



# FALL 2020 VIRTUAL ELECTIVES FAIR

## Welcome to the Naval War College Electives Program

You will take two electives during your year at the college as you work on your master's degree. This presentation introduces the courses that will be offered during the FALL 2020 trimester.

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

## Meet the Professors Online

Using the ZOOM links in the FALL2020 Directory

**WED. ~ JULY 29<sup>TH</sup>**

**Available between 12:00 and 13:30**

Directory will be available on DoS BB – under ELECTIVES tab

# ❖ ? ❖ ? ❖ FAQs ❖ ? ❖ ? ❖

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

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

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

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

LPA will be assigned, with approximately one third of the incoming June2021 students assigned during the fall trimester.

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

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

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

Once you choose an AoS, you are locked in that Area of Study for both of your elective trimesters.

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

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

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

**How can I sign up to audit a course?**

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

**Where is the Electives Office?**

Hewitt Hall, 2nd deck: Jen, Patty, & Laura in Room 248 - just off the north elevator. However, we are all currently working from home, so available by email. Associate Dean Schultz - down the hall in Room 222, also available by email.

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COURSE #	AOS	FALL 2020 COURSE TITLES	PROFESSORS	SPEC PRGM
524	4	NATO: Cold War Successes to Strategic Incoherence	Ross, A.	
526B	10	Foundations of Air Power Theory	Haun, P. & Murphy, P.	
539	28	HA/DR: Improving Civil-Military Coordination	Polatty, D.	
554	9	The Law of Armed Conflict	Johnson, D.	
579	10	Vietnam: A Long War from Conflict to Country	Bergstrom, McGraw, Garofano, & Tackett	
580	10, 12	Colonial Wars: 1841 - 1918	Norton, R.	
592	13	Foundations of Moral Obligation: The Stockdale Course	Demy, T. & Gibbons, T.	EEMT
636	2	India, Pakistan and South Asian Security	Verma, N	
645	12	Political Warfare and Conflicts in the Gray Zone: Developing Innovative Tools	Barrera, G.	
671	5	Religion, Society, and Politics in Africa	Fluehr-Lobban, C. (A)	
687	13	Quill to Kill: Essential Readings & Questions for Just Wars & Warriors	Shanks-Kaurin, P.	EEMT
698	8	Force Planning and Defense Resource Allocation	Sullivan, S. & Cook, J.	
720	11	Unmanned Systems and Conflict in the 21st Century	Jackson, J. & Sherlock, M.	EEMT
730	13	Ethics of Technology	Creely, T. & Duncan, L.	EEMT
761	2	History & Security: East Asia, 1800-Present	Mulready-Stone, K.	
764	10	Genocide Studies	Alvi, H.	
766A	24	Seapower & Governance in a Multipolar Thawing Arctic	Berbrick, W. & Saunes, L.	
769	11	Counterintelligence: Counter Spy vs. Spy	Melendez, V. & Donigan, J.	
770A	10	War at Sea in the Age of Sail	Wilson, E.	GCMH
777	5	China and Russia in Africa <b>NEW</b>	Lobban, R. (A)	
778	10	Cyber Seas: U.S. Navy Command in a Wireless World <b>NEW</b>	Kohnen, D.	
779	10	Science Fiction: Ideations and Explorations for Modern Leaders <b>NEW</b>	Schultz, T.	EEMT
595S		Stockdale Leadership Development Concentration (SLDC)	Hill, R.	SLDC
535A		Joint Land, Air and Sea Strategic (JLASS)	Seaman, M. & Caldwell, D.	JLASS
719A		Advanced Strategist Program (ASP)	Brown, D.	ASP
597A		Maritime Advanced Warfighting School (MAWS)	Gardner, R	MAWS
595E		Halsey Alfa	FitzSimonds, Schmitt, & Koerner	
595F		Halsey Bravo	Fuller, Leonard, & Murray, W.	
760A		Holloway Group - Russia Maritime Studies Institute (RMSI)	Petersen, M.	RMSI

# 524 ~ NATO: COLD WAR SUCCESSSES TO STRATEGIC INCOHERENCE?



**T**his 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 90% of the course material focusing on the developments and discussion following the collapse of the Soviet Union in the early 1990s.

**N**obody 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 enthusiasm for a more searching re-analysis of the alliance rationale. Instead, political initiatives and collective developments have ensured not only its survival but its expansion to embrace some of the former Warsaw Pact nations. The course will explore and debate the resultant effects of this on a resurgent Russia, as well as the proffered political reasons for the Alliance's expansion. It will also 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, including discussion of the European Union (EU) as a possible alternative, and the American viewpoints on the relevance of NATO in an era when China is taking center stage. 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.

**T**he course will follow a seminar format of presentations and discussion. In addition to participating in classroom discussions based on the common readings, 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, 6-8 page "think piece," which should document the main arguments presented and the sources used. Any changes necessitated by the virtual environment will be discussed early in the class.

**PROFESSOR ANGUS K. ROSS**

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# 526B ~ FOUNDATIONS OF AIR POWER THEORY



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 technologies of radar and nuclear weapons forced a reassessment of the utility of air power. 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 911 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 air power developed with the assistance of several noted air power historians from the School of Advanced Air and Space Power Studies. For ten weeks we will engage theorists and their theories. Each week students are assigned a classic book on air power, including seminal works by Douhet, Trenchard, Mitchell, Sherman, Slessor, Brodie, Warden, and Pape. In seminar these and several other historical works will be examined by addressing a series of important 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, the character of the government/people, and the potential for escalation?
- For each airpower theorist, what is the theory of victory?
- What are the operational targeting priorities for an air power strategy that is developed from each air power theory?
- How does airpower theory work in practice?

**PROF PHIL HAUN**

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**PROF PAUL MURPHY**

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# 539 ~ HA/DR: IMPROVING CIVIL-MILITARY COORDINATION



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 exercises in response to natural disasters and complex emergencies. 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 (HA)/Disaster Relief (DR) operations. The magnitude, complexity, and lethality of recent disasters and conflicts have dramatically altered the previously accepted roles for militaries in international humanitarian response.

Class discussions will focus primarily on the operational level, and to a lesser extent, strategic 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 military or civilian headquarters staff and effectively integrate military capabilities into civilian responses.

**PROF DAVID POLATTY**  
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# 554 ~ THE LAW OF ARMED CONFLICT



**T**his 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. This elective is designed specifically to assist 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 conflicts.

**T**he course will combine lectures and seminar discussions. Guest lecturers may assist the teaching team. As its core texts, the course will use *International Law and Armed Conflict: Fundamental Principles and Contemporary Challenges in the Law of War* (Concise Edition) by Laurie R. Blank and Gregory P. Noone and *The Law of Armed Conflict: International Humanitarian Law in War* by Gary Solis. These texts will be augmented by selected academic readings and various publications.

**STOCKTON CENTER FOR INTERNATIONAL LAW**

**LTC DURWARD "ELTON" JOHNSON**

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# 579 ~ VIET NAM: A LONG WAR FROM CONFLICT TO COUNTRY



## BUSTING MYTHS

### ABOUT THE VIETNAM WAR ~ ONE CLASSROOM AT A TIME

Elective course 579 covers the history of Vietnam from pre-colonial times to present day. 2018 marked the 50th anniversary of the Tet Offensive and the Siege of Khe Sanh in the Vietnam War. In 2020 the DOD 50th year commemoration activities continue and will be addressed in class. By the use of selected literature available on this period, as well as films, student presentations, and special Vietnam Veteran guest lecturers, a great deal is added to the students' kit bag of knowledge.

Students are enabled to reflect on this complex time period and the leadership of the nations involved, both civilian and military, and how things may or may not pertain to today's world. The Afghanistan and Iraq conflicts will also be discussed in respect to lessons learned and whether there are or are not issues/comparisons that should be addressed. The individual requirement to interview a Vietnam War veteran or involved person from the time period has been an enduring aspect of the elective for over two decades and continues this trimester.

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Vietnam

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**Prof Garofano**

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Afghanistan



# 580 ~ COLONIAL WARS

## 1841 ~ 1918



Welcome to the Colonial Wars elective. During this semester we will be examining one of the most interesting periods in military history. This course provides the opportunity for students to apply the critical thinking frameworks provided in the core curricula to the events of the colonial era. We will examine the use of the instruments of power by industrial states and predominately asymmetric enemies. In doing so, we will also identify some of the key events and trends that shape the characteristics and issues of many countries today, and mine the past for lessons that may be applied to current challenges. Strategic decision making, leadership in foreign policy making and execution, and issues in dealing with culturally diverse opponents and allies are the central features of the course. Graduates will be able to:

- Describe and assess the diverse elements and key drivers affecting several key colonial foreign policy and military decisions, particularly in Africa.
- Assess the effectiveness of industrialized states' use of each of its power instruments in advancing political aims over the time period.
- Assess the ability of expeditionary and colonial powers to effectively deal with indigenous opponents.
- Assess to what degree the present state of certain regions were affected by events during this time period.
- Describe and assess a complex array of calculated, organizational, cultural and personality-driven issues that led to these campaigns and conflicts.
- Understand the causes of these conflicts, the manner in which they were carried out and how conflict termination was achieved.

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# 592 ~ FOUNDATIONS OF MORAL OBLIGATION



## THE STOCKDALE COURSE

Created and taught by Rear Admiral Stockdale in 1978 when he was president of the Naval War College, this course provides an opportunity to 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, first pioneered by the University of Chicago and now practiced in its purest form by St. John’s College in Santa Fe and Annapolis. In this method, the book is the teacher. All of us will read carefully in advance and come to class prepared to engage in close discussion of the issues raised by the text. Our role is to function as tutors, asking questions and helping guide the discussion.

The main requirement of the course is careful reading of the assigned texts in preparation for class. Some of these texts are difficult, and all require close reading. Some use technical vocabulary which, once grasped, is quite clear, but which can be initially off-putting if you’re not used to reading this kind of writing. The course will maintain a Blackboard website. 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 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. If you find the reading particularly difficult on some point, your post may also ask for clarification – that too is a useful contribution in terms of steering our discussion to the points we most need to take up in class.

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 and Confucian 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 tradition of Liberal Democratic government as reflected in the US Declaration of Independence and Constitution. And we will have explored the current international legal framework for world order as it is codified in the Charter of the United Nations. And we will have discussed several of Admiral Stockdale’s own written pieces in which he articulates the importance of these explorations for thoughtful military officers.

**DR. TIM DEMY**

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**DR. TOM GIBBONS**

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# 636 ~ INDIA, PAKISTAN & SOUTH ASIAN SECURITY



**W**ar, terrorism, nuclear crises, proliferation, great power rivalry! South Asia appears to have it all. This course will focus on the political, security, social, and economic dynamics of this increasingly volatile region from the independence of India and Pakistan to the present. It is a course in international relations rather than one with a comparative politics focus. In other words, the domestic politics of major states in the region will be examined only to the degree that they have an impact upon the foreign policies and relations of the countries in question.

**P**articular attention will be paid to the Indo-Pakistani rivalry, its nuclear dimensions, the Kashmir question, and the rivalry's connection to radical religion-inspired terrorism. Afghanistan, its ties to Pakistan and India, and the South Asian region's central role in global terrorism will also be covered. The course will also have a brief look on the impact of Pakistan-India relations on the policies of smaller nations in the region. Finally, the role of other major powers in the region – including China's rivalry with India and support for Pakistan, the Soviet Union and now Russia's role, and the expanded role of the United States – will be addressed.

**T**his course provides students an overview of the rich myriad of security issues in the South Asia region of interest to the United States.

**ADM Nirmal Verma, CNO Indian Navy (Ret)**

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# 645 ~ POLITICAL WARFARE AND CONFLICTS IN THE GRAY ZONE: DEVELOPING INNOVATIVE TOOLS



Nature is very kind. **If you ask it the right questions**, it will give you the right answers.  
— Albert Einstein

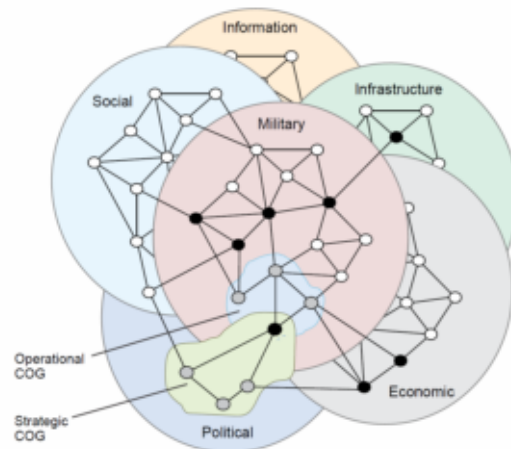
Professor ~ CNO International Fellow  
**ADMIRAL GUILLERMO BARRERA (RET)**  
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**Course Description:** This course will examine non-kinetic strategies and actions (Soft Power) employed in irregular warfare, and other types of conflicts in the “Gray Zone”, in coordination with military operations. Non-kinetic actions comprise more than 70% of the total number of activities in conflicts in the Gray Zone. The study of these strategies provides us with a theoretical framework to understand why some Irregulars (and non-state actors) succeed, and why others fail. The course also examines how Irregulars and non-state actors can be defeated in their own methods, [but with different Ethos!] by using all “Instruments of National Power and Influence” in coordinated and integrated efforts, under a single Political leadership, as proposed originally by George Kennan in 1948, when he defined “Political Warfare.”

We will begin with an overview of political warfare. Political warfare focuses primarily (but not only) on Intelligence, Ideological and Moral, Organizational, Psychological, Stratagems, and Mass Movement activities that are used to achieve political and military objectives. While “kinetic fires” play 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 contemporary cases to assess the relative strengths and weaknesses of political warfare strategies. Students will present their findings to the class in a twenty-minute presentation. Finally, students will write a short paper based on their own case study research that assesses the utility of political warfare strategies, by improving the framework they presented to the class. Class contribution will be very important. Average reading 68 pages per session.

This Course will complement the study of Conflicts in the Gray Zone (Irregular Warfare, Asymmetric Warfare, Fourth Generation Warfare, Compound Wars, Unrestricted Warfare, or Hybrid Warfare) for Joint Military Operations (JMO), as well as Strategy & Policy/War, NSDM and TSDM in understanding the geostrategic landscape and their impact on the development of strategy. Ethics, Critical Thinking and Analysis are fundamental parts of the course. It builds from the foundational readings in the three courses.

## A SYSTEMS PERSPECTIVE OF THE OPERATIONAL ENVIRONMENT



PMESII-PT?

JP 3-0 Joint Operations,  
17 January 2017, p IV-3

A systems perspective facilitates operational design and joint operation planning by providing the joint force commander (JFC) and staff with a common frame of reference for collaboration with interorganizational and multinational partners to determine and coordinate actions that are beyond the JFC's command authority.

Legend

COG center of gravity ● Decisive Point ● COG Node ○ Node — Link

“26. And therefore I say: **‘Know the enemy, know yourself; your victory will never be endangered. Know the ground, know the weather; your victory then will be total.’**”

Sun Tzu, The Art of War, p 129



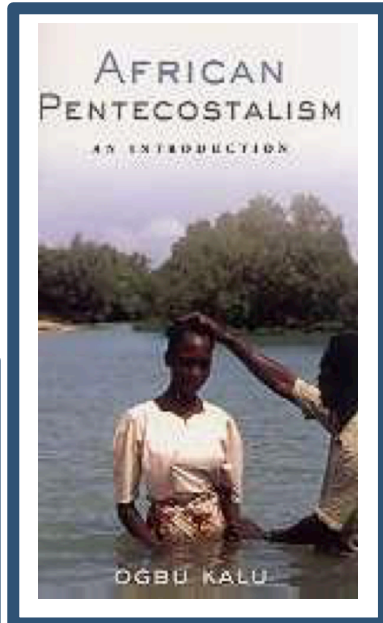
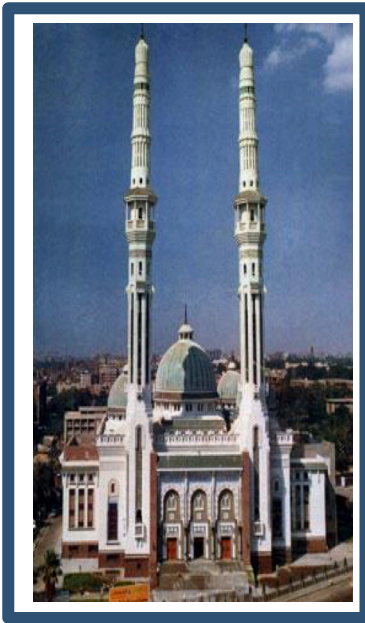
## ON IRREGULAR THREATS



The problems associated with countering irregular threats are complex, dynamic, and daunting. Their solutions require a long-term, comprehensive approach in the application of the instruments of national power and influence. While we are naturally predisposed toward quick and decisive conflict resolution, our conventional military preeminence virtually guarantees adversaries will resort to irregular means.

Lieutenant General James N. Mattis, USMC, June/06  
JMO SLC Syllabus 2017, p157

# 671 ~ RELIGION, SOCIETY & POLITICS IN AFRICA



This course, normally taught as a residential class, most likely will be conducted using a combination of my a class of reading materials and relevant to the course subject matter

will become the class 'expert' for 10 weeks for an individual country selected by the student in consultation with your professor from a list of regionally important nations. Each student will report on a biweekly basis, if live, and we will reserve a special block of time for these brief reports, no more than five minutes each. If not live by Zoom, the country reports will be posted on Blackboard. Beyond these requirements, a 12-15 page research paper will be a key part of class participation and evaluation. You will develop your analytical research paper topic, comparing at least two different African nations related to the course material, in consultation with your professor, and you will present the research topic and its rationale during our class discussions. There are NO EXAMS in this course.

residential class, most likely will be lecturing by Zoom; your discussion as biweekly country reports of news posted on Blackboard. Each student

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.

*Looking forward to our shared online learning experience, Dr. Carolyn*

**PROF CAROLYN FLUEHR-LOBBAN, PhD**

Adjunct Professor

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# 687 ~ QUILL TO KILL



## ESSENTIAL READINGS AND QUESTIONS FOR JUST WARS AND WARRIORS

*Is war ever moral? Who ought to be killed in war? Would war in space with autonomous lethal weapons be more moral than conventional terrestrial warfare?*

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):

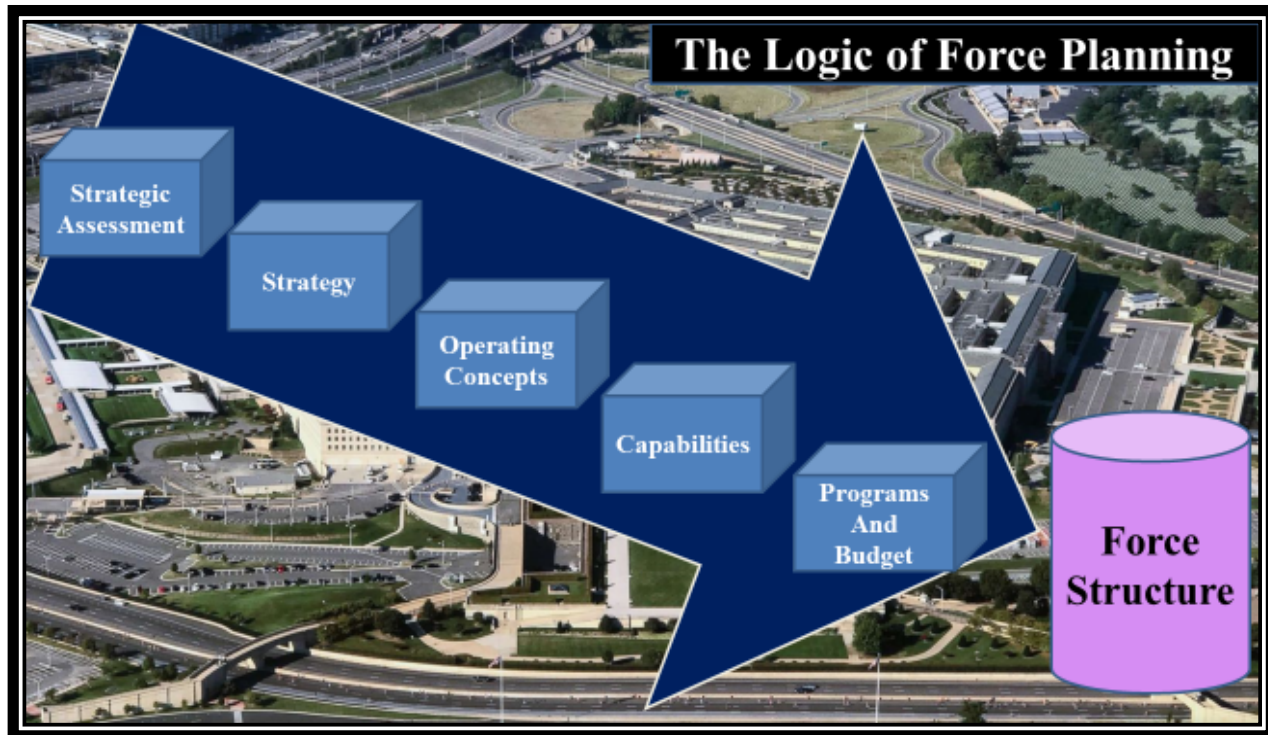
1. **Under what circumstances is war morally justified and what exactly does that mean?**
2. **What are the moral implications of war, both for political communities and individuals?**
  - While we will primarily focus on how these questions have been answered in the Western traditions, we will also consider how other traditions and cultural contexts (indigenous, Islam, Hinduism and Buddhism) address the same issues.
  - Further, we will consider how Just War Thinking applies 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.

**DR. PAULINE SHANKS-KAURIN**

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# 698 ~ FORCE PLANNING & DEFENSE RESOURCE ALLOCATION



**The elective examines force planning and the Defense Resource Allocation processes currently used to make the national security decisions that build the force structure of the U.S military.**

DRA processes are used by the department to conduct strategic assessments, craft national security strategic guidance, develop operating concepts, identify and validate capabilities, initiate and manage acquisition programs and fund the military through the defense budget. The elective requires no previous tours in OSD, the Joint Staff, or experience in service programming, acquisition, or budgeting.

**Written Requirement: Every student selects a military service and crafts a recommended force structure for that service for the next 20 years within resource constraints.**

The elective requirement challenges the student to create a force structure for the next 20 years that protects and promotes U.S. national interests and will effectively execute U.S. national strategy. The student will consider the threats and challenges of the future security environment and craft a force that has the necessary capabilities to operate per joint and service operating concepts in the execution of military operations.

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**Professor Jim Cook**  
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# 720 ~ UNMANNED SYSTEMS



## & CONFLICT IN THE 21<sup>ST</sup> CENTURY

The technological advances in the areas of computer science, artificial intelligence (AI) and robotics engineering 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 21<sup>st</sup> century. In 2018 there were over 7,500 unmanned aircraft systems in America's inventory, and the inventory of unmanned ground systems deployed to Afghanistan and other areas exceeded 2,000. Sea-based unmanned/robotic systems are less fully developed, due in part to their demanding operating environment, but research and development is well underway on systems to be deployed above the seas, 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 systems.

Many observers believe that the combination of super-computing technology and robotics engineering will drive changes within the military environment equal to the impact that the wide-spread use of gunpowder had in the 16<sup>th</sup>/17<sup>th</sup> centuries and steam propulsion for ships had in the 19<sup>th</sup> and 20<sup>th</sup> centuries. 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, operational, legal and ethical issues inherent in the employment of unmanned/robotic systems in the national security context.

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**Professor Mike Sherlock**  
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# 730 ~ ETHICS OF TECHNOLOGY

WARFARE, SOCIETY, AND DISRUPTIVE TECHNOLOGIES



**T**he 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.

**A**n 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 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?

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

This course is a required course for the EEMT Certificate Program.

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**Prof Lewis Duncan, Ph.D.**

Office: Conolly 225 [lewis.duncan@usnwc.edu](mailto:lewis.duncan@usnwc.edu)

# 761 ~ HISTORY & SECURITY:



## EAST ASIA, 1800 ~ PRESENT

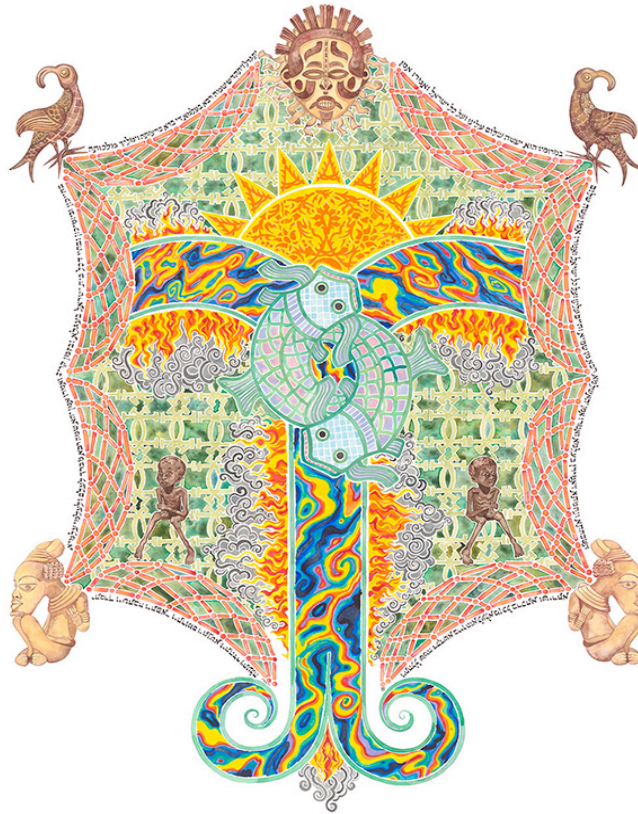
This course will survey major issues in East Asian History since the early nineteenth century. Although new articles and books are constantly being published to help Americans understand China and East Asia in today's world, it is not possible to understand the dynamics within the region or between East 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.

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

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# 764 ~ GENOCIDE STUDIES

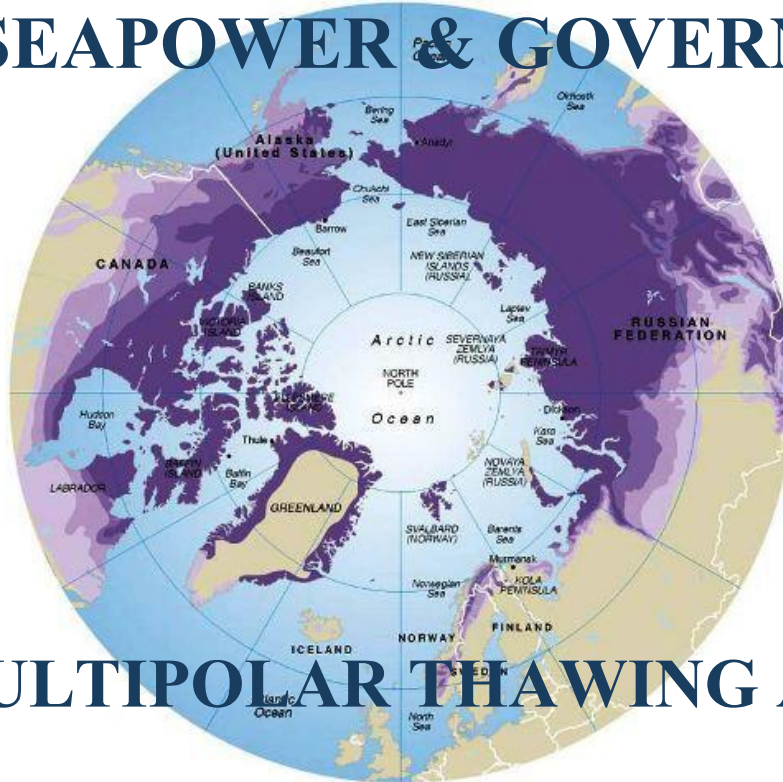


Since the Holocaust during World War II, there have been numerous other genocides and mass killings in the world, despite the Nuremberg Trials, the war crimes trials in the International Criminal Court (ICC), and the moral declaration of “*never again!*” This course examines the definitions, concepts, and ideologies associated with “genocide,” fascism, and mass killings 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 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 killings, 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.

**PROFESSOR HAYAT ALVI, PhD**

# 766A~SEAPOWERS & GOVERNANCE



## IN A MULTIPOLAR THAWING ARCTIC

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.

This course will enable students to develop an in-depth understanding of the myriad strategic and operational security considerations facing US national security policy and military decision makers in the Arctic. Students will develop an understanding of the operational and strategic factors unique to the region:

- ❖ the role of sea power in the Arctic, and the role of the Arctic in sea power;
- ❖ the Arctic strategies and operations of major nations;
- ❖ the special role and circumstances of Alaska;
- ❖ the processes of U.S. policy-making for the Arctic;
- ❖ U.S. policy, strategy, capabilities, and activities in the Arctic;
- ❖ key international disputes and the application of international law in the Arctic;
- ❖ the trajectory and major issues surrounding Arctic commercial development; and
- ❖ foreign Arctic strategies and geopolitical issues.

Students will effectively apply this understanding to practical operational problems; design innovations in Arctic organizations and programs; and craft and advocate novel Arctic policies and strategies. Strategic decision-making and operational planning in combined Arctic operations are the central foci of the course.

**Prof Walter Berbrick, DLP**  
NWC Arctic Studies Group  
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**RADM Lars Saunes, CNO (Ret)**  
Royal Norwegian Navy  
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# 769 ~ COUNTERINTELLIGENCE COUNTERSPY vs. SPY



Espionage and the spies that commit it are intriguing figures that conjure up images of fantastic adventures - using false identities, given a number and stripped of their names, working in the shadows while performing acts of great danger; but what about the counterspies that are tasked with keeping secrets safe? History is rife with case studies of military and political leaders' quests for information of intelligence value regarding their adversaries. From Sun Tzu and Adolph Hitler to the present day China, the desire for information to make critically informed decisions has grown with each technological advancement in the modern era. To combat this ever-present "intelligence threat," United States Counterintelligence (USCI) as part of the larger Intelligence Community (IC) is responsible to defend and attack intelligence threat vectors at every turn. Counterintelligence is a subset of intelligence which is one of the six Joint Functions: command and control (C2), intelligence, fires, movement and maneuver, protection, and sustainment (Joint Operations 2017, xiii).

## **Students who have taken the course will be able to:**

- Demonstrate familiarity with USCI history and policy to the extent that they will be able to apply this knowledge defensively or offensively as appropriate in future assignments.
- Evaluate the USCI response to the foreign intelligence threat.
- Assess counterintelligence courses of action as collective, defensive, and offensive considering the perspectives of what is the goal of a particular case.
- Evaluate the strategic effects of offensive counterintelligence (OFCO) both operationally and strategically.
- Assess how World War II set the frame of reference for the OFCO.
- Evaluate how counterintelligence lessons from the past apply to modern national strategy.
- Assess the intelligence threats associated with not only military information, but academic and corporate/industrial/economic information.

**Prof Victor Melendez**  
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**Prof Jonathan Donigan**  
jonathan.donigan@usnwc.edu

# 770A ~ WAR AT SEA IN THE AGE OF SAIL



**T**his seminar investigates war at sea during the sixteenth, seventeenth, and eighteenth centuries. It does so from a European, and often specifically from a British perspective, and as a result, the course begins by grounding students in the fundamentals of European history in the age of sail. It traces the rise of British naval power by examining developments in ship technology, tactics, and strategy, and it examines some of the enduring characteristics of the experience of life at sea, including piracy and the challenges of navigation and logistics.

**B**ut its most fundamental objective is to demonstrate that navies cannot be understood in isolation from the societies they serve. We will explore: how navies reflect and influence social structures; 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. The seminar also introduces students to the study of history: how historians research and write about the past; how they argue with each other; and how the study of the past can illuminate the human condition.

This course is included in the **Graduate Certificate in Maritime History**

**DR. EVAN WILSON**

**Assistant Professor ~ NWC Hattendorf Historical Center**

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[evan.wilson@usnwc.edu](mailto:evan.wilson@usnwc.edu)

# ?? ~ CHINA & RUSSIA



## IN AFRICA

China and Russia have related with Africa since late medieval times or earlier. For China there are the immense 'treasure ships' of Zheng He in the Red Sea and East Africa in the 15th century. The Silk Road trade routes of Ghenghis Khan are replaced today with the Chinese geostrategic Belt and Road approach including the Nine-Dash Line that challenges maritime traffic in East Asia. Then China fell into feudal city states sometimes under foreign imperial rule. In 1949 the victorious Chinese Communist Party (CCP) supported parallel African liberation movements and socialist nations in the ideological foreign policy under Mao Tse-Tung. The Sino-Soviet split in the Cold War also figured in Africa. After Mao's death, the CCP retained its name but on a path of state capitalist development, official non-alignment and peacekeeping to become a major world power in the, BRIC (Brazil, Russia, India, China) group. Now China is more interested in natural resources from Africa and establishing new military bases and ports.

The first task of Russia was to control all diverse people under Tsarist rule (1721-1917). A major foreign policy objective was to block Turkish advances from the 16th century onward, to make geostrategic alliances between Christian Russia and Ethiopia, while seeking African ivory, and gold. One can recall the famous Russian writer of Ethiopian origin, Alexander Pushkin (1799-1837). After the influential Russian Bolshevik revolution in 1917, Lenin sought to spread world communism and anti-colonialism which they actively supported. Despite WW I and WW II, this was their focused mission in Africa during the Cold War that was complicated by Sino-Soviet divisions. After the Soviet Union collapsed in 1991, Russia withdrew from the world as its political economy was restructured. Now re-emerging with Vladimir Putin, Russia is engaged with overt and covert activities in Africa especially with the secret GRU mercenary force, The Wagner Group used in several African conflicts.

**PROF RICHARD LOBBAN, PhD**

Adjunct Professor

rlobban@ric.edu



# 778 ~ “CYBER” SEAS: U.S. NAVY COMMAND IN A WIRELESS WORLD



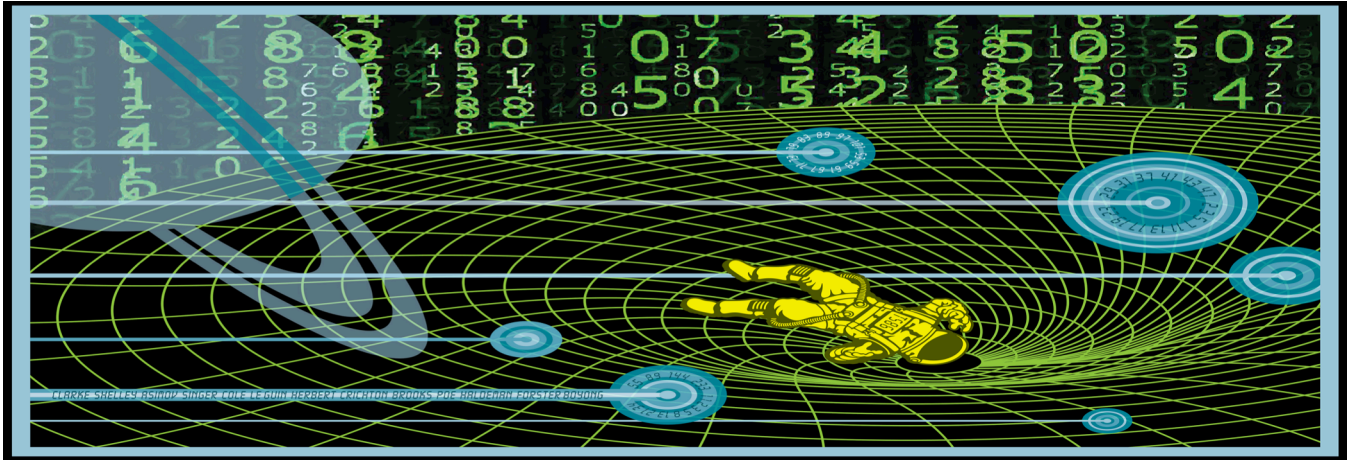
The U.S. Navy achieved unprecedented supremacy at sea by orchestrating global operations with intelligence. During the twentieth century world wars, the U.S. Navy harnessed the advantages of electronic communications and intelligence to conduct global maritime operations with unprecedented efficiency. 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.

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.

**DR. DAVE KOHNEN**  
**DIRECTOR, HATTENDORF HISTORICAL CENTER**

Selected lectures provided by David Kahn, Carl Boyd, and John Kuehn

# 779 ~ SCIENCE FICTION: IDEATIONS AND EXPLORATIONS FOR MODERN LEADERS



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

This course is for students committed to a substantial reading load and the vigorous examination of ideas. Students will need to fully devote at least 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, Octavia Butler, and Cixin Liu (edited 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 in the sci-fi pantheon, we'll also examine television episodes of *Battlestar Galactica* (2003) and *Star Trek* (1967). Several lessons include scholarly articles that dissect various aspects of the genre and its relevance to modern leaders.

Students are free to decide which of three lessons to submit a 4-5 page paper for peer and professor review, and they will also participate via weekly Bulletin Board discussions and real-time seminar engagement. Topics include:

- Various perspectives on the nature and usefulness of science fiction
- Applying the original *Frankenstein* to the 21st century
- AI and Cyborgs
- Politics, strategy, and statecraft
- Science fiction's lens on ethics
- Dystopias, utopias, and pandemics
- Military science fiction
- The new Chinese trend in science fiction

## **PROFESSOR TIM SCHULTZ** ASSOCIATE DEAN OF ACADEMICS

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

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timothy.schultz@usnwc.edu.

# **U. S. NAVAL WAR COLLEGE** **SPECIAL PROGRAMS**

## **Group Advanced Research Programs**

- ❖ Halsey Alfa
- ❖ Halsey Bravo
- ❖ Holloway Group - Russia Maritime Studies Institute (RMSI)
- ❖ Joint Land, Air, Sea Strategic (JLASS)

## **13-month Advanced Programs**

- ❖ Advanced Strategist Program (ASP)
- ❖ Maritime Advanced Warfighting School (MAWS)

## **Graduate Certificate Programs**

- ❖ Ethics and Emerging Military Technology (EEMT)
- ❖ Maritime History (MH)
- ❖ Stockdale Leader Development Concentration (SLDC)

## **Humanitarian Assistance/Disaster Relief** (two HA/DR electives)

- ❖ FE 539 ~ HA/DR: Improving Civil-Military Coordination
- ❖ SE 539B ~ HA/DR: Innovations in Technology

\* See NWC Special Program Information .doc for further information.