



FALL 2021 VIRTUAL ELECTIVES FAIR

Welcome to the Naval War College **ELECTIVES PROGRAM**

You will take two electives during your year at the college as you work on your master's degree. This presentation introduces the courses that will be offered during the FALL 2021 trimester.

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

MEET THE PROFS ONLINE

WED. ~ JULY 28TH

Available between 12:00 and 13:30

The ZOOM link and password will be emailed.

Zoom link also available on DoS BB under the Electives tab.

FALL 2021

COURSE #	AOS	COURSE TITLE	PROFESSORS	SPECIAL PGM	BREAKOUT ROOM
526C	10	Modern Air Power (NEW)	Haun, P. & Schuettke, A.		1
539	28	HA/DR: Improving Civil-Military Coordination	Polatty, D. & Brightman, H.		2
554	9	The Law of Armed Conflict	Stockton Center Faculty		3
579	10	Vietnam: A Long War From Conflict to Country	Bergstrom, Garofano, Tackett, & Fiorey		4
580	10 / 12	Colonial Wars: 1841 - 1918	Norton, R.		5
585A	10	Abraham Lincoln: Democratic Statesmanship in Peace & War	Williams, F. (A)		6
592	13	Foundations of Moral Obligation	Demy, T. & Palmer, G.	EEMT	7
636	2	India, Pakistan, China and South Asian Security	Verma, N		8
645	12	Political Warfare and Conflicts in the Gray Zone: Developing Innovative Tools (Limit 6 Students)	Barrera, G.		9
663B	5	Counter Terrorism in Africa (NEW)	Lobban, R. (A)		10
674B	10	Intermediate Force Capabilities: Supporting the Joint Force Across the Competition Continuum	Aho, J.		11
687	13	Quill to Kill: Essential Readings & Questions for Just Wars & Warriors	Shanks-Kaurin, P.	EEMT	12
698	8	Force Planning and Defense Resource Allocation	Sullivan, S. & Cook, J.		13
716	10	The Age of Grant and Leadership	Logel, J.C.		14
720	11	Unmanned Systems and Conflict in the 21st Century	Jackson, J. & Sherlock, M.	EEMT	15
729	10	Nuclear Arms Control, Disarmament and Nonproliferation	Cooper, D.		16
730	13	Ethics of Technology	Creely, T. & Schultz, T.	EEMT	17
732	10	Sound Military Decision: U.S. Naval Operational Doctrine and the Global Maritime Arena	Kohnen, D.		18
741	10	Business Perspectives for Military Leaders (CNW and U.S. Only)	Powers, R. (A)		19
766A	24	Seapower & Governance in a Multipolar Thawing Arctic	Berbrick, W. & Saunes, L.		20
770A	10	War at Sea in the Age of Sail	Wilson, Evan	GCMH	21
775	10	Climate Change & National Security	Cameron, A.		22
787	2	Cross-Strait Relations: Crucible of China's Great Power Rise (NEW)	Towner, M.		23
535A	14	Joint Land, Air, Sea Strategic - JCLASS	Seaman, M & Dirga, R.	JCLASS	24
719A	23	Advanced Strategist Program - ASP	Brown, D.	ASP	25

526C ~ MODERN AIR POWER



This course examines the use of air power in modern warfare. By the end of World War II new technologies were emerging such as jet aircraft, ballistic missiles, and atomic weapons that some argued had changed the very nature of war. These weapons would become increasingly important in the Cold War that followed. By the early 1960s the introduction of radar-guided air-to-air and surface-to-air missiles, along with anti-aircraft-artillery (AAA) had significantly increased the lethality of air defenses and the vulnerability of combat aircraft. By the late 70s phased-array radars coupled with fast-long range missiles further increased the lethality of air defense systems and in response the United States developed stealth aircraft, precision weapons, and unmanned conventionally armed cruise missiles. After the Cold War a series of wars pitting powerful air forces against much weaker state and non-state actors allowed air forces to operate with much greater freedom and impact. This course examines the maturation of air power after World War II. It first focuses on the development of nuclear forces and strategies during the Cold War. Next the course evaluates conventional air warfare in the Cold War by examining the Vietnam War, the Arab-Israeli Wars, and Desert Storm. The course concludes by examining air power in the post-Cold War era.

The course uses a mixture of theoretical and historical readings along with case studies to address such key questions as:

- How does technology change the character of war?
- What military and political objectives can be achieved by air power alone or in joint operations?
- What does air superiority mean, how is it obtained, and how important is it?
- What are the air power theories of victory and when, where, and whether they work?
- How should one think about air power in warfare, as a complement or a substitute to conventional surface forces?

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539 ~ HA/DR: IMPROVING CIVIL-MILITARY COORDINATION



This highly interactive course led by experienced practitioners focuses on preparing students for leadership positions in theater-strategic (combatant command) and operational level staff assignments (Navy component/numbered fleet, OPNAV, joint task force, and other Service and international military headquarters) where they will likely employ or support military forces during operations and exercises in response to foreign natural disasters and complex, human-caused emergencies in conflict settings. Through case study analysis, expert guest lecturers, innovative active learning exercises and simulations, and connections to leading edge research, students will gain a detailed understanding of the challenges that U.S. and international militaries, governments, nongovernmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting Humanitarian Assistance (HA)/Disaster Relief (DR) operations. The scale, complexity, lethality, and diversity of recent disasters and conflicts have dramatically altered the previously accepted roles for militaries in international humanitarian response and how they interact with the humanitarian ecosystem.

Lively, engaging class discussions will focus primarily on the operational level HA/DR issues, with a balanced examination of both theory and practice applied to planning, execution, and assessment. These skills are required to succeed on a military or civilian headquarters staff and integrate military capabilities effectively into foreign humanitarian assistance supporting a host nation or region.

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554 ~ THE LAW OF ARMED CONFLICT



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

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

METHODOLOGY & STUDENT REQUIREMENTS: The course will be conducted weekly. The initial session will provide an overview of the history, development, and sources of the law of armed conflict (LOAC). The next eight sessions will deal with particular areas of LOAC, as well as specific topics raised by recent events. Several study questions will be posted in advance of each class that will help students engage with the assigned readings. Students will complete a two-page, double-spaced analysis (no more than 500 words) on the weekly readings for sessions 2 through 9. Students will also provide a ten-minute presentation in the last week of class on a relevant legal topic affecting military operations.

**INSTRUCTION BY THE FACULTY OF
THE STOCKTON CENTER FOR INTERNATIONAL LAW**

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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Vietnam

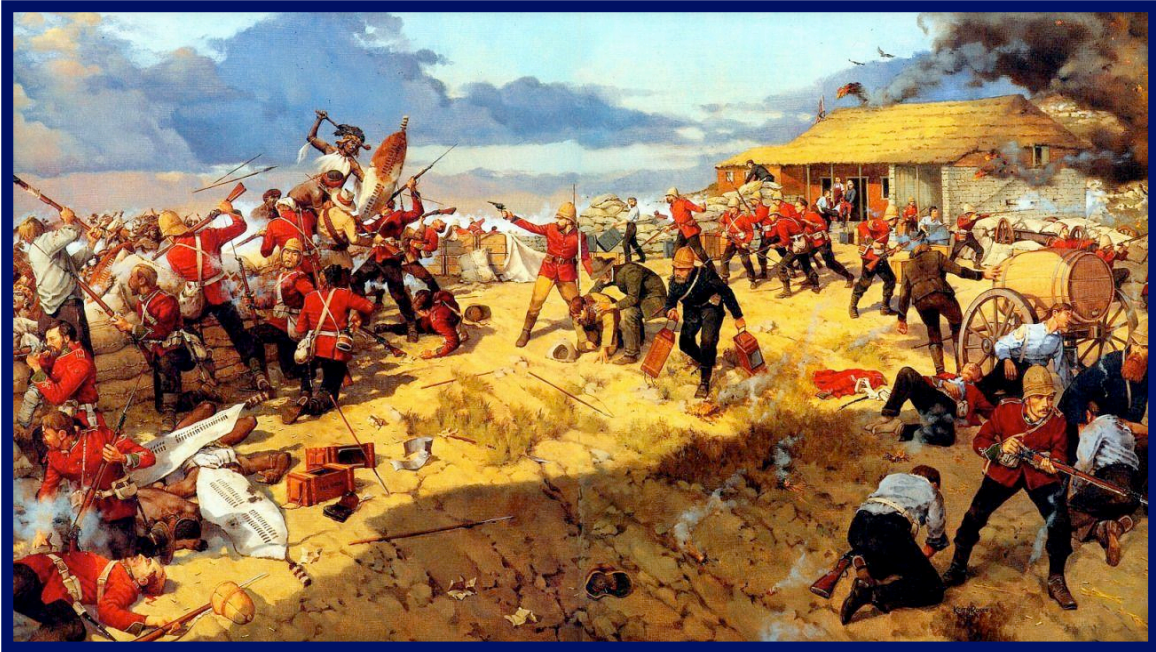
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580 ~ COLONIAL WARS

1841 ~ 1918



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

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

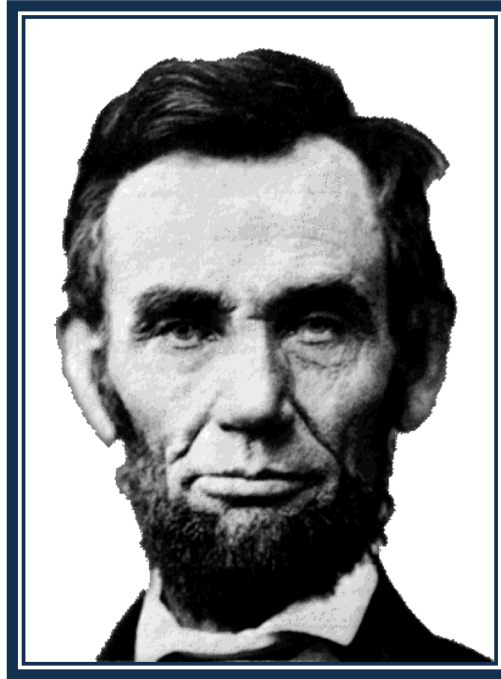
- Describe and assess the diverse elements and key drivers affecting several key colonial foreign policy and military decisions, particularly in Africa
- Assess the effectiveness of industrialized states' use of each of its power instruments in advancing political aims over the time period.
- Assess the ability of expeditionary and colonial powers to effectively deal with indigenous opponents.
- Through the study of both defeat and victory, understand why indigenous opponents were at times able to inflict crushing defeats upon their European opponents.

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585A ~ ABRAHAM LINCOLN



DEMOCRATIC STATESMANSHIP IN PEACE & WAR

As the inaugural train, carrying President elect Abraham Lincoln wound its way to the nation's capital, the country stood poised at a great divide. In those final hours before his Presidency began, standing under the American flag, Lincoln sealed his vow to unify and preserve this "new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." No president in American history has faced a greater crisis than Abraham Lincoln confronted in 1861. But was he prepared as a war leader and strategist? After all, he had only served as a captain of the militia during the Black Hawk War during which he had seen no action.

- ❖ Did Lincoln know that war was to be the only option or did he hope to resolve the issues separating the North and South through political statesmanship?
- ❖ How did he justify the steps he took to save the Union and preserve the Constitution?
- ❖ Are there lessons we learned from Lincoln which apply to modern day justice in war?

This course explores both the public and private Lincoln and his leadership in both war and peace. It examines the nature of American democracy and the place of equality in American politics. Finally and most importantly, it examines the role of "prudence," the virtue Aristotle calls most characteristic of the statesman, in democratic politics.

Professor Frank J. Williams

Rhode Island Supreme Court Chief Justice (Ret)

Special Class Trip to Rhode Island Supreme Court, Providence including Chief Williams' extensive Lincoln Library in chambers to assist in paper preparations.

Adjunct Professor - alincn@courts.ri.gov

Please read James M. McPherson's **Abraham Lincoln** before Session One

592 ~ FOUNDATIONS OF MORAL OBLIGATION



THE STOCKDALE COURSE

COURSE DESCRIPTION: 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.

STUDENT REQUIREMENTS: The main requirement of the course is careful reading of the assigned texts in preparation for class. Some of these texts are difficult, and all require close reading. Some use technical vocabulary which, once grasped, is quite clear, but which can be initially off-putting if you’re not used to reading this kind of writing. The course will maintain a Blackboard website. Each student will post at least a page of questions, comments, criticisms or points to be explored further to that website NLT 1600 two days before class. Students are required to read each other’s comments and to respond to at least some of them. This will enable us all to come to class prepared to engage on the points raised by their colleagues. If you find the reading particularly difficult on some point, your post may also ask for clarification – that too is a useful contribution in terms of steering our discussion to the points we most need to take up in class.

STUDENT LEARNING OUTCOMES: 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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636 ~ INDIA, PAKISTAN, CHINA, & SOUTH ASIAN SECURITY



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

The Indo-Pakistani rivalry will be examined in the context of its nuclear dimensions, the Kashmir question, and linkages to terrorism. The elective will also look at the extended neighborhood including Afghanistan and the Indian Ocean littoral. China looms large on the subcontinent and geopolitics in the region. China's role will therefore be examined in depth to include its dispute with India, where its interests align with those of Pakistan, and also the Indian Ocean littoral and Afghanistan at large. The elective will close with an assessment of U.S. interests and policies in the region. Given the topicality of the course subject, additional resources or readings may be culled from the news or other sources as events warrant. These readings will be posted on the course Blackboard.

This course provides students an overview of the rich myriad of security issues in the South Asia region of interest to the United States. Graduates will be able to:

- Understand and think critically about the political and pol-mil relationships between the states in South Asia, the Indian Ocean Region littoral, and the United States and China.
- Assess the political, military and economic dimensions of U.S. bilateral relations with countries in the region, U.S. strategic interests in region, particularly focusing on terrorism, proliferation of WMD, and strategic stability.
- Understand and analyze the strategic cultures of India and Pakistan in the backdrop of China, and what it means for U.S. interests in the region and beyond.
- Understand, describe and analyze U.S. national security and foreign policy interests and objectives in South Asia and how they relate to China in the region.
- Understand the nature of terrorist organizations in South Asia and the nature of WMD proliferation threats in South Asia.

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



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

Professor ~ CNO International Fellow

ADMIRAL GUILLERMO BARRERA (RETIRED)

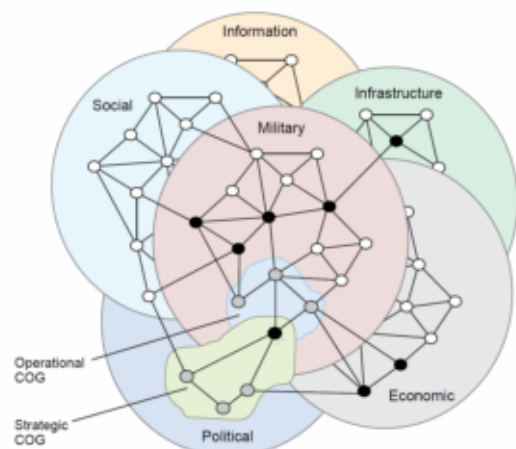
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Course Description: This course will examine non-kinetic strategies and actions (Soft Power) employed in irregular warfare, and other types of conflicts in the “Gray Zone”, in coordination with military operations. Non-kinetic actions comprise more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

We will begin with an overview of political warfare. Political warfare focuses primarily (but not only) on Intelligence, Ideological and Moral, Organizational, Psychological, Stratagems, and Mass Movement activities that are used to achieve political and military objectives. While “kinetic fires” play an important role in political warfare, it is not always the determining factor in the outcome of many conflicts. Using political warfare as a framework, we will study contemporary cases to assess the relative strengths and weaknesses of political warfare strategies. Students will present their findings to the class in a 25-30 minute presentation. Finally, students will write a short paper based on their own case study research that assesses the utility of political warfare strategies, by improving the framework they presented to the class. Class contribution will be very important. Average reading 79 pages per session.

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

A SYSTEMS PERSPECTIVE OF THE OPERATIONAL ENVIRONMENT



PMESII-PT?

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

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

Legend

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

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

Sun Tzu, The Art of War, p 129



ON IRREGULAR THREATS



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

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

663B ~ COUNTER TERRORISM IN AFRICA



Dr. Lobban in Republic of Somaliland with a security guard assigned to his tourist group while visiting a food and livestock market. Prof Lobban joked that he was there to steal goats so was "arrested" and they laughed. January 2019 KID-NAPPING



This course is founded on the principle of "know your enemy". In this case, it is the revivalistic and extremist groups operating mostly in North Africa and the Sahel. The course will survey the history, tactics, strategies, "logic", arms and finances of such descendant groups from *Al-Qa'eda*, and Islamic State including *Ansar ed-Din*, *Ansar Esh-Shari'a*, *Boko Haram* and *Esh-Shabab* in Somalia and its clone in Mozambique and the ADF in DR Congo.

The course will also cover other armed irredentist groups like The Lord's Resistance Army, Ambazonia and Azawad. Transcending all case studies will be the strategic and tactical counter-terrorism roles of African, Arab and European militaries and their relationships and links with the US Combatant Command, AFRICOM.

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674B - INTERMEDIATE FORCE CAPABILITIES: SUPPORTING THE JOINT FORCE ACROSS THE COMPETITION CONTINUUM



The DoD Non-Lethal Weapons (NLW) Program has been associated with tactical, security-related capabilities that enable: 1) added decision time/space to engage ambiguous threats, and 2) force application for less-lethal scenarios. **The program is pivoting to a more robust Intermediate Force Capabilities (IFC) focus to better support desired operational/strategic outcomes in unique contemporary environments.**

More than a rebranding, this effort—sponsored by the Commandant of the Marine Corps (NLW Executive Agent)—provides high-tech capabilities for complex environments such as freedom of navigation assertions and maritime engagements, urban operations, global/domestic pandemic response and defense support of civil authorities.

Unique within DoD, IFC enable effective U.S. response to peer competitor Gray Zone aggressions without unwanted escalation. These effects include shutting down boat and vehicle ignitions, repelling boat/vehicle operators, dispersing crowds through 81mm-delivered flashbangs (up to 4km) and millimeter wave, and many other intermediate force responses.

Senior guest speakers will review lofty topics such as the Law of Armed Conflict, rules of engagement/rules on the use of force, weapons treaties and arms control, directed energy, DoD weapons policy, the competition continuum, irregular warfare, JCIDS/procurement processes, and human effects testing. **The elective culminates with our very popular range day event during which students will fire an array of NLW.**

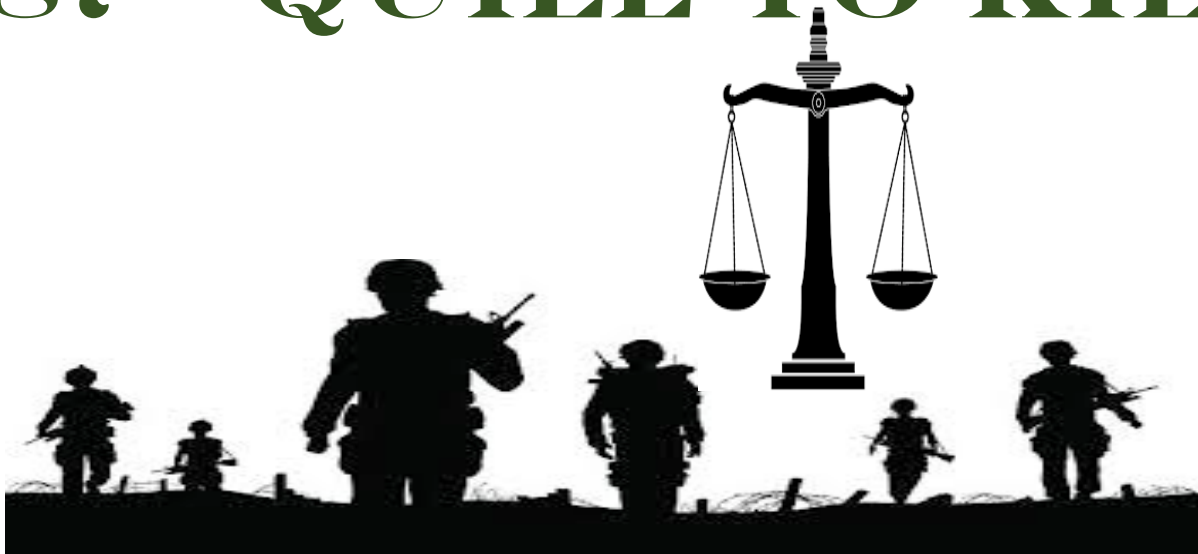
Mr. John Aho, Col/USMC(Ret)

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687 ~ QUILL TO KILL



ESSENTIAL READINGS AND QUESTIONS FOR JUST WARS AND WARRIORS

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

War is a distinctively human endeavor, and like other human pursuits has moral status and implications to be examined and wrestled with. This course considers two core questions central to what is called **Just War Thinking** (as opposed to Pacifism and Realism):

Under what circumstances is war morally justified and what exactly does that mean?

What are the moral implications of war, both for political communities and individuals?

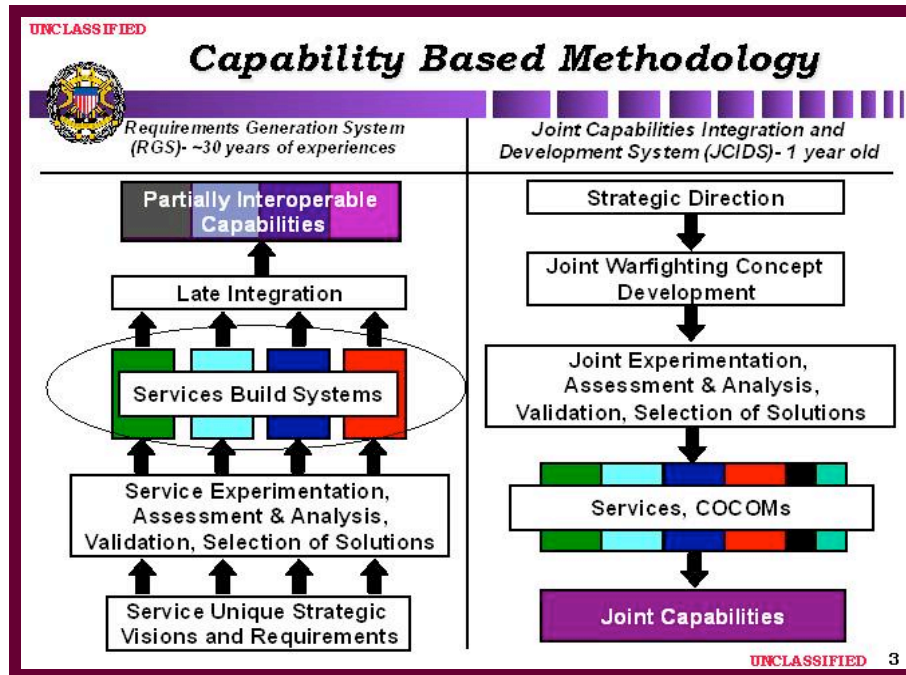
- While we will primarily focus on how these questions have been answered in the Western traditions, we will also consider how other traditions and cultural contexts (indigenous, Islam, Hinduism and China) address the same issues.
- Further, we will not just consider the theories and concepts in Just War Thinking, but also consider how they are applied to specific contemporary issues like Artificial Intelligence, Space warfare, Grey Zone and other competitive actions short of kinetic war (like cyber warfare) and the environment.
- Finally, we consider the broader implications of Just War Thinking for the intersection of strategy with ethics and for moral injury. As with all philosophical traditions, we have to also consider the role of culture and how emotional and affective aspects fit into the discussion. (This is where I disabuse us all of the notion that ethics and ethical discourse is rooted solely in rationality. This is particularly important when it comes to considering war.)

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Stockdale Chair in Professional Military Ethics

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698~ FORCE PLANNING & DEFENSE RESOURCE ALLOCATION



The Force Planning and Defense Resource Allocation (DRA) elective studies the principles, concepts, and practices of defense planning and examines the formal and informal processes used by the government and military organizations to make decisions regarding U.S. national security. Government and military organizations developed these processes to execute their statutory responsibilities and functions in national defense. These processes provide decision support and deliver the analysis to national leaders engaged in national security decision making within the Department of Defense. DRA processes are used to conduct strategic assessments, craft national security strategic guidance, develop operating concepts, identify and validate capabilities, and manage acquisition and defense programs and budgets.

The elective examines force planning formal processes and planning products currently used in the execution of U.S. national security. The seminar exercises individual analytic abilities, assessment techniques, and product development skills required by military officers and government defense officials serving in national security organizations. During the semester, seminar members build upon or develop their technical knowledge of force planning and formal process operations through analysis of past and contemporary national security and defense issues across the national security enterprise.

The FE-698 elective delivers to the student a strategic leadership understanding of U.S. Force Planning and Defense Resource Allocation and is both conceptual and practical. The teaching team will present how and why the formal processes of U.S. defense resource allocation are designed to operate and how these systems operate in practice. The course will appeal to military officers and government officials who seek to study how the Department of Defense operates and accomplishes its many responsibilities, functions, and tasks.

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716 ~ THE AGE OF GRANT



& LEADERSHIP

The purpose of this course is to refine student critical and creative thinking skills by exploring one of the most fascinating military characters in history, Ulysses Simpson Grant (1822-1885). Like any of the Great Captains, he defies simple categorization as a commander or leader. A brave yet unremarkable junior officer, unschooled in the operational art, he nonetheless provided the strategic vision, fixation of purpose, and relentless drive to victoriously end the costliest war in U.S. history. By his own admittance, he was a man of modest intellect. He rarely spoke publicly and wrote even less for public consumption—yet his written operational dispatches and exhaustive *Personal Memoirs* qualitatively rank as equal or superior to any others past and present.

Detractors excoriate Grant's supposed disregard for casualties—yet his impact on strategy and military operations introduced annihilation into the American Way of War that thundered throughout the 20th century and into the 21st. His political career is mostly misrepresented by historians, and usually misunderstood. Curiously, his private life remains an enigma, except for his overwhelming lifelong devotion to his wife, Julia Dent. In this course, students will explore how 19th Century America and a newborn American Profession of Arms shaped and produced Grant and his peers in order to evaluate the military, ethical, and political decisions by the leaders of Grant's generation. Students will use their conclusions not only to critically assess today's Profession of Arms, but also to consider the development and role of the senior military leader within the current and future American security environment.

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720 ~ UNMANNED SYSTEMS



& CONFLICT IN THE 21ST 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 21st century. In 2020 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.

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 16th/17th centuries and steam propulsion for ships had in the 19th 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.

This course provides the opportunity for students to study contemporary cases, trends, and issues in the use and development of unmanned systems in twenty-first century warfare. Students will study and evaluate these systems from the tactical, operational, and strategic dimensions of war looking at the multifaceted issues of their development and use.

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729 ~ NUCLEAR ARMS CONTROL, DISARMAMENT, AND NONPROLIFERATION



Nuclear proliferation by hostile regional countries like Iran and North Korea is a growing threat to national and international security. However, countries like these going and growing nuclear is no longer even the most significant nuclear challenge facing the United States and its allies. Great power nuclear competition is back with a vengeance, centering on the accelerating tripolar arms race among the United States, Russia, and China. Can the arms control, disarmament, and nonproliferation tools that we have been relying on throughout the post-Cold War period manage this emerging nuclear order in order to avoid catastrophe?

This course explores the theory, history, and evolving contemporary challenges of employing nuclear arms control, disarmament, and nonproliferation tools as key elements of US national security policy. The course gives special emphasis to understanding the national security tradeoffs involved in arms control and disarmament approaches that reduce, constrain, or otherwise impact US nuclear forces. We begin with an initial session that introduces key concepts and explores the rapidly changing contours of the emerging nuclear landscape. The first major block of sessions then explores the history of the theory, negotiation, and implementation of bilateral and multilateral arms control and disarmament treaties from the Cold War era to the present. The next major block then turns to the emergence of preventing nuclear prevention as a growing a priority in the post-Cold War and post-9/11 periods. The course concludes with a short block of sessions that explores contemporary policy issues and challenges for nuclear arms control and nonproliferation and the prospects for preserving existing nuclear guardrails or for negotiating new measures.

PROFESSOR DAVID A. COOPER, Ph.D.

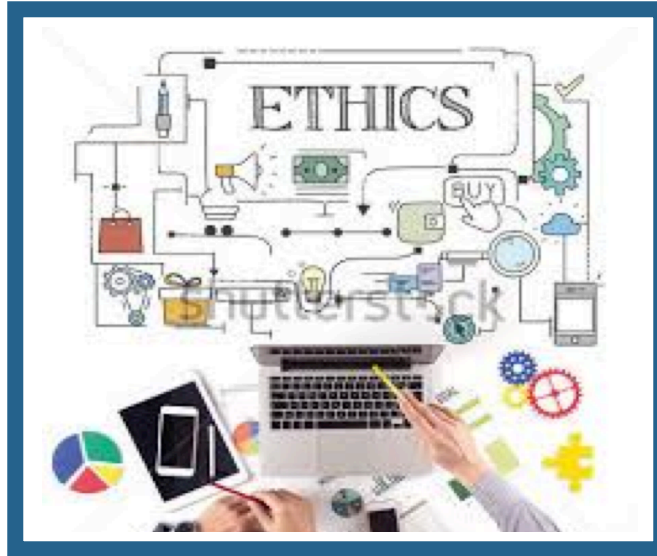
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730 ~ ETHICS OF TECHNOLOGY

WARFARE, SOCIETY, AND DISRUPTIVE TECHNOLOGIES



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

An overview of ethical theories and technology terms will lay the foundation for analysis, discussion, and reflection of one's moral decision making responsibility. Leaders need to ask and debate questions because of the short- and long-range consequences on their own and other societies.

- In what ways does technology challenge and possibly reconfigure our ethics?
- What additional challenges will come to exist as new technologies are developed rapidly outpace our existing ethical frameworks?
- Is the human element too far removed from artificial intelligence to autonomous warfare?
- Does technology generate greater freedom or does it constrict the freedom of citizens, of leaders, or of states?

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

This course is a required course for the EEMT Certificate Program

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732 ~ SOUND MILITARY DECISION: U.S. NAVAL OPERATIONAL DOCTRINE IN HISTORY AND IN THE FUTURE MARITIME ARENA



Maritime thinkers understand the transcendent role of naval forces in military strategy in both peace and war. Bad naval strategy can render the most brilliantly planned military tactics irrelevant. Grappling with these ideas in an era of radical technological change at the dawn of the twentieth century, American naval practitioners drew perspective from readings in history to formulate a unique doctrinal methodology known as the “Estimate of the Situation” before the First World War.

The lecture halls and gaming floors of the Naval War College also served as the peacetime forum for joint service practitioners to synthesize seagoing operations with global maritime policy, American military strategy, and U.S. Naval tactical doctrine. By the 1930s, *Sound Military Decision* served as the key text that influenced the five-star thinkers to use naval forces for deterrent purposes and, when required, secure decisive victory into the Second World War. Putting it simply after fifty years of service at sea and ashore at the dawn of the space age in the twentieth century, Fleet Admiral Ernest J. King made clear delineations between naval and military strategies in explaining the basic historical function of navies as, “waging peace.”

We may look forward to each class session as an opportunity to explore our collective understanding of the past with a contemporary purpose. In each session, we will first perform the task of examining what history *is* and for the purposes of recognizing the interrelationships of popular memory, myth, and theoretical assumptions about the future. We will then perform the task of using history for the applied purposes of understanding *why* people acted as they did in the past, *how* their actions inform our contemporary view of strategic issues, and *whether* we may apply our historical knowledge to the in meeting the inherent challenges of the *unwritten* future. Individual students may wish to discuss the future inevitable wars in China or Russia, future fights against *ideas* like “terror” or such *ideologies* as “communism,” and whatever Space Force might be working on. However, when one takes the humanistic approach to historical questions of strategy, we may perhaps recognize that it’s darned hard to target, track, and kill an *idea* or an *ideology*.

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741 ~ BUSINESS PERSPECTIVES FOR MILITARY LEADERS



Throughout history, the U.S. economy has been at the foundation of America's military power. The ability of our country to resource the military has been and will continue to be directly related to the strength of the U.S. economy. Economic strength and national security are inexorably linked. In 2010, former Chairman of the Joint Chiefs of Staff Admiral Michael G. Mullen stated that the "most significant threat to our national security is our debt." Therefore, a critical component and necessary framework for effective decision-making, policymaking and governance by military leaders is having a broad economic, business and financial perspective. This perspective is especially vital today in light of the governments massive deficit spending, the unprecedented growth of U.S. debt and the accelerating threats our country faces in the years ahead.

Business Perspectives for Military Leaders ("Perspectives") is being taught in the Fall of 2021 by a former Wall Street CEO with over forty-five years of senior management experience in the financial services industry. It will provide students with the opportunity to gain an understanding of what is transpiring in the economy and business world today and what will be unfolding tomorrow. Perspectives will progress along two parallel lines of study: current events making today's headlines and future issues which will make tomorrow's news.

Perspectives will be conducted in a graduate seminar fashion. The first half of the class will be an open and free flowing conversation about current events in business. This conversation will be informed by the daily reading of the *Wall Street Journal* and the *New York Times*. Students will study, analyze, discuss and present the important business events of the week which are capturing the headlines. The second half of the class will focus on critical business issues which will shape tomorrow's economic and business environment. Topics such as U.S budget deficits and debt, the 2008 mortgage meltdown, the growth of passive investing (ETF's) and cryptocurrency (Bitcoin) will be discussed. Additionally, there will be business foundation classes which will provide students with a basic introduction to various core business disciplines including accounting (analyzing financial statements), crisis management and strategic planning.

Utilizing the Harvard Business School Case Method, students will be immersed in real business world situations and be provided with the reality of managerial decision-making. The Case Method will also help students foster and refine their thinking and develop their own perspective and positions on some of the most important business and public policy issues facing our nation and the military. Several classes will feature a guest speaker who has been highly successful and accomplished in the private sector and is a recognized industry leader in the topic the class will be discussing that particular day. These classes will provide the students with the unique opportunity to discuss leadership and management in an open forum with business leaders and executives, including former CEOs. Additionally, on a purely optional basis, students can choose to participate in the weekly "Hours with Powers" informal lunch sessions that precede each class. Discussions are not related to class topics presented in the course syllabus but often include conversations on investing, leadership and management depending on the interests of the students.

RICHARD F. POWERS, III

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766A~SEAPOWERS & GOVERNANCE

IN A MULTIPOLAR THAWING ARCTIC



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

This course will enable students to develop an high-level understanding of the myriad strategic and operational security considerations facing US national security policy and military decision makers in the Arctic. Students will develop an understanding of the operational and strategic factors unique to the region; the role of sea power in the Arctic, and the role of the Arctic in sea power; the Arctic strategies and operations of major nations; the special role and circumstances of Alaska; the processes of U.S. policy-making for the Arctic; U.S. policy, strategy, capabilities, and activities in the Arctic; key international disputes and the application of international law in the Arctic; the trajectory and major issues surrounding Arctic commercial development; and foreign Arctic strategies and geopolitical issues. Students will effectively apply this understanding to practical operational problems; design innovations in Arctic organizations and programs; and craft and advocate novel Arctic policies and strategies. Strategic decision-making and operational planning in combined Arctic operations is the central foci of the course. Students will be able to:

- Articulate how American seapower is integrated and applied with other instruments of national power, as well as with international partners, to achieve mission success and preserve U.S. interests in the Arctic.
- Assess and explain the direct and indirect influence of climate change in shaping current and future joint operations in the Arctic.
- Describe and assess how current political, social, cultural, and economic factors and national security perspectives of both Arctic and non-Arctic states impact current and future U.S. national security policy and military decision making in the Arctic
- Evaluate and explain the capabilities of Arctic and non-Arctic nations and apply those insights to relevant strategic and operational challenges facing civilian and military decision makers.
- Assess and describe the role and application of international legal and cooperative frameworks in the Arctic.
- Assess potential security risks and potential cooperation based on Nation's Arctic strategies for future development of the region
- Identify roles and responsibilities with regard to combined and joint operations in the Arctic

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770A ~ WAR AT SEA IN THE AGE OF SAIL



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

But its most fundamental objective is to demonstrate that navies cannot be understood in isolation from the societies they serve. We will explore: how navies reflect and influence social structures; how navies contributed to science, technology, and industry; the lives and worlds of the men and women who served at sea; and the role of navies in early modern state formation. The seminar also introduces students to the study of history: how historians research and write about the past; how they argue with each other; and how the study of the past can inform contemporary debates.

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

DR. EVAN WILSON

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775 ~ CLIMATE CHANGE & NATIONAL SECURITY



This course explores one critical question: Is climate change, or the corresponding human security issues, a national security threat? Climate change, primarily considered an economic issue, is increasingly viewed as a security issue. Long assumed as a constant variable, climate has emerged as an independent factor which changes the overall security environment. Within the national security community, climate and the corresponding human security topics are seen as the root causes and complicating factors of conflict. As a result, the National Security Strategy and other national strategies have begun to address some of these key issues.

This course introduces a student to the basics of climate change and human security and how these topics are currently interpreted through the lens of U.S. national security. The first part of the course examines climate change through an international, national, and national security perspective to build a foundation for the issues presented in the rest of the course. Human security is described using the three primary components which include human rights, economic development, and security. After providing a framework for climate and human security, students explore specific human security topics to include: development and economic insecurity/poverty, food insecurity, population, environmental insecurity, water scarcity, health insecurity, migration, humanitarian response and sea level rise. Students will define the topic, understand the international governance and actors, and relate current events. Caselets highlight course concepts. The course has a current events focus that is practical, policy focused, and solution oriented.

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

PROF ANDREA CAMERON, PH.D., ED.D

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



On a January 2nd, 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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U. S. NAVAL WAR COLLEGE **SPECIAL PROGRAMS OVERVIEW**

Group Advanced Research Programs

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

13-month Advanced Programs

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

Graduate Certificate Programs

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

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

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

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

❖ ? ❖ ? ❖ FAQs ❖ ? ❖ ? ❖

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

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

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

Can I choose the trimester for LPA? NO

LPA will be assigned, with approximately one third of the incoming June 2021 students assigned during the fall trimester. Off cycle November and March graduates will take LPA in the fall unless they are enrolled 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 published on the ELECTIVE INFORMATION CENTER (located on DoS BB site). Trimester Course Offerings with the most current information will always be posted to the Blackboard (BB/DoS) under the ELECTIVE tab. Course syllabi and previous student evaluations are also available so that you can make informed decisions.

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

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

NOTE: If a student starts with AoS 0-NA (open to all electives offered), then decides he/she would like to concentrate in an AoS in which his/her first course was listed, we will add the AoS to the record for priority registration at the end of the first trimester. Please note: AOS 10 (Strategy, Operations, & Military History) and AOS 13 (Leadership & Ethics) are broad categories and do not offer AOS concentrations for priority registration.

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

We are happily back in the classroom for A/Y 2021-22! Electives for the fall trimester are scheduled for Monday mornings and afternoons. AM or PM is not available until late in the registration process. **PLEASE do not select your elective based on the time of day, as there may be last-minute changes.**

How can I sign up to audit a course?

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

Where is the Electives Office?

Hewitt Hall, 2nd deck, Room 248 – just off the north elevator for Jen, Patty, & Jessica .
Associate Dean Schultz - down the hall in Hewitt Room 222, also available by email.

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