and global governance. Topics of consideration will include China's ancient culture of Confucian authority and the ways that its deeply ingrained cultural patterns affects China's views of state authority and interstate relations. Other factors that will be considered include the influence of Marxism, Maoism, and today's Peaceful Rise and Harmonious Society policies. The course will take these factors and assess their impact on Chinese conceptions of the East Asian regional order, ideal patterns of global governance, and the potential for a stable and productive Sino-American relationship.

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## **EL 641            WARS OF AFRICAN INDEPENDENCE (1881-1991)**

**Richard Norton, Ph.D.**

**Course Description:** Welcome to this elective! During this semester, 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 of 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.

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## **EL 645            POLITICAL WARFARE AND COUNTERINSURGENCY: DEVELOPING INNOVATIVE TOOLS**

**Admiral Guillermo Barrera**

**Course Description:** This course will examine non-violent strategies and actions employed in irregular warfare and counterinsurgency. Non-violent actions comprise more than 70% of the total number of

activities in irregular warfare. The study of these strategies provides us with a theoretical framework to understand not only why some insurgencies succeed and why others fail, but also, how insurgencies can be defeated in their own methods.

We will begin with an overview of political warfare. Political warfare focuses primarily on Psychological, Organizational, Intelligence, Mass Movement, Moral, Strategic and Ideological activities that are used to achieve political and military objectives. While violence plays an important role in political warfare, it is not always the determining factor in the outcome of many conflicts. Using political warfare as a framework, we will study several contemporary cases to assess the relative strengths and weaknesses of political warfare strategies. Finally, students will produce a short paper based on their own case study that assesses the utility of political warfare strategies. Students will present their findings to the class in a twenty-minute presentation.

This Course will complement the study of Irregular and Asymmetric Warfare for both Operations and Strategy & policy.

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## **EL 655A THE LAW OF AIR, SPACE, AND CYBER OPERATIONS**

### **International Law Department Faculty**

**Course Description:** This elective is specifically designed to introduce the areas of international and operational law applicable to the air and space domains as well as cyber activities. Topics include the zones of air warfare and the status of aircraft; military activities in space during peacetime; and the application of self-defense when subjected to cyber operations. The course will address the law of armed conflict unique to air, space and cyber operations.

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## **EL 660 CYBERSECURITY: CYBERED CONFLICT, RESPONSE TO SURPRISE, AND EMERGING INDICATORS OF GLOBAL SYSTEM CHANGE**

### **Chris Demchak, Ph.D.**

**Course Description:** The course will be an overarching look at cyber world threat development and examine wider issues where cyber space and other trends are likely to intersect to produce surprises for the U.S. and other civil digitized societies. The course will push the envelope to explore not only what exists today but also what can be foreseen as likely sources of future surprise, and what trends we should follow to continuously recalibrate our anticipation of both technological and societal developments associated with cyber threats. This course provides the opportunity for students to apply the critical thinking frameworks provided in the core curricula to the events and indicators of the emerging cybered world and its evolving forms of conflict.

Along with readings and class discussions, students will join into teams to develop a cybered threat scenario and provide Red (adversary) strategies and Blue (government) responses. Team presentations will be conducted during class session nine. Students will turn in their presentation and associated research as their graded written work for the class. Final grades will be based on class participation, team presentation and briefing materials.

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## **EL 664            AFRICA MARITIME SAFETY AND SECURITY**

**Professor Jeff Landsman & Professor Jason Willenberg**

### **Course Description:**

This course will examine the African maritime sector, laying a foundation for how the oceans, seas, lakes and rivers play a critical role in the economic stability, safety and security of the African continent. It was not until recently, the African nations and international community recognized the value and the significant role the African maritime sector plays at national, regional and global levels. The sector provides development and economic opportunities, while at the same time, it must overcome the significant challenges of illicit criminal activity, piracy, illegal fishing, migration, trafficking, and continued damage and overuse of marine ecosystems. This course will examine the African maritime sector's history, geography, resources, trade, infrastructure, threats, regional stakeholders, strategies and agreements, international partner interaction, and how each of the Regional Economic Communities (RECs) utilize the sector. Students will apply course topics and seminar discussions through a research paper and an in class practical table top game, which will further investigate possible solutions to security challenges within the African maritime sector.

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## **EL 665            US-AFRICA POLICY**

**Naunihal Singh, Ph.D. and Professor Rob Dahlin**

**Course Description:** Welcome to the China and Africa elective. During this semester 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.

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**EL 671 Religion, Society, and Politics in Africa**

**Carolyn Fluehr-Lobban, Ph.D.**

**Course Description:**

The course surveys the major religious systems in Africa from its core heritage of Indigenous faiths and beliefs, to the historical expansion of the three 'great' religious traditions of Judaism, Christianity, and Islam in the African continent. Ancient, pre-colonial, and post-independence contexts of religious practice and institutions are referenced to gain an integrated understanding of the continuing importance of varied religious traditions, that often coexist and are syncretistic with a dynamic influence on contemporary society and politics in Africa. Special attention will be paid to the religious participants in these movements, with an emphasis on factors of gender, social differentiation by ethnicity, race, class, and/or regional origin within nations or between comparison countries. Revivalist, or "fundamentalist" movements within both Christian and Islamic African cultures will be examined, especially as they have been subject to foreign influence from both the West and the East. Newer movements in Evangelical Christianity, and the evolution of extremist Muslim movements, such as Boko Haram and al-Shabaab and others, will be examined. I have conducted research in the Sudan(s) for nearly five decades, and North Sudan's three decades' experience of state Islamism (politicized Islam) will be analyzed in detail, as will the breakaway new Republic of South Sudan be examined for its historical resistance to Islamization, ending with Africa's newest state. The politicization of Shari'a, Islam's religious law, is a hallmark of these events.

The course extends to the historical and geographical breadth and depth of the 54 nations in the African continent. The role of religion as an aid or hindrance to the politics of democratization, as well as conflict prevention, management, or resolution will be addressed along with the ways in which an indigenous African democracy is imagined or realized.

The course is intended for both the introductory student, as well as those who may have taken other Africa courses. Students of African descent or those with direct experience in Africa are especially welcome. Weekly Tutorials by Zoom, prepared by your professor and distributed in advance as a text, together with power points to supplement the lectures/tutorials, will be provided. Each of you will choose, or be assigned, an African country of some regional importance for which you will serve as "desk officer", reporting briefly on a biweekly basis, on the **news as it relates to religion, society and politics** in the country. If you are a new to the study of Africa, you can use the *Global Studies Africa* resource book to help you make a selection. Details regarding specific course requirements will be provided during the course, and deadlines are indicated in this course outline. Looking forward to our shared online learning experience, Dr. Carolyn.

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**Professor Angus K. Ross**

**Course Description:** Listening to all the current “hype” about the alleged revolutionary impact being created by the onset of the information age, one could be forgiven for imagining that this is somehow the first point in historical time where such a broad and far-reaching set of changes have had to be confronted. In naval terms, the legacies of the Cold War era, with its emphasis on sophisticated platforms and global presence, has given way to an age where the threats are less certain and where the consequent justification for expensive “legacy” systems is harder to find. The emphasis has fallen instead on reactivity and rapid global power projection. The net result of all of this has been a perceived need to “transform” the whole ethos of what we understand by the exercising of sea power.

As an entering argument, this course takes the view that the changes that followed the Industrial Revolution over 100 years ago were equally as bewildering to the strategists and planners of the time, and that the study of this period is therefore useful to us in attempting to chart a course through the current upheavals. Almost overnight, vast fleets of expensive battleships were made obsolescent by the perfection of yet another radical weapons system or the successful coupling of weapon and speed in a single new capability that was likely to be within the reach of even the poorest powers of the day. The potential impact that this had on the naval balance of power of the day was incalculable, not to mention its effects on the costs of remaining on the “cutting edge.” Using a historical approach, this course will chart the appearance of the different technologies; steam propulsion, lightweight armor, quick-firing guns, steam turbines, the all-big-gun ship, mines and submarines, and look in turn, at the response of the politicians, the naval theorists, the planners and the industrialists to the dilemmas that they posed. In essence, we will be examining the changes wrought on the naval mission – just what did it mean to exercise naval power in the industrial age; how did this differ from the previous era, and did the navies of the day ever grasp the significance of what was happening around them? As befits a course at the NWC, the emphasis will necessarily fall on the impact that these “transformational eras” can have on the larger, well-established naval powers.

Students completing the course will be able to articulate some of the key pressures that face naval planners in a transformational age and, with the benefit of a broader historical background, should be better placed to ensure that the tenets of naval theory and practice remain at the forefront of the advances; “driving the train,” as opposed to simply reacting to technology and the actions of others. The course will follow a seminar format of presentations and discussion. In addition to participating in all classroom discussions, students will be required to research a particular topic that interests them from within the course material. They are to summarize their findings and present them to the seminar by way of an informal, 20-minute presentation, which should lead naturally into deeper seminar discussion. Using the research conducted and, if necessary, the feedback gained during the class discussions, the written requirements are met by way of an accompanying, short, 4-8 page “think piece,” which should document the main arguments presented and the sources used.

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**EL 687            Quill to Kill: Essential Readings & Questions for Just Wars & Warriors**

**Pauline Shanks-Kaurin, Ph.D.**

**Course Description:** War is a human endeavor, and like other human pursuits has moral status and implications to be examined. This course considers two core questions which are central to what is called Just War Thinking (as opposed to Pacifism and Realism): 1- Under what circumstances is war morally justified and what exactly does that mean? 2- What are the moral implications of war, both for political communities and individuals? While we will primarily focus on how these questions have been answered in the Western traditions, we will also consider how other traditions and cultural contexts (indigenous, Islam, Hinduism and Buddhism) address the same issues. Further, we will not just consider the theories and concepts in Just War Thinking, but consider how they are applied to specific contemporary issues like remote warfare, non-lethal weapons, cyberwarfare, the environment, terrorism and insurgencies. Finally, we consider the broader implications of Just War Thinking for the intersection of strategy with ethics and for moral injury.

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**EL 688            Ideology of War**

**Kevin Eubanks, Ph.D.**

**Course Description:**

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.

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## **EL 698            DEFENSE RESOURCE ALLOCATION**

**Professor Sean Sullivan & Professor James Cook**

**Course Description:** The course is designed for future practitioners of Defense Resource Allocation. Each Formal Defense Resource Allocation formal process will be studied in detail with an emphasis on process and source documents. The course will include study of:

- Planning Programming Budgeting and Execution (PPBE) system
- Joint Strategic Planning System (JSPS)
- Defense Acquisition System (DAS)
- Joint Capabilities Integration and Development System (JCIDS)

The services participate in Defense Resource Allocation and their service specific processes for programming and planning will be reviewed. Program Objective Memorandum (POM) development is an important process for a service. POM development includes the implementation, funding and management of programs that provide service specific capabilities to the Joint Force.

Department of Defense Transformation has resulted in numerous changes to the formal defense resource allocation process. Secretary of Defense Donald Rumsfeld initiated Capabilities-based Planning into U.S. defense planning. The course

discusses the foundation, intent, and result of these changes and their impact on process.

The course will also introduce the student to analysis methods and principles used in programming, decision making, and budgeting.

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## EL 704 CIVIL-MILITARY RELATIONS

Lindsay Cohn, Ph.D. & Jessica Blankshain, Ph.D.

**Course Description:** 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?

Does this problem become more acute as civilian society loses its connection with the military? 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 conscripted “citizen-soldiers,” or of volunteer professionals? What responsibilities do the government and the general public have with respect to those who serve in uniform? What does society “owe” the soldiers?

This course will examine these issues primarily in the context of the United States, but will be looking at theoretical concepts that could be applied to advanced democracies in general. However, the U.S. is in many ways an exceptional case for CMR, and thus we will take every opportunity to compare and contrast it with other states whose political systems and/or geopolitical position is very different.

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## EL 707 GLOBAL MARITIME SECURITY LAW: TYRANTS, TERRORISTS AND TRAFFICKERS AT SEA

International Law Department

**Course Description:** This interdisciplinary seminar focuses on the interaction between international law, international security, and strategy in the maritime domain. As a capstone discussion forum, the seminar is concerned with the formation and impact of oceans law, naval strategy, and maritime security. Using a number of case studies, shorter lectures and ample class discussion, we will examine how international rules and institutions help to promote peace, as well as serve to generate conflict at sea. The seminar will study the political and strategic underpinnings of international oceans law and policy, mostly through a series of contemporary case studies involving maritime and naval conflict, including the Gulf of Tonkin incident (1964), the North Korean attack on the USS Pueblo (1968), the Cambodian seizure of the M/V Mayaguez (1975), the “Black Sea Bumping Incident” (1985), and the Israeli interdiction of the Mavi Marmara (2010), the hijacking of the Achille Lauro cruise ship (1987), contemporary Arctic Oceans security issues, and several incident between the United States and China concerning U.S. Navy ships and aircraft operating in the East China Sea (2000-2010). We also will discuss the concept of “lawfare”—or the use of law as a political weapon to shape the legal order of the oceans. These case studies will illustrate the rules of the international law of the sea, as embodied in the law of

the sea, as well as some aspects of the law of armed conflict and international humanitarian law that arise during peacetime and wartime conflicts in the oceans.

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## **EL 716                    The Age of Grant and Leadership**

**Jon Scott Logel, Ph.D.**

### **Course Description:**

The purpose of this course is to refine student critical and creative thinking skills by exploring one of the most fascinating military characters in history: Ulysses Simpson Grant (1822-1885). Like any of the Great Captains, he defies simple categorization as a commander or leader. A brave yet unremarkable junior officer, unschooled in the operational art, he nonetheless provided the strategic vision, fixation of purpose, and relentless drive to victoriously end the costliest war in U.S. history. By his own admittance, he was a man of modest intellect. He rarely spoke publicly and wrote even less for public consumption—yet his written operational dispatches and exhaustive *Personal Memoirs* qualitatively rank as equal or superior to any others past and present. Detractors excoriate Grant’s supposed disregard for casualties—yet his impact on strategy and military operations introduced annihilation into the American Way of War which thundered throughout the 20<sup>th</sup> century and into the 21<sup>st</sup>. His political career is mostly misrepresented by historians and usually misunderstood. Curiously, his private life remains an enigma, except for his overwhelming lifelong devotion to his wife, Julia Dent. In this course, students will explore how 19<sup>th</sup> Century America and a newborn American Profession of Arms shaped and produced Grant and his peers in order to evaluate the military, ethical, and political decisions by the leaders of Grant’s generation. Students will use their conclusions to not only critically assess today’s Profession of Arms, but consider the development and role of the senior military leader within the current and future American security environment.

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## **EL-717    STRATEGY, LEADERSHIP, AND ETHICS IN THUCYDIDES’ PELOPONNESIAN WAR**

**Mike Pavkovic, Ph.D.**

**Course Description:** This elective combines over sixty years of experience from an historian, a philosopher, and a political scientist at teaching one of their favorite books, Thucydides’ Peloponnesian War. The method is Socratic. We will read Thucydides’ account of the Peloponnesian War as slowly and

carefully as time permits and try to discuss four or five big questions per seminar about Thucydides and the Peloponnesian War with your professors taking turns leading the discussions. This elective should be valuable for any War College student, but perhaps especially for those taking or waiting to take the Strategy and Policy course, for which Thucydides offers a superb introduction. The elective may be even more valuable for those who have finished the Strategy and Policy course and desire a capstone integrating all of our course themes, with a special focus on the relation of strategy, leadership, and ethics in war, thus also making this elective a nearly ideal case for those pursuing the leadership track in the electives program.

Thucydides wrote his account of the Great War between Athens, leader of the Delian League, and Sparta, leader of the Peloponnesian League, as a “possession for all time.” It is meant to reveal the essence not merely of the Peloponnesian War, but of war as such. In that respect his account of the Peloponnesian War is meant to be the greatest (most insightful, most moving, and most comprehensive) account of war ever written. It is a microcosm of all war, and as such, useful for understanding any war.

We will test Thucydides' claim to have written the perennially useful account of war against the text by examining such classic issues as the causes of war, land v. sea power, limited and unlimited war, coalitions, intervention, peripheral operations, political, economic, and revolutionary warfare, escalation, war termination, civil-military relations, the match between strategy and policy, strategic and operational leadership, strategic communications and rhetoric, and the struggle for power among political leaders and parties in time of war. We shall pay special attention to Thucydides' understanding of the strengths and weaknesses of Athenian democracy at war in order to see whether they have any bearing on the problems of strategic leadership in democracy at war in our own time. Thoughtful students of Thucydides have long recognized that his book is about much more than strategy and leadership, however. It is the beginning of Western political science, some even say, of Western political philosophy, so we will ascend to these perennial issues too, especially as they pertain to justice and ethics in war, as they come up in our conversations.

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**EL 718          Pen & Sword**

**Tim Demy, Ph.D. & Major General John Salesses, USMC (Ret)**

**Course Description:**

This course will use the literature of war (classic and contemporary) to explore the relationship between the fiction and reality, the written word and the lived experience. It will study leadership and the experience of war from the pens of those who have experienced it as well as

those who have imagined it. In part, literature is an artistic expression of human experiences, aspirations, desires, and creativity. Literature appeals to the emotions and imaginations as well as the intellect of the reader. The literature of war mirrors real and imagined events, people, emotions, and ethical dilemmas faced in combat and tries to give the reader a glimpse into warfare—one of the most challenging and traumatic of human experiences. It has a long history, beginning in the Ancient Near East, continuing into classical Greece and Rome, and then throughout the history of the West.

Since the publication of Stephen Crane's *The Red Badge of Courage* in 1895 (and earlier, James Fenimore Cooper's 1826 *The Last of the Mohicans*), one of the most important ways Americans have attempted to gauge the thrust and reality of human conflict is through literature. At their best, accounts such as Crane's may be timeless, revealing aspects of soldier's courageous grappling with the fear, stress, and suffering that together comprise the battlefield environment. Other works seem to miss that essence entirely, reducing war to a stereotypical backdrop useful primarily for presenting shallow characters and implausible actions. Both types of literature—the well written and the poorly written—have influenced American individual and collective consciences and shaped perceptions about war and peace. When grouped with music, art, and film, the literature of war has had an enormous influence on American social and political perceptions of war.

The course will look at illustrations of the principles, characteristics, language, dilemmas, and examples of leadership as found in the literature of war with a view to increasing student appreciation of literature as a source for developing personal leadership and studying leadership as a professional discipline. Also addressed will be the role of ethics in warfare and the interplay of technologies of war and leadership. Clausewitz declared: "Theory becomes infinitely more difficult as soon as it touches the realm of moral values." (*On War* 2.2) Concepts such as duty, friendship, freedom, love, hatred, and patriotism are a few of the many ideas and emotions that will be explored. For the military professional, the convergence of theory, war, and moral values can be beneficially studied through an enduring and creative medium —the literature of war.

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**EL 719            ADVANCED STRATEGIST PROGRAM**  
**COL (ret) Dave Brown**

The Advanced Strategist Program is for students interested in formulating, developing, and executing strategy at various leadership levels in order to fill key billets in Navy, Joint, and high-level political staff. The curriculum, taught by specially selected professors across the NWC, includes interaction with nationally known academics and leaders and focuses on various topics intrinsic to strategy and grand strategy. ASP is the only NWC program that requires a Master's thesis; students choose a strategic topic and are guided by a principal academic adviser along with a military faculty member and ASP Director. COVID permitting, students may do an Economic Policy Trip to New York City and a Washington, D.C. Engagement Trip to interact with senior uniformed and civilian officials. ASP's 10-week summer capstone project includes a strategic planning practicum. USN students are selected for ASP prior to arrival at the NWC; sister service and interagency students may apply for the remaining slots. USN graduates earn the Naval Strategist Subspecialty Code (2300p); USAF officers earn Advanced Study Group credit; Army officers qualify for the 6z Army Strategist skill identifier; and Marines earn the 0505 Operational Planner MOS.

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**EL 720            UNMANNED SYSTEMS AND CONFLICT IN THE 21<sup>ST</sup> CENTURY**

**Professor John Jackson & Professor Michael Sherlock**

**Course Description:** Technological advances in the areas of artificial intelligence (AI) and robotics achieved in the past decade have created the capacity for unmanned/robotic systems to move from the realm of science fiction onto the current battlefields of the 21st century. In 2008, there were over 5,300 unmanned aircraft systems in America's inventory, and the inventory of unmanned ground systems deployed to Iraq and Afghanistan exceeded 12,000. Sea-based unmanned/robotic systems are less fully developed, but research and development is well underway on systems to be deployed in the air, on the surface, and under-seas. Critical design considerations for the Littoral Combat Ship, for example, have been made to accommodate the use of a variety of unmanned vehicles. One further indicator of Navy interest in this subject is the Chief of Naval Operations' October 2008 tasker to Strategic Studies Group XXVIII to study all aspects of the integration of unmanned systems into Navy force structure. (tasker attached).

Many observers believe that the combination of super-computing technology and robotics engineering will drive changes within the military environment equal to the impact the invention of gunpowder had in the 16th/17th centuries and steam propulsion for ships had in the 19th century. These changes relate not only to the development and manufacture of highly-capable future systems, but also to issues regarding the ethics of their use, and the manner in which command and control will be exercised. The purpose of this course will be to acquaint students with the scientific, ethical and operational issues inherent in the employment of unmanned/robotic systems in the national security context.

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## EL 729      NUCLEAR ARMS CONTROL, DISARMAMENT AND NONPROLIFERATION

David A. Cooper, Ph.D.

**Course Description:** This course explores the theory, history, and future challenges of employing nuclear arms control, disarmament and nonproliferation tools as elements of U.S. national security policy. Although focusing primarily on the "demand side" approach of negotiating and implementing bilateral and multilateral treaties and agreements, it also touches on "supply side" nonproliferation approaches including interdiction, export controls, and sanctions. U.S. pursuit of bilateral nuclear disarmament with the Soviet Union was a major national security preoccupation throughout the Cold War era. This interest quickly receded, however, once the Soviet Union disappeared as an existential adversary. Especially in the wake of the 1991 Gulf War, U.S. attention began to focus increasingly on the prophylactic goal of preventing the spread of nuclear weapons to new countries, rather than reducing or eliminating existing arsenals including its own. This shift in emphasis accelerated when the terrorist attacks of September 11, 2001 created an overriding imperative to prevent terrorists or their state sponsors from obtaining the means to inflict mass destruction. However, although President Obama has maintained this focus on preventing nuclear proliferation, he has also sought to reinvigorate a parallel nuclear disarmament agenda with the ambitious goal of eventually eliminating all nuclear weapons everywhere. These interrelated goals will face daunting challenges in the years ahead that will be explored.

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## EL 730      ETHICS OF TECHNOLOGY: WARFARE, SOCIETY, AND DISRUPTIVE TECHNOLOGIES

Thomas Creely, Ph.D. and Lewis Duncan, Ph.D. (Provost)

**Course Description:** The exponential growth of technology in the military and society places ethical demands on leadership and decision-making. Technologies developed and used in the United States reflect American values. Robotics, nanotechnology, railguns, cyber, information, neurotechnology, drones, autonomous vehicles, ambient intelligence, and chemical and biological agents are warfare technologies, which are value-laden. These and other emerging technologies, some of which we cannot yet even imagine, require leaders who have developed and broadened their ethical leadership skills to engage complex enduring dilemmas of democratic civil societies, ethics of other cultures, and ethics of economics.

An overview of ethical theories and technology terms will lay the foundation for analysis, discussion, and reflection of one's moral decision-making responsibility. Leaders need to ask and debate questions because of their short range – long-range consequence on their own and other societies. In what ways does technology challenge and possibly reconfigure our ethics? What additional challenges will exist as new technologies in the third offset strategy are developed rapidly outpacing our existing ethical frameworks? Is the human element too far removed from drone or autonomous warfare? Does technology generate greater freedom or does it constrict freedom of citizens, of leaders, or of states?

After reviewing enduring ethical dilemmas, students address these dilemmas through technology and societal lenses in reading, film, video cast, journal articles, and guest lecturers. Because of these and other questions, you will expand your ethical capacity in engaging emerging technologies.

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**Professor Thomas Baldwin & Brad Carter, Ph.D.**

**Course Description:** This course provides an overview of perspectives on war through the Humanities. In so doing, it combines art, music, literature, and historical information to better understand the role of the humanities across the spectrum of military operations, in international relations, and in light of cultural values.

**Introduction:** Consciously and unconsciously the humanities (i.e. art, music and literature) reflect and often shaper our values, beliefs and our attitudes toward the world, and our actions during times of crisis. In today's world, the humanities (e.g. art, movies, and plays) play a significant role in shaping our societal and cultural values, which often affect foreign policy and international relations. Indeed, one cannot adequately understand contemporary international relations without studying the cultural views of the world and their effects on national and international political processes. This is especially true of those involved in current military operations, for as General Zinni (USMC, Ret.) has noted: "We have to have a deep understanding of the culture because it affects our decision-making. 'Cultural intelligence' is the greatest initial need of the commander on the ground and the one that leads him into more problems."

In this course, attention is focused on the three aspects of the humanities including art, music and literature and their respective influence on diverse cultures and their impact on war and peace. Two questions will be asked of each of the humanities we will study: (1) What is the impact of the humanities in shaping cultural perspectives and decision-making? (2) In what ways does art, music and literature reflect and shape individuals to pursue war and peace? Every nation has their individual culture and their views, beliefs and sets of values that are influenced by the humanities.

We will explore the way in which psychological and political actions are reflected through the cultural prism of the humanities. Throughout this course, the effect of the humanities will be examined as a contributing factor toward pro and anti-war activities and as a powerful force for peace. Specific topics

to be addressed during the sessions include Art reflecting societal changes during times of war; Music that inspires nations for war and peace, and Literature that reflects on the nature of war itself and embodies the sentiment of compassion of the costs of war.

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**EL 751                    EXPEDITIONARY WARFARE, BLOCKADES, COMMERCE RAIDING, COALITIONS, AND GRAND STRATEGY**

**Bruce Elleman, Ph.D. & Sally Paine, Ph.D.**

**Course Description:**

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 fifteen 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.

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**EL 760                    RUSSIAN MARITIME WARFIGHTING ADVANCED RESEARCH PROGRAM**

**Michael Petersen, Ph.D.**

**Course Description:**

The elective will focus on 1.) Comprehending Russian operational, strategic, and political decision making in the maritime domain, 2.) Conducting vignette-style war games at the operational level of war in order to develop and explore appropriate responses.

**EL 760A (Fall):** In the first trimester of study, students will participate in a graduate seminar-style course of study, reading relevant U.S. and Russian publications and discussing them in a faculty-led group setting in order to develop essential knowledge of Russian policy, strategy, operations, and capabilities. Students will also become familiar with war game techniques and tools that will be utilized in EL 760B and 760C.

**EL 760B and 760C (Winter and Spring):** In the second two trimesters of study, students will apply this knowledge by playing Red and Blue in a series of iterative, vignette-style war games. The goal is to both educate students on Russian war fighting issues and to broadly explore possible options available to both sides in the real world. Vignette games will be iterative, and students will build on experiences with each iteration. In this way, they will not only develop deeper knowledge of Red operations, capabilities, and potential options, but they will also develop deeper knowledge of possible Blue responses to Red aggression. Finally, students will draft research papers aimed at extrapolating analysis from the

vignettes, or they will write research papers that develop new and/or improved gaming tools based on the experience of the game. War game results will also be communicated to the appropriate real-world personnel in the U.S. Navy and Department of Defense.

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## **EL 761            HISTORY AND SECURITY: EAST ASIA**

**Kristin Mulready-Stone, Ph.D.**

### **Course Description:**

This course will survey major issues in East Asian History since the early nineteenth century. Although new articles and books are constantly being published to help Americans understand China and East Asia in today's world, it is not possible to understand the dynamics within the region or between East Asian countries and the rest of the world without a solid grounding in the region's history. Given China's rise in the past three decades and its role as a competitor to the United States for regional and global hegemony, a majority of the readings and class sessions will focus on China. Other sessions will explore the rise of Japan, World War II in East Asia, the Guomindang's retreat to Taiwan following the Chinese Civil War, the Korean War, the Sino-Soviet Split and Current Security Issues in East Asia, including the situation on the Korean Peninsula. Regional and international relations will be a constant factor in the analytical approach in this course.

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## **EL 764            Genocide Studies**

**Hayat Alvi, Ph.D.**

### **Course Description:**

Since the Holocaust during World War II, there have been numerous other genocides and mass atrocities in the world, despite the Nuremberg Trials, the war crimes trials in the International Criminal Court (ICC), and the moral declaration of "*never again!*" This course examines the definitions, concepts, and ideologies associated with "genocide," fascism, and mass atrocities in the modern era, and their implications for global security and stability. This course also analyzes various 20<sup>th</sup> and 21<sup>st</sup> century case studies involving these concepts and ideologies. The roles and responsibilities of the military in preventing and stopping genocide and mass atrocities from occurring are also imperative perspectives to examine in the course.

The recent trends in both Western and non-Western societies of ultra-right/extremist ideologies manifesting themselves within and outside of politics indicate a rise of intolerance towards diversity, challenges to democratic principles and values, and the emergence of elements of fascism in both state and non-state actors. Cases of genocide, mass atrocities, and ethnic cleansing in the 20<sup>th</sup> and 21<sup>st</sup> century provide historical precedence and frameworks for observing dangerous patterns that threaten global security, and perhaps predicting and/or preventing genocidal acts from happening.

These trends and lessons are essential for understanding the national, regional, and global security implications of fascist and potentially genocidal tendencies.

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**EL 766A      SEA POWER AND THE ARCTIC OCEAN REGION: ENSURING ACCESS AND PROMOTING SECURITY**

**Walter Berbrick, Ph.D. & RADM Lars Saunes**

**Course Description:**

Changes in climate and a diminishing Arctic ice cap are gradually providing access to significant quantities of unexploited petroleum, mineral deposits, and fish stocks. New maritime routes may reduce shipping time and costs, thereby enhancing relationships between North America, Asia and Europe. These factors could lead to increased opportunities and risks in what historically has been a peaceful region. Students will explore the unique Arctic operating environment, military strategy and operations in the region, the role of Alaska, U.S. decision-making on the Arctic, and the current state of sovereignty, commercial development, and geopolitics in the region. Through guest speakers, class discussions and exercises, topical readings, and lecture, this class will foster innovative thinking, critical analysis, and team-building skills to help leaders prepare for current and future challenges and opportunities in the Arctic region.

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**EL 766B      IMAGINING THE ARCTIC: A POLITICAL AND ECONOMIC PERSPECTIVE**

**Mary Thompson-Jones, Ph.D.**

**Course Description:**

Thanks to the State of Alaska, 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 the waters are just 55 miles across. 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 declares itself to be an Arctic nation. Even in modern times, few in the U.S. gave much thought to the Arctic until climate change and a diminishing ice cap began to make it possible, with difficulty, to navigate through the Arctic Ocean. As the ice continued to melt, countries both inside and outside the Arctic region began

eying the possibility of an Arctic shortcut as a means of moving cargo with less time and cost. Commercial interests found they had new access to natural resources and even tour operators offered the wealthy the possibility of an Arctic cruise. Heightened interest from many nations – some of whom were far from the Arctic -- brought increased security concerns as countries began vying for position.

This course will offer a multi-dimensional look at the Arctic using a variety of lenses: historical, literary, geographic, scientific, legal, commercial, security, and political.

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## EL 769 Counter Intelligence

**Professor Victor Melendez and Professor Jonathan Donigan**

### **Course Description:**

U.S. Counterintelligence provides collective, defensive, and offensive CI capabilities in thwarting U.S. adversaries CONUS and OCONUS. These investigations and operations are briefed on a daily basis to the President and key personnel in the National Security Council and cabinet. The U.S. Counterintelligence apparatus compliments and supplements intelligence functions influencing and informing the theater-wide plans and operations of our geographic and functional combatant commanders (COCOMS). USCI also provides strategic, operational, and tactical level functions via spycatching and offensive counterespionage (OFCO). While the FBI and CIA, guided by the DNI, provide counterintelligence to national-level decision-makers, it is the Joint Intelligence Officer, or J2X, and the Counterintelligence Coordinating Authority (CICA) who provide de-confliction and coordination of CI operations in OCONUS or deployed environments for the Joint Force, which can be at the Joint Chiefs level, combatant command, Joint Task Force (JTF), or Joint Component level. It is at the theater-strategic and operational levels—the geographic combatant commander, JTF, and Joint Component level—that counterintelligence is most valuable for the U.S. military. Strategic and operational counterintelligence supports military strategy, theater-wide campaign plans, joint operations, and tactical actions in all domains.

As such, joint operational counterintelligence plays a pivotal role of providing the commander and staff a deep understanding of the operational environment and enemy intelligence threat, real or imagined. This includes analytical assessments of the foreign intelligence entity/service (FIE/S) for the Joint Intelligence Preparation of the Operational Environment (JIPOE) process.

Despite the considerable capabilities the U.S. Counterintelligence brings to the joint force and military operations, they remain imperfect, and the conduct of counterintelligence remains as much an art as a science. The new Insider Threat nomenclature has given a name to the looming vulnerability that has existed since the advent of time. Counterintelligence has had its share of failures, as a result of complacency, ineptitude, and inaccuracy, which has had detrimental effects on some national policy decisions and military operations. Notable insiders who have caused untold levels of damage to U.S. Government (USG) interest include CWO John Walker, CIA Officer Aldrich Ames, and even FBI Special Agent Robert Hanssen. Counterintelligence is a bridging discipline that overlaps with intelligence, law enforcement, counter-terrorism, and security. It is therefore critical for senior decision-makers and decision-adviser staff planners alike to fully understand what CI is, the nuances contained therein, and to be proficient tradesman in knowing when to use the different CI tools in the Commander's toolbox. A

robust partnership with intelligence professionals and organizations to ensure the adversary and the operational environment are as well analyzed, comprehended, and defended— or in the case of OFCO, shaped or influenced— as possible before committing forces prior to, during, and after battle. Notable OFCO assets include CPO Thomas Hayden, USN; John Huminik, CIV; and 1SG Joseph Edward Cassidy, USA, in Operation Shocker.

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## **EL 770            War at Sea in the Age of Sail**

**Evan Wilson, Ph.D.**

**Course Description:** This seminar investigates war at sea during the sixteenth, seventeenth, and eighteenth centuries. It will, in general, adopt two perspectives in this investigation. The first is grand strategic: What factors contribute to sea power? What is the purpose of sea power? What are its limitations? How and why did Britain emerge as the dominant global maritime power by 1815? To answer these questions, we will survey the major theories of naval power, including those of Mahan and Corbett. But in doing so, we will arrive at the second perspective in our investigation of war at sea: namely, that navies cannot be understood in isolation from the societies they serve. From this perspective, we will explore: the relationship between navies and societies; how navies contributed to science, technology, and industry; the lives and worlds of the men and women who served at sea; and the role of navies in early modern state formation.

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## **EL 772            Winning the Battle of Perceptions: Strategic Communications & Information Operations**

**Professor John Odegaard, Marc Genest, Ph.D. and Asst. Professor Jim Lewis**

**Course Description:**

This course examines the important role that strategic communications and information operations play in domestic and international affairs. Using historical and contemporary case studies, we will examine the communication strategies and counter-strategies of key actors vying for influence over the information domain. The course offers a wide variety of experts drawn from academia, the US military as well as from the media.

This course provides an opportunity for students to develop and apply their own critical thinking frameworks regarding the key role that strategic communications and information operations play in domestic and international affairs. We assess how the battle of perceptions affects the course and conduct of international politics. We do this by evaluating the major actors, studying their aims, their communication strategies, and counter-strategies. The goal is to help students develop a question-based approach to assess and examine the complex interaction between belligerents and better prepare them for current and future challenges.

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**EL 775          Climate Change and National Security**

**CDR Andrea Cameron**

**Course Description:**

This course illustrates how non-traditional climate and human security issues are part of the current and future security landscape. Long-assumed as a constant variable, climate has emerged as an independent factor which changes the overall security environment. As the Arctic and Antarctic ecosystem is tied to the rest of the planet, changes in these geographic regions affect human security issues globally. Climate and the corresponding human security topics often function as the root causes and complicating factors of conflict.

This course first introduces a student to the basics of climate change and human security and their relationship to the Arctic/Antarctic. Human security is described using the three primary components of include human rights, economic development, and security. After providing of framework for climate and human security, students explore specific human security topics to include: economic insecurity/poverty, food and water insecurity, health insecurity, environmental insecurity and sea level rise, migration, and humanitarian response. Students will define the topic and its historical development, understand the international governance and actors, and relate current events. Caselets from geographic regions highlight course concepts. Each student has an opportunity to explore a topic of their choice within this field as their principle deliverable.

Course has a current events focus. Practical, policy focused. Solution oriented.

Climate and human 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.

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**EL 778          Cyber Seas: U.S. Navy Command in a Wireless World**

**David Kohnen, Ph.D.**

**Course Description:**

The U.S. Navy achieved unprecedented supremacy at sea by orchestrating global operations with intelligence. During the twentieth century world wars, the U.S. Navy harnessed the advantages of

electronic communications and intelligence to conduct global maritime operations with unprecedented efficiency. In peacetime, the U.S. Navy used electronic communications to place forces in position to safeguard the strategic interests of the United States. Given the significance of the Internet in the twenty-first century, the U.S. Navy remained a strategic force in developing technical means to orchestrate operations with greater efficiency with intelligence. By 2015, the term, “cyber,” diverted discussions about U.S. Navy organization, seagoing operations, and tactics. The term itself overshadowed the original thought in that the technical question of “cyber” became the driving concept.

Cyber theories frequently clashed with traditional U.S. Navy conceptions of strategy and organization. Doctrinal questions also loomed within the “new” context of “cyber warfare.” Although concepts of “cyber” appeared to represent a new challenge, in actuality the U.S. Navy had pioneered this technical subfield for nearly two centuries. In fact, cyber is by no means a “new” aspect of maritime strategy. Rather, cyber is simply a new way of discussing old problems of strategy, operations, and intelligence. Cyber warfare is arguably a tactical problem, which requires a holistic strategic approach in executing operations at sea with intelligence.

This course is designed to provide students an opportunity to reconsider the U.S. Navy strategy for “cyber” operations by examining the technological influences and organizational dynamics, which have defined American conceptions of communications security and sea power. Indeed, the term itself reflects a uniquely maritime focus. According to the Oxford English Dictionary, the ancient Greek word for a helmsman, “kubernētēs,” influenced the philosophical concept of “cybernetesis.” This term referred to the theoretical knowledge of humanity, which lacks physical form and exists in the intangible realm of philosophy. Working under the overall supervision of Professor Philip M. Morse at the Massachusetts Institute of Technology (MIT), Professor Jay Wright Forrester used the term “cyber” to quantify the theoretical concepts involved with artificial intelligence. During the Second World War, Morse and Forrester served for the U.S. Navy Antisubmarine Operational Research Group (ASWORG). Among others, Morse and Forrester contributed to the U.S. Navy effort to solve German Naval codes and ciphers after 1943. They also developed the WHIRLWIND computers, which the postwar Department of Defense and Armed Forces Security Agency employed into the Cold War era.

Cybernetic concepts have traditionally influenced U.S. Navy strategies in framing seagoing operations with intelligence. The technical transition from sail to steam also inspired fresh debates concerning the relationship between strategy and tactics within the ranks of the U.S. Navy. “Strategy is the thought seeking its means of execution” Captain William McCarty Little observed in 1912 that “tactics is the means to carry out the desires of the thought.” Communications technology eventually provided means to transcend the nexus between strategy and tactics. Wireless inspired further changes in the seagoing line during the world wars of the twentieth century. “Radio has stripped the skipper of the initiative and responsibility which was his in the old days,” one U.S. Navy commander lamented that “radio ties him to the apron strings of the Navy Department.” Pulling the strings from within the Navy Department, Captain Kenneth A. Knowles explained the strategic role of communications and intelligence in the global operations of the Tenth Fleet of the Second World War. “Intelligence, quite simply defined, is nothing more than information about events or people,” he explained that the “capital letter ‘I’ in the word ‘intelligence’ refers to a vast field of weeds obscured by a beautiful blossom, which stands upon a pile.”

Invoking past victories, the U.S. Navy resurrected the Tenth Fleet to perform operations with communications and intelligence. Reestablished in 2010, the futuristic focus of the new Tenth Fleet mission centered upon the “full spectrum of cyber, electronic warfare, information operations and signal intelligence capabilities and missions across the cyber, electromagnetic and space domains.” By emphasizing the technological jargon of the Internet, the new Tenth Fleet dehumanized the perceived enemy under the overarching catchphrase of “cyber.” Through selected readings and seminar discussions, students may reconsider the underlying historical trends which influenced transcendent strategic questions

of command in maritime operations. Students will be encouraged to consider alternative interpretations, challenge existing bureaucratic assumptions, and draw perspective from past models of command in communications and intelligence for application in future U.S. Navy organization. Ultimately, our course is designed to serve as a forum for practitioners to reconsider the basic influence of history upon sea power through critical discussions concerning the contemporary military policy of the United States.

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**EL 779            Science Fiction: Ideations and Explorations for Modern Leaders**

**Timothy Schultz, Ph.D.**

**Course Description:**

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 vigorous examination of ideas. Students will need to fully devote six hours of concentration outside of each seminar on an array of material, including books and short stories by: Arthur C. Clarke, Mary Shelley, Isaac Asimov, P.W. Singer and August Cole, Ursula K. Le Guin, Frank Herbert, Michael Crichton, Max Brooks, Edgar Allan Poe, Joe Haldeman, and Liu Cixin (translated by Ken Liu). Students will also read articles by Alan Turing, Gary Kasparov, William Gibson, Donna Haraway, 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.

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## **EEMT Ethics and Emerging Military Technology**

**Director-Tom Creely, Ph.D.**

### **Program Description:**

The Naval War College's Certificate in Ethics and Emerging Military Technology (EEMT) deepens expertise in the ethical complexities imposed by new technology. In a specialized version of the Electives Program, EEMT students gain priority enrollment in relevant courses and complete an additional course plus a faculty-mentored original research paper. They earn four additional graduate credits and recognition as Certificate recipients in studies highly relevant to the Navy and Nation. This program is voluntary and goes beyond the M.A. degree. Selection is limited to a small number of highly-motivated students and determined on a case-by-case basis.

### **Learning Objectives**

- Examine the ethical and military relevance of emerging technologies such as artificial intelligence, genetic manipulation, neuro-enhancements, cyber, quantum computing, nano-engineering, robotics, autonomous systems (air, surface, and maritime), etc.
- Apply ethical reasoning to the challenges and consequences of rapid technological change in the modern security environment.
- Formulate an original perspective on a chosen topic concerning current or potential technologies and their ethical implications for the profession of arms.

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## **SLDC Stockdale Leader Development Concentration Certificate Program**

**Director- COL Ryann Hill**

### **Course Description:**

The Stockdale Leader Development Concentration (SLDC) is a 10-month, immersive and deliberate leader development experience. The goal of SLDC is to provide an advanced individual senior leader development experience to select students as a means to address identified gaps in senior leader development across all services and civilian agencies.

The SLDC program provides students with a deep understanding of leadership and ethics theory coupled with an immersive leader development experience that will reap benefits for the students and those they lead well into the future. Utilizing the well-tested cohort construct, the interaction and peer feedback witnessed among the students provides exponential benefits. Additionally, students can elect

to receive a Graduate Certificate in Leadership and Ethics upon successful completion of a 30-page research paper to be completed in the Spring `20 trimester.

SLDC is a 10 credit (inclusive) course of instruction that in effect doubles the minimum LPA and elective requirements.

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**GCMH          Graduate Certificate in Maritime History**

**Evan Wilson, Ph.D. & Jeremiah Dancy, Ph.D.**

**Program Description:** The Graduate Certificate in Maritime History is a specialized track for students who are looking to deepen their expertise in maritime history and naval warfare. During the academic year, students will develop and produce a professional, publishable quality paper on maritime history. Paper topics and research will draw from unique resources of the Naval Historical Collections under scholarly supervision of the Hattendorf Historical Center (HHC) and affiliated historians at the U.S. Naval War College (NWC).

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