



# VIRTUAL FALL ELECTIVES FAIR

Welcome to the U. S. Naval War College  
*You will take two electives during your year at the  
college as you work on your master's degree.*

*LPA ~ Leadership in the Profession of Arms will be assigned for one trimester.*

*This presentation introduces the courses  
that will be offered during the*

**FALL 2022** trimester

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

**MEET THE PROFS** online

**Wednesday~July 27<sup>th</sup> 13:30~15:00**

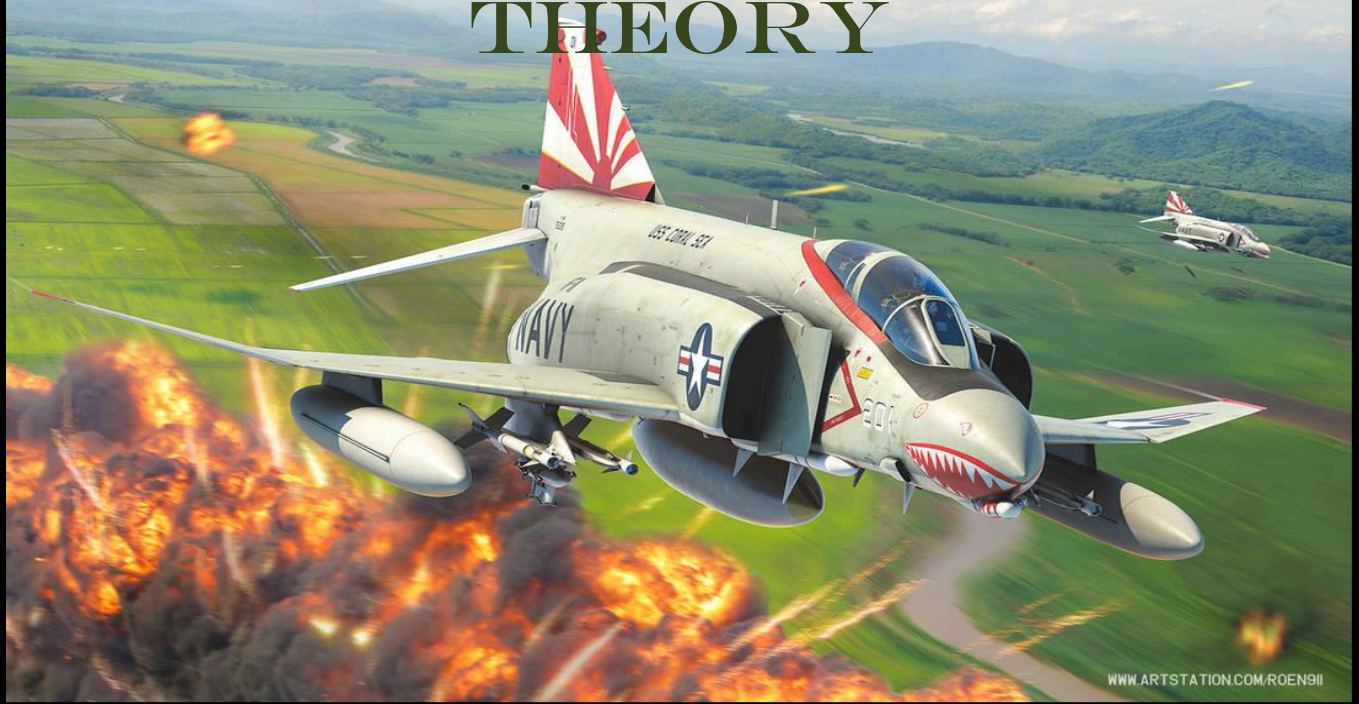
**The Zoom link and password will be emailed.**

**Fall 2022**  
**AM sessions: 0830 - 1130/PM sessions: 1330 - 1630**

COURSE #	AOS	COURSE TITLE	PROFESSORS	PRGM	ROOM
526C	10	Modern Air Power Theory	Haun & Schuettke		<b>1</b>
539	28	FHA/FDR: Improving Civil-Military Coordination <b>Interview with Dr. Brightman required for registration.</b>	Brightman, Robinson, & Kraft		<b>2</b>
554	9	The Law of Armed Conflict	Johnson, Stricker, & Biggerstaff		<b>3</b>
579	10	Vietnam: A Long War - From Conflict to Country	Bergstrom, Garofano, Tackett, & Fiorey		<b>4</b>
585A	10	Abraham Lincoln: Democratic Statesmanship in Peace & War	Williams <b>(Adjunct)</b>		<b>5</b>
592	13	Foundations of Moral Obligation <b>592 is available this fall for SLDC and EEMT students ONLY. 592B, a contemporary version, will run in the winter trimester and 592 will run again in the spring.</b>	Demy & Palmer	EEMT SLDC	<b>6</b>
632	11	Military Deception	Povlock, McGraw, & Hernandez		<b>7</b>
636	2	India, Pakistan, China and South Asian Security	Verma		<b>8</b>
645	12	Political Warfare and Conflicts in the Gray Zone: Developing Innovative Tools <b>(Enrollment limited to 7 )</b>	Barrera		<b>9</b>
663B	5	Counter Terrorism in Africa	Lobban <b>(Adjunct)</b>		<b>10</b>
698	8	Force Planning and Defense Resource Allocation	Sullivan & Cook		<b>11</b>
720	11	Unmanned Systems and Conflict in the 21st Century	Jackson & Sherlock	EEMT	<b>12</b>
730	13	Ethics of Technology <b>Open to EEMT Certificate Program Students only</b>	Creely & Schultz	EEMT	<b>13</b>
732	10	Sound Military Decision: U.S. Naval Operational Doctrine in History and in the Future Maritime Arena	Kohnen & Logel		<b>14</b>
761	10	History and Security-East Asia	Mulready-Stone		<b>15</b>
766A	24	Seapower & Governance in a Multipolar Thawing Arctic	Berbrick & Saunes		<b>16</b>
770A	10	War at Sea in the Age of Sail	Wilson	GCMH	<b>17</b>
775	10	Climate Change & National Security	Cameron		<b>18</b>
791	11	Space Missions, Operations & Strategy <b>Current TS/SCI Clearance required.</b>	Swanson & Berdahl	EEMT	<b>19</b>
792	13	Moral and Ethical Failure <b>(NEW)</b>	Shanks-Kaurin, P.	EEMT	<b>20</b>
793	10	Empires in Competition: Britain & France <b>(NEW)</b>	Meeks & Zwilling		<b>21</b>
796	4	The Russia Challenge to Euro-Atlantic Security <b>(NEW)</b>	Gvosdev & Reveron		<b>22</b>

**ZOOM link will be sent via email prior to the fair.**

# 526C ~ MODERN AIRPOWER THEORY



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 to increase survivability and stand off. 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 theory 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 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 ~ FHA/FDR: IMPROVING CIVIL-MILITARY COORDINATION



The two Foreign Humanitarian Assistance/Foreign Disaster Relief courses (fall and spring trimesters) prepare students for leadership and planner positions in theater-strategic and operational-level assignments where they will likely employ or support military forces during foreign humanitarian assistance operations in permissive environments in response to natural disasters and pandemics and in conflict settings for complex emergencies. Through seminar discussions, case study analyses, practical simulations, and expert guest lectures from leading universities (Brown, Harvard, and Stanford) and intergovernmental, special, and non-governmental humanitarian organizations, students gain a detailed understanding of the challenges and opportunities that militaries face while conducting FHA/FDR operations. Students will become well-versed in the Maritime Humanitarian Assistance Survey Team (Mar HAST) Rapid Assessment Process, as well as key elements of Joint Publication 3-29.

The magnitude, complexity, and lethality of recent disasters, pandemics, and human-caused conflicts have dramatically altered the previously accepted roles for militaries in international humanitarian response. Lessons learned have resulted in a new field of study that significantly improves the efficacy of life-saving and life-sustaining efforts, supporting over 200 million people around the world who find themselves in need of humanitarian assistance.

**NOTE: Students must interview with Professor Hank Brightman.**

**If accepted, they will take FHA/FDR in the fall, LPA in the winter term, and FHA/FDR in the spring.**

**PROF HANK BRIGHTMAN** [hank.brightman@usnwc.edu](mailto:hank.brightman@usnwc.edu) Office: Sims 200  
Heath "Hank" Brightman, Ed.D., A.P.A. Professor, EMC Informationist Chair & Director, Civilian-Military Humanitarian Response USNWC

**MR. JONATHAN ROBINSON** Humanitarian Operations Specialist, NETSIMCO [jonathan.robinson.ctr.uk@usnwc.edu](mailto:jonathan.robinson.ctr.uk@usnwc.edu)

**LCDR MARSHALL M. KRAFT, USN** Civ-Mil Humanitarian Response Planner, USNWC [marshall.kraft@usnwc.edu](mailto:marshall.kraft@usnwc.edu)

# 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.

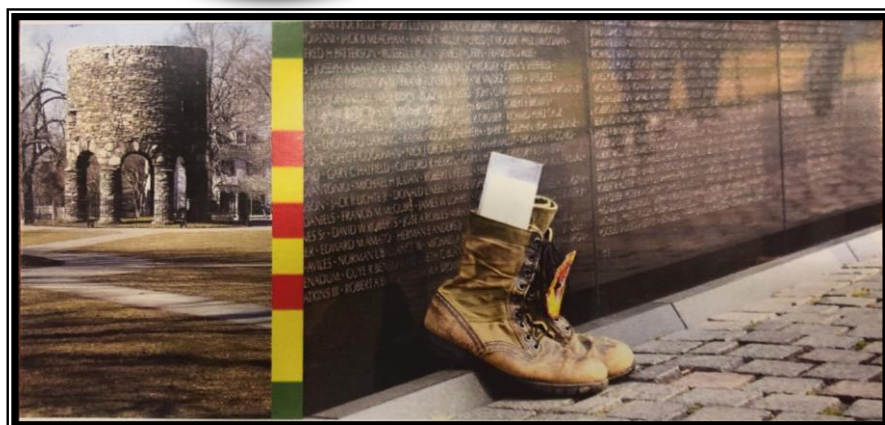
The course will combine lectures and seminar discussions. Guest lecturers may assist the teaching team. As its core texts, the course will use *International Law and Armed Conflict: Fundamental Principles and Contemporary Challenges in the Law of War* (Concise Edition) by Laurie R. Blank and Gregory 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 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.

**Prof Bergstrom**

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Vietnam

**Prof Fiorey**

CMDCM/USN (Ret)

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Asia-Pacific

**Prof Tackett**

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Afghanistan, Iraq

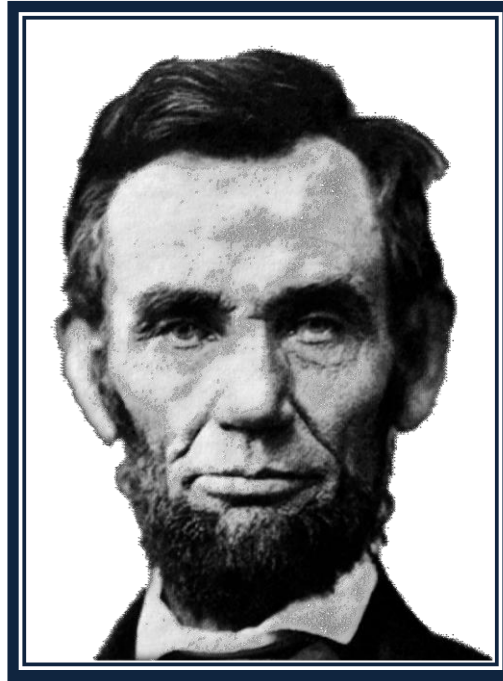
**Prof Garofano**

Ph.D.-Government-Cornell

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Afghanistan

# 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](mailto:alincn@courts.ri.gov)**

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

[illegible]

**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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# 632 ~ MILITARY DECEPTION



## ***"ALL DECEPTION IS SELF-DECEPTION"***

- Tired of merely parroting doctrine in order to get the highest attainable score on the latest military examination?
- Exhausted by the "play it safe" and "follow the rules" mindset in your service?
- Want to exercise your creativity in ways that test your skills to think outside the box (or other less pronounced military catch phrase) for high payoffs?
- Interested in honing your wiles in the black arts of deceit ?

## ***THEN MILITARY DECEPTION IS THE ELECTIVE FOR YOU!***

As old as warfare itself, a review of military history demonstrates interest in deception waxes and wanes. The successful military commander understands the value of deception and its ability to create surprise on the battlefield. While tactical and strategic deception will be considered, this class concentrates on the operational level of warfare and the considerations of applying deception at that level. Historic and contemporary use of deception will be presented to illustrate the application of deception. This course uses case studies, film and field trips to examine the theory and practice of military deception.

### **Students will have two options for written course work:**

- 1.** Research and present to the class an historic deception operation not covered in class, consideration of deception equipment, biographies of deception experts, or other topics germane to the course. Topics for research will be approved by the course instructor before the third class session.
- 2.** Write a screen play describing a deception operation. Presentations will be given during the last class session. Students are required to submit an approximately 4,200 word paper (14-16 pages of double spaced, 12 font text....screen plays will have the same word count requirements). Papers will be due on week 9.

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### **PROF POVLOCK**

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### **PROF HERNANDEZ**

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# 636 ~ INDIA, PAKISTAN, CHINA, & SOUTH ASIAN SECURITY



War, terrorism, nuclear crises, proliferation, great power competition! 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. 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 the region, particularly focusing on strategic stability, terrorism, and proliferation of WMD.
- 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 both East Asia (essentially China) and the greater Middle East.
- Understand the nature of terrorist organizations in South Asia and the nature of WMD proliferation threats in South Asia.

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

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

## THE POLITICAL WARFARE SIMPLE MODEL



*THE ELEMENTS YOU INCLUDE IN EACH WARFARE, ARE THE  
"INSTRUMENTS OF POWER AND INFLUENCE"*

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

**T**his 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 armed actors, and state actors succeed, and why others fail. The course also examines how Irregulars and Non-state armed actors (and 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."

**T**his 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.

**W**e 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 necessarily 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 20-35 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.

**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

Professor ~ CNO International Fellow

**ADMIRAL GUILLERMO E. BARRERA (RET)**

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# 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

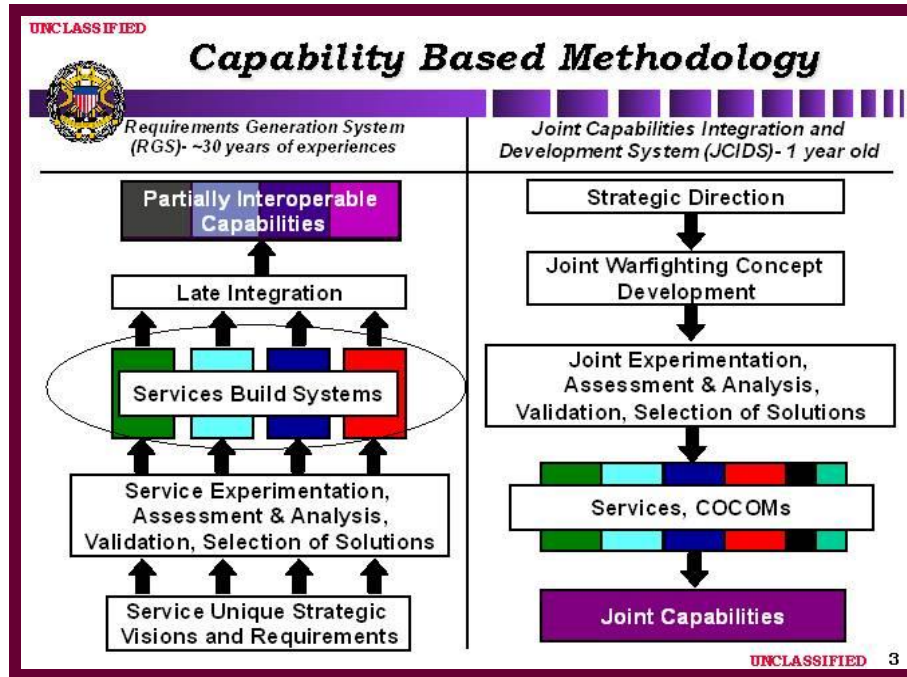


**T**his course is founded on the principle of "know your enemy". In this case, it is the revivalistic and extremist groups operating mostly in North Africa and the Sahel. The course will survey the history, tactics, strategies, "logic", arms and finances of such descendant groups from *Al-Qa'eda*, and 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.

**T**he 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.

**RICHARD A. LOBBAN, PH.D.**  
ADJUNCT PROFESSOR  
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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.

**PROF SEAN C. SULLIVAN**

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**PROF JAMES L. COOK**

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# 720 ~ UNMANNED SYSTEMS



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

The technological advances in the areas of computer science, artificial intelligence (AI) and robotics engineering achieved in the past decade have created the capacity for unmanned/robotic systems to move from the realm of science fiction onto the current battlefields of the 21<sup>st</sup> century. In 2021 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 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.

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.

**PROF JOHN JACKSON**

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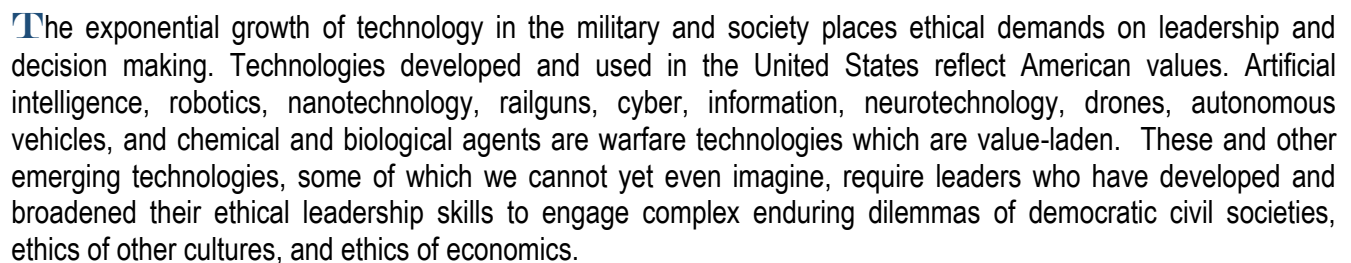
**PROF MIKE SHERLOCK**

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## WARFARE, SOCIETY, AND DISRUPTIVE TECHNOLOGIES



- 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?

**This course available for the EEMT Certificate Program students only.**

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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*.

## DAVID KOHNAN, PhD, FRHistS

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## JON SCOTT LOGEL, PhD

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# 761 ~ HISTORY & SECURITY:



## EAST ASIA, 1800 ~ PRESENT

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

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

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

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

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



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

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

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

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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.

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# 791 ~ SPACE MISSIONS, OPERATIONS & STRATEGY



The United States, over the last 60 years, developed significant Space-based capabilities that enable our most critical strategic and tactical military systems. Our adversaries invested heavily in counter-Space systems and technologies in order to neutralize the significant advantages that the U.S. has held in this domain.

This course provides a foundation for understanding Space operations and the missions critical to military operations. The course explores critical Space capabilities and operations that shape how the United States uses Space for military, governmental, and commercial purposes. Recent transformations within the U.S. Space community to integrate Space capabilities into warfighting will be discussed.

The purpose of this course is for students to think analytically about how Space affects 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 communications, surveillance and information operations, global navigation satellites systems, Space domain awareness, satellite command and control, and Space control. The course addresses challenges to the U.S. posed by peer competitors. Emphasis is on building knowledge of critical Space services essential to Joint operations.

**LEARNING OUTCOMES:** This course is designed for students to examine the fundamental systems and capabilities that are part of military and National Technical Means (NTM) which support military operations. Students will be exposed to Space missions as a system of processes and components. For each, the class will discuss operational dependency on Space systems. Upon course completion, students will:

- Understand the breadth of Space missions and their application to military operations
- Discuss, in depth, Space-based systems in terms of capabilities, timelines, and vulnerabilities
- Be aware of the complexities of integrating Space systems operating globally in a regional mission.
- Be exposed to scenarios in which Space systems contribute to joint operations.

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

# 792 ~ MORAL & ETHICAL FAILURE



**T**his elective will examine moral and ethical failures (these are different things!) across both the individual and collective contexts, considering the role of individuals, organizations, culture, national and international institutions, and environments to consider what causes these failures and what to do about them. This course will be a mix of conceptual readings and materials to engage the nature and causes of moral and ethical failure, along with cases, narratives and concrete examples for analysis using these conceptual ideas. In addition, students will have an opportunity for reflection on the role moral and ethical failure has played in their own lives and careers, and how best to engage this issue as strategic leaders.

**T**his course:

- Will frame the nature and causes of moral and ethical failure within both individual and collective contexts.
- Will use narrative and analytical writing skills to engage questions and issues of moral and ethical failure.
- Will engage with case study approach using narrative and ethical reflection methodologies.
- Will explore and assess solutions and methods of redress for moral and ethical failure.
- Will make use of critical and analytical reading to engage in the examination of moral and ethical failure to inform analysis and development of insights.
- Will develop individual analysis and insights on the topic to be shared and discussed via class presentation and final project.

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# 793 ~ EMPIRES IN COMPETITION: BRITAIN & FRANCE



One of the most enduring Great Power competitions of the past 500 years is that between Britain and France. This course delves into the history of that conflict, focusing on the contest through the lens of empire. From the 15<sup>th</sup> century even until today, these two states were in large part defined by their competition with each other. This conflict took many forms, but in this elective, we will specifically examine the imperial and colonial dimensions of the Franco-British rivalry. The elective will highlight the diplomatic, military, and economic strategies employed by each side, their relative successes or failures, and how this imperial interaction shaped our modern world.

This course offers students an opportunity to develop their critical analysis and communication skills. By preparing for class, contributing to classroom discussions, and carrying out the writing assignments, students taking this course will:

- Analyze historical trends and apply them to the present
- Engage with historical scholarship in a critical fashion
- Communicate effectively verbally and through writing
- Understand the origins and development of great power competition between Great Britain and France
- Compare imperial competition in times of war vs. times of peace
- Understand definitions and strategies of empire
- Analyze both empire's employment of instruments of national power
- Assess resolutions of Great Power competition

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# 796 ~ THE RUSSIAN CHALLENGE



## TO EURO-ATLANTIC SECURITY

The 2022 NATO Strategic Concept, adopted at the Madrid Summit, bluntly notes: “The Euro-Atlantic area is not at peace. Euro-Atlantic security is undermined by strategic competition and pervasive instability. The Russian Federation poses the most significant and direct threat to Allies’ security.” The goal of this elective course is to understand and assess the threat posed by Russia to the security and stability of the Euro-Atlantic world.

Former National Security Advisor Zbigniew Brzezinski has observed, “What happens with the distribution of power on the Eurasian landmass will be of decisive importance to America's global primacy and historical legacy.” In keeping with that admonition, the objectives of this elective for students are as follows:

- Comprehend the Russian view of national security, its understanding of geopolitics
- Assess the security concerns of Russia and whether or not its policy choices are more likely to enhance or detract from its national interests
- Gain an overview of the main security issues that define the Euro-Atlantic space
- Gain an appreciation for the concerns of other Euro-Atlantic states and their views of European security and Russia’s role

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

## **SPECIAL PROGRAMS OVERVIEW\***

### **Group Advanced Research Programs**

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

### **Directed Research Projects**

- ❖ Cyber & Innovation Policy Institute (CIPI) Gravely Program
- ❖ Individual Directed Research

### **13-month Advanced Programs**

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

### **Graduate Certificate Programs**

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

### **Foreign Humanitarian Assistance/Foreign Disaster Relief**

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

*\*See NWC Special Program Information document from Dean of Students for details.*

? ? 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 also 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 fall 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.

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