



# 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 2022 TRIMESTER**

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

**MEET THE PROFS**  
*online*

**Wednesday ~ FEB. 23<sup>rd</sup>**

**Available between 15:00 and 16:30**

The ZOOM link and password will be emailed prior to the Fair.  
ZOOM link also available on DoS BB under the Electives tab.

# SPRING 2022

COURSE #	AOS	COURSE TITLE	PROFESSORS	PGM	ROOM
*503	11	The CIA in American National Security	Towner, M.	15:00 to 15:45	1
*507B	12	Advanced Studies in Special Operations <b>Secret - Interview Required</b>	McGraw, J. & Porado, J.		2
515A	8	The Commercial Maritime Industry and Strategic Sealift	McDonald, W.		3
579	10	Vietnam: A Long War From Conflict to Country	Bergstrom, A., Fiorey, M., McGraw, J., Garofano, J.		4
587	10	George Washington: Indecipherable Monument or Indispensable Man? Overview of his Life, Character, & Legacy	Wright, E. & McVay, D.		5
592	13	Foundations of Moral Obligation	Demy, T. & Palmer, G.	EEMT	6
601	2	Modern China	Elleman, B. & Paine, S.		7
605	10	Science, Technology, and Strategy	Schultz, T. & Dennis, M.	EEMT	8
640	2	Governing China	Kardon, I.		9
655A	9	Law of Air, Space, and Cyber Operations	Stabile, R. & Brown, T.		10
660	11	CYBER SECURITY for Cybered Conflict in an AI-enabled, Post-Western, Hostile World	Demchak, C.	EEMT	11
671	5	Religion, Politics and Society in Africa	Fluehr-Lobban, C. (A)		12
717	13	Strategy, Leadership, & Ethics in Thucydides' Peloponnesian War	Pavkovic, M. & Hammond, J.		13
718	13	Pen & Sword: Leadership and the Literature of War	Demy, T. & Clarity, T.		14
720	10	Unmanned Systems and Conflict in the 21st Century	Jackson, J & Sherlock, M	EEMT	15
727	12	Anthropolgy of War	McFate, M.		16
763	13	Enhancing Mental Complexity	Cavallaro, L.		17
770C	10	Sea Power in the Age of Steam, 1815-Present	Wadle, R.	GCMH	18
773	1	Arab-Israeli Conflict	Alvi, H. & Cook, J.		19
785	2	Eurasian Maritime History for Global Strategists	Rhode, G. (A)	GCMH	20
786	10	Space and National Power	Burbach, D.		21
787	2	Cross-Strait Relations: Crucible of China's Great Power Rise	Towner, M.	15:45 to 16:30	22
788	10	How to Grow a Navy: China, Asia and Europe Compared	Till, Geoff	GCMH	23
*791	11	Space Technology, Missions & Strategy (TopSecret/SCI)	Swanson, D & Berdahl, J.		24

A - Denotes Adjunct Professor

\* Denotes classified courses - U.S. Students only with active clearances



# 503 ~ THE CIA IN AMERICAN NATIONAL SECURITY



Intelligence is perhaps the most misunderstood 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 partners, consumers, and indeed prospective beneficiaries, of CIA and USIC intelligence activities.

The purpose of this elective is, therefore, to familiarize you with the history, structure, and operation of the CIA and its place in the broader intelligence community. We will undertake this exploration by identifying and tracing critical intelligence related questions and challenges that have emerged over time. These include questions of role, ethics, democracy, 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 not only with a better understanding of the organizational structure of the CIA, but also an appreciation for the challenges and opportunities that the CIA and the USIC present to the United States and its national security enterprise. Sessions will examine in detail key missions of the Agency:

- clandestine intelligence collection
- all-source analysis
- covert action
- counterintelligence
- support to the military

**PROFESSOR MATTHEW TOWNER, PH.D.**

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Unclassified - U.S. students only

# 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 is typically taught at the SECRET level 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. There will be a two-day field trip to Washington D.C. mid-way through the course that will facilitate discussions with individuals and leaders who are working on some of the topics we will discuss in class. 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. Over the ten weeks, we will examine three main topics:

**① Fundamentals    ② Interagency Relationships    ③ The Future of SOF**

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

**COL Joe McGraw, USA (Ret)**

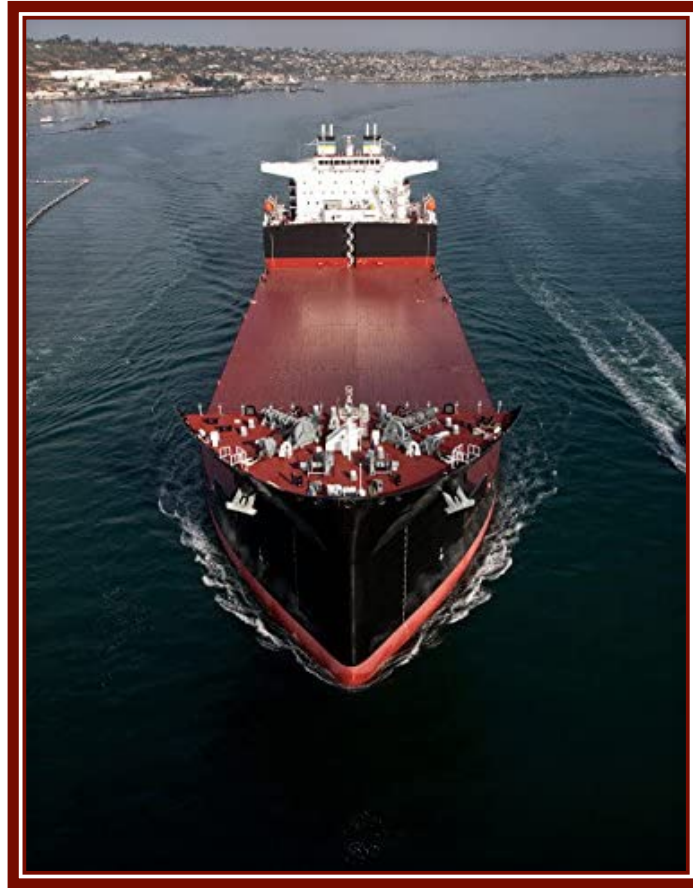
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**INTERVIEW REQUIRED**

# **515A ~ THE COMMERCIAL MARITIME INDUSTRY AND STRATEGIC SEALIFT**



**T**he United States is today the only nation with the ability to deploy and sustain large forces on a global basis. This capability provides U.S. leaders with unmatched flexibility in the development of effective national security policies and the operational strategies and actions required to implement them.

**W**hile the U.S. Military through the Navy's Military Sealift Command (MSC) and the Maritime Administration's (MARAD) Ready Reserve Fleet (RRF) does possess government vessels that are key assets available for strategic sealift, the commercial U.S. Merchant Marine and the commercial maritime industry continue to be essential components in the ability to project and sustain military power around the world. Accordingly, it is incumbent on military and civilian personnel in all branches of the armed forces and government to understand the maritime industry and its role in military power projection and national security.

**T**his course will provide students with a firm understanding of the nature, history, function, and significance of the commercial maritime industry and its relation to strategic deployment and sustainment operations. We will explore the global maritime industry, including types of commercial vessels and their functions, flags of registry, ports and intermodal connectors, regulatory bodies and their role, costs of marine transportation, merchant mariners and global maritime powers. We will also review the challenges currently facing the U.S. Merchant Marine and the ability of the U.S. military to project power in future conflicts.

**PROFESSOR WILLIAM MCDONALD**

**MARAD Emory S. Land Chair of Merchant Marine Affairs / Joint Military Operations Department**

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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 2022 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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**Prof McGraw**

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# 587 ~ GEORGE WASHINGTON

## INDECIPHERABLE MONUMENT OR INDISPENSABLE MAN?



### AN OVERVIEW OF HIS LIFE, CHARACTER AND LEGACY

**M**any 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. Along the way, students are likely to gain valuable insights regarding leadership and leader development more broadly.

**T**he 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.

**T**o complement the “monument and man” theme, the course will pursue three broad purposes as the title indicates:

- 1) to expose students afresh to portions of Washington’s life through the use of respected biographies;
- 2) to explore important aspects of Washington’s development, leadership and character by evaluating some of the choices he made, and what others wrote about him, and
- 3) to examine parts of the legacy Washington left for his country as wartime Commander in Chief, as president of the Federal (Constitutional) Convention, as first President of the United States, and as “Father of his Country.”

**Professor Erik Wright**

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**Lt Col Dan McVay, USAF**

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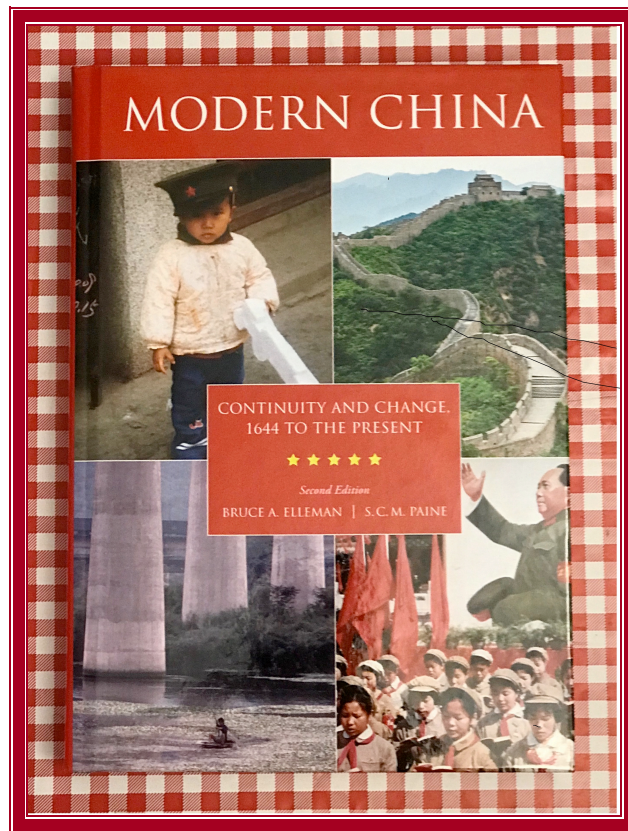
Created and taught by Rear Admiral Stockdale in 1978 when he was president of the Naval War College, this course provides an opportunity to read and discuss some of the classics of philosophy, literature and religion. These readings raise fundamental questions regarding the nature of moral obligation, 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.

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.

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# 601 ~ MODERN CHINA



**C**hina 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.

**T**he 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.

**M**odern 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.

**F**inally, 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.

**BRUCE ELLEMAN, Ph.D.**

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# 605 ~ SCIENCE, TECHNOLOGY, & STRATEGY



**T**his course seeks to equip students with new perspectives on the relationship between strategic aspirations and technical and scientific knowledge. It tackles fundamental questions vital to strategists, such as: How do a society's perspectives on science shape its strategic priorities? What role does technology play in the development and transformation of strategic thought? Are certain scientific discoveries, technologies, and strategies inevitable, or are they governed by less predictable factors such as culture, politics, geography, economics, personalities, and chance? You should emerge from this course with a much greater—and more useful—understanding of such questions.

**S**ome argue technology is no more than strategy's handmaiden; others contend technology transforms strategic thought by inventing new forms of action (and destruction). This course rejects both extremes, arguing different ways of thinking about technology and science are required to understand the dynamics inherent in organizational and state power. We will test and apply these ways of thinking from historical and contemporary viewpoints. The goal: a better understanding of ourselves, our adversaries, the ability to innovate, and our long-term strategic solvency.

**T**he course operates in true graduate seminar fashion. It emphasizes a free-flowing conversation informed by the weekly readings. The professors may use the first hour or so of each seminar for an informal presentation and will facilitate the broader discussion. Thus, it is imperative students read and contemplate the material in order to engage the professors and each other. The course 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.

**COME JOIN US!**

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# **640 ~ GOVERNING CHINA**

## **THE CHINESE PARTY~ STATE & PRC FOREIGN POLICY**



**WHAT DOES THE WORLD LOOK LIKE FROM BEIJING?**

**WHAT CONSIDERATIONS SHAPE CHINESE LEADERS' DECISIONS ON FOREIGN POLICY?**

**T**his course offers a broad survey of China's politics and foreign policy, focusing on how the People's Republic of China (PRC) leadership seeks to achieve domestic and international security. Through exploration of scholarly writing, film, journalism, speeches, and primary sources wherever possible, we will first study how China is governed – that is, how China's rulers attempt to provide order to Chinese society.

**T**he second half of the course considers the PRC's approach to international affairs in its near and far abroad, with attention to the domestic governance factors that shape Chinese Leaders' choices. Starting with a historical overview, we go on to examine the organization and priorities of the Chinese Communist Party (CCP) and how they bear on the international relations of the PRC. Among topics examined in weekly readings and discussion are CCP leadership and elite politics, civil-military relations, the PRC economic model, and a range of foreign and defense policy issues from the Belt and Road Initiative to maritime disputes to terrorism to Taiwan. The course will consider the strengths, weaknesses, priorities, and blindspots of China's system of governance, emphasizing critical and comparative thought.

**PROFESSOR ISAAC B. KARDON, Ph.D.**

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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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**STOCKTON CENTER FOR INTERNATIONAL LAW**

# **660 ~ CYBER SECURITY**

## **FOR CYBERED CONFLICT IN AN AI-ENABLED, POST-WESTERN, HOSTILE 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 global and emerging technology 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 and what trends will force us to 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. Team presentations will be conducted during class session. Students are required to turn in their research briefing and background materials in soft copy of slides on the day of presentations. Students will be graded on class participation throughout the course, team presentation, and briefing materials.

### **STUDENT LEARNING OUTCOMES**

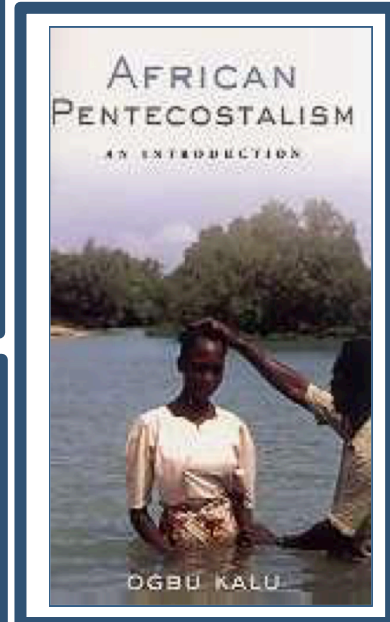
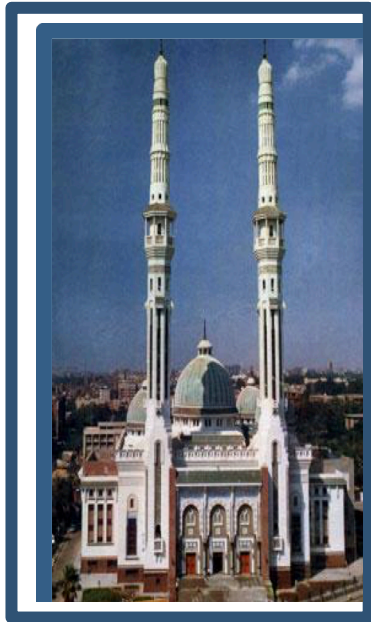
This course provides the opportunity for students to apply the critical thinking frameworks provided in the core curricula to the events and indicators of the emerging cybered world and its evolving forms of conflict.

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

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



# 671 ~ RELIGION, POLITICS & SOCIETY IN AFRICA



The course surveys the major religious Indigenous faiths and beliefs; to the of Judaism, Christianity, and Islam in the reinterpretation of these influences, pre-colonial, and post-independence contexts of religious practice and institutions are introduced to gain an integrated understanding of the continuing relevance of varied religious traditions, indigenous and external influences, often co-existing and syncretistic (combining various traditions), are introduced along with their dynamic influence on contemporary society and politics in Africa.

The course embraces the historical and geographical breadth and depth of the 54 nations in the African continent. Special emphasis will be placed upon the continuing strength of indigenous religions; also upon Islamic Africa as major socio-cultural and strategic regions across the continent; and the growing influence of Evangelical Christianity in Africa. The various ways in which all of these forces shape contemporary social and political realities in Africa will be examined-- from popular indigenous practices to folk practices of Islam and Christianity, to contemporary religious extremist movements that exploit religion as a cover for their extremist programs and even criminal actions—from the Lord's Resistance Army to various Islamist terrorist groups- will be examined. The current 'second-wave' of the expansion of Christianity through foreign and African evangelism will also be explored. Throughout the course, the important role of religion as a neutral force, or as an aid or hindrance to the politics of extremism vs. democratization will be examined. Finally, the important role of religion in conflict generation, prevention, management, or resolution will be addressed as a current reality, or as can be imagined in a potential future context(s).

The course is intended for both the introductory student, as well as those who have taken other Africa courses. Students of African origin or with direct experience in Africa are especially welcomed. There will be a 12-15- page research paper required for the course, but no exams. Details will be provided during the course as conditions arise—we are residential this year as contrasted with last year-- and deadlines are indicated in this course outline. The study questions' at the end of each week's subject are intended for both your study and our class discussions. I am looking forward to the resumption of the best way to teach and learn, that is, face-to-face, in the classroom, although Covid has thrown us more 'curves', so we must be prepared for changes mandated by the NWC. Dr. Carolyn.

**PROF CAROLYN FLUEHR-LOBBAN, PHD**

Professor Emerita of Anthropology, RI College ♦♦♦♦ Adjunct Professor of African Studies, NWC  
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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**

Strategy & Policy Department  
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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.

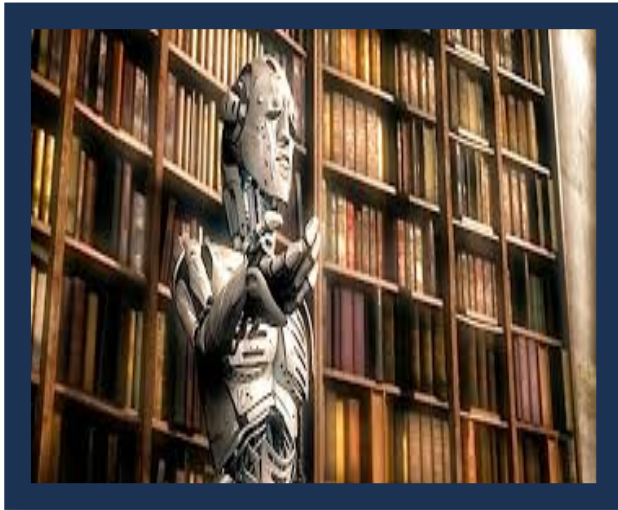
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# 720 ~ UNMANNED SYSTEMS



## & 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 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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# 727~ANTHROPOLOGY OF WAR



**W**hat happens when culturally different adversaries confront each other in an armed conflict? Combatants bring more than weapons to a fight; they also carry their concepts of the enemy (which are typically incorrect, incomplete or irrelevant) and normative frameworks for the appropriate conduct of war. Western military organizations typically find the rape of civilians abhorrent, view child soldiers as unlawful combatants, and disapprove of killing POWs. When they encounter an adversary with a diametrical view of how wars should be fought, combatants frequently experience normative mismatch.

**W**hen normative mismatch occurs in a transcultural war, combatants react in different ways, including vilification of the enemy, reciprocal violence, tactical adaptation, and so on. Transcultural war thus poses a number of strategic complexities which are often ignored and unspoken (such as whether our humanitarian norms create a vulnerability), but that deserve careful consideration.

**S**tudents should be aware that this class includes discussion of very disturbing topics, such as cannibalism, torture, rape, and human trophies. These dark practices are found throughout human history and in many different societies and should not be disregarded in any comprehensive PME curriculum.

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# 763 ~ ENHANCING MENTAL COMPLEXITY



Based on theories and models of vertical adult development, this course is designed to increase students' understanding of constructive developmental stage theory and provide information, tools and resources to promote their own individual growth, as well as team and organizational development. A combination of reading, lecture, discussion, practical application and coaching will provide students the opportunity to identify their own mental complexity, developmental stage, and leadership agility level, and to enhance their natural progression to higher levels. The students will explore how their professional leader development progress relates to their ongoing adult development. The instructor is an ICF Associate Certified Coach, a trained Immunity-to-Change Workshop Facilitator, a certified Subject- Object Interview Reliable Scorer, and holds a doctor of education in human learning and development. The course instruction and one-on-one coaching students will receive is designed to produce meaningful and sustainable progress toward developmental goals. Students will also produce a Developmental Progression Plan to further their growth and leader development beyond the course and Naval War College experience. **Student Learning Outcomes:**

- Identify and enhance mental complexity
- Identify and enhance leadership agility
- Explore and overcome adaptive leadership challenges
- Give and receive developmental peer feedback
- Prepare a robust and comprehensive portfolio of Development Plans

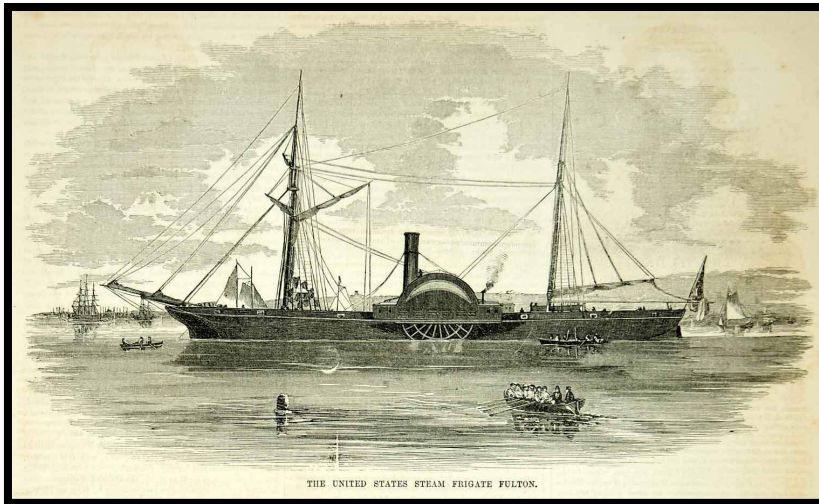
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# 1770C ~ SEA POWER IN THE AGE OF STEAM



1815 to PRESENT



**Description:** This course will examine the roots of sea power theory and the peacetime and wartime development of sea powers since 1815. Sea power has a long history and has traditionally allowed nation-states to project power beyond their borders, often granting them increased wealth through the development of imperial possessions and also conferring strategic advantages over their enemies in times of war.

**Thesis and Scope:** This course is intended to provide students with a broad understanding of the uses of sea power, both in the past and present. The course will discuss the roles of sea power from 1815 to the present. In particular, this course will cover the *Pax Britannica* period of 1815-1914 and the *Pax Americana* since 1945 that resulted from British and American maritime dominance. This course will examine those two navies with strong emphasis upon roles and missions, key leaders, and technology. The course material is accessible for students with no background in naval history, but should also challenge students of sea power.

**DR. RYAN WADLE, Ph.D.**

Associate Professor, John B. Hattendorf Center for Maritime Historical Research

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

# 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, Ph.D.**

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

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# 785 ~ EURASIAN MARITIME HISTORY



## FOR GLOBAL STRATEGISTS

**T**his seminar examines eight case studies of maritime conflict between the 11<sup>th</sup> and 18<sup>th</sup> centuries in the Chinas Seas, Indian Ocean, and Mediterranean Sea. Geoeconomic, geopolitical, cultural, and power transition theories will be applied to examine 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. The Mediterranean Sea European case included is the rise and stall of the Ottoman navy in the 16<sup>th</sup> century. Each case study includes the profile of a naval leader who played a significant role in the outcome of the conflict.

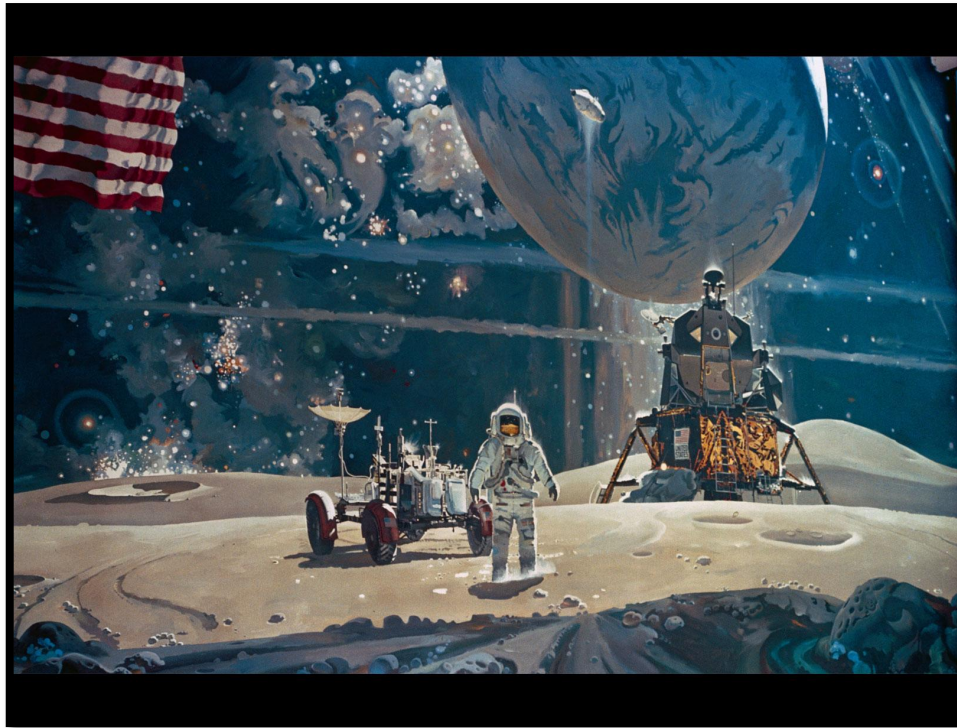
**E**ngage in critical thinking by using the past to understand the present in maritime Eurasia, a region of complex contestation for many centuries. This elective is especially relevant for those professionally engaged in the Indo-Pacific region.

This course is included in the **Graduate Certificate in Maritime History**,  
but is open to all students interested in the subject.

**PROFESSOR 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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# 787 ~ CROSS-STRAIT RELATIONS: CRUCIBLE OF CHINA'S GREAT POWER RISE



On a January 2<sup>nd</sup>, 2019 Chinese President Xi Jinping delivered Beijing's annual *Message to Compatriots in Taiwan*. In it, he built on the words of Chinese leaders such as Mao Zedong and Deng Xiaoping.

*Our country must be reunified and will surely be reunified. This is a historical conclusion drawn from the evolution of cross-Straits relations over the past seven decades; it is also critical to the rejuvenation of the Chinese nation in the new era... The concept of "peaceful reunification and one country, two systems" is the best approach to realizing national reunification. It embodies the Chinese wisdom that we thrive by embracing each other, gives full account to Taiwan's reality and is conducive to the long-term stability in Taiwan after reunification.*

The same day Taiwan President Tsai Ing-wen responded with a markedly different refrain.

*The speech delivered by China's leader today has confirmed our misgivings. Here, I want to reiterate that Taiwan absolutely will not accept "one country, two systems." The vast majority of Taiwanese also resolutely oppose "one country, two systems," and this opposition is also a "Taiwan consensus."... Democratic values are the values and way of life that Taiwanese cherish, and we call upon China to bravely move towards democracy. This is the only way they can truly understand Taiwanese people's ideas and commitments.*

The relationship between China and Taiwan is now, and will likely remain, the greatest potential flashpoint in the Asia-Pacific. Is war between the two inevitable? Why have pathways to China's unification, Taiwan independence, or something in between been so hard to identify? Answering these questions means exploring the multiple evolutions of cross-Straits engagement and estrangement, together with the often-powerful impact of external actors on their relations.

Although sharing common languages, culture and customs, the history of China-Taiwan ties over the last 400 years has rarely been rooted in fraternity and trust. Cross-Straits relations have been pushed and pulled by piracy, trade wars, colonialism, geo-political struggle, and the vagaries of leadership behavior. In this course, students will examine the multiple drivers of cross-Straits relations and assess their prospective impact. We'll explore changes to these drivers over time, and the emergence of new drivers, like democracy, that are today shaping engagement and tension along the Taiwan Strait and across the region. Class discussion will touch on issues of trade, security, migration, colonialism, culture, war, nationalism, sovereignty, identity, and revolution as important strands in the complex web of cross-Straits relations.

Each session will introduce history, analysis, and policy documents from both sides of the Taiwan Strait, and from other important actors. Because Taiwan is fundamentally the "subject in dispute," the weight of history studied in the course will "lean" to the island, while capturing only a slice of broader modern Chinese history. Yet as the course title implies, Beijing considers resolution of the "Taiwan problem" integral to its great power future, making "the "Taiwan problem," a critical war or peace issue worth exploring in greater depth.

**PROFESSOR MATT TOWNER**

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# 788 ~ 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 possessed. 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 10 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.

**DR. GEOFFREY TILL**

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# 791 ~ SPACE TECHNOLOGY, MISSIONS & STRATEGY



**T**he United States, over the last 60 years, developed significant Space-based capabilities that enable our most critical strategic and tactical military systems. Emerging technologies such as affordable commercial Space launch and commercial overhead-imaging capabilities increase foreign capabilities—has the adoption of commercial technologies in the military sector kept pace? In addition, our adversaries have invested heavily in counter-Space systems and technologies in order to neutralize the significant advantages that the U.S. has held in this domain.

**T**his course provides a foundation for understanding Space missions and the technologies on which they are built. The course systematically explores critical Space technologies, capabilities, and strategies that shape how the United States and other nations use Space for military, governmental, and commercial purposes. Important transformations within the U.S. Space community illustrate the process taken by U.S. agencies to integrate Space capabilities into a multi-domain warfighting element.

**T**he purpose of this course is for students to think analytically about the effects of Space technology on national security and military operations. Integral to the course is the examination of a wide range of roles, missions and the command and control of Space capabilities. Mission areas to be studied include global strike, surveillance and information operations, navigation, indications and warning, command, control, and communications, and remote sensing. The course focuses on issues and challenges posed by the U.S. against peer competitors. Emphasis is on building knowledge of critical Space services essential to global Naval operations.

**T**his course is for students to examine the fundamental systems and capabilities that are part of National Technical Means (NTM) which support Naval Operations. Throughout the course, students apply analytical frameworks and disciplined thinking about the technological capabilities from Space. Upon completion, they will be able to assess the ability of the U.S. to integrate and employ Space system technologies to achieve operational effects with the support of Space power.

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**Current TS/SCI Clearance required to register for this course.**

# ❖ ? ❖ ? ❖ 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 during an academic year. 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. Trimester listings are most accurate, as our Academic Year Plan often changes as the year progresses.

**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/accurate 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.

**If I commit to an Area of Study, but decide I don't want to continue, can I drop the AoS for the second course?** **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 are scheduled for Monday mornings and afternoons in the spring trimester. 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, Patty Duch, and Jessica Boggs are in Room 248 - just off the north elevator. **We try to have the office covered daily, but may occasionally be working from home, so always available by email.** Associate Dean Tim Schultz is down the hall in Room 222, available also by email if not in his office.

timothy.schultz@usnwc.edu   jen.sheridan@usnwc.edu   patricia.duch.ctr@usnwc.edu   jessica.boggs@usnwc.edu

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