

# VIRTUAL SPRING ELECTIVES FAIR

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

**SPRING 2021 TRIMESTER**

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

**MEET THE PROFS ONLINE**

**Zoom to link emailed 1<sup>st</sup> week of February  
Verify your zoom is current for breakout rooms**

**\*\*\* Version 5.4.10 Required \*\*\***

**SEE BREAKOUT ROOM NUMBERS ON COURSE LIST**

**Thursday ~ February 18<sup>th</sup>**

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

## SPRING 2021

COURSE #	AOS	COURSE TITLE	INSTRUCTORS	SPEC PGM	BREAKOUT ROOM #
503	11	The CIA in American National Security <b>(U.S. Students only)</b>	Towner, M. & Rogg, J.		1
507B	12	Advanced Studies in Special Operations <b>(U.S. Students only)</b>	McGraw, J. & Porado, J.		2
562B	4	Understanding Russia and the Former Soviet World	Krol, G. <b>A</b>		3
579	10	Vietnam: A Long War From Conflict to Country	Bergstrom, Tackett, Fiorey, & Garofano		4
587	10	George Washington: Indecipherable Monument or Indispensable Man? An Overview of His Life, Character, and Legacy	Wright, E. & Tackett, M.		5
592	13	Foundations of Moral Obligation	Demy, T. & Gibbons, T.	EEMT	6
601	2	Modern China	Elleman, B. & Paine, S.		7
605	10	Science, Technology, and Strategy	Schultz, T. & Dennis, M.	EEMT	8
655A	9	Law of Air, Space, and Cyber Operations	Lt Col Davis, J. & MAJ Tinkler, K.	EEMT	9
660	11	CYBER SECURITY: Preparing for a Post-Western, Hostile, Advanced Cybered World	Demchak, C.	EEMT	10
665	5	China and Africa	Singh, N. & Dahlin, R.		11
717	13	Strategy, Leadership, & Ethics in Thucydides' Peloponnesian War	Pavkovic, M. & Hammond, J.		12
718	13	Pen & Sword: Leadership and the Literature of War	Demy, T. & Clarity, T.		13
720	10	Unmanned Systems and Conflict in the 21st Century	Jackson, J. & Sherlock, M.	EEMT	14
732	10	How to Grow a Navy: China, Asia, and Europe Compared	Till, G.	GCMH	15
748	13	Leadership & War Viewed through the Humanities	Baldwin, T. & Carter, B.	EEMT	16
771B	2	Great Campaigns of the Asia-Pacific War, 1937-1945 <b>(NEW)</b>	Kuehn, J.	GCMH	17
773	1	The Arab-Israeli Conflict <b>(NEW)</b>	Alvi, H., Levi-Sanchez, S., & Cook, J.		18
783	10	The Military and the Media, 1775-Present <b>(NEW)</b>	Sarantakes, N		19
785	2	Eurasian Maritime History for Global Strategists <b>(NEW)</b>	Goldstein, L. & Rhode, G. <b>A</b>	GCMH	20
786	10	Space and National Power <b>(NEW)</b>	Burbach, D.	EEMT	21

# 503



# THE CIA

## **MISSIONS, FUNCTIONS, & CHALLENGES**

**COURSE INTRODUCTION:** Intelligence is perhaps the most misunderstood and maligned institution in the American national security establishment. National security decision makers depend on intelligence when they weigh the United States' security, safety, and role in the world. Established by the National Security Act of 1947, the Central Intelligence Agency (CIA) sits at the heart of the U.S. Intelligence Community (USIC), collecting and analyzing critical information from around the globe. When required, the CIA also acts covertly to advance U.S. interests abroad. As national security professionals, you are the future consumers, indeed prospective beneficiaries, of CIA and USIC intelligence activities. Therefore, the purpose of this elective is to familiarize you with the history, structure, and operation of the CIA and its place in the broader intelligence community.

The elective will trace several themes across history and practice including intelligence issues pertaining to coordination, control, and oversight. The class will also distinguish intelligence as a profession and institution from other professions and institutions of national security, particularly the military. Ultimately, students will leave the class with a better understanding of and appreciation for the challenges and opportunities that the CIA and the USIC present to the United States and its national security enterprise.

### **LEARNING OBJECTIVES:**

- 1) Explore the role of the CIA in the American national security establishment
- 2) Understand the CIA core missions and structure ~ its functions, responsibilities, and cultures
- 3) Distinguish between national intelligence and military intelligence
- 4) Identify the roles and influence of the CIA in the interagency process
- 5) Understand the uses and limits of intelligence, including both operations and analysis
- 6) Identify areas of cooperation and competition in the USIC
- 7) Consider the problem of intelligence coordination in the United States
- 8) Critically assess how intelligence scandals, failures, and abuses—or the perception thereof—affect U.S. national security
- 9) Think critically about the past, present, and future of intelligence in American national security

### **PROFESSOR MATT TOWNER, Ph.D.**

**CIA Faculty Representative and George H. W. Bush Chair of National Intelligence**

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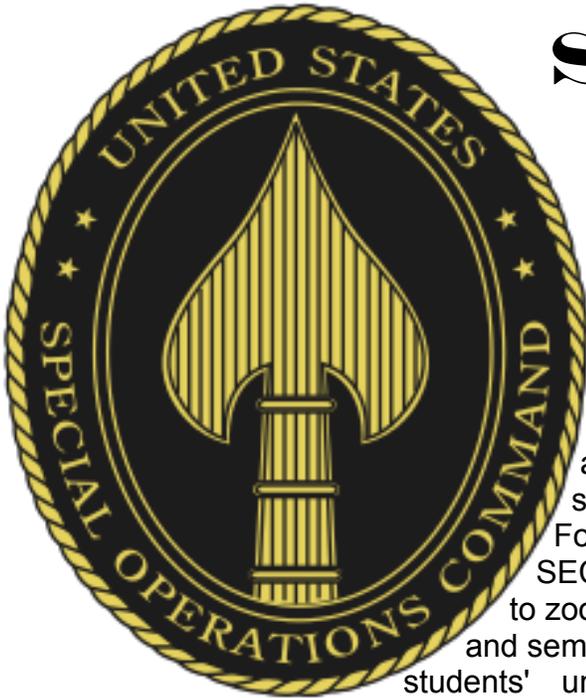
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### **JEFFREY ROGG, Ph.D.**

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# 507B ~ ADVANCED STUDIES IN SPECIAL OPERATIONS



This course is for special operations practitioners and future leaders of organizations that will be supporting or supported by Special Operations Forces (SOF). This course will be taught at the SECRET level (UNCLASS if the elective is delegated to zoom) using a combination of lectures, guest speakers, and seminar discussions. It is designed to further the students' understanding of SOF to include organization, functions, capabilities, limitations, and proper employment of each USSOCOM Service component. These topics include the employment of SOF, the relationship between SOF and the interagency, and how SOF fits into the competition continuum. The course is broken down into three blocks:

## **FUNDAMENTALS**

## **INTERAGENCY RELATIONSHIPS**

## **THE FUTURE OF SOF**

This seminar-style course encourages students to critically examine special operations through the readings, material presented in class, classroom discussions, and engagements with guest speakers. The emphasis is threefold:

- further develop your critical thinking techniques in relation to topics relevant to SOF
- consider whether SOF is a ways, means, or ends, and
- gain a greater appreciation of how others view SOF

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# 562B ~ UNDERSTANDING RUSSIA & THE FORMER SOVIET WORLD



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.

In the course of my 36-year career in the U.S. Foreign Service, I have either worked in or dealt with nearly all the countries of the former Soviet world, including serving as ambassador to three of these countries (Belarus, Uzbekistan, & Kazakhstan), Deputy Assistant Secretary of State for Central Asia, Minister Counselor for Political Affairs at the U.S. Embassy in Moscow, and Director of the State Department's Office of Russian Affairs. In my lectures, I will draw on my experience directly interacting with many of these countries and their leaders, such as Russian President Vladimir Putin, as well as with the key U.S. officials responsible for U.S. policy toward the former Soviet world over the past 30 years. I will conduct the course in graduate seminar fashion focused primarily on active student discussion and debate, lectures, selected readings, and occasional expert guest speakers.

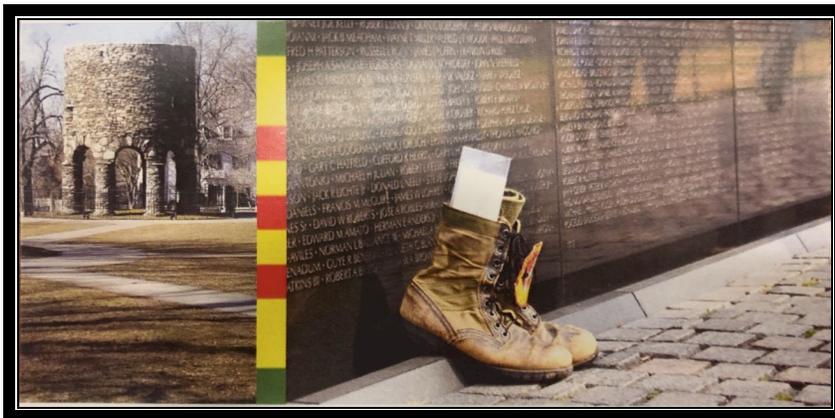


**PROFESSOR GEORGE A. KROL**

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# 579 ~VIETNAM: 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 2021 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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**587 ~ GEORGE WASHINGTON:  
INDECIPHERABLE MONUMENT OR INDISPENSABLE MAN?  
AN OVERVIEW OF HIS LIFE, CHARACTER AND LEGACY**



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 four broad purposes as the title indicates:

- to expose students afresh to portions of Washington’s life through the use of respected biographies,
- to explore important aspects of Washington’s leadership and character by evaluating some of the choices he made, and what others wrote about him,
- 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”, and
- to develop, refine or reinforce perspectives regarding the development and functioning of military strategic and national strategic leaders based on a deeper understanding of Washington.

**Professor Erik Wright**

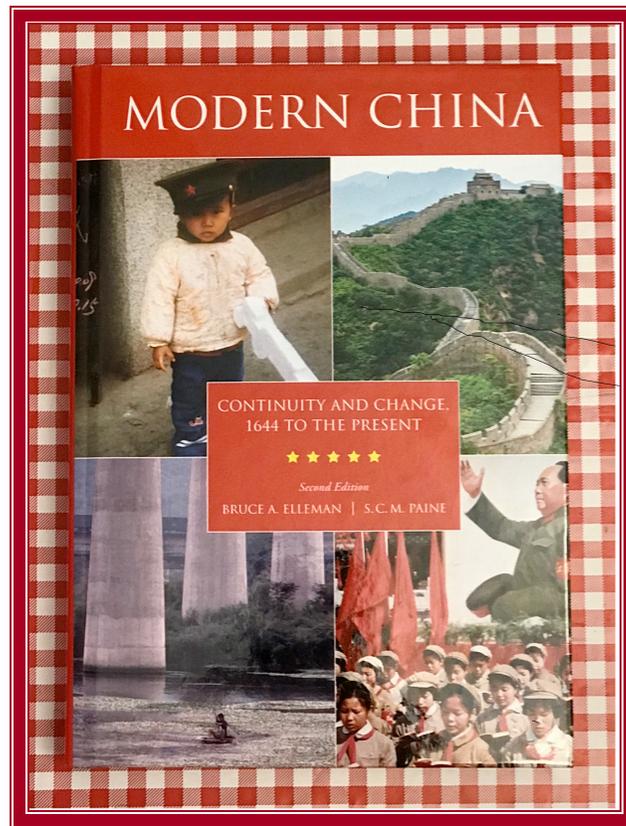
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**COL Matthew Tackett, USA**

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# 601 ~ MODERN CHINA



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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# 605 ~ SCIENCE, TECHNOLOGY, & STRATEGY



This course has significantly evolved from previous versions and is for those interested in the relationship between strategic aspirations and technical and scientific knowledge. The material ranges widely, and there is a recurrent focus on emerging technology. You'll start with Arthur C. Clarke's classic sci-fi short story on technological hubris and, along the way, grapple with ideas underlying various topics such as chemical warfare, the convergence of technology and ideology (such as in Nazi Germany), the development of nuclear strategy, the impact of artificial intelligence, and various fetishes and phobias of today's hi-tech strategic environment. Lesson topics include:

- **Concepts of science & technology**
- **Rise of the military-industrial complex**
- **Translators and engineers of change**
- **Disruptive technology**
- **Nazi technology**
- **Apocalypse on the gleaming wings of science**
- **Humans, machines, and autonomy**
- **Strategy and the digital commons**
- **Strategy and emerging science and technology**

Each lesson emphasizes a free-flowing discussion of historical and contemporary concepts informed by the weekly readings. The professors may use the first hour or so for an informal presentation and will facilitate the broader discussion. Each week you will turn in a brief (~500 words) analysis of course material, and your insights will inform a lively seminar conversation.

**COME JOIN US!**

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# 655A ~ THE LAW OF AIR, SPACE, & CYBER OPERATIONS



**COURSE DESCRIPTION:** This elective examines key areas of international law in air, space, and cyberspace applicable during military operations and invites students to apply the law to current affairs. The course provides students with an opportunity to consider some particularly challenging areas of international law and to emerge with a greater appreciation for how international law controls—and enables—military operations. For example:

- What law governs military activity in the air, space, and cyber domains?
- When is a state responsible for cyber actions that originate from within their borders?
- Does the law of armed conflict apply in outer space?

These are just some of the difficult issues this elective will address. The issues have been chosen because they reflect recent developments in the legal sphere and are issues with which the United States, its allies, and its partners continue to grapple. To some extent, this course complements elective FE-554 – “The Law of Armed Conflict.” However, FE-554 is not a pre-requisite for SE-655A.

**METHODOLOGY AND STUDENT REQUIREMENTS:** The course will be conducted weekly through a combination of lectures and seminar discussions. Students will be expected to complete the assigned readings in advance of each scheduled class. Guest lecturers may assist the teaching team. The initial class session will provide a broad introduction to international law as applicable to military operations. The subsequent eight class sessions will deal with the international law applicable in the air, space, and cyber domains in greater detail. Specific topics for discussion raised by recent events will test the students’ understanding and ability to apply international law. For class sessions 2-9, each student is expected to turn-in a written analysis of the assigned pre-reading for that week. These analysis papers are to focus on whether and how the international law identified in that week’s reading promotes or inhibits potential strategic, operational, and tactical objectives, as well as any other observations or comments on the materials the individual student deems appropriate. These analysis papers are to be two pages in length (12 pt font, double-spaced, not more than 500 words). In the final class session, each student will also be responsible for providing a 10-minute presentation proposing and arguing for a change to a single aspect of international law that would enhance the overall objectives of the laws of war. Students receive a grade of High Pass, Pass, or Fail. This grade is based on seminar participation and completion of the required submissions.

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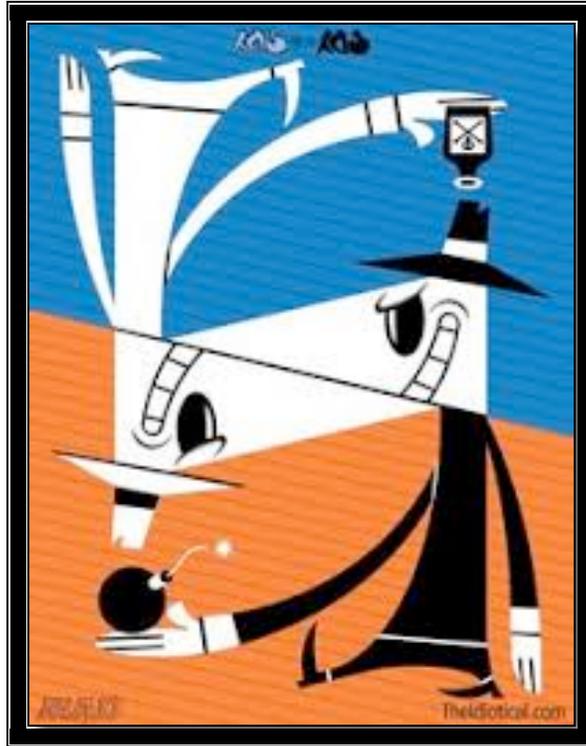
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**STOCKTON CENTER FOR INTERNATIONAL LAW**

# **660 ~ CYBER SECURITY**

## **PREPARING FOR A POST-WESTERN, HOSTILE, ADVANCED CYBERED WORLD**



### **COURSE DESCRIPTION**

The course will be an overarching look at the cybered world threat development. The course will 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 what can be foreseen as likely sources of future surprise including emerging technologies such as artificial intelligence, and what trends we should follow to continuously recalibrate our anticipation of both technological and societal developments associated with cybered threats.

### **STUDENT REQUIREMENTS**

Students will join into teams to develop a cybered conflict threat scenario with Red (adversary) strategies and Blue (preferred government) responses using tactics, exploits, and ideas from all the readings but especially the collection of seven deadliest attacks readings. Team presentations will be conducted during class session nine (and session ten, if necessary). Students are required to turn in their research briefing and background materials. Students will be graded on class participation throughout the course, team presentation, and briefing materials.

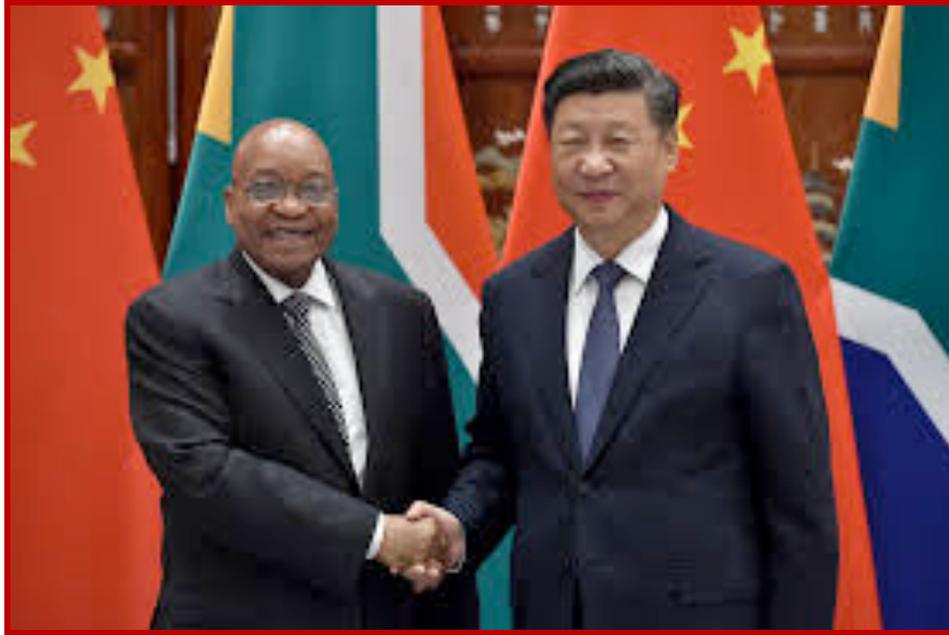
### **STUDENT LEARNING OUTCOMES**

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.

## **DR. CHRIS C. DEMCHAK**

RDML Grace M. Hopper Professor of Cyber Security  
Senior Cyber Scholar, Cyber and Innovation Policy Institute

# 665 ~ CHINA AND AFRICA



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

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

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

**STUDENT REQUIREMENTS:**

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

**DR. NAUNIHAL SINGH**

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**CAPT ROB DAHLIN, USN (Ret)**

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# 717 ~ STRATEGY, LEADERSHIP, & ETHICS IN THUCYDIDES' PELOPONNESIAN WAR



This elective focuses on Thucydides' *War of the Peloponnesians and Athenians* and combines the disciplines of ancient history and strategic studies. The elective will be run as a seminar and employs the Socratic method. 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 thus deeply diving into the text. This elective should be valuable for any War College student: in the summer of 1972 Admiral Stansfield Turner proclaimed that the study of strategy at the College would be through the use of historical case studies and said "We will not be concerned with history as chronology, but with its relevancy and application to today and tomorrow. We will start with Thucydides' *History of the Peloponnesian War*." For those currently taking or waiting to take the strategy course, Thucydides offers a superb introduction to the study of strategy. The course may be even more valuable for those who have completed one of the strategy courses and desire a capstone integrating all of their course themes, with a special focus on the relation of strategy, leadership, and ethics in war.

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 vs. 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 engage with these perennial issues too, especially as they pertain to justice and ethics in war, as they come up in our conversations.

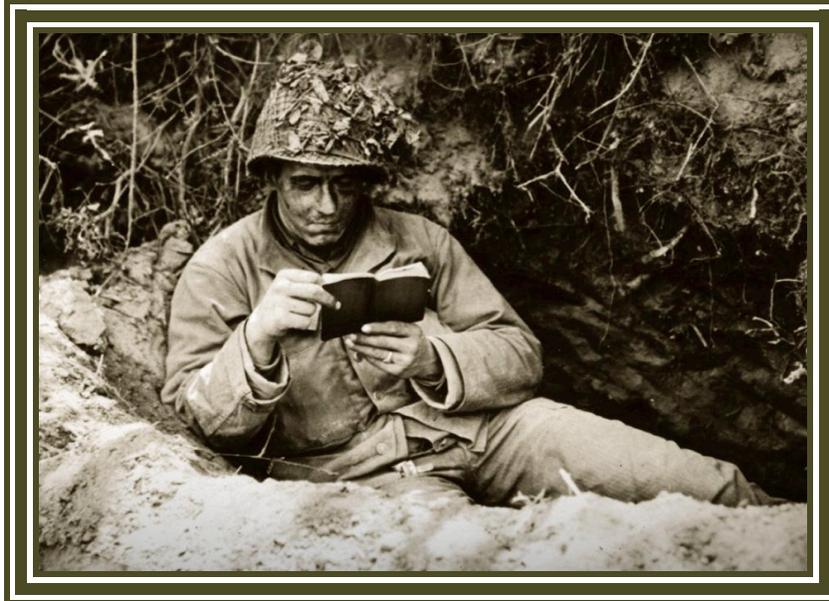
**Professor Michael Pavković, Ph.D.**

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**CDR Joshua Hammond, USN**

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# 718 ~ PEN AND SWORD: LEADERSHIP & THE LITERATURE OF WAR



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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# 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 widespread 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 20th 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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# 732 ~ HOW TO GROW A NAVY: CHINA, ASIA & EUROPE COMPARED



*...rid yourselves of the old notion –held by so many for so long – that maritime strategy exists solely and simply to fight and win wars at sea, and the rest will take care of itself*

ADM Mike Mullen, USN (Ret)



Most strategic maritime thinking focusses on naval operations, essentially on what can be done with maritime power once you've got it. By contrast relatively little attention is devoted to the overall issue of how states develop or maintain that maritime power in the first place. This is despite the fact that it is crucial to success and requires much thought and effort. Of course there are detailed analyses of some aspects of the issue, such as developing a ship-building industry or improving acquisition procedures. But attempts to put such issues into the bigger picture of overall maritime development and what some have called a 'strategy of means' are much less common.

Using contemporary and historical examples, the course will look at the challenges involved in developing and/or maintaining maritime power and at how these have been, and are being, tackled by various European and Asian powers, not least China. The Course will show that a review of the past will help us understand the present, encourage informed speculation about future trajectories, and offer guidance for today's policy-makers and everyone interested in their problems. The Course will also show how this 'strategy of means' is related to operational success or failure.

The course begins by taking a broad maritime approach but ends with a narrower and hopefully deeper naval one. While greatly shaped by the number of participants and even more by their particular interests, the basic course comprises ten sessions of three hours. Most sessions will start with student-led seminar on the subject(s) raised in the previous week, discussion being informed by all students going through the suggested readings for that week and by their own independent browsing. Some sessions will feature general Course Discussions as well or instead. Most sessions will end with a short and informal talk by the Course Tutor, setting the agenda for the following week. The course will, very roughly, take Mahan's elements of seapower as a part of the framework for analysis.

Where appropriate, other speakers will be invited to enliven the course with their insights on particular aspects of the case.

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# 748 ~ LEADERSHIP AND WAR



## VIEWED THROUGH THE HUMANITIES

The ways in which humans experience and understand war are socially and culturally determined. This course explores the relationship between cultural production and how war has been experienced and understood. It is interested in visual and written products, particularly those “higher” forms categorized as “art” and “literature,” as sites of meaning-making. Moving visual images in the medium of film, as well as music, will also be explored. This course is especially interested in understanding the historical, sociopolitical wartime contexts that produced these products. That study will then be a starting point for examining our own lived experiences of war and—for the military professional—an opportunity to better understand the leadership challenges of wartime.

In other words, “Leadership and War Viewed Through the Humanities” will look to—and through—the humanities to understand how visual art, literature, film, and music have addressed war’s contradictions, its paradoxes, its horrors, and its victories. The Humanities have both reflected a given culture’s understanding of war, while also informing how future generations have understood their wartime experiences. Through this prism we will look at the specific sociopolitical and historical contexts of war. The materials used in this course will illustrate how the Humanities have been a contributing factor toward pro and anti-war activities, as well as a powerful force for peace. We’ll see how art illustrate specific cultural and historical changes during times of war; inspire and sustain national wartime passions; and capture war’s darker *and* compassionate moments.

In military terms, the Humanities have been and remain a factor in any operational environment. The stuff of this course can and has shaped public passion, influenced geo-political agendas, affected war aims, facilitated and hindered war termination, and been central to wartime information operations. Most of all, they remain a primary means through which war is understood, *ante bellum*, *in bello*, and *post bellum*. Using the Humanities to explore war-related cultural production will better prepare the military professional to lead more effectively within an ever-changing operational environment.

**Prof Brad Carter, Ph.D.**

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**CDR Thomas C. Baldwin, USN, M.A.**

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# 771B ~ SELECTED CAMPAIGNS OF THE ASIA-PACIFIC WAR



**1937 ~ 1945**

**T**his course provides students an opportunity to study and gain insights of the Greater East Asian War, 1937 to 1945 using the mechanism of campaign historical case studies. The course focuses on both the strategic and operational levels. The choice of span is deliberate, allowing a full spectrum look at a war that began in earnest in the summer of 1937 between the Empire of Japan and the Nationalist Government of China, and that only ended in 1945 with the atomic bombings and the Soviet Red Army's invasion and conquest of Japan's Manchurian puppet state.

**I**t 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, the course focuses particularly on the operations and campaigns through which the war played out. The campaigns selected are roughly chronological and although some of them might be considered decisive in their result, they are intended more to give a range of the spectrum of war at the operational and strategic levels. As such the course is not comprehensive in the sense that it covers every aspect of the fighting that began in 1937, but rather samples that course of the war and of the modalities of warfare it encompassed in order to give broad insights into the wide variety and scope of warfare in that period in the Asia-Pacific region. Too, it takes the focus off of a simple Japan versus the United States focus and broadens it to include a variety of actors that sometimes receive less emphasis in courses that begin in December 1941 and then conclude with the dropping of the atomic bombs on Nagasaki and Hiroshima.

**PROFESSOR JOHN T. KUEHN, PH.D.**

FADM E.J. King Professor of Maritime History ~ Hattendorf Historical Center  
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# 773 ~ ARAB-ISRAELI CONFLICT



In an already volatile Middle East region, the Palestinian-Israeli Conflict remains a constant unresolved emotive territorial, political, and ideological dispute that continues to flare up in violence and seemingly has no end in sight since the creation of the state of Israel in 1948. As national security, international relations, and military professionals and analysts, it is imperative to understand the Arab-Israeli Conflict and the wars that have resulted from it. This course examines the causal factors behind each Arab-Israeli war since 1948, the tactical and strategic dynamics, and the post-conflict impacts in the region. The regional and global implications of this conflict are assessed. The reasons behind the difficulties for resolving this conflict are also analyzed.

**Course Syllabus is available on DoS Blackboard under the ELECTIVES tab.**

## **DR. HAYAT ALVI**

USNWC ~ NSA Professor specializing in Counterterrorism, Foreign Policy, India, International Relations, Islamic Studies, Middle East

## **DR. SUZANNE LEVI-SANCHEZ**

USNWC ~ NSA Professor specializing in Afghanistan, International Relations, Iran

## **PROFESSOR JIM COOK, LTCOL, USA (Ret)**

USNWC ~ NSA Professor specializing in Strategy, Military Force Planning, Middle East

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# 783 ~ MILITARY~MEDIA RELATIONSHIP 1775 ~ PRESENT

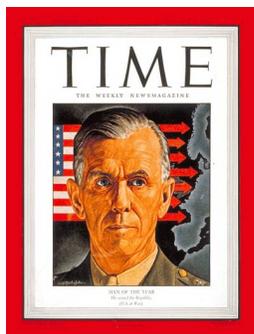


## DO YOU WANT TO:

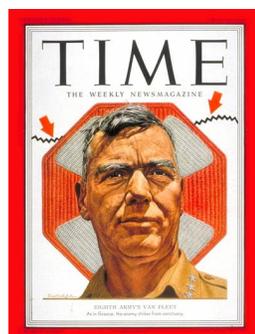
- Understand the institutional interests of the U.S. armed forces in their interactions with the news media
- Learn lessons from past interactions for future operations

## COURSE ELEMENTS:

- Three papers
- Guest speakers
- Readings on historical case studies (Civil War, WWI, and more.)



World War II



Korean War



Vietnam War



Persian Gulf War

**PROFESSOR NICK SARANTAKES, PH.D.**

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# 785 ~ EURASIAN MARITIME HISTORY FOR GLOBAL STRATEGISTS



**T**his seminar examines nine case studies of maritime conflict between the 11<sup>th</sup> and 18<sup>th</sup> centuries primarily in the China Seas and Indian Ocean, but also in the Mediterranean, Black, and Baltic Seas. Goeconomic, geopolitical, cultural, and power transition theories will be applied to understand the sources of premodern conflict, and strategic and operational lessons will be discussed that are relevant to maritime dynamics in Eurasia today.

**C**hina Seas cases include Mongol maritime invasions of Japan, Vietnam, and Java in the late 13<sup>th</sup> century; Japan's invasions of Korea in the late 16<sup>th</sup> century; and the Sino-Dutch War over Taiwan in the mid-17<sup>th</sup> century. Indian Ocean cases include the Indian Chola invasions of Sumatra in the 11<sup>th</sup> century; Ming clashes in Sumatra and Sri Lanka in the 15<sup>th</sup> century; Portuguese conflict with the south Indian Kunjali Marakkar in the 16<sup>th</sup> century; and Indian Maratha naval resistance to the British in the 18<sup>th</sup> century. On the European side of Eurasia, cases of 16<sup>th</sup> century Ottomans in the Mediterranean Sea and 18<sup>th</sup> century Russians in the Baltic and Black Seas will be reviewed. Each case study includes the profile of a naval leader who played a significant role in the outcome of the conflict.

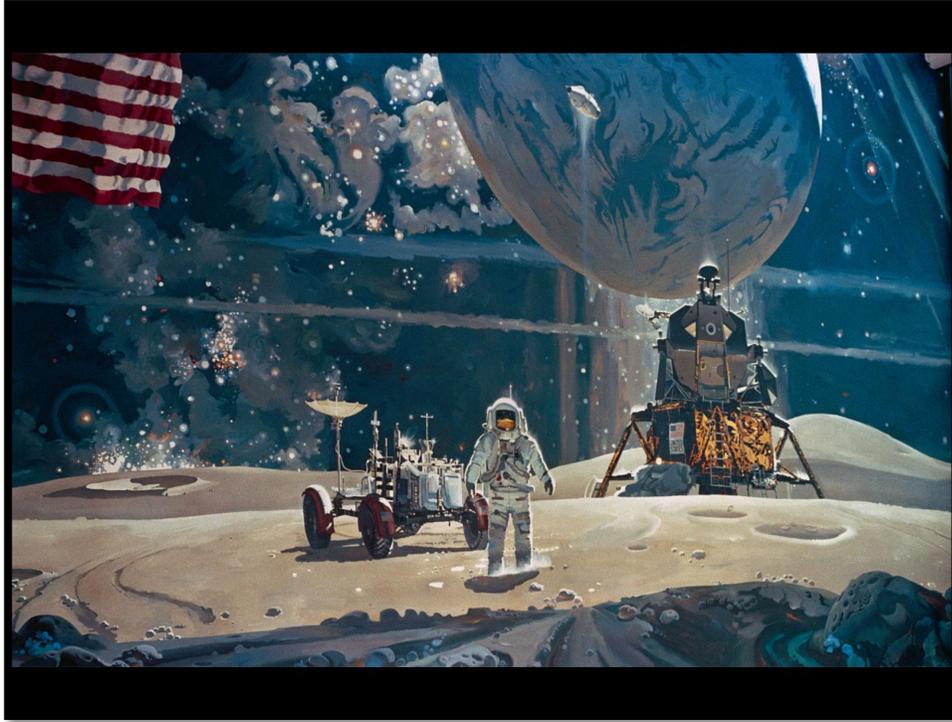
**E**ngage in critical thinking by using the past to understand the present in maritime Eurasia, a region of complex contestation for many centuries. This elective is especially relevant for those professionally engaged in the Indo-Pacific region.

**EL785 is included in the Graduate Certificate in Maritime History**

**PROF LYLE GOLDSTEIN, PhD**  
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**PROF GRANT RHODE, PhD**  
BOSTON UNIVERSITY [gfrhode@bu.edu](mailto:gfrhode@bu.edu)

# 786 ~ SPACE AND NATIONAL POWER



“Space and National Power” will examine the role of outer space in national strategy, defined broadly. The course will approach space at the political – strategic level, analyzing what countries want out of military, civil, and commercial activities in the space domain, and how competition and cooperation in space may evolve in coming years.

The first part of the course will address, through history and theory, how major powers have made use of space for military purposes – including how space may or may not be “different” as a domain of warfare -- and to pursue economic, diplomatic, and “soft power” objectives. The next lessons will consider how Russia, China, and other nations understand and use space today, with particular attention to military challenges they pose but also to how space activities serve larger national ends for them. The opportunities and challenges posed by the rapidly growing role of the private sector in space launch and applications like communications and surveillance will also be addressed. The final block of sessions will look to the future, considering overall U.S. space policy and the role of space in our military strategy, the politics and organizational issues around the establishment of US Space Force, as well as long-term prospects like the defense of Earth from asteroid impacts and the possibility of industrialization and colonization of outer space.

As noted, this course will address the political-strategic aspects of how nations make use of space. No technical background is required. Likewise, the course will not focus on operational planning or space doctrine, though up-to-date technical and doctrinal references (at the unclassified level) will be provided for students who wish to pursue them. While readings emphasize U.S. cases, NWC students from all countries are welcome.

**DAVID T. BURBACH, PH.D.**

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# ❖ ? ❖ ? ❖ **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 trimester, different Elective course offerings and the Elective Program Schedule for the Academic Year are posted on the Blackboard (BB) Dean of Students (DoS) Information Center under the ELECTIVE INFORMATION CENTER tab.

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

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

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

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

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

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

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

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

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

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

**How many students are in an elective course?**

We cap the course at 12 seats, but not all electives fill to capacity.

**Where is the Electives Office?**

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

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**THIS DOC AVAILABLE ON BB / DEAN OF STUDENTS / ELECTIVES INFO TAB**