



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 2023 trimester

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

MEET THE PROFS online

Wednesday~August 2nd 14:00~15:30

The Zoom link and password will be emailed.

FALL 2023 ELECTIVES

COURSE #	AOS	COURSE TITLE	PROFESSORS	SATISFIES CERTIFICATE REQUIREMENT	BREAKOUT ROOM
*503	11	The CIA in the U.S. National Security Enterprise: Enduring Themes and Emerging Dynamics (Secret)	Maher, M.		1
539	28	FHA/FDR: Improving Civil-Military Coordination	Polski, M., Donnelly, B. & Robinson, J.		2
579	2	Vietnam: A Long War From Conflict to Country	Bergstrom, A., Garofano, J., Fiorey, M. & Tacket, M.		3
580	12	Colonial Wars	Norton, R.		4
585A	10	Abraham Lincoln: Democratic Statesmanship in Peace & War	Williams, F. (A)		5
592	13	Foundations of Moral Obligation (SLDC Only - Interview Required)	Demy, T. & Palmer, G.	EEMT	6
632	11	Military Deception	Povlock, P., McGraw, J., & Hernandez, E.		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 (Enrollment limited to 6)	Barrera, G.		9
655A	9	The International Law of Air, Space, and Cyber Operations	The Stockton Center for International Law Faculty	EEMT	10
663B	5	Counter Terrorism in Africa	Lobban, R. (A)		11
698	8	Force Planning and Defense Resource Allocation	Sullivan, S. & Cook, J.		12
720	10	Unmanned Systems and Conflict in the 21st Century	Jackson, J. & Sherlock, M.	EEMT	13
730	13	Ethics of Technology (EEMT Only - Interview Required)	Creely, T. & Schultz, T.	EEMT	14
744	10	Yankees and Rebels at Sea: The Maritime Battlefields of the American Civil War	Kohnen, D., Kornatz, S. & Logel,	GCMH	15
764	10	GENOCIDE STUDIES: Genocide, Fascism, and Mass Atrocities in the Modern Era	Alvi, H.		16
766A	24	Seapower & Governance in a Multipolar Thawing Arctic	Saunes, L.		17
770A	10	War at Sea in the Age of Sail	Wilson, E.	GCMH	18
775	10	Climate Change & National Security	Cameron, A.		19
792	13	Moral and Ethical Failure	Shanks Kaurin, P.	EEMT	20
796	4	Russia and Issues in Euro-Atlantic Security	Gvosdev, N. & Reveron, D.		21
799	10	Modern Strategy (NEW)	Satterfield, G.		22
800	2 & 9	Law and Geopolitics in the East Asia Region (NEW)	Dutton, P.		23
810	10	Technology & Military Innovation (NEW)	Kollars, N. & Smith, F.	EEMT	24
SPECIAL PROGRAMS					
719A	23	Advanced Strategist Program (ASP) Interview Required - U.S. Students Only	Brown, D. & Hoyt, T.	ASP	25
535	14	Joint Land, Air, Sea Startegic/Special Program Interview Required	Dirga, R. & Cameron, J.	JLASS	26
595S	30	Stockdale Leader Development Continuum Interview Required	Cavallaro, L. & Smith, S.	SLDC	27

503 ~ THE CIA IN THE U.S. NATIONAL SECURITY ENTERPRISE:



ENDURING THEMES & EMERGING DYNAMICS

National security decision makers depend on strategic and tactical intelligence to better understand the world and inform their assessments of opportunities, risks, and threats. Established by the National Security Act of 1947, the Central Intelligence Agency (CIA) sits at the heart of the U.S. Intelligence Community (USIC), collecting and analyzing critical information from around the globe. When required, the CIA also acts covertly to advance U.S. interests abroad. As national security professionals, you are both **consumers of CIA production and potential partners with the CIA in supporting the U.S. Government's most senior decision makers.**

This course will explore the history, structure, and operations of the CIA and its place in the broader US National Security Enterprise to better inform your future collaboration with the USIC. We will seek to distinguish military intelligence from national intelligence while examining enduring themes and dynamics of the intelligence profession in general, including questions of ethics, coordination, and oversight in a democratic society. This course will also draw out the opportunities and challenges of a networked, digital world for the USIC and for decision makers looking for timely insights that provide advantages.

LEARNING OBJECTIVES

1. Explore the role of the CIA in the US National Security Enterprise, including how it partners with DOD & other USIC members.
2. Understand the core missions of and structure of the CIA, including its functions and responsibilities.
3. Distinguish between national intelligence and military intelligence.
4. Understand the role of the USIC at a Combatant Command.
5. Understand the uses and limits of intelligence, including both operations and analysis.
6. Identify areas of cooperation and competition in the USIC.
7. Understand the challenges and opportunities for the USIC of emerging technologies and a digital, networked world.
8. Understand the potential of open-source intelligence and the role of the private sector in intelligence collection, analysis and dissemination.
9. Consider the challenges of intelligence coordination.
10. Think critically about the past, present, and future of intelligence in U.S. national security.

US students only. Course discussions will be conducted at the SECRET//NOFORN level.

PROFESSOR MICHAEL J. MAHER

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

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539 ~ FHA/FDR: IMPROVING CIVIL-MILITARY COORDINATION



This student engagement-focused course prepares 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/or exercises in response to environmental hazards (e.g. typhoons, earthquakes, wildfires) and pandemic events (e.g. Ebola, COVI-19). Through seminar discussions, case study analysis, and interaction with expert guest lectures, students gain a detailed understanding of the challenges and opportunities that U.S. and international militaries, governments, nongovernmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting Foreign Humanitarian Assistance (FHA)/Foreign Disaster Relief (FDR) operations during environmental hazards and pandemic events. Students will also be challenged to think critically about the ethical challenges faced during these responses from these interventions, the utilization of military and civilian technologies to aid responders, and how strategic competition is influencing FHA/FDR.

The magnitude, complexity, and lethality of recent environmental disasters have dramatically altered the previously accepted roles for militaries in international humanitarian response. Despite changes in strategic guidance over the past decade, FHA/FDR remains a priority mission for the U.S. Armed Forces. U.S. forces possess rapidly deployable capabilities, including land and afloat bases, airlift and sealift, surveillance, medical, engineering, and communications that can be instrumental in providing support to lead relief agencies, by extending aid to victims of humanitarian emergencies abroad.

The ability of international military forces and civil defense assets to quickly respond to major crises with a broad range of unique capabilities has directly affected strategies and operations for the international humanitarian response community and consequently has created confusion and inefficiencies during multi-lateral responses. Unfortunately, a clear absence of understanding often exists between militaries, international and local NGOs, and government agencies regarding a unified way forward when they come together to respond during crises.

**NOTE: Students must interview with Dr. Polski and Mr. Robinson
If accepted, they will take FHA/FDR in the fall, LPA in the winter term, and FHA/FDR in the spring.**

MARGARET M. POLSKI, PH.D.

Associate Professor, War Gaming Department, U.S. Naval War College margaret.polski@usnwc.edu

MR. JONATHAN ROBINSON

Humanitarian Operations Specialist, NETSIMCO jonathan.robinson.ctr.uk@usnwc.edu

579 ~VIETNAM: A LONG WAR(+2) 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 2023 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 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(+2) will also be discussed 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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Prof Tackett

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Afghanistan, Iraq

Prof Garofano

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Asia-Pacific

580 ~ COLONIAL WARS

1841 ~ 1918



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.

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:

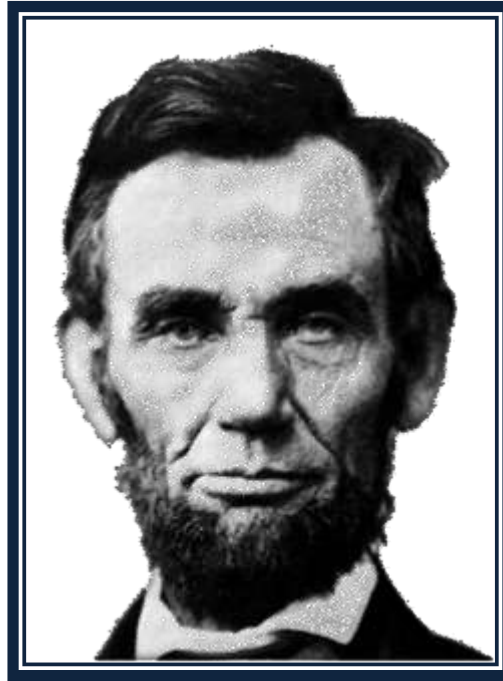
- Describe and assess the diverse elements and key drivers affecting several key colonial foreign policy and military decisions, particularly in Africa.
- Assess the effectiveness of industrialized states' use of each of its power instruments in advancing political aims over the time period.
- Assess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

DR. RICHARD J. NORTON

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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

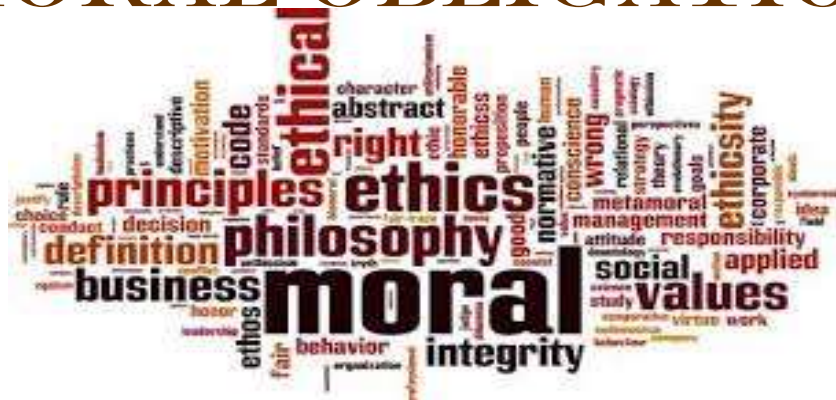
Rhode Island Supreme Court Chief Justice (Ret)

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

Adjunct Professor - alincoln@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.

DR. TIM DEMY

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DR. GINA PALMER

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PLEASE NOTE: 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 trimester. Thank you for your understanding.

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. Cultural considerations affect how readily deception is planned and practiced. 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.

PROF MCGRAW

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636 ~ INDIA, PAKISTAN,

CHINA, & SOUTH ASIAN SECURITY



War, terrorism, nuclearization, 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 historical legacy including the Kashmir question, the nuclear dimension and terrorism in the region. The elective will also look at the extended neighborhood including Afghanistan and the Indian Ocean region. China's role will therefore be examined in depth to include its relations with Pakistan, the land border dispute with India, and its jockeying for strategic influence in 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 and major developments in the region on almost a daily basis, 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 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 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 concerns in the region.

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

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 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 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."

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.

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 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. Critical thinking 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 ~ Former CNO, Colombia Navy
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655A ~ THE INTERNATIONAL LAW OF AIR, SPACE, & CYBER OPERATIONS



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

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

These are just some of the difficult issues this elective will address. The issues have been chosen because they reflect recent developments in the legal sphere and are issues with which the United States, its allies, and its partners continue to grapple.

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

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

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.

RICHARD A. LOBBAN, PH.D.

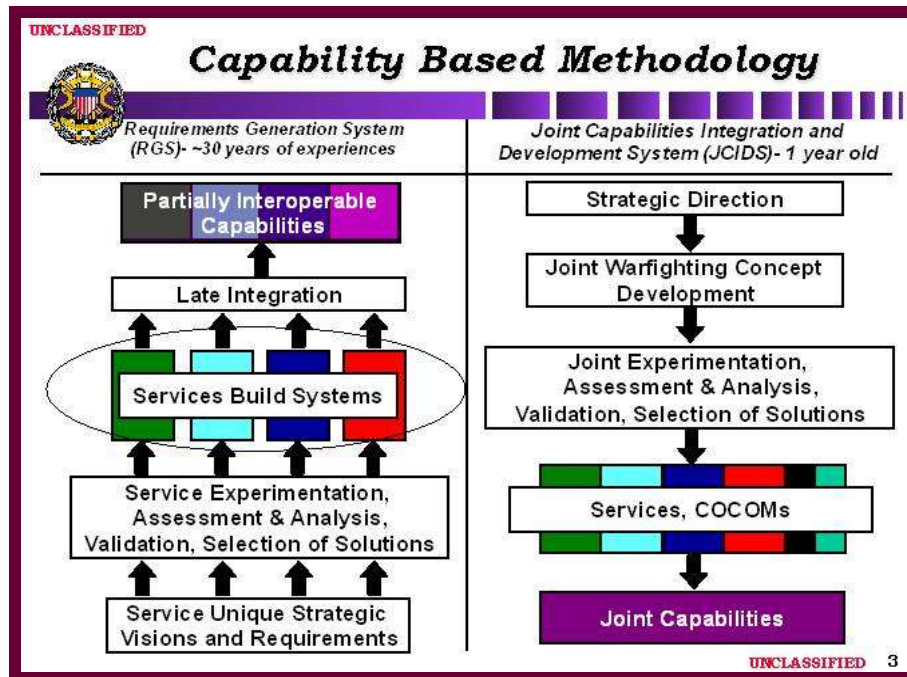
**Professor Emeritus of Anthropology and African Studies, Rhode Island College
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698~ FORCE PLANNING & DEFENSE RESOURCE ALLOCATION



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 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 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 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 sea, 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.

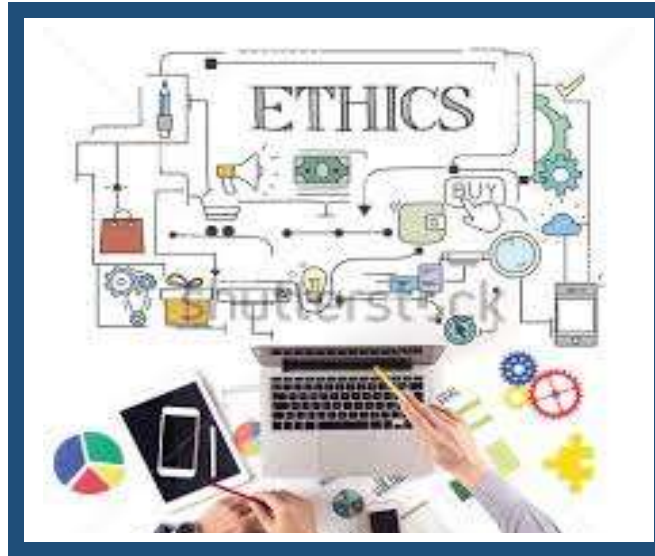
This course provides the opportunity for students to study contemporary cases, trends, and issues in the use and development of unmanned systems in twenty-first century warfare. Students will study and evaluate these systems from the tactical, operational, and strategic dimensions of war looking at the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

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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, films, videos, journal articles, and guest lecturers. By addressing these and other questions, you will expand your ethical capacity by engaging emerging technologies.

This course available for the EEMT Certificate Program students only.

Prof Thomas Creely, Ph.D.

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744 ~ YANKEES AND REBELS
AT SEA: THE MARITIME BATTLEFIELDS
OF THE AMERICAN CIVIL WAR, 1861-65



This course explores maritime strategy, operations, and tactics employed by the Union and Confederate navies during the American Civil War. We will examine aspects of political, operational, and strategic factors affecting both the Union Navy and Confederate Navy, naval leadership on both sides as well as decisions they made, naval innovations and technology in the war. Through classroom discussions and written work, this course will offer students unique opportunities to revisit the Civil War and explore the underlying historical trends which remain germane to contemporary questions of joint and combined U.S. Navy operations.

Land operations dominate the popular historiography of the Civil War. With few exceptions, historians have largely ignored the naval dimension. The lessons found in the postwar studies by U.S. Navy veterans of the Civil War influenced American conceptions of “sea power” within a global maritime context and shaped America’s future as a global seafaring power.

Students will examine historical events and personalities of the Civil War to inspire discussion and draw fresh perspectives on contemporary concepts of “joint” and “combined” naval operations. In particular, we will focus on the nexus between strategy and tactics – known in contemporary U.S. Navy doctrine as the “Operational Level of War.” Through this approach, we will also consider the Civil War within the global context of economy, doctrine, naval organization, technology, and American culture. This course will provide unique opportunities to develop a fresh perspective on the Civil War.

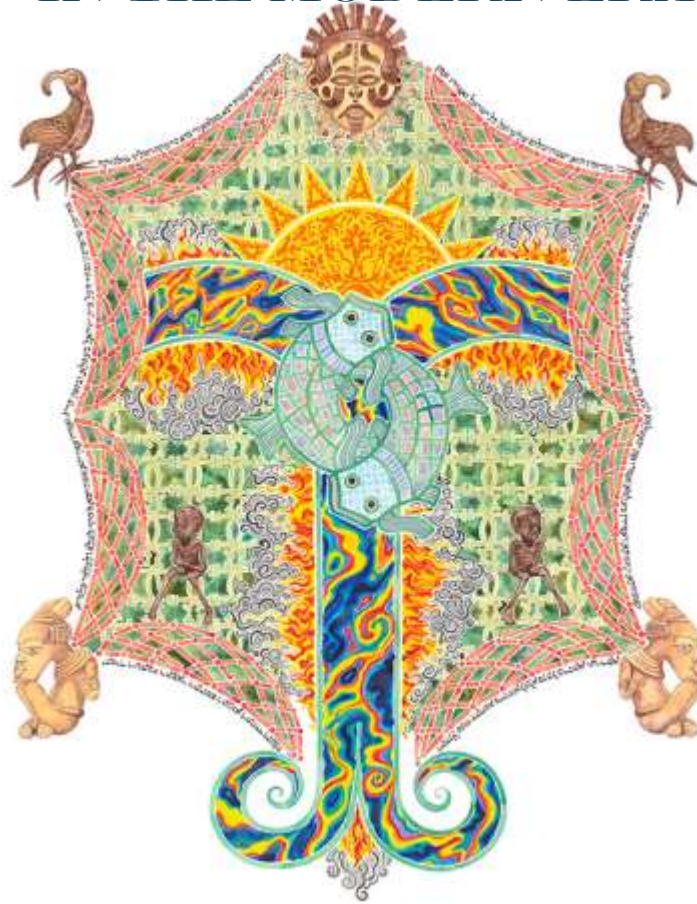
744 TEACHING TEAM

CDR David Kohnen, PhD, USN (Ret.) david.kohnen@usnwc.edu

LTC Jon Scott Logel, PhD, USA (Ret.)

CAPT Steven Kornatz, USN (Ret.)

764 ~ GENOCIDE STUDIES: GENOCIDE, FASCISM, & MASS ATROCITIES IN THE MODERN ERA



Since the Holocaust during World War II, there have been numerous other genocides and mass atrocities in the world, despite the Nuremberg Trials, the war crimes trials in the International Criminal Court (ICC), and the moral declaration of “*never again!*” This course examines the definitions, concepts, and ideologies associated with “genocide”, fascism, and mass atrocities in the modern era, and their implications for global security and stability. This course also analyzes various 20th and 21st century case studies involving these concepts and ideologies. The roles and responsibilities of the military in preventing and stopping genocide and mass atrocities from occurring are also imperative perspectives to examine in the course.

The recent trends in both Western and non-Western societies of ultra-right/extremist ideologies manifesting themselves within and outside of politics indicate a rise of intolerance towards diversity, challenges to democratic principles and values, and the emergence of elements of fascism in both state and non-state actors. Cases of genocide, mass atrocities, and ethnic cleansing in the 20th and 21st century provide historical precedence and frameworks for observing dangerous patterns that threaten global security, and perhaps predicting and/or preventing genocidal acts from happening. These trends and lessons are essential for understanding the national, regional, and global security implications of fascist and potentially genocidal tendencies.

PROFESSOR HAYAT ALVI, PH.D.

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766A~SEAPOWER & 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



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 offers students an opportunity to develop their critical analysis and communication skills.

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.

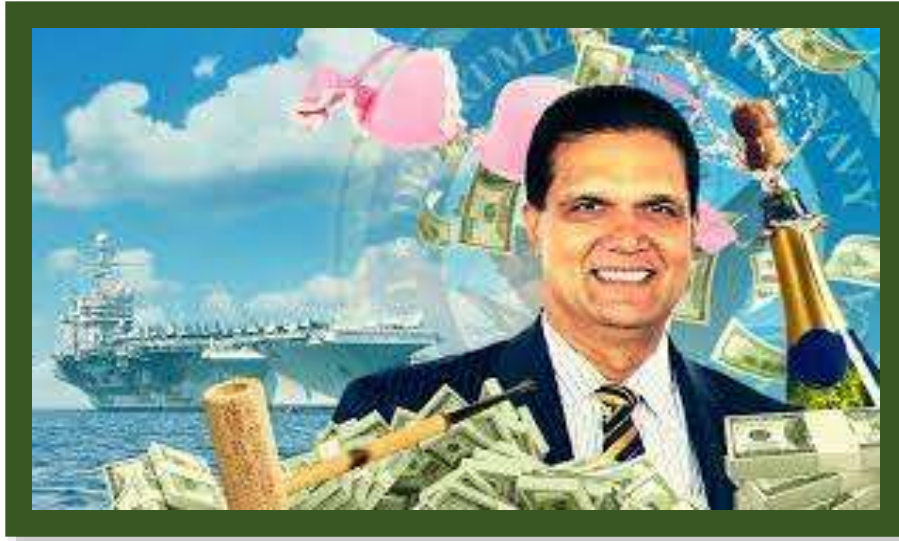
Climate and human security topics will play an increasingly important role in future thinking about national security strategy and the geostrategic environments where forces will operate. Understanding this connection is essential for national security practitioners in any field. Each student has an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

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

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792 ~ MORAL & ETHICAL FAILURE



(AND WHAT TO DO ABOUT IT)

This elective examines 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, including prevention and mitigation. This examination addresses three levels of moral agency and responsibility: individual, hybrid and collective. This course is 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 informed by 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 and ethical leaders. This course:

- Will frame the nature and causes of moral and ethical failure within individual, hybrid, and collective contexts.
- 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 use narrative and analytical writing skills, including argumentation 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 prevention and redress for moral and ethical failure.
- Will develop individual analysis and insights on the topic to be shared and discussed via class presentation and final project.

PAULINE SHANKS-KAURIN, PH.D

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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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DR. DEREK REVERON

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799 ~ MODERN STRATEGY



This elective course is designed for those seeking a deeper understanding of strategy. The focus is on both change and continuity in strategy in the modern era. The course is organized both chronologically and topically. We will begin by considering the first modern theories of strategy that emerged from the Enlightenment and we will conclude with the current discourse on strategy in the present era of drones and “grey zones.” The course is intended to challenge us with questions and hopefully a few answers. What does strategy mean and why does its meaning seem to shift over time? How did developments in society, culture, technology, and international relations impact past understandings of strategy? Are past understandings of strategy still useful for the present-day, or do current circumstances demand a new view of strategy? It is anticipated that students will leave the course with not only a greater knowledge of the classic works and commentaries on modern strategy, but also prepared to confront and manage future strategic challenges whether at the theater strategic level or national strategic level.

The course will be conducted as a graduate seminar, meaning that it will be centered on reading, debate, and the interchange of ideas among all members of the class. It requires that all students prepare for class by doing the reading and engaging actively in discussion. This means being ready both to talk about how and why things happened and also the implications of those events for you as military professionals. Active class participation will be a large part of class expectations. I hope to bring some of my own ideas on strategy into the discussion for debate and encourage everyone to do the same. Maintaining open minds, we should all be able to learn from one another’s insights.

PROF GEORGE SATTERFIELD, PH.D.

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800 ~ LAW AND GEOPOLITICS IN THE EAST ASIA REGION



This course will address the ways in which power and law work together in maritime East Asia, focusing on the legal and geopolitical aspects of the competing maritime claims made by coastal states in the East and South China Seas.

The course will begin by outlining some foundational geostrategic principles and addressing how these principles affect state interests. It will observe how these interests are further reflected in varied and divergent approaches to international law. It will address some of the specific claims made by maritime Southeast Asian states, China, and Japan and will assess those claims in terms of international law as reflected in the 1982 United Nations Convention on the Law of the Sea (UNCLOS). The course will then move to address the various ways in which coastal states manage and attempt to resolve these disputes, including through UNCLOS dispute resolution and management processes, bilateral and multilateral negotiations, and gray zone operations. The course will also address the American approach to preserving navigational freedoms and rights in the region in the face of encroaching coastal state claims, especially by China.

Given China's prominence in this arena, special attention will be placed on Chinese conceptions of governance (based on cultural, historical, and political attitudes) as a basis for developing a deeper understanding of the region's political, military, and strategic dynamics. A central question in this analysis will be how to understand China's approach to its national identity as it seeks to assume a role of regional leadership. After gaining insight into some aspects of China's national identity, the class will consider how this identity translates into the legal arguments and claims China advances, and the reasons for their rejection by others. The course will conclude by addressing the disputed legal status of the island of Taiwan and why that dispute serves as today's most consequential global flashpoint.

PROFESSOR PETER DUTTON, J.D., PH.D.

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810 ~ TECHNOLOGY & MILITARY INNOVATION



Fierce debate surrounds whether and how emerging technologies such as cyberspace, unmanned systems, and hypersonic weapons will change the nature of war in the twenty-first century. This course takes a deep dive into the relationship between technological innovation and modern military force.

Rather than assume that “innovation” is always advantageous, we interrogate its causes and consequences with readings, lectures, and seminar discussions that draw interdisciplinary insights from science and technology studies, security studies, and business management. We also examine critical challenges and opportunities for making the social and technical changes required to successfully integrate new technologies into the Armed Services—from bridging the valley of death between prototypes and production to balancing the tradeoffs between advanced capabilities and legacy platforms.

This course combines conceptual analysis with empirical case studies that range from cyber operations and the revolution in military affairs to artificial intelligence and quantum information science. It applies innovative teaching practices as well, using wargames to help students actively engage in strategic decision-making about emerging technologies and the future of war.

STUDENT LEARNING OBJECTIVES

- Understand the strengths and weaknesses of different approaches to technological innovation and armed conflict.
- Apply the logic of innovation theory to technical and organizational challenges currently facing the U.S. Department of Defense, the Armed Services, and the American way of war.
- Formulate and communicate original proposals to help the Joint Force “make the right technology investments,” as required by the 2022 National Defense Strategy.

Cyber and Innovation Policy Institute

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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)
- ❖ Graduate Certificate in Maritime History (GCMH)
- ❖ 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.*

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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) and on the USNWC website. 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 (BB/DoS) so that you can make informed decisions. Please take advantage of this valuable information.

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 Julia Gagnon are in Room 248 - just off the north elevator.

We try to have the office covered daily, but may occasionally be working from home, but always available by email. Associate Dean Tim Schultz, Ph.D. is down the hall in Room 222, available also by email if not in his office.

timothy.schultz@usnwc.edu jen.sheridan@usnwc.edu patricia.duch.ctr@usnwc.edu julia.gagnon@usnwc.edu