

VIRTUAL WINTER ELECTIVES FAIR

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

WINTER 2023-24 TRIMESTER

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

MEET THE PROFS ONLINE

Tuesday ~ November 7th

Available between 14:00 ~ 15:30

**Zoom link emailed 1st week of November
Verify your zoom is current for breakout rooms**

❄️❄️ **SEE BREAKOUT ROOM NUMBERS ON COURSE LIST** ❄️❄️

WINTER 2023-24

COURSE #	AOS	COURSE TITLE	PROFESSORS	Satisfies Certificate Requirement	BREAKOUT ROOMS
562B	4	Understanding Russia, Ukraine, & the Former Soviet Union	Krol, G. (A)		1
576	2	World War II in the Pacific	Oard, R. & O'Brien, T.	GCMH	2
577	4	Churchill: Statesman and War Leader	Maurer, J.		3
592B	13	Foundations of Moral Obligation, Contemporary Applications	Shanks Kaurin, P.	EEMT	4
594	13	Ethics in the Military: A Multi Disciplinary Approach	Creely, T. & Tramazzo, J.	EEMT	5
605	10	Science, Technology, and Strategy	Schultz, T. & Dennis, M.	EEMT	6
641	5	Wars of African Independence	Norton, R.		7
649B	13	Cognitive Readiness for Advanced Leader Effectiveness: Thinking and Leading in Unpredictability SLDC Students Only	Johnson, O. & Smith, S.	SLDC	8
681	11	Information Warfare (TS/SCI)	Griffin, M. & Kelley, S.		9
688	10	Ideologies of War	Eubanks, K.		10
704	10	Civil-Military Relations: U.S.	Blankshain, J. & Milonopoulos, T.		11
707	9	International Maritime Security Law	Pedrozo, P. & Larson, A.		12
716	10	The Age of Grant and Leadership	Logel, J.S.		13
717	10,13	Strategy, Leadership, and Ethics in Thucydides' Peloponnesian War	Pavkovic, M., Hammond, J. & Stone, R.		14
732	10	Sound Military Decision: U.S. Naval Operational Doctrine in History and in the Future Maritime Arena	Kohnen, D.	GCMH	15
770C	10	Seapower in the Age of Steam, 1815-Present	Wadle, R.	GCMH	16
775B	10	Climate Security Around the World	Cameron, A.		17
780	10	AI for Strategic Leaders - Unpacking the Black Box (Open to U.S. students only)	O'Hara, M. & Hanus, J.	EEMT	18
782	1	Rising Titan or Fallen Star: Domestic and Foreign Politics in Turkey	Kadercan, C.		19
789	8	Introduction to Logistics in National Security	Gannon, J.		20
798	10	Women, Peace, and Security (NEW)	Stokes, J.		21
801	10	Secrets, Spies, and Spymasters: Intelligence and the DoD (NEW) (Secret)	Makuch, G.		22
802	2	America's China Game since 1949: The Past and Future of U.S. China Relations (NEW)	Smith, P.		23
803	12	Irregular Warfare and Strategic Competition in the 21st Century (NEW)	Mooney, M.		24
804	1	The Iraq War: Causes, Courses, and Consequences (NEW)	Stieb, J.		25

562B ~ UNDERSTANDING RUSSIA, UKRAINE, & THE OTHER STATES OF THE FORMER SOVIET UNION



Although the Union of Soviet Socialist Republics (USSR) ceased to exist over 30 years ago, its legacy lives on in the mindsets, societies, politics, conflicts, institutions, cultures, and economies of the 15 states that unexpectedly emerged out of the Soviet Union's collapse. This elective will focus on the history and post-Cold War developments in the states of the former Soviet Union: the Russian Federation, Ukraine, Belarus, Moldova, Armenia, Azerbaijan, Georgia, Kazakhstan, the Kyrgyz Republic, Tajikistan, Turkmenistan, Uzbekistan, Estonia, Latvia, and Lithuania. The course will analyze how the societies, institutions, politics, economies, and policies of these countries are evolving from their pre-Soviet and Soviet past and the effect this evolution is having not only on their internal development, but also on their bilateral, regional, and transnational relationships in the political, security, economic, diplomatic and social/cultural spheres. The elective will also discuss how the attitudes and policies of the United States and China toward these countries.



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 Union, 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 on other diplomatic assignments in Russia, the Baltic republics, and Ukraine and as Special Assistant to the State Department's former Ambassador-at-Large for the Newly Independent States. Throughout this course, I will draw on my personal experiences interacting directly with many leaders of former Soviet countries, including Russian President Vladimir Putin, as well as with the key U.S. officials responsible for U.S. policy toward the former Soviet republics 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 the virtual participation of expert guest speakers, many from subject countries, as circumstances may permit.

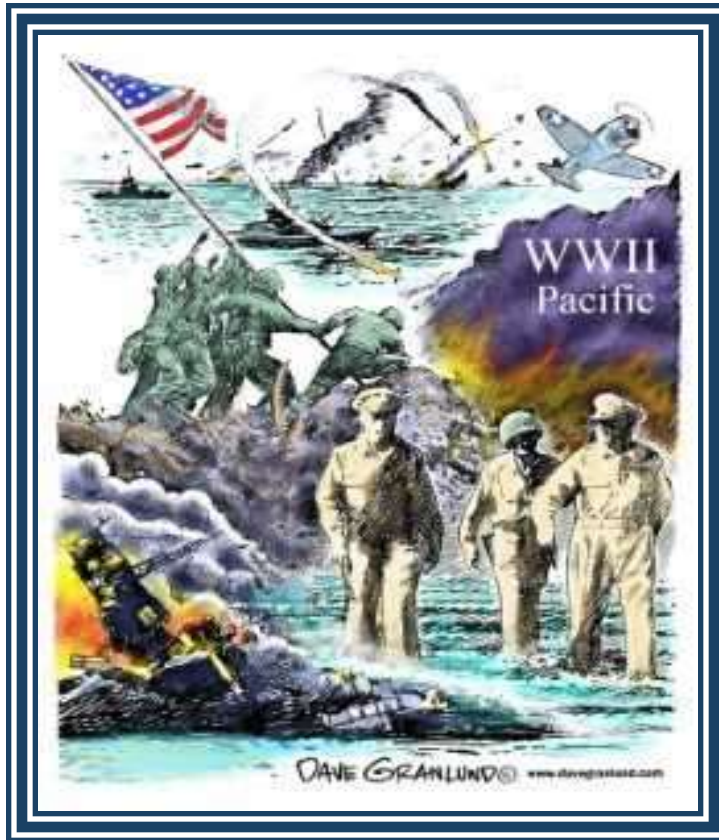
PROFESSOR GEORGE A. KROL

Ambassador of the United States of America, retired

Adjunct Professor – USNWC

george.krol56@gmail.com

576 ~ WORLD WAR II IN THE PACIFIC



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 with those who have an avid interest in the multifaceted personalities, strategies, operational considerations, battles, and ideologies 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 two "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.

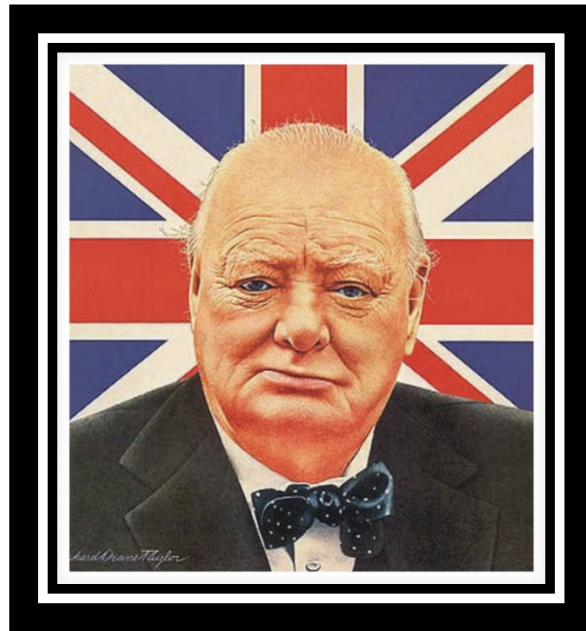
PROF RON OARD

Office: Hewitt 237 ~ oardr@usnwc.edu

CDR TIM O'BRIEN, USN

Office: Hewitt 325 ~ timothy.d.obrien@usnwc.edu

577 ~ WINSTON CHURCHILL STATESMAN & WAR LEADER



The story of Churchill's life is that of a leader guiding the fortunes of a superpower in decline. In 1874, the year of Churchill's birth, Britain stood as a world leader in manufacturing, technology, international finance and trade, and naval power. Britain was the engine of globalization during the nineteenth century. By 1965, the year of Churchill's death, Britain's lead in these areas had vanished, and it no longer governed a global empire. This course, in an attempt to assess Churchill as a strategist, will examine the driving forces—changes in domestic politics, economy, society, technology, the international strategic environment, and military capabilities—that undermined Britain's standing as a world power during the first half of the twentieth century. Did Churchill's policy and strategy choices accelerate Britain's decline? Alternatively, would Britain have emerged in a stronger international position if it had followed Churchill's policies and strategies? In what way could Churchill's strategic prescriptions have worked to arrest Britain's decline on the world stage

The study of Churchill as a strategist and Britain's experience in the era of the two world wars also raises some important questions about the value of historical inquiry for today's policymaker. Can we derive any meaningful lessons from this earlier time that offer guidance for understanding the strategic problems currently facing the United States? If so, how can we apply what we have learned from studying Churchill's life and times to our own day? In examining these questions, this course will explore parallels between Britain's strategic predicament in Churchill's lifetime and the driving forces shaping today's world, along with the security challenges that confront the United States at the beginning of the twenty-first century.

DR. JOHN H. MAURER

Alfred Thayer Mahan Distinguished Professor of Sea Power and Grand Strategy

Office: Hewitt 335

maurerj@usnwc.edu

592B ~ FOUNDATIONS OF MORAL OBLIGATION



CONTEMPORARY APPLICATIONS



Admiral Stockdale developed an earlier 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 (now taught in different sections by different faculty members) 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, technology (broadly understood) and the nature of violence in the context of war, foreign policy and society more generally, 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.

All of us will read carefully in advance and come to class prepared to engage in close discussion of the issues raised by the text. Our role as faculty is to function as facilitators, asking questions and helping guide the discussion, but this is your space and time.

DR. PAULINE SHANKS KAURIN

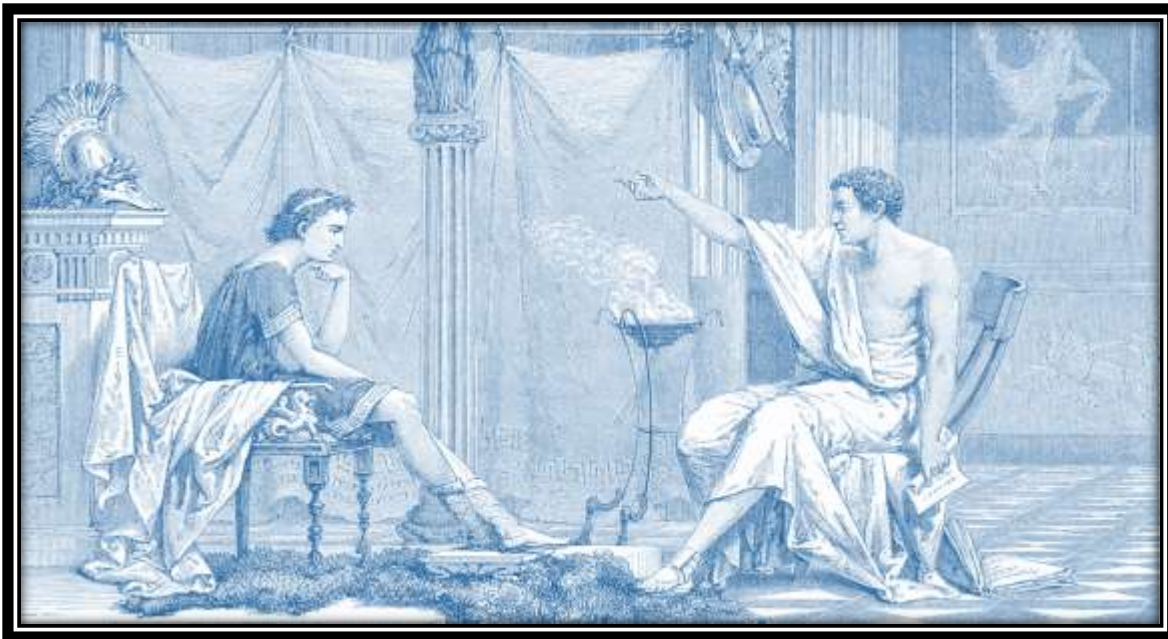
Stockdale Chair in Professional Military Ethics ~ College of Leadership and Ethics

Office: Pringle Hall ~ Room 242

pauline.shankskaurin@usnwc.edu

594 ~ ETHICS IN THE MILITARY

A MULTI DISCIPLINARY APPROACH



Free speech and reflective thought are essential to the examination of complex ethical challenges we face in life. Academic freedom and Chatham House Rules are crucial in Ethics in the Military: A Multidisciplinary Approach. There is no room for censure, cancel, or retaliation in the ethical debate. We will discuss controversial issues. With Chatham House Rules, what is said in seminars stays in seminars. Any concepts expressed outside of the course must be without attribution unless the individual who speaks gives permission.

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 multi-disciplinary 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 to think and engage at higher levels of responsibility.

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. What is the nature of power? How do we leverage and protect our power? What is the cost-benefit of courageous leadership? How do I navigate moral dilemmas? How do we promote peace and security? Is technology value laden? Case studies, film, literature, webcasts, 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.

PROFESSOR THOMAS CREELY, Ph.D.

Office: Luce – 223

thomas.creely@usnwc.edu

MAJ JOHN TRAMAZZO, USA ~ JUDGE ADVOCATE GENERAL CORPS

Office: Luce – B23

john.tramazzo@usnwc.edu

605 ~ SCIENCE, TECHNOLOGY, & STRATEGY



This course seeks to equip students with new perspectives on the relationship between strategic aspirations and technical and scientific knowledge. It tackles fundamental questions vital to strategists, such as: How do a society's perspectives on science shape its strategic priorities? What role does technology play in the development and transformation of strategic thought? Are certain scientific discoveries, technologies, and strategies inevitable, or are they governed by less predictable factors such as culture, politics, geography, economics, personalities, and chance? You should emerge from this course with a much greater—and more useful—understanding of such questions.

Some argue technology is no more than strategy's handmaiden; others contend technology transforms strategic thought by inventing new forms of action (and destruction). This course rejects both extremes, arguing different ways of thinking about technology and science are required to understand the dynamics inherent in organizational and state power. We will test and apply these ways of thinking from historical and contemporary viewpoints. The goal: a better understanding of ourselves, our adversaries, the ability to innovate, and our long-term strategic solvency.

The course operates in true graduate seminar fashion. It emphasizes a free-flowing conversation informed by the weekly readings. The professors may use the first hour or so of each seminar for an informal presentation and will facilitate the broader discussion. Thus, it is imperative students read and contemplate the material in order to engage the professors and each other. The course material ranges widely, and there is a recurrent focus on emerging technology. You'll start with Arthur C. Clarke's classic sci-fi short story on technological hubris and, along the way, grapple with ideas underlying various topics such as chemical warfare, the convergence of technology and ideology (such as in Nazi Germany), the development of nuclear strategy, the impact of artificial intelligence, and various fetishes and phobias of today's hi-tech strategic environment.

COME JOIN US!

DR. MICHAEL DENNIS

michael.dennis@usnwc.edu

Office: Hewitt 342

DR. TIM SCHULTZ

timothy.schultz@usnwc.edu

Office: Hewitt 222

641 ~ WARS OF AFRICAN INDEPENDENCE



1881-1991

WELCOME TO ELECTIVE 641!

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

STUDENT LEARNING OUTCOMES

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

STUDENT REQUIREMENTS

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

DR. RICK NORTON

Office: C-321A

NSA Professor

nortonr@usnwc.edu

649B ~ COGNITIVE READINESS FOR ADVANCED LEADER EFFECTIVENESS THINKING & LEADING IN UNPREDICTABILITY

649B for SLDC students only

PURPOSE

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.

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

For many, this will be an uncomfortable developmental process.

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

PROCESSES

This course will engage experiential learning, utilize the Harvard Case Method, and draw upon leader development interventions utilized in the U.S. Navy's flag officer and senior executive courses. Grounded in teaching, learning, and developmental science, this highly interactive experience recognizes, disrupts, and leverages diverse thinking, processing, and personality preferences.

OVERARCHING FRAMEWORK

- This course is about **discovery** rather than solutions.
- This course strives to develop **insight** versus knowledge.
- This course seeks to advance **cognitive capabilities** beyond technical capabilities.
- This course may at times **frustrate** more than it will excite.
- This course focuses expressly on **you, your learning, and your leadership.**

LEARNING AND LEADER DEVELOPMENT OUTCOMES

1. Illuminate cognitively reflexive thinking and problem-solving defaults while advancing thinking orientations
2. Explore and recognize value assumptions and biases in order to expand thinking and decision-making considerations
3. Enhance self- and other-awareness to enable broadened perspectives and leader effectiveness
4. Increase comfort level with being uncomfortable to expand cognitive capacities in disruptive contexts

Olenda E. Johnson, Ph.D.

College of Leadership & Ethics (CLE)
olenda.johnson@usnwc.edu

CAPT Scott Smith, USN(Ret)

College of Leadership & Ethics (CLE)
scott.m.smith@usnwc.edu

681 ~ INFORMATION WARFARE



This course examines the importance of the information environment (IE) and its three dimensions in contemporary warfare. The informational, physical, and cognitive dimensions of the IE create both challenges and opportunities in joint military operations. It is through the deliberate employment of information-based capabilities and activities that friendly forces will gain and maintain the advantage over competitors and pacing threats.

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 course, we will investigate and seek to understand how to leverage information warfare (IW) and related capabilities in operational planning and execution.

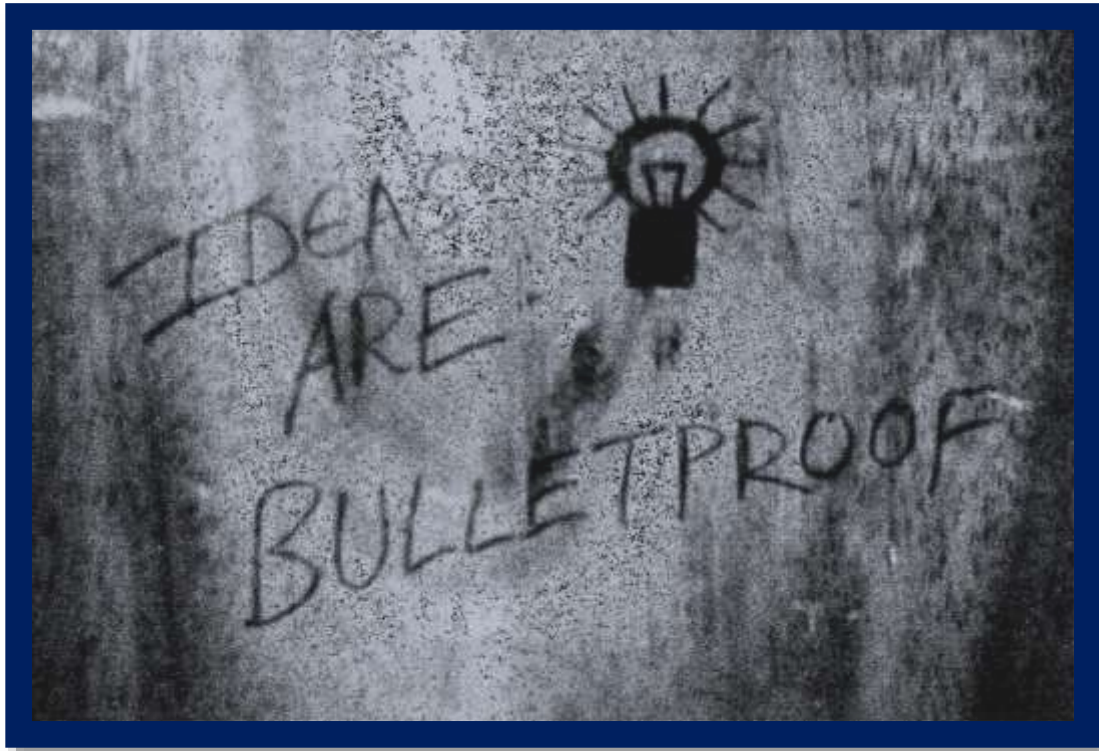
This course consists of a combination of lectures, seminar discussions, written papers, and a presentation throughout the ten weeks. Guest speakers will augment the course with presentations and discussion in their areas of expertise.

EL681 is conducted at the Top Secret Sensitive Compartmented Information (TS/SCI) classification level.

Prof Sean Kelley, CAPT/USN (Ret)
sean.kelley@usnwc.edu
Office: SW-125B

Prof Matt Griffin, CDR/USN (Ret)
matt.griffin@usnwc.edu
Office: SW-127

688 ~ IDEOLOGIES OF WAR



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.

Students who complete the course will be able to:

- Account for general trends in the historical evolution of political theory since the 19th century
- Explain the origins, ends, means, and historical trajectories of major modern ideological movements
- Explain the influence of ideology on political thought and action
- Summarize major debates within ideology studies
- Demonstrate techniques of advanced argumentation, textual analysis, and close reading through regular written and oral reflection and research

PROFESSOR KEVIN P. EUBANKS, PH.D.

Office: Hewitt 130

kevin.eubanks@usnwc.edu

704 ~ CIVIL-MILITARY RELATIONS



How does the United States military relate to the government it serves and the broader democratic society from which it emanates? Scholars and practitioners of U.S. civil-military relations have spent centuries debating how to empower, train, and equip effective fighting forces that are both strong enough to achieve the state's security objectives, yet subordinate enough to do only what elected leaders have authorized. How can democratic societies exercise civilian control over armed forces that enjoy a near-monopoly on legitimate, state-organized violence? What role, if any, should military officers play in shaping the political environment where decisions on the use of force get made? How does the composition of the armed forces compare with the demographics of the broader society? Is the military a reflection of the society it serves? Is there a "gap" in understanding between the U.S. military and the general public, and if so, what are its consequences? How have recent developments in civilian life, such as partisan polarization, increased militarism, and growing distrust of mainstream institutions, affected the U.S. military, both in terms of its personnel policies and its ability to accomplish its mission? This elective will draw from historical and contemporary episodes to tackle these vital questions in the theory and practice of U.S. civil-military relations.

By the end of this course, students will be able to:

- Analyze the factors and frictions that influence U.S. military's relationship with government policymakers and its relationship with the broader public.
- Understand the role of Congress and the executive in overseeing the military and drawing on its expertise when crafting national security policy.
- Evaluate arguments and evidence mobilized to capture attitudes of military service members and the general public on matters of trust and understanding of the armed forces.
- Apply theoretical tools and course concepts to contemporary developments in U.S. civil-military relations.

JESSICA D. BLANKSHAIN, PH.D.
Office: C-308 jessica.blankshain@usnwc.edu

THEO C. MILONOPOULOS, PH.D.
Office: C-308 theo.milonopoulos@usnwc.edu

707 ~ INTERNATIONAL MARITIME SECURITY LAW



"We live around the seas" said Socrates, "like frogs around a pond".

This seminar will help students understand how 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 naval warfare 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..

STOCKTON CENTER FOR INTERNATIONAL LAW

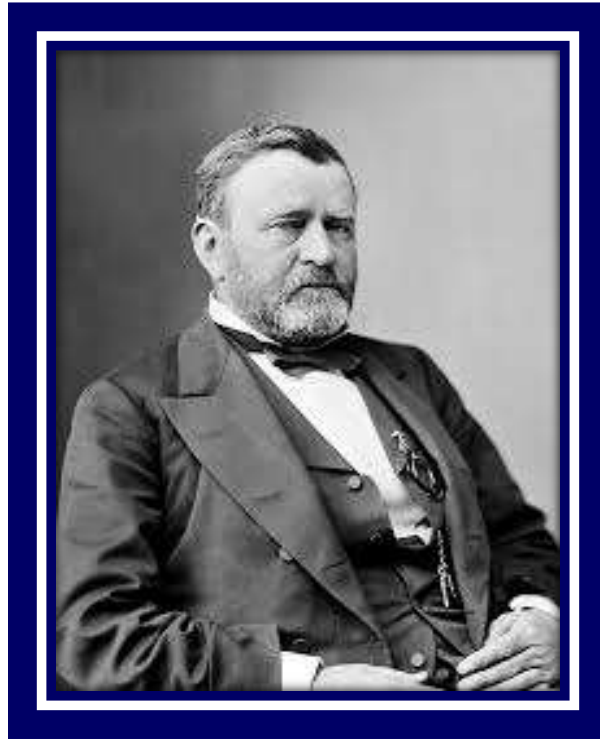
PROF RAUL "PETE" PEDROZO

Office: LB-02 raul.pedrozo@usnwc.edu

CAPT AMY LARSON, JAGC, USN

Office: LB-16 amy.larson@usnwc.edu

716 ~ THE AGE OF GRANT & LEADERSHIP



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

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

This course will enable students to critically answer the question: "Why study Grant? What can his generation offer to the military leader in the 21st century?" It will also provide a framework to describe the Profession of Arms in 2023 while exploring and discussing contentious issues such as the type of officers we should expect the Profession of Arms to produce for senior strategic leadership. It will allow students to explore and discuss the uncomfortable relationship between military professionals and political necessities. It will provide a point of departure for a discussion on professional military ethics and how they may be influenced by social change, opinions of war, and political realities.

DR. JON SCOTT LOGEL

Office: MLH-104

jon.logel@usnwc.edu

717 ~ STRATEGY, LEADERSHIP, & ETHICS IN THUCYDIDES' PELOPONNESIAN WAR



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' *War of the Peloponnesians and Athenians*. 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.

Michael Pavković, Ph.D.

W.L. Rodgers Professor of Naval History
H-324 michael.pavkovic@usnwc.edu

CDR Joshua Hammond, USN

Strategy & Policy Department
H-345 joshua.hammond@usnwc.edu

Robert L. Stone, Ph.D.

Strategy & Policy Department
H-337 robert.l.stone@usnwc.edu

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



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

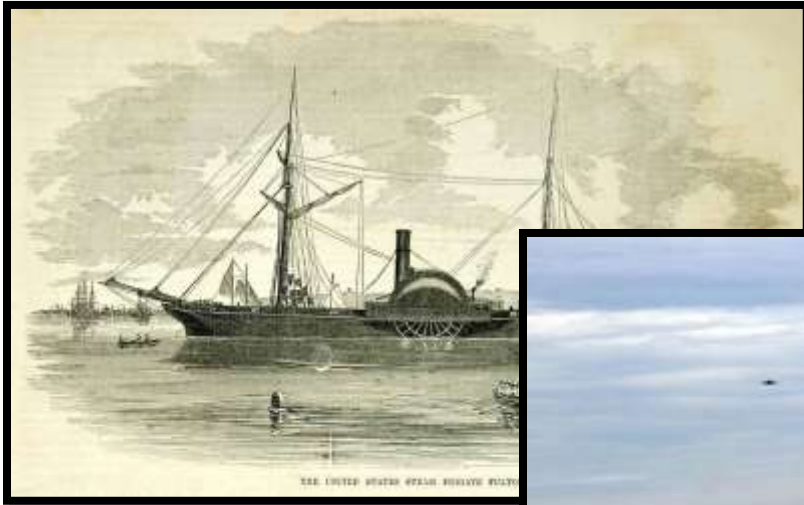
The lecture halls and gaming floors of the Naval War College also served as the peacetime forum for joint service practitioners to synthesize seagoing operations with global maritime policy, American military strategy, and U.S. Naval tactical doctrine. By the 1930s, *Sound Military Decision* served as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

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

DAVID KOHNAN, PHD, FRHISTS

John B. Hattendorf Center for Maritime Historical Research
Office: Mahan N-17 david.kohnen@usnwc.edu

770C ~ SEA POWER IN THE AGE OF STEAM



1815 to PRESENT



DESCRIPTION: This course will examine the roots of sea power theory and the peacetime and wartime development of sea powers since 1815. Sea power has a long history and has traditionally allowed 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.

THESIS & SCOPE: This course is intended to provide students with a broad understanding of the uses of sea power, both in the past and present. The course will discuss the roles of sea power from 1815 to the present. 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. This course will examine those two navies with strong emphasis upon roles and missions, key leaders, and technology. The course material is accessible for students with no background in naval history, but should also challenge students of sea power.

FORMAT: Lecture, guided discussion, and independent student research and writing. It is absolutely essential that students keep up with the reading load and are prepared for class. This convoy will *not* move at the speed of the slowest vessel. Adjust your schedules accordingly.

DR. RYAN WADLE, PH.D.

Associate Professor, John B. Hattendorf Center for Maritime Historical Research

Office: Luce ~ 227

ryan.wadle@usnwc.edu

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

775B ~ CLIMATE SECURITY AROUND THE WORLD



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. We will examine:

☐ If climate change, is it an existential threat? ☐ How is climate security defined? ☐ What are the benefits of securitizing climate?

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 key environmental security issues, 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 principal deliverable.

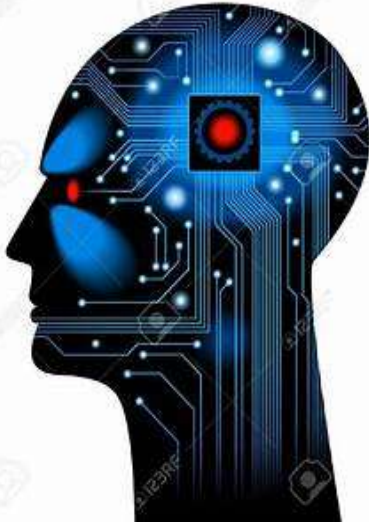
PROF ANDREA H. CAMERON, PH.D., ED.D

Office: Conolly 305A

andrea.cameron@usnwc.edu

780 ~ AI FOR STRATEGIC LEADERS: UNPACKING THE BLACK BOX

This is a technically demanding, project-based course delivered in partnership with Massachusetts Institute of Technology Lincoln Laboratory (MIT-LL).



This is a technically demanding, project-based course delivered in partnership with Massachusetts Institute of Technology Lincoln Laboratory (MIT-LL). Students will achieve a working knowledge of machine-learning subsystem components and understand the key technical drivers for machine-learning solutions. This course is limited to US citizens only. Using their operational domain knowledge and field experience, students will identify an operational problem and design a proposal for AI-based solution in accordance with expectations and protocols of authorities such as the Chief Data and Artificial Intelligence Office (CDAO), Defense Innovation Unit, and the Rapid Reaction Technology Office (DASD EC&P). These proposals will be briefed to senior leaders and shared broadly.

Experts from MIT-LL will give a lecture each week either in person or remotely. Registered students will receive credentials to access the EdX platform via <https://llx.mit.edu>. The purpose of these lectures is to provide fundamental understanding of topics like machine learning, neural networks, and image processing, and to prompt questions for discussion in seminar.

Lincoln Lab experts will attend seminars to provide additional information, respond to technical questions, etc.

This is not a class to learn how to code or to become a data scientist. Students will be pushed beyond their comfort zone to learn the fundamentals of machine learning and apply them to their field of expertise. This course leverages the deep domain expertise of students from a variety of fields and disciplines. Using this preexisting knowledge, students will decompose operational problems and then design proposals for machine-learning solutions. Although some students will arrive with significant background in computing and data science, there are no prerequisites for this course.

The course prioritizes seminar time for collaboration with technical experts, among student teams, and for developing external partners in industry, academia, operational units, and federally funded research and development centers.

Students will be expected to network aggressively beyond NWC to leverage the technical expertise of computer scientists, engineers, data scientists, and other technical experts to complete the final assignment.

This course is limited to U.S. citizens only.

Upon completion of this course, students will be able to:

- Understand the fundamental concepts of data science and how they apply in operational contexts
- Apply artificial intelligence concepts to historical and contemporary operational challenges
- Remember the terminology and taxonomy of interrelated technologies known as artificial intelligence (NLP, computer vision, textual, machine learning, neural networks, deep learning)
- Understand the strengths, weaknesses, opportunities of, and threats to systems employing Artificial Intelligence

PROF MIKE O'HARA
Office: MLH 215
michael.ohara@usnwc.edu

PROF JOHN HANUS
Office: MLH 104
john.hanus@usnwc.edu

782 ~ RISING TITAN OR FALLING STAR:



DOMESTIC & FOREIGN POLITICS IN TURKEY

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.

PROF BURAK KADERCAN, Ph.D.

Office: Hewitt 337

cemal.kadercan@usnwc.edu

789 ~ INTRODUCTION TO LOGISTICS IN NATIONAL SECURITY

"The battle is fought and decided by the quartermasters before the shooting begins." Erwin Rommel,
in John Lynn, *Feeding Mars: Logistics in Western Warfare from the Middle Ages to the Present* (1993)



"Every war, after about five or six days, becomes about logistics." ADM Rob Bauer, Chair of the NATO Military Committee (July 2023)

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.

JAMIE GANNON, ASSOCIATE PROFESSOR

Office: Conolly 424

james.gannon@usnwc.edu

798 ~ WOMEN, PEACE, & SECURITY



WOMEN IN THE MILITARY AND NATIONAL SECURITY ROLES

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

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

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

PROFESSOR JANE STOKES

Office: Hewitt 228

jane.stokes@usnwc.edu

801 ~ SECRETS, SPIES, & SPYHUNTERS: INTELLIGENCE & THE DoD



Since the American Revolution, national leaders have depended on reliable military intelligence to win wars. George Washington, the nation's first spymaster, set the precedent that success in combat was necessitated by organized and effective military intelligence. How the military has answered the nation's need for intelligence has evolved with the changing threat environment. Following World War II, the US recognized the need for a codified, comprehensive, and coordinated intelligence apparatus to support national security policies and objectives. The United States' ability to anticipate, plan, predict, and respond to ever changing state and non-state threats is dependent on a robust, well-funded, and focused intelligence community (IC). The Department of Defense plays a key role within this IC. As asymmetric and transnational challenges have been supplanted by emerging great power threats, the DoD intelligence structure has been challenged to meet the intelligence needs across the competition continuum.

This course examines the DoD's intelligence structure, authorities, and capabilities, as well as the role of intelligence within the Joint Force. We will explore the evolution of DoD intelligence, its responsibilities, funding, abuses and violations of trust, and subsequent oversight. We will consider the DoD's capabilities and authorities against past and current operational requirements. We will also analyze and evaluate the future challenges facing DoD intelligence and its role supporting the tactical and operational levels of war. Finally, we will consider the role of partners and allies and the intricate intelligence relationships the DoD maintains.

This elective is for US students only as course discussions will be conducted at the SECRET//NOFORN level. Course readings are at the UNCLASSIFIED level. This course will also include presentations by guest speakers; more information to follow as the guest speakers' schedules become solidified.

PROFESSOR GREGORY MAKUCH
Defense Intelligence Agency Representative to USNWC

Office: Conolly 402

gregory.makuch@usnwc.edu

802 ~ AMERICA'S CHINA GAME SINCE 1949:



THE PAST & FUTURE OF U.S. CHINA RELATIONS

COURSE DESCRIPTION The U.S.-China relationship is one of the defining geopolitical issues of the 21st century. In addition, America's relationship with China is also Washington's greatest foreign policy challenge now and for the foreseeable future. This class is intended to examine this relationship from both historical and contemporary perspectives. Students will be introduced to the six phases of the U.S.-China relationship since 1949 and the factors that led from one phase to the next. The course will also examine U.S.-China competition through the lenses of the Taiwan issue, the "Belt and Road Initiative," U.S. alliances with Japan and South Korea, relations in Southeast Asia (including South China Sea issues), relations with the countries of Oceania and relations in South Asia and the Indian Ocean region (IOR). The course will examine U.S.-China military competition and how this competition will likely manifest in the years ahead. Finally, the course will consider alternative strategies or pathways for the United States going forward in terms of how it can address the China challenge.

STUDENT REQUIREMENTS

Reading: Students are required to complete all readings on the syllabus and consider each week's discussion questions prior to class. As a supplement to the readings themselves, the instructor will provide an outline of key concepts that appear in the readings.

Writing: Students may elect to write either one 15-page research paper OR three 5-page papers over the course of the term. The first option will require independent research on a China-related subject of your choice, in consultation with the professor. The second option allows you to choose three subjects from among the weekly themes, then address one or more of the questions posed in the syllabus from that week

Class Participation: This is not a lecture course (although there may be occasional short lectures or video presentations). Student discussion in class is critical to successfully achieving desired student learning outcomes. Each week, two students will be assigned to summarize one or more of the week's readings at the outset of class, and to raise questions and critiques for the class to discuss. All students will be expected to complete all the assigned core readings before class in order to facilitate active and engaged seminar discussion.

STUDENT LEARNING OUTCOMES This course guides students towards becoming sophisticated China-watchers who can make sense of PRC interests and actions on the world stage. In addition, the course seeks to make students aware of the historical patterns that have shaped U.S. policies toward China.

PAUL J. SMITH, PH.D.

Office: Conolly 313

paul.smith@usnwc.edu

803 ~ IRREGULAR WARFARE & STRATEGIC COMPETITION IN THE 21ST CENTURY



As put forth in the current U.S. National Security Strategy, one of the major strategic challenges facing the United States in the 21st century is “that the Cold War is definitively over and a competition between the major powers for what comes next” is underway. This renewal of strategic competition has seen the competitors of the United States increasingly utilize irregular (or “gray zone”) methods below the threshold of armed conflict. The objective of such activities is to negate the advantages and strengths afforded the U.S. by our traditional conventional military power, and “to undercut our [U.S.] global influence, degrade our relationships with allies and partners, and reshape the global environment to their advantage,” in order to achieve their policy objectives. Simply put, our strategic competitors aim to use irregular warfare (IW) to “win without fighting”.

IW is not a new phenomenon; “gray zone” activities were frequently part of the arsenals of the two sides during the Cold War. However, the reality of 21st century IW – with expanded capabilities and effectiveness due to emerging technology and the concurrent return to “great power competition” – makes it an imperative that all JPME graduates can apply IW knowledge across the spectrum of conflict at the operational and strategic levels. This importance is reflected in current Department of Defense (DoD) guidance; the 2020 issuance of the Irregular Warfare Annex to the 2018 National Defense Strategy was a critical first step in institutionalizing how the DoD will confront this challenge. Subsequent guidance reinforces the long-term view that IW will remain a dominant form of warfare in the years ahead. DoD Directive (DoDD) 3000.07, Irregular Warfare, states that “IW is as strategically important as traditional warfare and DoD must be equally capable in both.” Regarding the role of JPME, to achieve a greater knowledge and understanding of IW, CJCS Manual (CJCSM) 1810.01, Officer Professional Military Education Policy and Procedure (OPMEP) Reference Manual (01 April 2022), designates IW as an enduring special area of emphasis (SAE-E).

This course will examine how and why IW has become a dominant form of warfare in the 21st century and what is the character of contemporary IW and strategic competition. It will ask the question, “Why are democratic states vulnerable to IW tactics?” and “What can be done to mitigate IW activities?” We will explore how strategic competition is shaping the global security environment, and how our major competitors – namely the People’s Republic of China, Russia, Iran, and North Korea – have adeptly employed malign activities in the gray zone in pursuit of their policy objectives, as well as the U.S. (along with allies and partners) response. Through case studies the course will analyze how states and non-state actors employ IW tactics, the effectiveness of these tactics, and how IW is utilized across the entire competition continuum.

MICHAEL J. MOONEY, COL, USMC (Ret)

Office: Hewitt 226

michael.mooney@usnwc.edu

804 ~ THE IRAQ WAR:



CAUSES, COURSES, & CONSEQUENCES

The U.S. invasion of Iraq in 2003 was one of the most controversial and consequential foreign policy decisions of the 21st century. It had crucial consequences in the realms of U.S. foreign policy, domestic politics, Middle Eastern politics, and ideas. Current and future leaders must grapple with its origins, the war itself, and its consequences.

By the end of this class, students will have a strong grasp of the **causes, course, and consequences** of the Iraq War. They will understand:

- The historical origins of this conflict, including U.S. and Iraqi histories and perspectives.
- How this conflict developed after the 2003 invasion, including political, diplomatic, and military history.
- How the Iraq War impacted U.S. foreign policy, military strategy, and domestic politics as well as Iraqi society and politics.

Students will also consider the **lessons** of this conflict. Was the Iraq War a mistake? Should U.S. grand strategy be reconsidered or changed because of this conflict? What lessons should the military in particular take from Iraq? Along with these learning objectives, students will also improve their reading, writing, speaking, and argumentation skills.

PROFESSOR JOSEPH STIEB, PH.D.
NSA DEPARTMENT

Office: Conolly 305B

joseph.stieb@usnwc.edu

❖ ? ❖ ? ❖ FAQs ❖ ? ❖ ? ❖

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

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

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

Can I choose the trimester for LPA? NO

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

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

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

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

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

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

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

How can I sign up to audit a course?

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

How many students are in an elective course?

We usually cap the courses at 10-12 seats, depending on the number of electives offered each trimester, but not all electives fill to capacity.

Where is the Electives Office?

Jen Sheridan, Patty Duch, and Julia Gagnon are on the second deck, **Hewitt Hall - Room 248** - just off the north elevator.

We are not in the office everyday, but are always available by email.

jen.sheridan@usnwc.edu

patricia.duch.ctr@usnwc.edu

julia.gagnon@usnwc.edu

Dr. Tim Schultz – Assoc. Dean of Academics, Hewitt 222 / Dean of Academics (interim), Conolly 221A

Best contact method - available by email. timothy.schultz@usnwc.edu