

# NAVAL WAR COLLEGE ELECTIVE PROGRAM

AY 2023-2024

*Subject to change, please refer to individual trimester course offerings at time of registration*

## Areas of Study with Courses

[Click on individual links below for course description](#)

Courses marked with \* are Secret \*\* are SCI

### 2 - ASIA –PACIFIC

<a href="#">EL 576</a>	World War II in the Pacific	Winter
<a href="#">EL 579</a>	Vietnam -- A Long War from Conflict to Country	Fall/Spring
<a href="#">EL 636</a>	India, Pakistan, and South Asian Security	Fall
<a href="#">EL 782</a>	Rising Titan or Fallen Star: Domestic and Foreign Politics in Turkey	Winter
<a href="#">EL 787</a>	The Taiwan Question: Cross-Strait History, US Policy, and the Future	Spring
<a href="#">EL 800</a>	Law and Geopolitics in the East Asia Region (NEW) (AOS 2&9)	Fall
<a href="#">EL 802</a>	America's China Game since 1949: The Past and Future of U.S. China Relations (NEW)	Winter
<a href="#">EL 804</a>	The Iraq War: Causes, Courses, and Consequences (NEW)	Winter

### 4 – EUROPE-RUSSIA

<a href="#">EL 562B</a>	Understanding the Former Soviet World	Winter
<a href="#">EL 577</a>	Winston Churchill: Statesman and War Leader	Winter
<a href="#">EL 796</a>	Russia and Issues in Euro-Atlantic Security	Fall
<a href="#">EL 806</a>	Russian Foreign Policy or Energy Politics (NEW)	Spring

### 5 - AFRICA

<a href="#">EL 641</a>	Wars of African Independence: 1881- 1991	Winter
<a href="#">EL 663B</a>	Counterterrorism in Africa	Fall
<a href="#">EL 664</a>	African Maritime Safety and Security	Winter
<a href="#">EL 665</a>	China and Africa	Spring
<a href="#">EL 671</a>	Religion, Society, and Politics in Africa	Spring

<b>6 - JOINT OPERATIONAL PLANNING</b>		
(CNC&S students only: Chosen in August/written into NWC Orders)		
<a href="#">EL 597A*</a>	MAWS I – Naval Warfare and Operational Art <b>(Secret)</b>	Fall
<a href="#">EL 597B*</a>	MAWS II – The Navy Planning Process and the JFMCC Environment <b>(Secret)</b>	Winter
<a href="#">EL 597C*</a>	MAWS III – Major Operations and Campaigns-Historical Case Studies <b>(Secret)</b>	Spring
<b>8 – ENTERPRISE STRATEGIC PLANNING</b>		
<a href="#">EL 515A</a>	The Commercial Maritime Industry and Strategic Airlift	Spring
<a href="#">EL 698</a>	Force Planning and Defense Resource Allocation	Fall
<a href="#">EL 789</a>	Foundations and Introduction to Logistics in the National Defense	Winter
<b>9- OPERATIONAL LAW</b>		
<a href="#">EL 554</a>	The Law of Armed Conflict	Spring
<a href="#">EL 655A</a>	The Law of Air, Space, and Cyber Operations	Fall
<a href="#">EL 707</a>	International Maritime Security Law	Winter
<b>10 - STRATEGY, OPERATIONS AND MILITARY HISTORY</b>		
<a href="#">EL 585A</a>	Abraham Lincoln: Democratic Statesmanship in Peace and War	Fall
<a href="#">EL 587</a>	George Washington: Indecipherable Monument or Indispensable Man? An Overview of His Life, Character, and Legacy	Spring
<a href="#">EL 599B</a>	Wargaming Theory and Practice <b>(NEW)</b>	Spring
<a href="#">EL-604</a>	The History of Women in War and Combat	Spring
<a href="#">EL 605</a>	Science, Technology, and Strategy	Winter
<a href="#">EL 688</a>	Ideology of War	Winter
<a href="#">EL 704</a>	Civil Military Relations	Spring
<a href="#">EL 716</a>	The Age of Grant and Leadership	Winter
<a href="#">EL 720</a>	Unmanned Systems and Conflict in the 21 <sup>st</sup> Century	Spring
<a href="#">EL 732</a>	Sound Military Decision: U.S. Naval Operational Doctrine in History and in the Future Maritime Arena	Winter
<a href="#">EL 744</a>	Yankees and Rebels at Sea: The Maritime Battlefields of the American Civil War	Fall
<a href="#">EL 764</a>	Genocide, Fascism and Mass Killings in the Modern Era	Fall

<a href="#">EL 752</a>	Monuments for the 21 <sup>st</sup> Century: Cultural Heritage Protection, Exploitation and Contemporary Conflict	Spring
<a href="#">EL 770A</a>	War at Sea in the Age of Sail	Fall
<a href="#">EL 770C</a>	Sea Power in the Age of Steam, 1815-Present	Winter
<a href="#">EL 775</a>	Climate Change and National Security	Fall
<a href="#">EL 775B</a>	Climate Security Around the World	Winter
<a href="#">EL 779</a>	Science Fiction: Ideations and Explorations for Modern Leaders	Spring
<a href="#">EL 780</a>	AI for Strategic Leaders - Unpacking the Black Box (U.S. Students Only)	Winter
<a href="#">EL 781</a>	Film, War, and Society in America	Spring
<a href="#">EL 786</a>	Space and National Power	Spring
<a href="#">EL 793</a>	Empires in Competition: Britain & France (NEW)	Spring
<a href="#">EL 798</a>	Women, Peace, and Security (NEW)	Winter
<a href="#">EL 799</a>	Modern Strategy (NEW)	Fall
<a href="#">EL 800</a>	China Geostrategy and International Law (NEW) (AOS 2&9)	Fall
<a href="#">EL 801</a>	Secrets, Spies, and Spymasters: Intelligence and the DoD (NEW) (Secret)	Winter
<a href="#">EL 805</a>	Factor Force: Naval Force Design, Innovation, and Competitive Advantage (NEW)	Winter
<a href="#">EL 808</a>	Soldiers of Fortune to Modern Mercenaries: The Evolution of the Private Military Industry (NEW)	Spring
<a href="#">EL 809</a>	Leaders of Rome	Spring
<a href="#">EL 810</a>	Technology & Military Innovation (NEW)	Fall
<b>11 - INFORMATION OPERATIONS</b>		
<a href="#">EL 503</a>	The CIA: Organization, Functions, and Capabilities (U.S. Students Only) (Secret)	Fall
<a href="#">EL 632</a>	Military Deception	Fall
<a href="#">EL 660</a>	Cybersecurity: Preparing for a Post-Western, Hostile, Advanced Cybered World	Spring
<a href="#">EL 681**</a>	Information Warfare, Electromagnetic Maneuver Warfare and Cyberspace Operations (TS/SCI)	Winter
<a href="#">EL 791**</a>	Space Missions, Operations & Strategy (TS/SCI)	Fall
<b>12- IRREGULAR WARFARE</b>		
<a href="#">EL 507B*</a>	Advanced Studies in Special Operations Forces (Secret) By Invitation	Spring

<a href="#">EL 580</a>	Colonial Wars 1841-1918	Fall
<a href="#">EL 641</a>	Wars of African Independence (1881-1991)	Winter
<a href="#">EL 645</a>	Political Warfare and Conflicts in the Gray Zone: Developing Innovative Tools (6 Students)	Fall
<a href="#">EL 668B</a>	Irregular Warfare Across Eras and Empires	Spring
<a href="#">EL 727</a>	Anthropology of War	Spring
<a href="#">EL 803</a>	Irregular Warfare and Strategic Competition in the 21 <sup>st</sup> Century (NEW)	Winter
<b>13 - LEADERSHIP AND ETHICS</b>		
<a href="#">EL 592</a>	Foundations of Moral Obligation: The Stockdale Course (Fall trimester GCLE and EEMT students only)	Fall/Spring
<a href="#">EL 592B</a>	Contemporary Applications of The Foundations of Moral Obligation	Winter
<a href="#">EL 594</a>	Ethics in the Military: A Multidisciplinary Approach	Winter
<a href="#">EL 649B</a>	Cognitive Readiness for Advanced Leader Effectiveness: Thinking and Leading in Unpredictability (GCLE student priority, 2 seats for non-certificate students)	Winter
<a href="#">EL 717</a>	Strategy, Leadership, and Ethics in Thucydides' Peloponnesian War	Winter
<a href="#">EL 718</a>	Pen and Sword	Spring
<a href="#">EL 730</a>	Ethics of Technology: Warfare, Society, and Disruptive Technologies (EEMT Students Only)	Fall
<a href="#">EL 792</a>	Moral and Ethical Failure	Fall
<a href="#">EL 797</a>	Psychological Concepts for Military Leaders (NEW)	Spring
<b>14 - JOINT LAND, AIR, AND SEA STRATEGIC EXERCISE (JLASS-EX)</b> (Must Interview into Program)		
<a href="#">EL 535A*</a>	Theater Strategic Planning - The Pacific	Winter
<a href="#">EL 535B*</a>	Theater Strategic Planning – JLASS-EX	Spring
<b>15-Halsey Alfa (Must Interview into Program)</b>		
<a href="#">EL 595E</a>	Description of Halsey Alfa Program	F/W/S
<b>16- Halsey Bravo (Must Interview into Program)</b>		
<a href="#">EL 595F</a>	Description of Halsey Bravo Program	F/W/S
<b>17- GRAVELY RESEARCH PROGRAM</b>		

<a href="#">EL 595G</a>	<a href="#">(Accepting limited number: contact Dean Schultz for information)</a>	F/W/S
<b>23- ADVANCED STRATEGIST PROGRAM (Must Interview into Program)</b>		
<a href="#">EL 719</a>	Advanced Strategist Program	F/W/S
<b>24- GLOBAL CLIMATE SECURITY AND THE ARCTIC</b>		
<a href="#">EL 766A</a>	Sea Power and Governance in a Multipolar Thawing Arctic	Fall
<b>25-Ethics and Emerging Military Technology (Must Interview into Program)</b>		
<a href="#">EEMT</a>	Description of the EEMT Program	F/W/S
<b>27-HOLLOWAY GROUP- Russian Maritime Studies Institute (Must Interview into Program)</b>		
<a href="#">EL 760</a>	Russian Maritime Warfighting	F/W/S
<b>28- HUMANITARIAN ASSISTANCE AND DISASTER RELIEF (Must Interview into Fall Trimester which Automatically puts you in Spring Trimester)</b>		
<a href="#">EL 539</a>	FHA/FDR Improving Civ-Mil Coordination	Fall
<a href="#">EL 539C</a>	Humanitarian Assistance in Complex Emergencies (Students from Fall Selection)	Spring
<b>29-Graduate Certificate in Maritime History (Must Interview into Program)</b>		
<a href="#">GCMH</a>	Description of the GCMH Program	F/W/S
<b>Directed Research Project</b>		
<a href="#">EL 595</a>	Directed Research Project (Approval Required by Associate Dean of Academics)	F/W/S
<b>English as a Second Language</b>		
<a href="#">EL 300</a>	Intermediate English as a Second Language	F/W/S
<a href="#">EL 400</a>	Advanced English as a Second Language	F/W/S

## ELECTIVE COURSE DESCRIPTIONS

(Courses marked with \* are Secret \*\* are SCI)

### **EL 300 Intermediate English As A Second Language for International Officers**

This course is open to all interested Naval Command College and Naval Staff College officers who are looking to improve their English skills in the areas critical to graduate level study with an emphasis on academic reading and writing. The course will focus on and address those components that are required elements for success in the three core trimesters at the Naval War College: being able to write papers specifically geared to the expected format and being able to effectively handle the significant amount of reading. This course is designed for officers wishing to increase their understanding of English and who have scores ranging from 80-89 on IMS in-country English Language testing as indicated on their Invitational Travel Orders.

The Winter trimester will offer a follow-on elective focusing on oral communications skills and the skills necessary for successful integration into the seminar format as well as aiding the student in being comfortable with his/ her presentation techniques.

ESL Instructors are also available to review papers and presentations on an availability basis. Separate seminars will be offered on Wednesday and Thursday to enable officers to take electives on the other day. Officers may only take one course (Wednesday or Thursday) per week.

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### **EL 400 Advanced English As A Second Language for International Officers**

This course will focus on the same objectives as EL 300 for both Fall and Winter trimesters, but will be limited to officers scoring greater than 89 on IMS in-country English Language testing as indicated on their Invitational Travel Orders. Officers with a lower score may opt to write a 1-2 page paper to demonstrate their proficiency if their score is between 85-88.

ESL Instructors are also available to review papers and presentations on an availability basis. Separate seminars will be offered on Wednesday and Thursday to enable officers to take electives on the other day. Officers may only take one course (Wednesday or Thursday) per week.

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### **EL 503 The CIA: Organization, Functions, and Capabilities**

**Professor Michael Maher**

**Course Description:** This course is designed to familiarize future commanders and staff officers with the role of CIA at both the strategic and operational levels. The intent is to help students understand the level and types of support the Agency can (and cannot) provide them during times of both war and peace. The course will focus on Agency capabilities and limitations in such areas as human and technical intelligence collection, covert action, and intelligence analysis. A number of guest speakers from the CIA

Headquarters will provide first-hand insight into their areas of expertise.

Classes will be a combination of informal lecture and seminar-style discussions. The instructor will try to tailor the classes to meet student interests. (U.S. Students Only)

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**\*EL 507B      Advanced Studies in Special Operations Forces (For SOF Officers)**

**CAPT John Porado and Professor Joe McGraw**

**Course Description:** This course is directed at SOF students that wish to study the employment of SOF in an Irregular Warfare context in greater depth. The course will begin with a review of selected and relevant literature of Irregular Warfare in order to establish an understanding of the post 9/11 security setting. We will then transition to a review of organizational and organizational learning literature in order to critically examine the structure of USSOCOM and the roles and missions of its components. Using selected case studies in Irregular Warfare, students will complete a group project, paying particular attention to the integration of intelligence, technology and information operations. EL 507A is the prerequisite or upon approval by the SOF Chair.

**Prospective attendees must have a Secret security clearance.**

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**EL 515A      The Commercial Maritime Industry and Strategic Airlift**

**Professor William McDonald**

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. Specific problem topics will include:

- The declining number of U.S. flag ships
- The rise of China as the major world maritime power
- The costs of building and operating U.S. flag ships
- Maritime trade warfare and its implications in future conflicts.

The course will include case studies such as:

- Deployment and sustainment in war and in peace.
- Deployment and support for U.S. forces during Operations Iraq Freedom and Enduring Freedom.
- Landing and sustaining forces at Mogadishu, Somalia (Operation Restore Hope).
- Delivering support equipment and humanitarian supplies to Haiti.

Also covered will be a range of additional maritime issues facing today's navies and mariners, from protecting commercial ships, cargo, and ports, to the opportunities accompanying the opening of Arctic shipping routes, the significance of global choke points, liquefied natural gas (LNG) transport, maritime law, and Joint Logistics Over-the-Shore (JLOTS) operations.

Subject matter experts, numerous videos, and classroom discussions will provide additional informed content and support the participation of all students – U.S. and international.

Students do not need to have previous understanding or knowledge of strategic deployment or the commercial maritime industry to benefit from the course. All students – U.S. and International - can benefit by a better understanding and further knowledge of the maritime industry and its significance in military and world affairs. Students will find this elective interesting, informative, and very worthwhile!

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**\*EL 535          Joint Land, Air, and Sea Strategic Exercise (JLASS-EX)**

**CAPT Bryan Leese and CDR Robert Dirga**

**\*EL 535A          Theater Strategic Planning - The Pacific**

**Course Description:** This course focuses on major U.S. national strategic issues in the Asia-Pacific. Upon completion, students have a sound understanding of the historical, economic, diplomatic and legal issues within the Pacific Theater, and how they relate to defense and security.

The course is a prerequisite for the winter and spring elective series---Joint Land, Aerospace, and Sea Simulation (JLASS). The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner's level course.



JLASS is a distributed planning and execution game involving all Senior Level Colleges with each institution representing a geographic or functional combatant command or Joint Chiefs of Staff in a world with developing crises. The College of Naval Warfare Students role-plays the PACOM staff.

The fall elective will be conducted as a seminar with guest speakers addressing their area of expertise. Each student will be required to prepare a written research/analysis paper of approximately eight to twelve pages that addresses the strategic issues for the Pacific theater country assigned each student. The analysis will form the basis for future development of a Theater Assessment, Strategy and Security Cooperation plan. **Secret**

**\*EL 535B Theater Strategic Planning – JLASS-EX**

**Course Description:** This elective is based on Joint Professional Military Education Phase II requirements and is allotted elective credits for the winter trimester. Those selected for JLASS will take a fall elective offered in the Asia-Pacific Area of Study. The JLASS Program leverages concepts introduced in the core Joint Military Operations course principally: Operational Art; Theater Security Cooperation; joint and coalition warfare in the theater; security, stability, transition and reconstruction operations. The program focuses on application of the adaptive planning process and theater campaign planning using the Joint Operational Planning and Execution System (JOPES). Students are issued all reading material supporting the JLASS program. JLASS provides selected CNW students, acting as members of the USPACOM staff, the opportunity to use JOPES to prepare a commander's estimate of the situation and Theater Security Cooperation Plan for the PACOM theater of operations in EL 535B.

The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner's level course.

The written requirements for WE-535B (Theater Strategic Planning---JLASS) are the strategic concepts of a PACOM Theater Strategy, a Theater Security Cooperation Plan (TSCP), a Commander's Assessment and Commander's Estimate for a developing theater crisis. The Theater Security Cooperation Plan will be briefed to the senior JLASS mentor, a retired Flag Officer. **Secret**

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**EL 539 Foreign Humanitarian Assistance/Foreign Disaster Relief: Improving Civilian-Military Coordination**

**Polski, M., Donnelly B., & Robinson, J.**

**Course Description:** This course will focus on analyzing and understanding the challenges that U.S. and international militaries, governments, nongovernmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting Humanitarian Assistance (HA)/Disaster Relief (DR) operations during complex crises. The magnitude, complexity, and lethality of recent natural and manmade disasters have dramatically altered the previously accepted role for international militaries in the area of HA/DR. President Obama's strategic guidance contained in the January 2012 "Sustaining U.S. Global Leadership: Priorities for 21st Century Defense" reiterates that HA/DR is a priority mission for the U.S. Armed Forces. It specifies that "U.S. forces possess rapidly deployable capabilities, including airlift and sealift, surveillance, medical evacuation and care, and communications that can be invaluable in

supplementing lead relief agencies, by extending aid to victims of natural or man-made disasters, both at home and abroad.”

The ability of military forces to quickly respond to major crises with a broad range of unique capabilities has directly affected strategy and operations for the international humanitarian assistance community and consequently has created confusion and inefficiencies during multi-lateral responses. Unfortunately, a clear absence of understanding exists between militaries, NGOs, and even the government agencies within the same country as their military regarding the way forward for this potential collaboration of critically important organizations.

Class discussions will focus on strategic and operational level HA/DR issues, with a balanced examination of both theory and practical application of the planning, execution, and assessment competencies required to succeed on a U.S. military staff. During academic discussions and case study analysis, Dr. Lappi’s extensive specialized civilian and military medical background will enable the class to focus on some of the distinctive emergency response, acute care, and healthcare response considerations that considerably impact relief operations. Professor Polatty’s numerous experiences as an operational planner on sub-unified combatant command, Navy numbered fleet/component command, and interagency staffs will complement Dr. Lappi’s knowledge and expertise to provide students with a sound foundational understanding of the challenges and opportunities they may face during future humanitarian crises. The overarching goal of this elective is to empower students with the background knowledge and critical analytical skills they need to improve civilian-military HA/DR responses in the future.

Students will use case studies to analyze and discuss historical HA/DR operations that were conducted in response to some of the most significant natural disasters of the past fifteen years, including the 2004 Indian Ocean Tsunami, the 2005 Pakistani Earthquake, the 2010 Haiti Earthquake, and 2013’s Typhoon Haiyan/Yolanda. [Back to top](#)

## **EL 539C            Conflict and The Future of Humanitarian Response**

**Hank Brightman, Ed.D., APA and Professor Johnathan Robinson**

**Course Description:** This highly interactive course focuses on preparing students for leadership positions in theater-strategic (combatant command) and operational level staff assignments (Navy component/numbered fleet, OPNAV, joint task force, and other Service and international military headquarters) where they will likely employ or support military forces during operations and/or exercises in response to natural and manmade disasters. Through case study analysis, students will gain a detailed understanding of the challenges that U.S. and international militaries, governments, nongovernmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting humanitarian assistance operations during complex emergencies.

Globally, conflict is the main driver of humanitarian need. For example, 68.5 million people were forcibly displaced globally as a result of conflict or violence by the end of 2017. Persisting high levels of humanitarian need have also resulted in increased financial requirements – with \$25.3 billion required

to fulfil 2018's humanitarian response plans. According to the United Nations, 97 per cent of humanitarian action, people in need and resources allocated are in complex emergencies.

The magnitude, complexity, and lethality of recent disasters have dramatically altered the previously accepted roles for militaries in international humanitarian response. Despite these changes, the nature and extent of a military's involvement in humanitarian assistance is context-dependent. For example, humanitarian civil-military coordination is increasingly at the forefront of natural disaster response, whereas complex emergencies and armed conflicts create additional challenges that must be mitigated through deconfliction and the incorporation of humanitarian considerations into military planning, especially in cases where militaries are involved in combat operations.

Class discussions will focus primarily at the operational to high-tactical (and to a lesser extent, strategic) levels. Academic sessions will include a balanced presentation of both theory and practice so that students will understand the current challenges of humanitarian operations in conflict settings. Students will use case studies to analyze and discuss historical and current operations that were conducted in response to some of the most significant complex emergencies of the past decade, including Afghanistan, Iraq, Libya, Syria and Yemen. Students will also examine cross-cutting topics such as urban conflict, vulnerability, displacement and the humanitarian principles.

The primary goal of this course is to advance the knowledge that students gained in the previous two HA/DR courses on information communication technologies and civil-military coordination in natural disasters. By the end of this course, students will be empowered with the knowledge and critical analytical skills they require to deliver sound strategic and operational level decisions during future civilian-military humanitarian responses in various operational contexts.

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## **EL 554            The Law of Armed Conflict**

### **International Law Department Faculty**

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

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

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## **EL 562B          Understanding the Former Soviet World**

**Professor George Kroll** - Former U.S. Ambassador to Belarus, Uzbekistan, and Kazakhstan

**Course Description:** Although the Soviet Union ceased to exist 30 years ago, significant elements of the Soviet legacy live on in Russia and the other states that emerged out of the Soviet Union as well as in countries, which, while not formally part of the Soviet Union, nevertheless fell under its sway, profoundly affecting their societies and politics to this day. This elective will examine the post-Cold War evolution of the former Soviet world defined as the Russian Federation and the other states that comprised the former Union of Soviet Socialist Republics (Lithuania, Latvia, Estonia, Belarus, Moldova, Ukraine, Georgia, Armenia, Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan) as well as the states of Eastern Europe that were part of the Soviet led Warsaw Pact (Poland, Hungary, Czechoslovakia, Romania, Bulgaria) plus former Yugoslavia and Mongolia. The course will analyze how the societies, institutions, politics, economies and policies of these states are evolving from their Soviet past and the effect this evolution is having on key transnational relationships these states share in the energy, economic, political, security, and cultural spheres. The elective will also discuss the policies of Russia, China, and the United States toward the former Soviet world since the end of the Cold War.

In the course of my 36-year career in the U.S. Foreign Service, I have either worked in or dealt with nearly all the countries of the former Soviet world, including serving as ambassador to three of them (Belarus, Uzbekistan, and Kazakhstan), Deputy Assistant Secretary of State for Central Asia, Minister Counselor for Political Affairs at the U.S. Embassy in Moscow, Director of the State Department's Office of Russian Affairs and as a diplomat in Russia, the Baltics, Poland and in the State Department's former Office of East European and Yugoslav Affairs during the last decade of the Cold War. Throughout this course, I will draw on my experiences directly interacting with many of these countries and their leaders, including Russian President Vladimir Putin, as well as with the key U.S. officials responsible for U.S. policy toward Russia and the former Soviet world over the past 30 years.

I will conduct the course as a graduate seminar focused primarily on active student input, discussion and debate, lectures, assigned readings, and possible occasional expert guest participants as circumstances may permit.

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## **EL 576          World War II in the Pacific**

**Professor Ron Oard and CDR Timothy O'Brien**

**Course Description:** This course will provide a comprehensive overview of World War II in the Pacific Theater at both the strategic and operational levels. It has been developed particularly for those who have an avid interest in the multifaceted personalities, strategies, operational considerations, battles, and ideologies that it involved. While national security strategies and military strategies will be a key focus of the course, equal consideration will be given to the

operations and campaigns through which the war played out. The course will progress along two parallel lines or themes – specific phases or geographical areas of the conflict and considerations of the national and military leadership of the various nations involved in the conflict. Normally each session will consist of three hour-long portions, each dealing with a different topic. Each hour-long portion will be a mixture of presentation by the faculty and seminar discussion by students based upon student readings and knowledge of the subjects. One session will be led by a leading academic who has done primary research in areas relating to the topic. Additionally, there are three “offsites” scheduled for the class to take advantage of unique resources related to the War in the Pacific available in the War College area. While it will be necessary to maintain the focus on the Pacific due to time constraints, strategic and operational decisions made in the war within a world-wide context will also be discussed. Therefore, students should not feel constrained to limit their discussion where to do so would prevent full consideration of the context within which events took place in the Pacific War.

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**EL 577            Winston Churchill: Statesman and War Leader**

**John Maurer, Ph.D.**

**Course Description:** Winston Churchill stands out as one of the most famous and admired statesmen of the twentieth-century. His historical reputation today rests largely on the role he played as Great Britain’s prime minister during the Second World War. When Churchill became prime minister in 1940, Britain appeared on the verge of defeat. The downfall of France during the spring of 1940 threatened the humiliation of Britain as well. Churchill’s determined leadership played a key role in preventing defeat, stemming the onslaught of Nazi Germany. His wartime speeches continue to inspire, being justly celebrated for the way they stirred the people of Britain, Europe, and the United States to resist aggression and fight on for total victory over monstrous tyrannies. To achieve this victory, Churchill provided strategic direction to the enormous war effort made by Britain and its allies. Always the historian as well as a participant of major world events, Churchill produced a monumental and indispensable history, *The Second World War*, about this desperate global struggle.

The crisis year of 1940 was not the first time that Churchill found himself tested as a leader. Before becoming Britain’s prime minister, Churchill had already served in a number of high-ranking government positions dealing with the preparation or making of war. As civilian head of the Royal Navy during the years immediately before the outbreak of the First World War, Churchill was the minister responsible for ensuring Britain’s naval security against the growing threat posed by Germany’s rapid buildup of its battle fleet. After Germany’s leaders provoked war, Churchill sought strategic alternatives to the stalemate on the Western Front and its costly battles of attrition. In the period between the two world wars, he also took an active part in the contentious policy debates about how Britain might best protect itself from the growing international threats posed by Japan and Germany. Churchill had the courage to speak out about the darkening international scene during the 1930s, warning of how Hitler’s Germany endangered Europe’s peace and Britain’s security. These warnings, however, proved unpalatable to Britain’s leaders, who sought to keep Churchill from holding government office. The outbreak of a new war with Germany confirmed Churchill’s warnings and brought him back into a position of leadership.

Churchill's long experience with the politics of making strategy helped prepare him for the mantle of leadership that he would assume during the Second World War.

Throughout Churchill's long period of government service, he was at the center of controversy. To govern, said Churchill, is to choose. This course is about the political and strategic choices made by Churchill. His political and strategic decisions during the Second World War remain the subject of considerable debate. Churchill's admirers see him as providing an exemplar of how a wise political leader guides a democracy in wartime. His critics, on the other hand, maintain that Churchill's foreign policy and strategic prescriptions were sometimes dangerously flawed. Churchill's colleagues in government, both civilian and military, as well as the leaders of Britain's allies, would at times strenuously disagree with the strategies proffered by him. Was Churchill's political and strategic judgment as flawed as his critics maintain? Or, does he deserve the accolades of his admirers? In this course, we will seek to evaluate Churchill as a strategist by examining his policy views and strategy decisions. By investigating Churchill as a strategist, this course also offers a window on the high politics and strategy of the two world wars.

The story of Churchill's life is that of a leader guiding the fortunes of a world power in decline. Did Churchill's policy and strategy choices accelerate Britain's decline? Or, is it the case that his strategies, if they had been followed as he intended, would have better enabled Britain to uphold its international position? By examining these questions, this course will attempt to understand the driving forces—domestic political, economic, international, and military—that undermined Britain's standing as a world power during the first half of the twentieth century.

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#### **EL 579 Vietnam – A Long War from Conflict to Country**

**Professor AL Bergstrom, John Garofano, Ph.D., Professor Joe McGraw, Professor Mark Fiorey, and Professor Matt Tackett**

**Course Description:** This course covers the period from the establishment of Nguyen dynasty to the present. Some enduring themes of Vietnamese history will be examined to include the legacies of colonial conquest. The Vietnam War will be analyzed in depth from 1950 to 1975 with specific aspects of military involvement given special scrutiny. The perspectives of both North and South Vietnam will also be analyzed during the course. The purpose of this course is to reflect on the complex time period of the Vietnam War and to learn in a dispassionate manner the lessons that can be gleaned from the literature that is available on the war. The course format includes readings, film clips, slides, faculty lectures and seminar discussions of specific literature. Each student will be required to present an analytical book review and to prepare a short paper on a specific aspect of the war.

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#### **EL 580 Colonial Wars: 1841-1918**

**Richard J. Norton, Ph.D.**

**Course Description:** Welcome to the Colonial Wars elective. During this semester 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.

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### **EL 585A      Abraham Lincoln: Democratic Statesmanship in Peace and War**

**Frank J. Williams, Chief Justice of the Rhode Island Supreme Court (ret.)**

**Course Description:** 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.

The class will visit the Rhode Island Supreme Court for one of the classes and have use of the instructor's chambers library.

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### **EL 587      George Washington: Indecipherable Monument or Indispensable Man? An Overview of His Life, Character, and Legacy**

**Professor Erik Wright**

**Course Description:** 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. 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.”

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## **EL 592                    Foundations of Moral Obligation: The Stockdale Course**

**Timothy Demy, Ph.D., and Professor Gina Palmer**

**Course Description:** This course provides an opportunity 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. In this method, the book is the teacher.

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 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 US Declaration of Independence, the US Constitution, the UN Charter and several of Admiral Stockdale’s own written pieces in which he articulates the importance of these explorations for thoughtful military officers.

The main requirement of the course is careful reading of the assigned texts in preparation for class. The course will maintain a Blackboard website and 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 each 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.

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**592B**

**Contemporary Applications of The Foundations of Moral Obligation**

**Pauline Shanks-Kaurin, Ph.D.**

**Course Description:** This course provides an opportunity to read and discuss some of the classics of philosophy, literature and religion through the lens of the academic discipline of moral philosophy and to challenge our own thinking about our moral lives. Moral philosophy is a branch of philosophy that deals with questions about moral right, wrong, duty and obligation; it asks the classic question, “How should we live?” This is different from another branch of philosophy: ethics. Ethics asks higher order questions about morality and moral systems, engaging in questioning, justification and critique of moral claims. While some of the practices in the course are ethical practices and develop ethical capacities, the content of the course is oriented primarily around moral philosophy. (For more on this difference see, <https://wavellroom.com/2018/08/23/ethics-starting-beginning/>)

Admiral Stockdale developed a version of this course when he was the President of the Naval War College, as a moral philosophy course for officers. He taught with a civilian philosopher from NYU named John Brennan, and over the years has typically been taught by a moral philosopher or ethicist and a military member (either active or retired.) While the readings have changed over time, the course preserves the basic spirit and core questions of the original. It is also important that we read and discuss several of Admiral Stockdale’s own written pieces in which he articulates the importance of these philosophical explorations for thoughtful and military officers and professionals.

These readings raise fundamental questions in different voices regarding the nature of moral obligation, human nature, good, right, justice and law from a variety of times, places and viewpoints. 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 and we are in conversation with the book and one another. In addition to historical texts, we also read some more contemporary critiques and developments of the ideas, conversations and themes in moral philosophy. These critical texts are important to understanding the contemporary landscape in which we operate as moral persons, and to understanding future challenges and directions for the conversation in moral philosophy. In particular, this version of the course includes material engaging Just War Thinking, race, gender, moral injury and the nature of violence in the context of the Global War on

Terror, in addition to the classical historical texts and questions that defined the original version of the course.

The core of the class (as in Stockdale’s time) is a journey of exploration of your moral obligations within the context of the military profession. This journey requires critical reading, deep reflection, honest conversation and moral courage to challenge ourselves (and others) and ask difficult questions about our moral lives and our chosen profession. This course presents the opportunity for deeper knowledge of ourselves, the military profession, society and the human condition, which can be transformative and powerful in your development as leaders, citizens and moral persons.

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**EL 594 Ethics in the Military: A Multidisciplinary Approach**

**Thomas Creely, Ph.D. and COL Jon Paul Maddaloni**

**Course Description:** Ethics in the Military is a foundation of the profession of arms, which reinforces the social contract with the American people and upholds our Constitutional obligation. Increasing ambiguity politically, socially, economically, culturally, and religiously on the world stage, requires a deeper understanding and probing examination of current realities and anticipated conflicts, with complex dilemmas. In order to have breadth and depth to ethical capacity, it is important to study ethics from a multidisciplinary approach. It is through the lenses of different disciplines that we increase our knowledge, inform our decision-making skills, and develop a holistic experience. Philosophy, Arts, Technology, Religion, Just War, and Anthropology are interconnected disciplines that build intellectual capital and prepare leaders at higher levels of thinking.

An overview of ethical theories and terms will lay the foundation for analysis, discussion, and reflection of one's moral decision-making responsibility. The military as a profession is examined through the lenses of trust, power, and decisions. How do we leverage and protect our power? What is the cost-benefit of courageous leadership? How do I navigate moral dilemmas? Does art inform our ethics? Is technology value laden? Case studies, film, video cast, and journal articles will provide the background for contemplation and debate. Because of these and other questions, you will expand your ethical capacity across disciplines

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**EL 595 Directed Research Project**

**Faculty Sponsors**

**Course Description:** This elective permits the individual student to pursue directed research alone or in combination with others under an appropriate faculty sponsor. Because of the special nature of this elective, the student must present in person a written research proposal, with the written endorsement of a proposed faculty sponsor, to the Associate Dean of Academics for permission to enroll. A one or two page abstract of the project's results, and a brief faculty evaluation, must be submitted with the final grade report. This elective is a suitable choice for a student who wants to pursue a special project on a limited basis; it could also be a preliminary research effort for an Advanced Research Project; or it could be used to expand a project undertaken in the prescribed curriculum.

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**EL 595 E/F/G Directed Research (Halsey)**

**Craig Koerner, Ph.D. and Professor James FitzSimonds (Halsey Alfa)**

**Professor William Murray and Professor Steve Fuller (Halsey Bravo)**

## TBD (Gravelly Group)

### Halsey Program Description:

The Halsey Program provides an opportunity for selected members of the College of Naval Warfare and College of Naval Command and Staff to participate in focused, war fighting analysis projects dealing with near and mid-term operational challenges of interest to the CNO, the Navy Component Commanders, the numbered fleet commanders and Joint force commanders. Selected students participate in the Halsey program for the entire academic year. One of the three academic trimesters is devoted to full-time research in lieu of one of the core curriculum courses. During the other two trimesters, the student participates in the Halsey research elective. The

Halsey groups employ individual research, visits with theater and agency experts, modeling, simulations, interactive wargaming and team assessments. The final output of each project is the opportunity to brief the CNO at the end of the academic year. The following is a brief description of the three Halsey Program projects that will be ongoing during the academic year from August 2010 to July 2011.

**The Halsey Alfa project examines a set of specific, real-world operational challenges in the PACOM AOR. The project involves extensive individual and group research with an emphasis on two-sided, interactive wargaming.**

**The Halsey Bravo project examines a set of specific, real-world operational challenges in the CENTCOM AOR. The project involves extensive individual and group research along with modeling, simulation, and wargaming.**

**The Cyber and Innovation Policy Institute Gravelly Group Research project examines Integrated Missile Defense. The project involves extensive individual and group research along with an emphasis on real-world scenario assessments, operational planning and wargaming.**

Members of the College of Naval Warfare and College of Naval Command and Staff may apply for no more than one of the projects. Students interested in participating in the Halsey program should contact the Director of the relevant Halsey group.

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### **\*EL 597 Naval Operational Planner Course Electives (MAWS)**

**Director- Robert Gardner**

#### **\*EL 597A Naval Warfare and Operational Art**

This elective provides fundamental knowledge of operational planning, specifically addressing the operational art and its application within and throughout the Navy Planning Process. As an essential component of the Naval Operational Planner Course (NOPC) curriculum, this elective provides NOPC students with a solid foundation of generic operational-level planning, from which naval and joint planning skills will be derived and honed.

#### **\*EL 597B The Navy Planning Process and the JFMCC Environment**

This elective examines operational planning considerations at the functional component level of a Joint Task Force, specifically investigating the Joint Force Maritime Component Commander (JFMCC). As the second of three Naval Operational Planner Course (NOPC) electives, WE-597B provides NOPC students

with firm comprehension of a JFMCC's unique operational-/tactical- level force employment considerations, from which feasible, suitable, and acceptable courses of action can be developed.

**\*EL 597C Major Operations and Campaigns- Historical Case Studies**

This elective examines operational planning considerations at the Joint Task Force level, specifically at the command element of the Joint Task Force Commander (JTFC). This third Naval Operational Planner Course (NOPC) elective provides the students with firm comprehension of a JTF Commander's organization, functions, and operational force employment considerations. Activation of a JTF command element is studied through the lens of the Standing Joint Force Headquarters (SJFHQ) construct, with practical application exercised by NOPC students acting as a SJFHQ core element during the Joint Maritime Operations (JMO) core course capstone exercise.

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**EL 599B Wargaming Theory and Practice**

**Mrosczyk, J., Tatter, M.**

**Course Description: (UNDER CONSTRUCTION)**

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**EL 604 The History of Women in War and Combat: The Distinguished Outsiders**

**Mary Raum, Ph.D.**

**Course Description:** The female in the military has a long and unique history of nearly four hundred centuries and is found in the stories of considerably diverse cultures and nations. Students will read about, analyze and discuss a variety of biographies and articles as well as utilize art and watch films related to ancient and modern women and their roles in the profession of arms. The course is primarily biographical in scope.

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**EL 605 Science, Technology, and Strategy**

**Timothy Schultz, Ph.D. and Michael A. Dennis, Ph.D.**

**Course Description:** What role does technology play in the development and transformation of strategic thought? At one extreme, some argue that technology is no more than strategy's handmaiden; others argue that technology transforms strategic thought by inventing new forms of action and destruction. This course eschews both extremes, arguing that new ways of understanding the history and sociology of science and technology demand new ways of understanding the dynamics of technology, strategy, and state power. Rather than study these domains separately, the course will use historical and contemporary materials to examine how new forms of scientific and technological knowledge shape, and are shaped by, strategic concerns. We aim to provide students with a toolkit to better understand the incorporation of technical knowledge into the modern state's strategic focus.

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## **EL 632            Military Deception**

**Paul Povlock, Ph.D., Professor Joe McGraw, and Professor Ed Hernandez**

**Course Description:** This course introduces the theory and practice of deception. As old as warfare itself, nonetheless, history demonstrates interest in deception waxes and wanes. Cultural considerations affect how readily deception is practiced. The most successful military commander understands the value of deception and in particular 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.

The course is offered within two Areas of Studies (AOS), Strategy, Operations, and Military History (AOS 10) and Information Operations (AO 11). As such, it complements the course material covered primarily by the Strategy and Policy and the Joint Military Operations departments. It also supports the curricula of the National Security Affairs department. The course augments the readings and study in the core curricula.

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## **EL 636            India, Pakistan, and Southeast Asian Security**

**Admiral Nirmal Verma**

**Course Description:** War, terrorism, nuclear crises, great power rivalry! South Asia has it all. This seminar focuses on the political, security, social, and economic dynamics of this increasingly volatile region from the independence of India and Pakistan to the present. Particular attention will be paid to the Indo-Pakistani rivalry, its nuclear dimensions, and its connection to Islamist-inspired terrorism. Afghanistan, its ties to Pakistan, and the South Asian region's role in the U.S.-led global war on terrorism will also be covered. Finally, China's role in the region – including its rivalry with India and support for Pakistan – will be addressed.

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## **EL 640            Governing China**

**Isaac Kardon, Ph.D.**

**Course Description:** This elective course will provide a survey of the major factors within Chinese culture and political society that influence Chinese conceptions of East Asian regional governance and global governance. Topics of consideration will include China's ancient culture of Confucian authority and the ways that its deeply ingrained cultural patterns affects China's views of state authority and interstate relations. Other factors that will be considered include the influence of Marxism, Maoism, and today's Peaceful Rise and Harmonious Society policies. The course will take these factors and assess their impact on Chinese conceptions of the East Asian regional order, ideal patterns of global governance, and the potential for a stable and productive Sino-American relationship.

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## **EL 641 Wars of African Independence (1881-1991)**

**Richard Norton, Ph.D.**

**Course Description:** Welcome to this elective! During this semester, 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.

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## **EL 645 Political Warfare and Conflicts in the Gray Zone: Developing Innovative Tools**

**Admiral Guillermo Barrera**

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

We will begin with an overview of political warfare. Political warfare focuses primarily (but not only) on Intelligence, Ideological and Moral, Organizational, Psychological, Stratagems, and Mass Movement activities that are used to achieve political and military objectives. While "kinetic fires" play an important role in political warfare, it is not always the determining factor in the outcome of many conflicts. Using political warfare as a framework, we will study contemporary cases to assess the relative strengths and weaknesses of political warfare strategies. Students will present their findings to the class in a 20-35 minute presentation. Finally, students will write a short paper based on their own case study research that assesses the utility of political warfare strategies, by improving the framework they presented to the class. Class contribution will be very important.

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 and 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.

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**EL 649B Cognitive Readiness for Advanced Leader Effectiveness: Thinking and Leading in Unpredictability**

**Olenda Johnson, Ph.D.**

**Course Description:** This course is designed to further your cognitive development as leaders – in particular, *the ability to think critically in the absence of predictability.*

This 10-week learning and leader development experience is intentionally designed to push you beyond your cognitive comfort zone in order to expand your cognitive capabilities.

**For many, this will be an uncomfortable developmental**

**You will wrestle. You will struggle. You will consciously or subconsciously resist. You will grow.**

*“There is more to sustaining a competitive advantage than acquiring hardware; we must gain and sustain an intellectual overmatch as well . . . This cannot be achieved without substantially enhancing the cognitive capacities of joint warfighters . . .” [Emphasis added]*

Joint Chiefs of Staff  
1 May 2020 <sup>1</sup>

Enhancing cognitive capacities is not an automatic skillset that necessarily results from ascending through rank or increasing professional responsibilities. It requires deliberate development.

**PROCESSES**

This course will engage experiential learning, utilize the Harvard Case Method<sup>2</sup>, and draw upon leader development interventions utilized in the U.S. Navy’s flag officer and senior executive courses. Grounded

<sup>1</sup> [JCS Vision and Guidance for Professional Military Education & Talent Management](#), 1 May 2020

<sup>2</sup> The [Harvard Case Method](#) is participant-centered learning that emphasizes *thinking skill* development through the discussion process.

in teaching, learning, and developmental science, this highly interactive experience recognizes, disrupts, and leverages diverse thinking, processing, and personality preferences.

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## **EL 655A      The Law of Air, Space, and Cyber Operations**

### **International Law Department Faculty**

**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.

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## **EL 660      Cybersecurity: Preparing for a Post-Western, Hostile, Advanced Cybered World**

**Chris Demchak, Ph.D.**

**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 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 such as artificial intelligence, and what trends we should follow to continuously recalibrate our anticipation of both technological and societal developments associated with cybered.

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## **EL 663B      Counter-Terrorism in Africa**

**Richard Lobban, Ph.D.**



**Course Description:** This course is founded on the principle of "know your enemy", in this case, it is the revivalist and extremist groups operating mostly in North Africa and the Sahel. The course will survey the history, tactics, strategies, "logic," arms and finances of such descendant groups from *Al-Qa'eda*, and Islamic State including *Ansar ed-Din*, *Ansar Esh-Shari'a*, *Boko Haram* and *Esh-Shabab* in Somalia and its clone in Mozambique and the ADF in DR Congo. The course will also cover other armed irredentist groups like The Lord's Resistance Army, Ambazonia and Azawad. Transcending all case studies will be the strategic and tactical counter-terrorism roles of African, Arab and European militaries and their relationships and links with the US Combatant Command, Africom.

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## **EL 664 African Maritime Safety and Security**

**Professor Jeff Landsman**

**Course Description:** This course will examine the African maritime sector, laying a foundation for how the oceans, seas, lakes and rivers play a critical role in the economic viability, stability, safety and security of the African continent. During the past two decades, African nations and the international community have finally started to recognize the value and the significant role the African maritime sector contributes at national, regional and global levels. The sector provides development and economic opportunities, while at the same time; it must overcome the significant challenges relating to governance, illicit criminal activity, piracy, illegal fishing, migration, trafficking, and the damage and overuse of the marine ecosystem.

Classroom sessions will concentrate on the African maritime sector's history, geography, resources, trade, infrastructure, threats, regional stakeholders, maritime law and rule of law, strategies and agreements, international partner interaction, and how regional organizations support and utilize the sector. Students will apply insights gained through course topics and seminar discussions by writing a research paper and participating in an in-class practical tabletop game, which will further investigate possible solutions to safety and issues challenges within the African maritime sector.

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## **EL 665 China and Africa Elective**

**Professor: Dr. Naunihal Singh and CAPT(ret) Rob Dahlin**

**Course Description:** Welcome to the China and Africa elective. During this semester we will be examining China's activities in and around Africa. Our course of study will begin with a look at the history of China's engagement with Africa starting with the voyages of Zheng He. Subsequent sessions will look at the many areas where China's government, military, businesses, and citizens are active on the continent and in the waters of Africa with blocks focusing on Economics, Diplomacy/Soft Power, and

Security. The course will conclude with a discussion on how African nations are responding to China's activities on the continent and if/how the U.S. should respond

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## **EL 668B          Irregular Warfare Across Eras and Empires**

**Professor Joe McGraw**

**Course Description:** Irregular warfare is to conventional warfare as NCAA Lacrosse is to Indian Lacrosse. The former is played under a set of rules regarding number of players in a defined arena with a time limit. There are accepted constraints on the players' conduct. The game's outcome is measured in the number of goals and the results usually accepted as final. Indian Lacrosse was played without any of the above rules on the size of the arena, on the numbers of players and on what was permitted by participants. *And there was no time limit.*

In the 19<sup>th</sup> and 20<sup>th</sup> and now well into the 21<sup>st</sup> centuries, the United States and other powers were and continue to be confronted by a wide array of challenges including irregular, guerrilla or partisan warfare. This is nothing new. Throughout human history, weaker powers have successfully fought stronger opponents with asymmetric approaches. The American experiment was born of irregular warfare. And similarly, America has been challenged by irregular foes and foes that use both conventional and irregular methods together. This should not be surprising for empires and nations have long fought against (and in some cases, enabled and supported) irregular forces that sought to undermine, challenge or overthrow state power.

Hybrid warfare, the blending of conventional and irregular means of conflict, appears to be a common technique in the contemporary character of warfare. An understanding of the principles of irregular warfare, the frameworks that might be used to describe it and the environment that defines how to best employ it, may be useful in contemplating the contemporary battlefield.

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## **EL 671          Religion, Society, and Politics in Africa**

**Carolyn Fluehr-Lobban, Ph.D.**

**Course Description:** This course, normally taught as a residential class, most likely will be conducted using a combination of my lecturing by Zoom; your discussion as a class of reading materials and biweekly country reports of news relevant to the course subject matter posted on Blackboard. Each student will become the class 'expert' for 10 weeks for an individual country selected by the student in consultation with your professor from a list of regionally important nations. Each student will report on a biweekly basis, if live, and we will reserve a special block of time for these brief reports, no more than five minutes each. If not live by Zoom, the country reports will be posted on Blackboard. Beyond these requirements, a 12-15 page research paper will be a key part of class participation and evaluation. You will develop your analytical research paper topic, comparing at least two different African nations

related to the course material, in consultation with your professor, and you will present the research topic and its rationale during our class discussions. There are NO EXAMS in this course.

The course surveys the major religious systems in Africa from its core heritage of Indigenous faiths and beliefs, to the historical expansion of the three 'great' religious traditions of Judaism, Christianity, and Islam in the African continent. Ancient, pre-colonial, and post-independence contexts of religious practice and institutions are referenced to gain an integrated understanding of the continuing importance of varied religious traditions, that often coexist and are syncretistic with a dynamic influence on contemporary society and politics in Africa. Special attention will be paid to the religious participants in these movements, with an emphasis on factors of gender, social differentiation by ethnicity, race, class, and/or regional origin within nations or between comparison countries. Revivalist, or "fundamentalist" movements within both Christian and Islamic African cultures will be examined, especially as they have been subject to foreign influence from both the West and the East. Newer movements in Evangelical Christianity, and the evolution of extremist Muslim movements, such as Boko Haram and al-Shabaab and others, will be examined. I have conducted research in the Sudan(s) for nearly five decades, and North Sudan's three decades' experience of state Islamism (politicized Islam) will be analyzed in detail, as will the breakaway new Republic of South Sudan be examined for its historical resistance to Islamization, ending with Africa's newest state. The politicization of Shari'a, Islam's religious law, is a hallmark of these events.

The course extends to the historical and geographical breadth and depth of the 54 nations in the African continent. The role of religion as an aid or hindrance to the politics of democratization, as well as conflict prevention, management, or resolution will be addressed along with the ways in which an indigenous African democracy is imagined or realized.

The course is intended for both the introductory student, as well as those who may have taken other Africa courses. Students of African descent or those with direct experience in Africa are especially welcome. Weekly Tutorials by Zoom, prepared by your professor and distributed in advance as a text, together with power points to supplement the lectures/tutorials, will be provided. Each of you will choose, or be assigned, an African country of some regional importance for which you will serve as "desk officer", reporting briefly on a biweekly basis, on the news as it relates to religion, society and politics in the country. If you are a new to the study of Africa, you can use the *Global Studies Africa* resource book to help you make a selection. Details regarding specific course requirements will be provided during the course, and deadlines are indicated in this course outline. Looking forward to our shared online learning experience, Dr. Carolyn.

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**EL 681            Information Warfare, Electromagnetic Maneuver Warfare and Cyberspace  
Operations (TS/SCI)**

**CDR Tom Pham, CDR Tom Clarity, and CDR Sarah Boutwell**

**Course Description:** This course examines the importance of the information environment in contemporary warfare, the emergence of cyberspace as a warfighting domain, and the challenges

associated with the joint military operations, as it pertains to cyberspace and electromagnetic spectrum operations through electromagnetic maneuver warfare (EMW) and information warfare (IW).

Today's operating environment requires commanders and their staffs to think beyond traditional military solutions. This is an area in which concepts are ever evolving, technology is nearly impossible to baseline, and available operational expertise is constrained. Throughout the semester, we will investigate and seek to understand how commanders can leverage IW, EMW and cyberspace capabilities in operational planning and execution.

This course will consist of a combination of lecture and seminar discussion throughout the ten weeks. Guest speakers will augment the course through presentations of contemporary issues from their area of expertise.

**Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years.**

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## **EL 688            Ideology of War**

**Kevin Eubanks, Ph.D.**

**Course Description:** This course surveys the major ideological traditions that influenced global conflict throughout the 20th century and continue to motivate political thought and action today. From the collapse of empires at the end of WWI to the Allied victory over National Socialism in WWII to the Cold War contest between the democratic West and communist East to the ongoing struggle to subdue nationalist, religious, and cultural extremisms, ideology has inspired contestants on all sides. In this course, we will examine the historical and contemporary manifestations of these traditions with a view towards better understanding their origins, ends, and means as well as the theoretical assumptions upon which they are based, and then applying this understanding to the students' core inquiry into the nature of modern warfare and past, present, and future strategy and policy. Along the way, key questions will be asked about the nature of ideology as it relates to war, about the role of ideology in determining future conflict, and about the debate over whether the era of ideology and ideological warfare has come to an end.

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## **EL 698            Force Planning and Defense Resource Allocation**

**Professor Sean Sullivan and Professor James Cook**

**Course Description:** 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.

Defense leaders consider strategy in the development of force structure. Strategy serves as direction and guidance to planners engaged in force planning. National strategies communicate national interests, intent, strategic objectives, and priorities. These strategies inform the development of subordinate and supporting strategy and plans. Strategy identifies the ends and ways necessary to achieve strategic objectives. Force planning provides the means to strategy by the creation of a force structure that can execute the strategy, protect and promote national interests, achieve strategic objectives, by providing forces that are effective in the execution of operations in the security environment.

U.S. force planning employs a capabilities-based planning approach. Defense planners evaluate current military operations or anticipate future missions to determine how the military will conduct military operations. Operating concepts are developed to describe how the future force will execute military tasks and functions in the future security environment. Through analysis of operating concepts, required capabilities and attributes of the future force become evident. New or proposed capabilities are validated

against existing capabilities, forces, and anticipated technology. The decision to field a validated capability factors the risk involved in fielding the capability and also considers the risk of choosing to not field that capability. When a decision is made to field the capability using a material solution, acquisition programs are developed to deliver the required capability to the force. Programming decisions apply resources to the acquisition program and the costs are reflected in the defense budget. The acquisition system manages and monitors defense contractors and military services during production to ensure that the program performs as designed and produces the required quantity within cost estimates. Acquisition programs deliver the military force structure utilized by operational commanders during military operations.

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 also how these systems operate in practice. The course will appeal to military officers and government officials who seek to study how the Department of Defense operates and accomplishes its many responsibilities, functions, and tasks.

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## **EL 704            Civil-Military Relations**

**Lindsay Cohn, Ph.D. and Jessica Blankshain, Ph.D.**

**Course Description:** 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.

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## **EL 707            International Maritime Security Law**

**International Law Department**

**Course Description:** This seminar will help students understand how the law of the sea affects the exercise of sea-power at the tactical, operational, and strategic levels while shaping the actions of national leaders and joint force commanders.

We will discuss the law of armed conflict and peacetime international law of the sea, to include the U.N. Convention on the Law of the Sea (UNCLOS) and various other treaties and international agreements. We will examine how these bodies of law relate and intersect in the oceans and how

the law of the sea affects events on land. Using case studies, lectures, videos, and class discussions, we will explore how international rules, regimes, and institutions help promote peace, as well as their role in conflict at sea.

Topics include: freedom of navigation; transnational crime; ship hijacking and maritime piracy; maritime drug and human trafficking; maritime terrorism; seaborne proliferation of weapons of mass destruction; asymmetric maritime warfare and blockade; maritime access and boundary disputes; marine pollution; fisheries enforcement; and unmanned and autonomous systems.

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## **EL 716            The Age of Grant and Leadership**

**Professor: Dr. Jon Scott Logel**

**Course Description:** The purpose of this course is to refine student critical and creative thinking skills by exploring one of the most fascinating military characters in history: Ulysses Simpson Grant (1822-1885). Like any of the Great Captains, he defies simple categorization as a commander or leader. A brave yet unremarkable junior officer, unschooled in the operational art, he nonetheless provided the strategic vision, fixation of purpose, and relentless drive to victoriously end the costliest war in U.S. history. By his own admittance, he was a man of modest intellect. He rarely spoke publicly and wrote even less for public consumption—yet his written operational dispatches and exhaustive Personal Memoirs qualitatively rank as equal or superior to any others past and present. Detractors excoriate Grant’s supposed disregard for casualties—yet his impact on strategy and military operations introduced annihilation into the American Way of War which thundered throughout the 20th century and into the 21st . His political career is mostly misrepresented by historians and usually misunderstood. Curiously, his private life remains an enigma, except for his overwhelming lifelong devotion to his wife, Julia Dent. In this course, students will explore how 19th Century America and a newborn American Profession of Arms shaped and produced Grant and his peers in order to evaluate the military, ethical, and political decisions by the leaders of Grant’s generation. Students will use their conclusions to not only critically assess today’s Profession of Arms, but consider the development and role of the senior military leader within the current and future American security environment.

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## **EL 717            Strategy, Leadership, and Ethics in Thucydides’ Peloponnesian War**

**Mike Pavković, Ph.D. and CDR Josh Hammond**

**Course Description:** This elective focuses on Thucydides’ War of the Peloponnesians and Athenians and combines the disciplines of ancient history and strategic studies. The elective will be run as a seminar and employs the Socratic method. We will read Thucydides’ account of the Peloponnesian War as slowly and carefully as time permits and try to discuss four or five big questions per seminar about Thucydides and the Peloponnesian War thus deeply diving into the text. This elective should be valuable

for any War College student: in the summer of 1972 Admiral Stansfield Turner proclaimed that the study of strategy at the College would be through the use of historical case studies and said “We will not be concerned with history as chronology, but with its relevancy and application to today and tomorrow. We will start with Thucydides’ History of the Peloponnesian War.” For those currently taking or waiting to take the strategy course, Thucydides offers a superb introduction to the study of strategy. The course may be even more valuable for those who have completed one of the strategy courses and desire a capstone integrating all of their course themes, with a special focus on the relation of strategy, leadership, and ethics in war.

Thucydides wrote his account of the great war between Athens, leader of the Delian League, and Sparta, leader of the Peloponnesian League, as a “possession for all time.” It is meant to reveal the essence not merely of the Peloponnesian War, but of war as such. In that respect, his account of the Peloponnesian War is meant to be the greatest (most insightful, most moving, and most comprehensive) account of war ever written. It is a microcosm of all war, and as such, useful for understanding any war.

We will test Thucydides' claim to have written the perennially useful account of war against the text by examining such classic issues as the causes of war, land vs. sea power, limited and unlimited war, coalitions, intervention, peripheral operations, political, economic, and revolutionary warfare, escalation, war termination, civil-military relations, the match between strategy and policy, strategic and operational leadership, strategic communications and rhetoric, and the struggle for power among political leaders and parties in time of war. We shall pay special attention to Thucydides’ understanding of the strengths and weaknesses of Athenian democracy at war in order to see whether they have any bearing on the problems of strategic leadership in democracy at war in our own time. Thoughtful students of Thucydides have long recognized that his book is about much more than strategy and leadership, however. It is the beginning of Western political science, some even say, of Western political philosophy, so we will engage with these perennial issues too, especially as they pertain to justice and ethics in war, as they come up in our conversations.

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**EL 718            Pen and Sword**

**Tim Demy, Ph.D. and CDR Thomas Clarity**

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



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

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

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## **EL 719            Advanced Strategist Program**

**COL (ret) Dave Brown and Tim Hoyt, Ph.D.**

The Advanced Strategist Program is for students interested in formulating, developing, and executing strategy at various leadership levels in order to fill key billets in Navy, Joint, and high-level political staff. The curriculum, taught by specially selected professors across the NWC, includes interaction with nationally known academics and leaders and focuses on various topics intrinsic to strategy and grand strategy. ASP is the only NWC program that requires a Master's thesis; students choose a strategic topic and are guided by a principal academic adviser along with a military faculty member and ASP Director. COVID permitting, students may do an Economic Policy Trip to New York City and a Washington, D.C. Engagement Trip to interact with senior uniformed and civilian officials. ASP's 10-week summer capstone project includes a strategic planning practicum. USN students are selected for ASP prior to arrival at the NWC; sister service and interagency students may apply for the remaining slots. USN graduates earn the Naval Strategist Subspecialty Code (2300p); USAF officers earn Advanced Study Group credit; Army officers qualify for the 6z Army Strategist skill identifier; and Marines earn the 0505 Operational Planner MOS.

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## **EL 720            Unmanned Systems and Conflict in the 21<sup>st</sup> Century**

**Professor John Jackson and Professor Michael Sherlock**

**Course Description:** Technological advances in the areas of artificial intelligence (AI) and robotics 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 2008, there were over 5,300 unmanned aircraft systems in America's inventory, and the inventory of unmanned ground systems deployed to Iraq and Afghanistan exceeded 12,000. Sea-based unmanned/robotic systems are less fully developed, but research and development is well underway on systems to be deployed in the air, on the surface, and under-seas. Critical design considerations for the Littoral Combat Ship, for example, have been made to accommodate the use of a variety of unmanned vehicles. One further indicator of Navy interest in this subject is the Chief of Naval Operations' October 2008 tasker to Strategic Studies Group XXVIII to study all aspects of the integration of unmanned systems into Navy force structure. (tasker attached).

Many observers believe that the combination of super-computing technology and robotics engineering will drive changes within the military environment equal to the impact the invention of gunpowder had in the 16th/17th centuries and steam propulsion for ships had in the 19th century. 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, ethical and operational issues inherent in the employment of unmanned/robotic systems in the national security context.

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## **EL 727            Anthropology of War**

**Montgomery McFate, Ph.D.**

**Course Description:** This course considers three questions at the intersection of culture and warfare. First, what is the relationship between 'war' and 'culture'? John Keegan wrote in the History of Warfare that "war is always an expression of culture, often a determinant of cultural forms, and in some societies the culture itself." If war is indeed an expression of culture, how does this manifest in different societies at different times? We will consider the influence of cultural values, narratives, and memory on warfare. Second, what psycho-social processes occur when two 'culturally distant' societies go to war? War (along with trade, migration, exploration) is a form of 'culture contact,' in which different societies intersect in a physical and conceptual battlespace. We will consider various processes occurring in transcultural war: temporal, structural and spatial intersections of combatant narratives; normative

mismatch; vilification of the enemy; symmetry between belligerents; and the 'warrior ethos'. Third, how can we craft better strategy and/or operations in transcultural war? We will consider in particular the US strategy in Afghanistan and the issue of restraint in war.

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**EL 730                    Ethics of Technology: Warfare, Society, and Disruptive Technologies**

**Thomas Creely, Ph.D. and Tim Schultz, Ph.D.**

**Course Description:** 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. Robotics, nanotechnology, railguns, cyber, information, neurotechnology, drones, autonomous vehicles, ambient intelligence, 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 their short range – long-range consequence on their own and other societies. In what ways does technology challenge and possibly reconfigure our ethics? What additional challenges will exist as new technologies in the third offset strategy are developed rapidly outpacing our existing ethical frameworks? Is the human element too far removed from drone or autonomous warfare? Does technology generate greater freedom or does it constrict freedom of citizens, of leaders, or of states?

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

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**EL 732                    Sound Military Decision: U.S. Naval Operational Doctrine in History and in the Future Maritime Arena**

**Kohnen, D.**

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

The lecture halls and gaming floors of the Naval War College also served as the peacetime forum for joint service practitioners to synthesize seagoing operations with global maritime policy, American military strategy, and U.S. Naval tactical doctrine. By the 1930s, *Sound Military Decision* served as the key text that influenced the five-star thinkers to use naval forces for deterrent purposes and,

when required, secure decisive victory into the Second World War. Putting it simply after fifty years of service at sea and ashore at the dawn of the space age in the twentieth century, Fleet Admiral Ernest J. King made clear delineations between naval and military strategies in explaining the basic historical function of navies as, “waging peace.”

We may look forward to each class session as an opportunity to explore our collective understanding of the past with a contemporary purpose. In each session, we will first perform the task of examining what history *is* and for the purposes of recognizing the interrelationships of popular memory, myth, and theoretical assumptions about the future. We will then perform the task of using history for the applied purposes of understanding *why* people acted as they did in the past, *how* their actions inform our contemporary view of strategic issues, and *whether* we may apply our historical knowledge to the in meeting the inherent challenges of the *unwritten* future. Individual students may wish to discuss the future inevitable wars in China or Russia, future fights against *ideas* like “terror” or such *ideologies* as “communism,” and whatever Space Force might be working on. However, when one takes the humanistic approach to historical questions of strategy, we may perhaps recognize that its darned hard to target, track, and kill an *idea* or an *ideology*. By considering the ideas and debates among practitioners of the past, we will strive to inform our contemporary discussion about the future of American sea power. We will also recognize that all naval operations are strategic – whether in peace or war. We will reconsider the distinctions between *military* and *naval* (not navy) operational doctrines of the past. In examining all these historical areas of concern, you will be encouraged to consider what the late historian, Peter Paret, described as the “coercive intent and power of doctrinal orthodoxy – whether old or new.” In each session, we will also frame our discussions to consider what the late Sir Michael Howard argued in his ironically titled book, *The Lessons of History*, that “there are no ‘lessons’ in history.” In other works, he went on to suggest that “not knowing what happened makes it impossible to understand what is happening or anticipate what may come.” 3

Our classroom discussions and written paper assignments are **not** designed to produce formulaic conclusions or staff school solutions. Rather, students should challenge assertions made in the classroom or in assigned texts, share ideas from an informed perspective, and ultimately offer a fresh perspective on questions of command at sea, communications, information security, intelligence, organizational group dynamics, and the variables of technology. Our core texts are listed below, although other selected readings are also derived from the unique collections of the Naval War College archives. These will be provided digitally on our BlackBoard webpage.

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**EL 741                    Business Perspectives for Military Leaders (CNW Only)**

**Professor Richard F. Powers III**

**Course Description:** Throughout history, the U.S. economy has been at the foundation of America’s military power. The ability of our country to resource the military has been and will continue to be

directly related to the strength of the U.S. economy. Economic strength and national security are inexorably linked. In 2010, former Chairman of the Joint Chiefs of Staff Admiral Michael G. Mullen stated that the “most significant threat to our national security is our debt.” Therefore, a critical component and necessary framework for effective decision-making, policymaking and governance by military leaders is having a broad economic, business and financial perspective. This perspective is especially vital today in light of the governments massive deficit spending, the unprecedented growth of U.S. debt and the accelerating threats our country faces in the years ahead. Business Perspectives for Military Leaders (“Perspectives”) is being taught in the Fall of 2021 by a former Wall Street CEO with over forty-five years of senior management experience in the financial services industry. It will provide students with the opportunity to gain an understanding of what is transpiring in the economy and business world today and what will be unfolding tomorrow. Perspectives will progress along two parallel lines of study: current events making today’s headlines and future issues which will make tomorrow’s news. Perspectives will be conducted in a graduate seminar fashion. The first half of the class will be an open and free flowing conversation about current events in business. This conversation will be informed by the daily reading of the Wall Street Journal and the New York Times. Students will study, analyze, discuss and present the important business events of the week which are capturing the headlines. The second half of the class will focus on critical business issues which will shape tomorrow’s economic and business environment. Topics such as U.S budget deficits and debt, the 2008 mortgage meltdown, the growth of passive investing (ETF’s) and cryptocurrency (Bitcoin) will be discussed. Additionally, there will be business foundation classes which will provide students with a basic introduction to various core business disciplines including accounting (analyzing financial statements), crisis management and strategic planning. Utilizing the Harvard Business School Case Method, students will be immersed in real business world situations and be provided with the reality of managerial decision-making. The Case Method will also help students foster and refine their thinking and develop their own perspective and positions on some of the most important business and public policy issues facing our nation and the military. Several classes will feature a guest speaker who has been highly successful and accomplished in the private sector and is a recognized industry leader in the topic the class will be discussing that particular day. These classes will provide the students with the unique opportunity to discuss leadership and management in an open forum with business leaders and executives, including former CEOs. Additionally, on a purely optional basis, students can choose to participate in the weekly “Hours with Powers” informal lunch sessions that precede each class. Discussions are not related to class topics presented in the course syllabus but often include conversations on investing, leadership and management depending on the interests of the students.

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**EL 744            Yankees and Rebels at Sea: The Maritime Battlefields of the American Civil War, 1861-65**

**Instructors: Dr. Dave Kohnen and Prof. Steve Kornatz**

**Course Description:** 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.

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**EL 752            Monuments for the 21<sup>st</sup> Century: Cultural Heritage Protection, Exploitation and Contemporary Conflict**

**Christopher Jasparro PhD & Blake Ruehrwein**

**Course Description:** Events such as the looting of the Baghdad Museum in 2003, Islamic State (IS) destruction of antiquities in Iraq and Syria, and the release of the movie Monuments Men have brought attention to the destruction of cultural heritage in war and the role of Cultural Property Protection (CPP) or Cultural Heritage Protection (CHP) aka “monuments work” in conflict. However, while the targeting and control of cultural elements have become increasingly important in warfare, the ability to protect cultural heritage and leverage to counter adversaries has lagged and remains a niche and narrowly focused capability. This elective is designed to help students understand why cultural heritage is targeted and to expose students to the role of cultural heritage (particularly archaeological resources and approaches) in contemporary conflict and to foster awareness and thinking about how to protect and leverage it in the pursuit of strategic and military objectives. Among the topics considered will be military archaeology, antiquities looting and trafficking, maritime cultural property issues, and cultural heritage destruction and protection in contemporary conflicts in the Middle East, Africa, and Southeast Asia.

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**EL 760            Russian Maritime Warfighting**

**Patrick Kulakowski, CAPT**

**Course Description:** The elective will focus on 1.) Comprehending Russian operational, strategic, and political decision making in the maritime domain, 2.) Conducting vignette-style war games at the operational level of war in order to develop and explore appropriate responses.

**EL 760A (Fall):** In the first trimester of study, students will participate in a graduate seminar-style course of study, reading relevant U.S. and Russian publications and discussing them in a faculty-led group setting in order to develop essential knowledge of Russian policy, strategy, operations, and capabilities. Students will also become familiar with war game techniques and tools that will be utilized in EL 760B and 760C.

**EL 760B and 760C (Winter and Spring):** In the second two trimesters of study, students will apply this knowledge by playing Red and Blue in a series of iterative, vignette-style war games. The goal is to both educate students on Russian war fighting issues and to broadly explore possible options available to both sides in the real world. Vignette games will be iterative, and students will build on experiences with each iteration. In this way, they will not only develop deeper knowledge of Red operations, capabilities, and potential options, but they will also develop deeper knowledge of possible Blue responses to Red aggression. Finally, students will draft research papers aimed at extrapolating analysis from the vignettes, or they will write research papers that develop new and/or improved gaming tools based on the experience of the game. War game results will also be communicated to the appropriate real-world personnel in the U.S. Navy and Department of Defense.

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**EL 761            History and Security: East Asia**

**Kristin Mulready-Stone, Ph.D.**

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

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**EL 764            Genocide, Fascism and Mass Killings in the Modern Era**

**Professor Hayat Alvi National Security Affairs Department, US Naval War College**

**Course Description:** 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.

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**EL 766A      Sea Power and the Arctic Ocean Region: Ensuring Access and Promoting Security**

**Walter Berbrick, Ph.D. and RADM Lars Saunes**

**Course Description:**

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.

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**EL 770A      War at Sea in The Age of Sail**

**Evan Wilson, Ph.D.**

**Course Description:** 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 illuminate the human condition.

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## **EL 770C          Sea Power in The Age of Steam, 1815 – Present**

**Ryan Wadle, Ph.D.**

**Course Description:** This course will examine the roots of sea power theory and the peacetime and wartime development of sea power roles, missions, leaders, and capabilities since 1815. Sea power has a long history and traditionally allows nation-states to project power beyond their borders, often granting them increased wealth through the development of imperial possessions and also conferring strategic advantages over their enemies in times of war. In particular, this course will cover the *Pax Britannica* period of 1815-1914 and the *Pax Americana* since 1945 that resulted from British and American maritime dominance and strongly emphasize the development of these navies and their various competitors. The course material is accessible for students with no background in naval history, but should also challenge students of sea power.

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## **EL 775          Climate Change and National Security**

**CDR Andrea Cameron, Ph.D.**

**Course Description:** This course illustrates how non-traditional climate and human security issues are part of the current and future security landscape. Long-assumed as a constant variable, climate has emerged as an independent factor which changes the overall security environment. As the Arctic and Antarctic ecosystem is tied to the rest of the planet, changes in these geographic regions affect human security issues globally. Climate and the corresponding human security topics often function as the root causes and complicating factors of conflict.

This course first introduces a student to the basics of climate change and human security and their relationship to the Arctic/Antarctic. Human security is described using the three primary components of include human rights, economic development, and security. After providing of framework for climate and human security, students explore specific human security topics to include: economic insecurity/poverty, food and water insecurity, health insecurity, environmental insecurity and sea level rise, migration, and humanitarian response. Students will define the topic and its historical development, understand the international governance and actors, and relate current events. Caselets from geographic regions highlight course concepts. Each student has an opportunity to explore a topic of their choice within this field as their principle deliverable.

Course has a current events focus. Practical, policy focused. 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.

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## **EL 775B          Climate Security Around the World**

**CDR Andrea Cameron, Ph.D.**

**Course Description:** Climate security affects the United States, our allies and partners as well as our adversaries. The current and future security of countries and peoples around the world is affected by trends in the local, regional, and global climate changes. This course explores how the different regions of the world will be affected by climate change.

This course introduces students to the basics of climate change and how climate security is interpreted through the lens of U.S. national security. The first part provides a basic understanding of climate change and how the Arctic, Antarctic, and four oceans play a significant role. This section also introduces the students to a basic framework for assessing the climate threat. The second part of the course divides the world into geographic/regional areas to evaluate the unique characteristics of how the changing climate affects each region. Students will examine the region through a climate security lens, understand the international governance and actors, relate current events, and discuss US foreign policy. The course has a current events focus that is practical, policy focused, and solution oriented.

Climate and environmental 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 case study of their choice within this field as their principle deliverable.

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## **EL 779          Science Fiction: Ideations and Explorations for Modern Leaders**

**Timothy Schultz, Ph.D.**

**Course Description:**

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 six hours of concentration outside of each seminar on an array

of material, including books and short stories by: Arthur C. Clarke, Mary Shelley, Isaac Asimov, P.W. Singer and August Cole, Ursula K. Le Guin, Frank Herbert, Michael Crichton, Max Brooks, Edgar Allan Poe, Joe Haldeman, and Liu Cixin (translated by Ken Liu). Students will also read articles by Alan Turing, Gary Kasparov, William Gibson, Donna Haraway, and other thought leaders. Although we will focus mainly on books and short stories from the sci-fi pantheon, we'll also examine television episodes of Battlestar Galactica (2003) and Star Trek (1967). Several lessons include scholarly articles that dissect various aspects of the genre and its relevance to modern leaders.

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**EL 780            AI for Strategic Leaders – Unpacking the Black Box (U.S. Students Only)**

**Professor John Hanus and CAPT Michael O'Hara, Ph.D.**

**Course Description:** This is a project-based course which prioritizes seminar time for collaboration between student teams and external partners in industry, academia, operational units, and federally funded research and development centers. Students will identify an operational problem and design a proposal for AI-based solution in accordance with expectations and protocols of Defense authorities such as the Defense Innovation Unit and the Rapid Reaction Technology Office (DASD EC&P). The Chief of Naval Operations has prioritized the “integrat[ion] of decision science into leadership development [...] to improve our understanding of human judgment and, through that understanding, improve decision-making and leadership” (FRAGO 01/2019). This course responds to this call and provides a team-based environment to learn fundamental concepts of data science and how they apply in operational contexts. The course will explore the strengths, weaknesses, opportunities of, and threats to systems employing Artificial Intelligence in its application to contemporary operational challenges. Seminars will meet once weekly in person (as permitted) or on Zoom. Course files and discussion boards are available on Microsoft Teams.

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**EL 781            Film, War, And Society in America**

**J. Ross Dancy, Ph.D.**

**Course Description:** ‘The Greatest Generation’ lived, fought and worked through the most defining event of the 20th century, the Second World War. They fought across Europe and the Pacific, they fought at home in factories and on farms to ‘save the world from two of the most powerful military machines ever assembled, instruments of conquest in the hands of fascist maniacs.’ Through what can be viewed as the greatest collective effort in history, they prevailed and returned to define much of the world of today. Americans especially have come to see the Greatest Generation as an irreproachable standard.

Over the past 80 years a large number of American films depicting the Second World War have been produced. The stories they told changed over time from dramatized documentaries at one end to fictitious characters on fabricated missions in alternate histories on the other. These films are a reflection of the time in which they were made as much as they are echoes of the very real events of the Second World War. Films have not only shaped our view of the most destructive conflict in history, they have also shaped our view of the Greatest Generation. During this course we will examine these films in comparison to history in order to see how they shaped our current perception of the most destructive conflict in human history, as well as the men and women who fought fascism on a global scale and formed our modern world.

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## **EL 782      Rising Titan or Fallen Star: Domestic and Foreign Politics in Turkey**

**Kadercan, C.**

**Course Description:** This course is a rigorous introduction to the history and politics of modern Turkey. It offers a comprehensive account of the ways in which Turkey evolved in social, political, and military spheres from its early years in 1920s, with an emphasis on the last decade. In addition, the course will examine Turkey's relationship with its immediate neighbors such as Iraq, Iran, Syria, and Greece, as well as its posture toward the European Union, Russia, China, and especially the United States.

In fact, Turkey has been attracting far more attention and interest in the past decade than it had in the past. This is hardly surprising. Long heralded as a close U.S. ally and a staunch NATO member, Turkey, under the leadership of President Recep Tayyip Erdogan, has been increasingly making the headlines in the Western world, invoking numerous questions: Is Turkey turning away from the West, perhaps toward Russia and China, and if so, why? How can we explain Turkey's posture in Syria and Libya? Is a war between Turkey and Greece a possibility now, when compared with the past? Can, or should, Turkey become a member of the European Union, a supranational entity that has been negotiating with Ankara over the issue for almost half a century? What drives the recent transformation in Turkish domestic and foreign politics? Is it President Erdogan's personality, a penchant for reviving the Ottoman Empire, Islamist ideology, or the rise of ultranationalism? What will the future of Turkish-American relations look like? Will the 70-year-old alliance survive the recent crises, or will Turkey emerge as a threat to the U.S. interests in the Middle East, the Black Sea, and the Mediterranean?

These are only some of the questions we will be dealing with in our lessons. The dynamics of the discussions will also be shaped by the interests of the students. Put differently, the students who are taking this course will not be merely guided by the existing course material; they can also actively guide the discussion by posing their own discussion questions. In addition, we will be covering some relatively less-known dynamics associated with Turkey. For example, while not required, the instructor will speak to, as well as recommend, numerous popular culture products such as Turkish movies and TV series, which not only are taking over the globe (Turkey has become the second biggest exporter of TV series in the world, trailing the United States), but can also reveal invaluable insights about the culture, society, and politics of Turkey.

Overall, this course seeks to equip students with new perspectives on the history, culture, and politics of Turkey. Doing so, it will stay away from a tendency that dominates popular commentaries on Turkey: snapshot analysis, that is, trying to interpret recent developments concerning Turkey without taking the historical and social “context” into serious consideration. The course will begin with a brief introduction of the Ottoman Empire, and will examine the evolution of Turkey from 1920s onward. In this sense, the main benefit of the course will be on helping students to appreciate the “context” of Turkish politics.

The course operates in true graduate seminar fashion. It emphasizes a free-flowing conversation informed by the weekly readings. In some weeks, the professor may offer a brief and informal presentation to set the stage for a more detailed discussion. The students will also have the option of sharing their own discussion questions before the lesson with their classmates and the professor.

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## **EL 786            Space and National Power**

**David Burbach, Ph.D.**

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

The first part of the course will address, through history and theory, how major powers have made use of space for military purposes – including how space may or may not be “different” as a domain of warfare -- and to pursue economic, diplomatic, and “soft power” objectives. The next lessons will consider how Russia, China, and other nations understand and use space today, with particular attention to military challenges they pose but also to how space activities serve larger national ends for them. The opportunities and challenges posed by the rapidly growing role of the private sector in space launch and applications like communications and surveillance will also be addressed. The final block of sessions will look to the future, considering overall U.S. space policy and the role of space in our military strategy, the politics and organizational issues around the establishment of US Space Force, as well as long-term prospects like the defense of Earth from asteroid impacts and the possibility of industrialization and colonization of outer space.

As noted, this course will address the political-strategic aspects of how nations make use of space. No technical background is required. Likewise, the course will not focus on operational planning or space doctrine, though up-to-date technical and doctrinal references (at the unclassified level) will be provided for students who wish to pursue them. While readings emphasize U.S. cases, NWC students from all countries are welcome.

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## **EL 787            The Taiwan Question: Cross-Strait History, US Policy, and the Future**

**Brian Chao, Ph.D.**

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

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

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## **EL 789            Foundations and Introduction to Logistics in the National Defense**

**Professor Jamie Gannon**

**Course Description:** Joint Logistics involves many of the essential ways and means for designing and executing effective military operations. Logistics has been called an arbiter of strategic opportunity, and is a critical element contributing to military success. One can't win a war with logistics, but one can lose a war without it. Colin Gray argues "logistics is, inter alia, what enables armies to function a armies" and "that which is logistically infeasible is strategically infeasible." Concepts for sustainment and logistics must be designed into strategies, campaigns, and operations to accomplish military objectives. Since WWII, the U.S. military has become much more dependent on the private sector and global supply chains to support military operations. There are significant opportunities and risks associated with the way the armed forces plan and execute operations in today's strategic environment.

A joint logistics elective should be offered here at the Naval War College to further explore additional detail regarding the critical capabilities, critical requirements and vulnerabilities associated with employing joint forces. Logistics and sustainment functions span strategic, operational, and tactical warfare, and are critical in joint planning and execution of all military operations.

At one time, the Naval War College defined war as involving strategy and tactics; all other subjects in between these levels were defined as logistics. Most of what defines joint operations at the operational, theater or above involves a deep appreciation of the realm of logistics. In the military today, there is a tendency to take logistics for granted, and relegate the subject to logisticians and industry. Worse, false

tradeoffs in force structure decisions often involve cutting what is viewed as “overhead,” or capability that can be supposedly be “surged” on short notice from commercial industry. There are risks in making planning assumptions regarding what can or can’t be done across time, space and force without sufficient logistics capacity.

This course is not necessarily aimed at logisticians, but rather for those who want to fully understand more about a critical joint function that permeates every aspect of military operations, and one that is essential for accomplishing objectives at the strategic, operational and tactical levels.

At its core, logistics and sustainment include ways and means that provide the commander with critical capabilities and critical requirements necessary to achieve objectives at each level of war. Logistics must be conceived in force design, and concepts for supporting military operations must start at the strategic level. If logistics/sustainment is not planned or designed at the strategic level, operations cannot be successful at the operational or tactical levels. Ultimately, properly designed logistics provides the commander with several critical capabilities: readiness of the force, responsiveness to operational requirements, global and operational reach, freedom of action, and the endurance to prevent culmination or unplanned operational pauses. In today’s environment where threats are trans-regional, all-domain, and multifunctional, joint commanders and their planners must clearly appreciate the logistics implications and apply creative approaches to solving complex problems.

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## **EL 791\*\*\*      Space Missions, Operations & Strategy**

**Professor Dave Swanson and Professor Jens Berdahl**

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

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

The purpose of this course is for students to think analytically about how Space affects national security and military operations. Integral to the course is the examination of a wide range of roles, missions and the command and control of Space capabilities. Mission areas to be studied include communications, surveillance and information operations, global navigation satellites systems, Space domain awareness, satellite command and control, and Space control. The course addresses challenges to the U.S. posed by peer competitors. Emphasis is on building knowledge of critical Space services essential to Joint operations.

**Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years.**

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**EL 792            Moral and Ethical Failure**

**Pauline Shanks-Kaurin, Ph.D.**

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

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**EL 793            Empires in Competition: Britain & France**

**Joshua Meeks, Ph.D. and Andrew Zwilling, Ph.D.**

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

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**EL 796            Russia and Issues in Euro-Atlantic Security**

**Professors Nikolas K. Gvosdev and Derek S. Reveron**

**Course Description:** 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.

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## **EL 797            Psychological Concepts for Military Leaders**

**Leigh Ann Perry, Ph.D.**

### **Course Description:**

Psychology and Behavioral Science impacts issues of war and peace at all levels from the group level, like the psychology of genocide, to the individual level of psychological health with issues like post-traumatic stress, originally called “Shellshock,” or even suicide. These psychological issues are interdisciplinary and contain inputs from psychology, philosophy, other social and behavioral sciences, and even evolutionary biology. The “psychology of” covers areas like leadership, violence/combat, terrorism, extremism, insurgency, propaganda, espionage, use of drones, resiliency and mindfulness, mental health, cybercrimes, and ethics. This course analyzes a sample variety of these topics and address the questions of why men and women fight, what factors influence civilian support for governmental aggression (e.g., propaganda), and what cognitive and social psychological underpinnings influence bad actors and bad actor groups (e.g., terrorists, extremists, cyber criminals).

This course also addresses issues of the psychological health of the warfighter and the factors that lead to either increased resiliency and growth, or psychological degradation resulting from military conflict. The course explores individual factors that can either hinder or facilitate emotional, psychological growth before, during and after military conflict. It reviews, analyzes, and evaluates a range of psychological responses to combat, from “normal” reactions to variations of stress reactions.

The crux of this course is grounded in psychology, the cognitive and behavioral underpinnings affecting military conflict, psychological health as it relates to the military, and the motivations and factors that give rise to government sanctioned violence. The instructor has worked for the FBI’s Behavioral Analysis Unit, the Naval Criminal Investigative Service (NCIS), and Facebook’s Global Security Intelligence and Investigations Team researching and analyzing behaviors related to violence, terrorism, and extremism for the past 15 years and holds a Doctor of Philosophy degree in Clinical and Community Psychology.

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## **EL 798            Women, Peace, and Security**

**Stokes, J.**

**Course Description:** Joint Logistics involves many of the essential ways and means for designing and executing effective military operations. Logistics has been called an arbiter of strategic opportunity, and is a critical element contributing to military success. One can’t win a war with logistics, but one can lose a war without it. Colin Gray argues “logistics is, inter alia, what enables armies to function as armies...that which is logistically infeasible is strategically infeasible.” Concepts for sustainment and

logistics must be designed into strategies, campaigns, and operations to accomplish military objectives. Since WWII, the U.S. military has become much more dependent on the private sector and global supply chains to support military operations. There are significant opportunities and risks associated with the way the armed forces plan and execute operations in today's strategic environment.

At its core, logistics and sustainment include ways and means that provide the commander with critical capabilities and critical requirements necessary to achieve objectives at each level of war. Logistics must be conceived in force design, and concepts for supporting military operations must start at the strategic level. Ultimately, properly designed logistics provides the commander with several critical capabilities: readiness of the force, responsiveness to operational requirements, global and operational reach, freedom of action, and the endurance to prevent culmination or unplanned operational pauses. In today's environment where threats are trans-regional, all-domain, and multifunctional, joint commanders and their planners must clearly appreciate the logistics implications and apply creative approaches to solving complex problems.

This course explores the evolution of defense logistics, based on industrialization and campaigns in WWII through the present. We will examine themes that drive strategy and operational decision making, such as defense planning priorities, capacity, mobility, risk, opportunities, organizations, and emerging trends with the industrial base and commercial supply chains. The course is not necessarily aimed at logisticians, but rather for those who want to fully understand more about a critical joint function that permeates every aspect of military operations, and one that is essential for accomplishing objectives at the strategic, operational and tactical levels.

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## **EL 799          Modern Strategies**

**George Satterfield, Ph.D.**

**Course Description:** 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.

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## **EL 800            Law and Geopolitics in the East Asia Region**

**Dr. Peter Dutton**

**Course Description:** 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.

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## **EL 801            Secrets, Spies, and Spymasters: Intelligence and the DoD**

**Makuch, G**

**Course Description: (UNDER CONSTRUCTION)**

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**EL 802**            **America's China Game since 1949: The Past and Future of U.S. China Relations**

Smith, P

**Course Description: (UNDER CONSTRUCTION)**

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**EL 803**            **Irregular Warfare and Strategic Competition in the 21<sup>st</sup> Century**

Smith, P

**Course Description: (UNDER CONSTRUCTION)**

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**EL 804**            **The Iraq War: Causes, Courses, and Consequences**

Stieb, J

**Course Description: (UNDER CONSTRUCTION)**

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**EL 805**            **Factor Force: Naval Force Design, Innovation, and Competitive Advantage**

Sass, T.

**Course Description: (UNDER CONSTRUCTION)**

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**EL 806**            **Russian Foreign Policy or Energy Politics**

Holland, E.

**Course Description: (UNDER CONSTRUCTION)**

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**EL 808**            **Soldiers of Fortune to Modern Mercenaries: The Evolution of the Private Military Industry**

Faulkner, C.

**Course Description: (UNDER CONSTRUCTION)**

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**EL 809            Leaders of Rome**

**Pavkovic, M. & Stone, R.**

**Course Description: (UNDER CONSTRUCTION)**

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**EL 810            Technology & Military Innovation**

**Frank Smith III**

**Course Description:** 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.

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**EEMT            Ethics and Emerging Military Technology**

**Director-Tom Creely, Ph.D.**

**Program Description:**

The Naval War College's Certificate in Ethics and Emerging Military Technology (EEMT) deepens expertise in the ethical complexities imposed by new technology. In a specialized version of the Electives Program, EEMT students gain priority enrollment in relevant courses and complete an additional course plus a faculty-mentored original research paper. They earn four additional graduate credits and recognition as Certificate recipients in studies highly relevant to the Navy and Nation. This program is voluntary and goes beyond the M.A. degree. Selection is limited to a small number of highly-motivated students and determined on a case-by-case basis.

### **Learning Objectives**

- Examine the ethical and military relevance of emerging technologies such as artificial intelligence, genetic manipulation, neuro-enhancements, cyber, quantum computing, nano-engineering, robotics, autonomous systems (air, surface, and maritime), etc.
- Apply ethical reasoning to the challenges and consequences of rapid technological change in the modern security environment.
- Formulate an original perspective on a chosen topic concerning current or potential technologies and their ethical implications for the profession of arms.

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### **GCMH            Graduate Certificate in Maritime History**

**Evan Wilson, Ph.D. and J. Ross Dancy, Ph.D.**

**Program Description:** The Graduate Certificate in Maritime History is a specialized track for students who are looking to deepen their expertise in maritime history and naval warfare. During the academic year, students will develop and produce a professional, publishable quality paper on maritime history. Paper topics and research will draw from unique resources of the Naval Historical Collections under scholarly supervision of the Hattendorf Historical Center (HHC) and affiliated historians at the U.S. Naval War College (NWC).

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