

A background image of pink cherry blossoms with green leaves, partially obscured by the text.

VIRTUAL SPRING ELECTIVES FAIR

You will take two electives during your year at the college as you work on your master's degree. This presentation introduces the courses that will be offered during the
SPRING 2023 trimester

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

MEET THE PROFS *online*

Tuesday ~ FEB 14th ♥

Available between 14:00 and 15:30

The ZOOM link and password will be emailed.

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

SPRING 2023

COURSE	AOS	COURSE TITLE	INSTRUCTORS	PRGM	BREAKOUT ROOMS
*503	11	The CIA in the U.S. National Security Enterprise: Enduring Themes & Emerging Dynamics (U.S. Only)	Maher		1
515A	8	The Commercial Maritime Industry and Strategic Sealift	McDonald		2
553	2	Korean Politics and Security	Roehrig		3
579	2	Vietnam: A Long War From Conflict to Country	Bergstrom, Garofano, Tacket & Fiorey		4
587	10	George Washington: Indecipherable Monument or Indispensable Man? Overview of his Life, Character, &	Wright & McVay		5
592	13	Foundations of Moral Obligation	Demy & Palmer	EEMT	6
641	5	Wars of African Independence	Norton		7
655A	9	Law of Air, Space, and Cyber Operations	Stabile & Brown	EEMT	8
660	11	CYBER SECURITY: Preparing for Cybered Conflict in an AI-enabled, Post-Western, Hostile World	Demchak	EEMT	9
671	5	Religion, Society, and Politics in Africa	Fluehr-Lobban (A)		10
704	10	Civil Military Relations	Cohn & Blankshain		11
718	13	Pen & Sword: Leadership and the Literature of War	Demy & Clarity		12
720	10	Unmanned Systems and Conflict in the 21st Century	Jackson & Sherlock	EEMT	13
727	12	Anthropology of War	McFate		14
756	4	Post-Soviet Wars, 1991-2022	Stone		15
779	10	Science Fiction: Ideations and Explorations for Modern Leaders	Schultz	EEMT	16
781	10	Film, War, & Society	Dancy & Hammond	GCMH	17
786	10	Space and National Power	Burbach	EEMT	18
788	2	How to Grow a Navy: China, Asia, and Europe Compared	Till	GCMH	19
797	13	Psychological Concepts for Military Leaders (NEW)	Perry & Hauver		20
798	10	Women, Peace, & Security (NEW)	Johnson-Freese (A)		21

A - Denotes Adjunct Professor

***** Denotes Classified Courses - U.S. Students only with active clearances.

ZOOM LINK:

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.

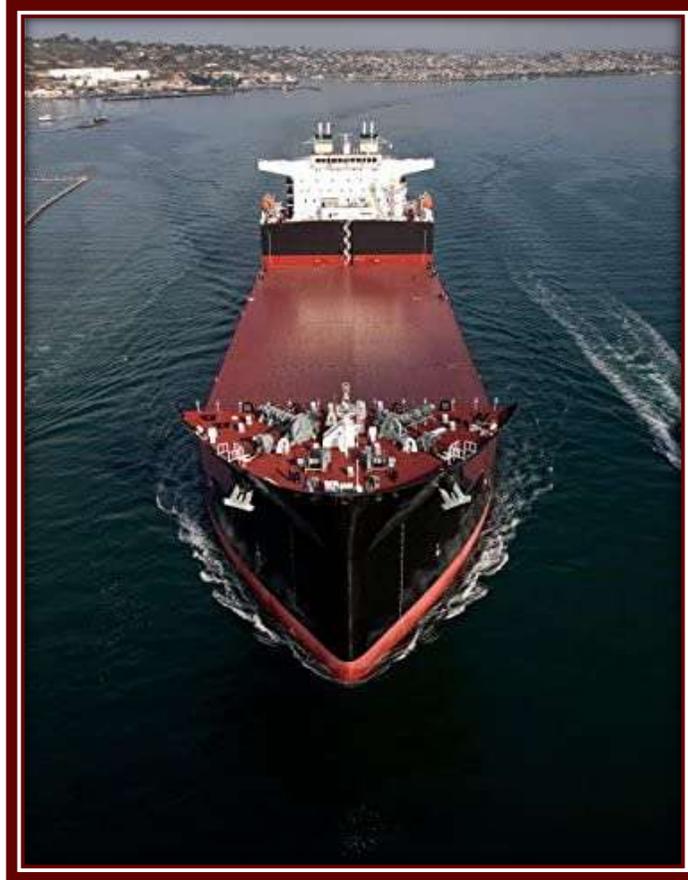
PROFESSOR MICHAEL J. MAHER

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

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515A ~ THE COMMERCIAL MARITIME INDUSTRY AND STRATEGIC SEALIFT



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

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

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

PROFESSOR WILLIAM MCDONALD

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553 ~ KOREAN POLITICS & SECURITY



Despite the end of the Cold War, the Korean Peninsula has remained a legacy of that conflict. The peninsula continues to be a serious concern for peace and stability in the region, despite the plethora of summit meetings in 2018 and 2019 that raised the possibility of change through increased levels of diplomacy that were unprecedented and unexpected. However, the denuclearization effort has stalled with little hope of restarting. The Democratic People's Republic of Korea (DPRK) is one of the last surviving communist states with a faltering economy that struggles to feed its people.

North Korea maintains a large conventional military force, hundreds of ballistic missiles, and a stockpile of chemical and biological weapons. Pyongyang has conducted six nuclear weapons tests since 2006 and many expect a seventh sometime in 2023. North Korea's arsenal continues to grow including the capability to reach the continental United States with a nuclear-tipped missile. Since his father's passing in December 2011, Kim Jong-un has consolidated his power and the regime appears stable with little likelihood of collapse. Across the demilitarized zone, South Korea has developed into a global economic powerhouse ranking 10th in the world. The Republic of Korea (ROK) is the sixth largest U.S. trade partner and a world leader in the production of computer chips, cell phones, automobiles, electronics, ships, and nuclear energy technology among others. South Korea's cultural exports have also become well-known with the international popularity of K-pop music groups such as BTS and Black Pink. In 2020, the ROK film "Parasite" won an Oscar for Best Picture and Netflix hosts the highly-watched series "Squid Game" and "Crash Landing on You".

Since 1953, the United States and South Korea have maintained a formal security alliance, and the peninsula remains home to 28,500 U.S. troops. Developments in Korea have an important impact on the region and the world making knowledge of the Koreas and their challenges vital. Tensions are rising again on the Korean Peninsula and many have dismissed the possibility of denuclearizing North Korea, concerns remain for the future of peace and stability on the peninsula. This elective will explore the history, politics, economics, and security of North and South Korea and their role in the larger context of Asia.

PROFESSOR TERRY ROEHRIG, Ph.D.

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579 ~VIETNAM: A LONG WAR FROM CONFLICT TO COUNTRY



BUSTING MYTHS

ABOUT THE VIETNAM WAR ~ ONE CLASSROOM AT A TIME

This course covers the history of Viet Nam from colonial conquest to French withdrawal, Vietnamese nationalism, and on to American involvement, past, present and future. The Viet Nam War will be analyzed in depth from 1945 to 1975 with specific aspects of the American conflict period given special scrutiny (1954-1973). Viet Nam to some only means a war, but it is a country. Through in-class/online presentations and guest lecturers, either in-class or online, to enhance seminar discussion, the elective class reflects on this complex time period and the leadership of the nations involved, both civilian and military at multiple levels. We will also look at the Iraq and Afghanistan (+2) conflicts and to see whether there are comparisons/lessons learned that should be addressed.

We will attempt to maintain an objective environment in order to learn in a dispassionate manner the lessons that can be gleaned from the American conflict periods and how those lessons pertain to present operations in the world. Many opinions exist on the issues that will be considered in seminar; a candid exchange of views is encouraged. Non-attribution is in full effect, students should not be intimidated from open, frank discussion of issues being addressed.

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Afghanistan

587 ~ GEORGE WASHINGTON

INDECIPHERABLE MONUMENT OR INDISPENSABLE MAN?



AN OVERVIEW OF HIS LIFE, CHARACTER AND LEGACY

Many of the multitudes of books and articles written on Washington begin with a statement roughly explaining how difficult it is to find George Washington “the man” as he has been obscured by legend, misunderstanding, misrepresentation and myth. Indeed, the myth, in the words of Marcus Cunliffe, is one of “suffocating dullness.” Having begun their writing on Washington with this type of statement, most of these authors go on to take up the challenge of finding the “real Washington” behind the entombed monument, and to further explain their perspective on this difficult feat. This course will be yet another attempt to find the “real Washington,” but it hopes to give interested students an opportunity to find Washington for themselves. Along the way, students are likely to gain valuable insights regarding leadership and leader development more broadly.

The course readings will focus on a mixture of biography and specific themes—biography to remind of the arduous and incredibly eventful life Washington led, and themes to take advantage of the articulate writings of scholars and essayists who have examined specific issues in Washington’s character and legacy. These different categories of readings will be assigned in mixture throughout the course to give the broadest background for class discussion, while allowing individual students to explore particular themes that interest them.

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

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

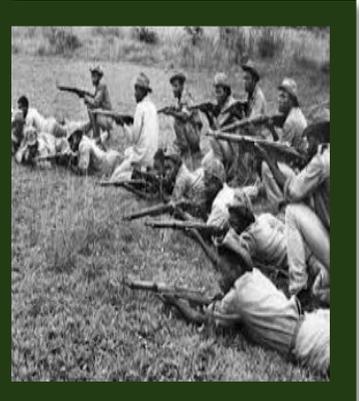
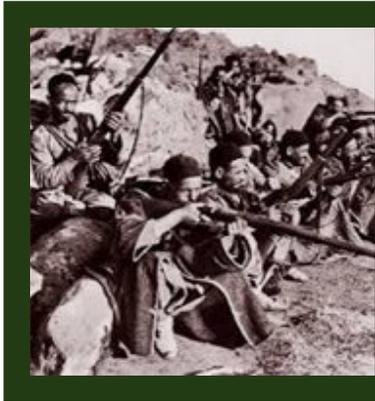
Professor Erik Wright

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Lt Col Dan McVay, USAF

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641 ~ WARS OF AFRICAN INDEPENDENCE



1881-1991

WELCOME TO ELECTIVE 641!

During this trimester we will examine one of the most important periods in African history. Our course of study will focus on efforts of national liberation/independence movements from the first efforts of Egyptian nationalists to wrest control of their state from both the Ottomans and European powers to the final dissolution of Portuguese colonies on the African continent. These wars were often messy, protracted affairs and the outcomes (such as in the case of The Rif war and Biafra's attempt to gain independence from Nigeria) were not always successful. Tactics ranged from efforts to achieve force on force battles to protracted insurgencies and guerilla war. Some of these conflicts involve the use of mercenary forces; others featured significant religious and cultural components and all took place amidst a background of power politics and international rivalries. More importantly, it is impossible to have a complete understanding of Africa today without having a grasp of the history and legacies of these conflicts.

STUDENT LEARNING OUTCOMES

This course provides the opportunity for students to apply the critical thinking frameworks of the core curricula to the tumultuous period of "African Independence". We will examine the use of the instruments of power by colonial powers and predominately asymmetric enemies. In doing so, we will also identify some of the key events and trends that shape the characteristics of many African issues 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.

STUDENT REQUIREMENTS

Students will be required to research and deliver a 20-25 minute presentation to the class on an approved, course-related topic of their choice followed by a 10-15 minute question and answer/discussion period. The topics for research will be approved by submitting the chosen subject to the course instructor no later than the fourth class session. Students are required to turn in their research brief and accompanying notes/training aids. Students will also be required to submit a 2,000-word paper on their selected topic. Papers will be due at the close of the 9th class session.

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



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

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

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

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

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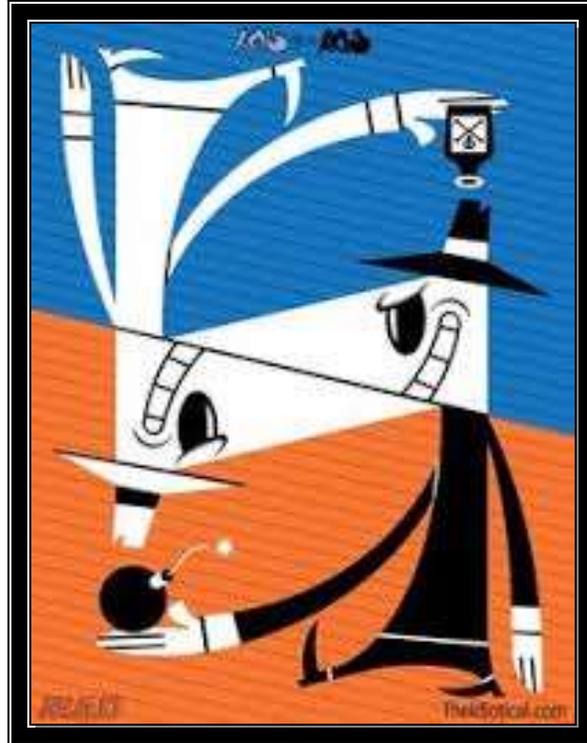
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STOCKTON CENTER FOR INTERNATIONAL LAW

660 ~ CYBER SECURITY

PREPARING FOR CYBERED CONFLICT IN AN AI-ENABLED, POST-WESTERN, HOSTILE WORLD



COURSE DESCRIPTION

The course will be an overarching look at the cybered world threat development. The course will examine wider issues where cyber space and other global and emerging technology trends are likely to intersect to produce surprises for the U.S. and other civil digitized societies. The course will push the envelope to explore not only what exists today but what can be foreseen as likely sources of future surprise including emerging technologies and what trends will force us to recalibrate our anticipation of both technological and societal developments associated with cybered threats.

STUDENT REQUIREMENTS

Students will join into teams to develop a cybered conflict threat scenario with Red (adversary) strategies and Blue (preferred government) responses using tactics, exploits, and ideas from all the readings. Team presentations will be conducted during class session. Students are required to turn in their research briefing and background materials in soft copy in advance of final presentation to professor AND to bring a hard copy of slides on the day of presentations. Students will be graded on class participation throughout the course, team presentation, and briefing materials.

STUDENT LEARNING OUTCOMES

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

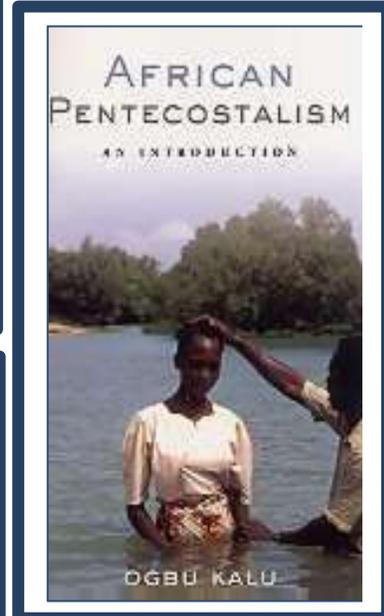
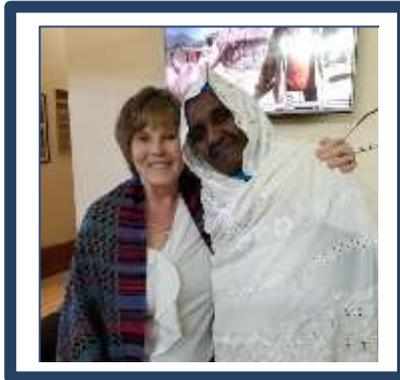
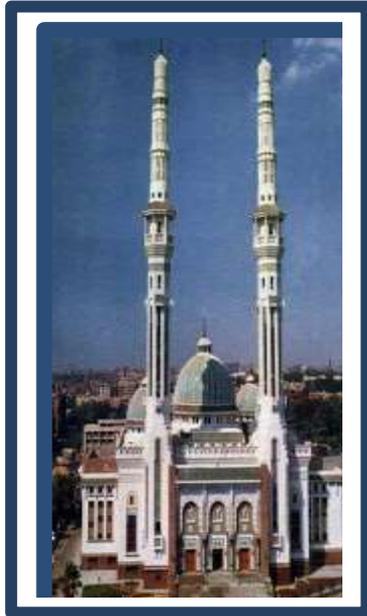
DR. CHRIS C. DEMCHAK

RDML Grace M. Hopper Professor of Cyber Security
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671 ~ RELIGION, SOCIETY & POLITICS IN AFRICA



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

systems in Africa-- from the core heritage of expansion of the three great religious traditions of African continent; to the current African evangelical movements. Ancient, pre-colonial, and

contemporary religious extremist movements that exploit religion as a cover for their extremist programs and even criminal actions. The current 'second-wave' of the expansion of Christianity through both foreign and African evangelism will also be explored.

AFRICA IS A CONTINENT and not a country as it is often treated in the mass media. This course embraces the historical and geographical breadth and depth of the 54 nations in the African continent. Special emphasis will be placed upon the continuing strength of Indigenous religions before studying both Islamic and Christian Africa, past and present. The growing influence of both Evangelical Christianity and Islamist (political Islam) movements in Africa are a particular focus. The various ways in which all of these forces shape contemporary social and political realities in Africa will be examined -- from popular indigenous practices to folk practices of Islam and Christianity, to contemporary religious extremist movements that exploit religion as a cover for their extremist programs and even criminal actions. The current 'second-wave' of the expansion of Christianity through both foreign and African evangelism will also be explored.

Throughout the course, the important role of religion as a neutral force, or as an aid or hindrance to the competing politics of extremism vs. democratization will be examined. Finally, the important role of religion in conflict generation, prevention, management, or resolution will be addressed as a current reality, or as can be imagined in a potential future context(s).

The course is intended for both the introductory student, as well as those who have taken other Africa courses. Students of African origin or with direct experience in Africa are especially welcomed. There will be a 10-12 page research paper required for the course, but no exams. Details will be provided during the course and may vary according to student's status within the NWC. Deadlines are indicated in this course outline. The study questions' at the end of each week's subject are intended for both your study and our class discussions. I am looking forward to our engagement with the endlessly interesting and highly relevant but neglected study of the African continent. I have 7 years of research and life in the continent in the nations of Sudan (North and South), Egypt, and Tunisia with travels and experience in Kenya, South Africa and with Diaspora communities in the US. Dr. Carolyn.

PROF CAROLYN FLUEHR-LOBBAN, PHD

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704 ~ CIVIL-MILITARY RELATIONS



The primary problem of Civil-Military Relations (CMR) is how a society, which creates experts in the use of force in order to protect its interests and its way of life, can keep those experts in force from turning their expertise against society in order to advance their own special interests and way of life. After all, a military that has been given the material, financial, and human resources to be effective in carrying out whatever defense and security tasks the government may desire is also strong enough to seize power so as to rule for itself, or at least to eat up more resources than the society would choose to spend. But if, on the other hand, the military is kept small, weak, and marginalized so it will not pose a threat to society, will it be capable of carrying out the national security policy?

Is this problem more acute in a society where the military is a very small proportion of society? Is it more acute in societies where the military is/is not a salient institution? How distinctive must the culture and institutional setting of the military be from its host society—especially if that society is a liberal democratic one—to fulfill its special mission? Does the military's focus on the management of violence require military culture to stand apart from, or even contrary to, the civilian society from which it springs? Or should the military, particularly in a democracy, adapt to the culture of civilian society, reflecting civilian values and norms of behavior? Should the military be made up of short-term, conscripted "citizen-soldiers," or of longer-service volunteer professionals? What responsibilities do the government and the general public have with respect to those who serve in uniform? What does society "owe" those in the military?

This course will be weighted toward examples from the United States and will focus mostly on problems faced by democracies, but will look at concepts relevant to any state. It will also help the student understand what problems are unique to certain types of regimes and which are more universal. Instructors may occasionally ask students to read news articles on current events.

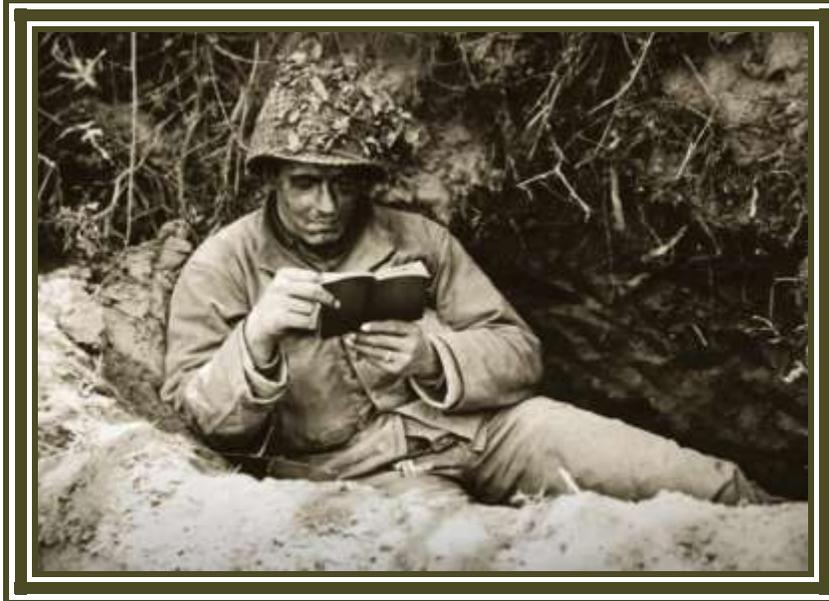
LINDSAY P. COHN, PH.D.

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



This course will use the literature of war (classic and contemporary) to explore the relationship between the fiction and reality, the written word and the lived experience. It will study leadership and the experience of war from the pens of those who have experienced it as well as those who have imagined it. In part, literature is an artistic expression of human experiences, aspirations, desires, and creativity. Literature appeals to the emotions and imaginations as well as the intellect of the reader. The literature of war mirrors real and imagined events, people, emotions, and ethical dilemmas faced in combat and tries to give the reader a glimpse into warfare—one of the most challenging and traumatic of human experiences. It has a long history, beginning in the Ancient Near East, continuing into classical Greece and Rome, and then throughout the history of the West.

Since the publication of Stephen Crane's *The Red Badge of Courage* in 1895 (and earlier, James Fenimore Cooper's 1826 *The Last of the Mohicans*), one of the most important ways Americans have attempted to gauge the thrust and reality of human conflict is through literature. At their best, accounts such as Crane's may be timeless, revealing aspects of soldier's courageous grappling with the fear, stress, and suffering that together comprise the battlefield environment. Other works seem to miss that essence entirely, reducing war to a stereotypical backdrop useful primarily for presenting shallow characters and implausible actions. Both types of literature—the well written and the poorly written—have influenced American individual and collective consciences and shaped perceptions about war and peace. When grouped with music, art, and film, the literature of war has had an enormous influence on American social and political perceptions of war.

The course will look at illustrations of the principles, characteristics, language, dilemmas, and examples of leadership as found in the literature of war with a view to increasing student appreciation of literature as a source for developing personal leadership and studying leadership as a professional discipline. Also addressed will be the role of ethics in warfare and the interplay of technologies of war and leadership. Clausewitz declared: "Theory becomes infinitely more difficult as soon as it touches the realm of moral values." (*On War* 2.2) Concepts such as duty, friendship, freedom, love, hatred, and patriotism are a few of the many ideas and emotions that will be explored. For the military professional, the convergence of theory, war, and moral values can be beneficially studied through an enduring and creative medium—the literature of war.

Prof Tim Demy, Ph.D., Th.D.

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CAPT Tom Clarity, USN

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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 seas, on the surface, and under-seas.

Many observers believe that the combination of super-computing technology and robotics engineering will drive changes within the military environment equal to the impact that the widespread use of gunpowder had in the 16th/17th centuries and steam propulsion for ships had in the 19th and 20th centuries. These changes relate not only to the development and manufacture of highly-capable future systems, but also to issues regarding the ethics of their use, and the manner in which command and control will be exercised. The purpose of this course will be to acquaint students with the scientific, operational, legal and ethical issues inherent in the employment of unmanned/robotic systems in the national security context.

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

- Develop an appreciation for the current state of development in the field of unmanned/robotic systems in the air, ground and sea domains.
- Understand the unique issues, opportunities, and challenges associated with employment of unmanned/robotic systems.
- Appreciate the degree to which the use of unmanned/robotic systems could change the nature of warfare in the 21st century.
- Describe and assess the diverse ethical issues and attitudes in the use of unmanned systems.
- Describe and assess the unique leadership challenges that arise in the utilization of unmanned systems.
- Describe and assess the diverse elements and key drivers affecting the decision-making process with regard to unmanned systems.
- Describe the use of unmanned systems within the context of international law, the law of armed conflict, and the just-war tradition.
- Describe the various legal issues and concerns with respect to the utilization of unmanned systems.
- Understand how unmanned/robotic systems are integrated with more traditional platforms and sensors to collect, move, prioritize, analyze and synthesize information to support decision makers.

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727~ANTHROPOLOGY OF WAR



This course focuses on the social, psychological, and cultural processes that 'culturally different' combatants experience in warfare.

Military organizations from the European/Western tradition fighting each other generally share a mutual comprehension of acceptable weapons, tactics, and treatment of civilians, and so on. When Western militaries fight non-Western adversaries, however, they often lack mutually understood conventions of warfare. What happens when adversaries – separated by a deep cultural gulf – confront each other?

Regardless of time or place, the processes of transcultural war remain consistent. This course considers the following topics:

- Adversaries categorize, evaluate and construct their enemy. In this sense, war is not just blood and steel – it is also an act of imagination which involves recognition of difference (and sometimes similarity) between 'us' and 'them'.
- When the fight begins, combatants learn about the actual social and cultural differences themselves from the reciprocal exchange of violence; through the incorporation of indigenous personnel; through intelligence collection, or other means of transmitting information.
- These 'culturally distant' adversaries frequently discover that their social organization, cultural norms, warrior ethos, and beliefs about life, and death differ greatly. This normative mismatch between their own beliefs (about child soldiers, cannibalism, or torture of prisoners, for example) and their counterpart's may result in escalation, refusal to adapt, or acculturation.
- When combatants acculturate to their adversary, they may adopt each other's weapons, tactics or organizational structure superficially or they may 'go native.'
- During transcultural war, combatants may witness or participate in acts of violence which transgress their own moral or normative framework. Witnessing or participating in such 'transgressive' acts may result in what is now currently called 'moral injury,' which has affected many US military personnel in OIF and OEF.
- Given the complexities and consistencies of transcultural war, how should we incorporate these social and psychological processes into our strategic thinking?

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756 ~ POST-SOVIET WARS 1991-2022



This course looks at the spectrum of militarized disputes, insurgencies, civil wars, and full-scale wars that have emerged in Russia and the other successor states of the former Soviet Union. Post-Soviet militaries have become embroiled in political conflicts, engaged in extended counterinsurgency campaigns, fought in civil wars, and in at least two cases fought technologically-sophisticated symmetric wars against other professional militaries. My hope is that you will come out of this course with a deeper grasp of conflicts in the former Soviet Union and a broadened understanding of modern warfare.

I will conduct this course as a graduate seminar, meaning that it will center on debate and interchange among all members of our class. That 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. Class participation will be a large part of class expectations. I have the advantage of broad and deep study of the region and its history; you have the advantage of experience as practitioners. We should all try to learn from one another's insights.

PROFESSOR DAVID R. STONE, PH.D.

William E. Odom Professor of Russian Studies
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779 ~ SCIENCE FICTION: IDEATIONS AND EXPLORATIONS FOR MODERN LEADERS

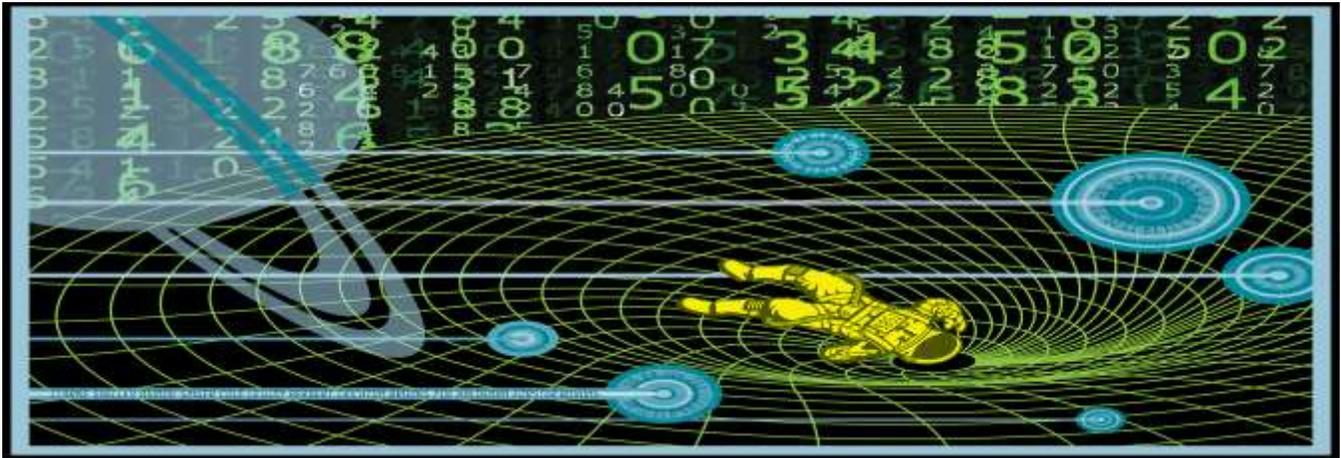


Image credit: Mike Schultz, July 2020

We will examine the relationship between science fiction and the formation of ideas in human affairs. What does science fiction tell us about technological change, war, politics, ethics, disease, and, crucially, what it means to be human? We will also explore how science fiction and reality influence each other. Ultimately, we seek to enhance the ability of leaders to evaluate how technoscientific changes—real or imagined—may shape the modern world.

This course is for students committed to a substantial reading load and the vigorous examination of ideas. Students will need to fully devote at least six hours of concentration outside of each seminar on an array of material, including books and short stories by: Mary Shelly, Arthur C. Clarke, Isaac Asimov, P.W.Singer, August Cole, Ursula K. Le Guin, Frank Herbert, Joe Haldeman, Octavia Butler, Robert Heinlein, and Liu Cixin Liu (translated by Ken Liu). Students will also read articles by Alan Turing, Gary Kasparov, William Gibson, and other thought leaders. Although we will focus mainly on books and short stories in the sci-fi pantheon, we'll also examine television episodes of *Battlestar Galactica* (2003) and *StarTrek* (1967). Several lessons include scholarly articles that dissect various aspects of the genre and its relevance to modern leaders.

Students completing the course will be able to:

- Evaluate the interrelationship between scientific research, technological advances, and speculative portrayals of technoscientific change.
- Critically examine changes—recent and potential—in the human-machine relationship.
- Place science fiction works in cultural, political, and security-related contexts.
- Understand ethical dilemmas posed by artificial intelligence, biotechnology, surveillance technology, and other emerging capabilities by examining speculative fiction.
- Evaluate the ramifications of potential technoscientific developments.
- Formulate arguments, through critical reading and writing, concerning the applicability of foundational and contemporary science fiction to human affairs.
- Understand the value of creative narratives as a critical thinking tool.

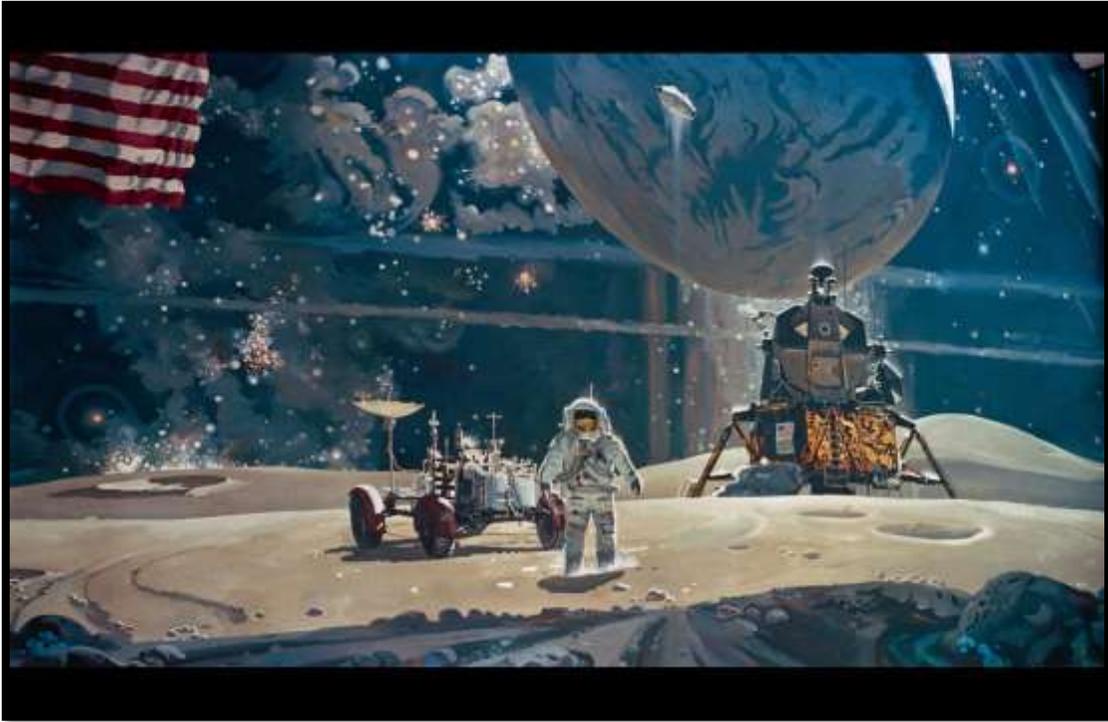
PROFESSOR TIM SCHULTZ
ASSOCIATE DEAN OF ACADEMICS

Ph.D. in the History of Technology from Duke University. A retired USAF colonel and former U-2 high-altitude reconnaissance pilot, my interests include how people think about technoscientific possibilities and how the human-machine relationship evolves.

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786 ~ SPACE AND NATIONAL POWER



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

The first part of the course will address how nations make use of space to advance their military, diplomatic, and "soft power" objectives. This will include considering ways space is similar to and different from other domains of military competition and current military challenges in space. The next lessons will consider how Russia, China, and other nations use space today, both for national security and larger national ends such as international prestige. The opportunities and challenges posed by the rapidly growing commercial space sector will also be addressed. The sessions will look to the future, considering overall U.S. space policy and the role of space in our military strategy, the establishment of US Space Force, and concludes with an in-class wargame in which students can apply what they have learned about space policy and strategy. Written assignments will consist of two short essays related to course readings during the term, then a final policy memo offering recommendations for U.S. space strategy (or for an international student's home country).

No technical background nor prior experience with space operations is required; this course will focus at the political-strategic level of understanding spacepower. The course will be conducted at the unclassified level only. While readings emphasize U.S. cases, NWC students from all nations are welcome.

DAVID T. BURBACH, PH.D.

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788 ~ HOW TO GROW A NAVY: CHINA, ASIA & EUROPE COMPARED



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

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

Using contemporary and historical examples, the course will look at the challenges involved in developing and/or maintaining maritime power and at how these have been, and are being, tackled by various European and Asian powers, not least China. The course will show that a review of the past will help us understand the present, encourage informed speculation about future trajectories, and offer guidance for today's policy-makers and everyone interested in their problems. The course will also show how this 'strategy of means' is related to operational success or failure. The course begins by taking a broad maritime approach but ends with a narrower and hopefully deeper naval one. The course will, very roughly, take Mahan's elements of seapower as a part of the framework for analysis.

DON'T MISS THIS OPPORTUNITY TO ENGAGE WITH A WORLD-RENOWNED BRITISH NAVAL HISTORIAN

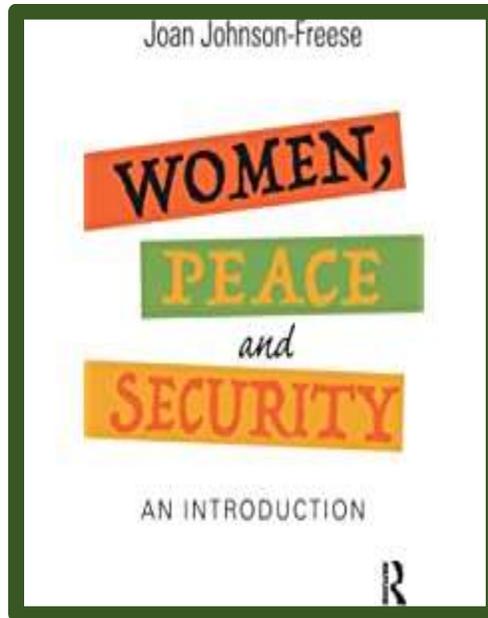
DR. GEOFFREY TILL

Appointed Officer of the Order of the British Empire (OBE) in the 2023 New Year Honours for services to defence.

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798 ~ WOMEN, PEACE & SECURITY



The Women, Peace and Security framework, first enunciated in United Nations Security Council Resolution 1325 (2000) was the first recognition of women as agents of national security, rather than victims or bystanders. In 2017, Congress passed the Women, Peace & Security (WPS) Act on a bipartisan basis and it was signed into law by then President Donald Trump (Public Law 115–68; 224 U.S.C. 2151). A US National Strategy on WPS was issued in 2019, focusing implementation responsibilities for the law, specifically four lines of effort (LOE), on four U.S. government organizations: the Department of Defense (DOD), Department of State (DOS), Agency for International Development (USAID), and Department of Homeland Security (DHS). The LOEs are: (1) seek and support the preparation and participation of women in decision-making processes; (2) promote the protection of women’s and girls’ human rights; (3) adjust U.S. international programs to improve equality and empowerment outcomes for women; (4) encourage partner governments to adopt similar WPS focused plans.

Each of those four organizations then developed specific plans for implementation. DOD, for example, followed through with a WPS Strategic Framework and Implementation Plan in 2020 and included WPS in its budget for the first time in FY2019, at \$4M, up to \$8.25M in FY2021. Individual organizations within DOD then focused their efforts accordingly; the Secretary of the Navy issued a memo in February 2022 mandating the mainstreaming of WPS across Professional Military Education (PME) and subsequently the Naval War College included integration of WPS across all programs by 2024 in its 2022-2027 Strategic Plan.

And yet, a surprisingly few individuals in security communities charged with implementing the US WPS strategy – military and civilian – know little or anything about the WPS framework. This course will provide students with a working knowledge of the need for, primary components of, and implementation challenges of the WPS framework, and how/why that knowledge is relevant for reasons from mission efficiency and effectiveness to overall national security.

DR. JOAN JOHNSON-FREESE
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❖ ? ❖ ? ❖ FAQs ❖ ? ❖ ? ❖

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

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

Students select one elective before each trimester. Each trimester, different Elective course offerings and the Elective Program Schedule for the Academic Year are posted on the Blackboard (BB) Dean of Students (DoS) Information Center under the ELECTIVE INFORMATION CENTER tab. Trimester listings are most accurate, as our Academic Year Plan often changes as the year progresses.

Can I choose the trimester for LPA? NO

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

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

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

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

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

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

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

How can I sign up to audit a course?

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

How many students are in an elective course?

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

Where is the Electives Office?

Hewitt Hall, 2nd deck: Jen Sheridan and Patty Duch are in Room 248 - just off the north elevator. **We try to have the office covered daily, but may also be working from home on non-elective days, so we are always available by email.**

Associate Dean Dr. Tim Schultz is down the hall in Hewitt Room 222, available also by email if not in his office.

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

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