

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 2024-25 TRIMESTER

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

MEET THE PROFS ONLINE

Tuesday ~ November 5th

Available between 14:00 ~ 15:30

Zoom link will be emailed before the fair.

Verify your zoom is current for breakout rooms

❄️❄️ SEE BREAKOUT ROOM NUMBERS ON COURSE LIST ❄️❄️

USNWC ELECTIVES

WINTER 2024-25

AM 8:30 - 11:30 PM 13:30 - 16:30

COURSE#	AOS	COURSE TITLE	PROFESSORS	Satisfies Certificate Requirement	BREAKOUT ROOMS
562B	4	Understanding Russia, Ukraine, & the Former Soviet Union	AMB Krol, G. (Adjunct)		1
576	2	World War II in the Pacific	Oard, O'Brien, & Hernandez	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.	EEMT	5
599C	10	Understanding Wargaming NEW	Donnelly, H.		6
605	10	Science, Technology, and Strategy	Schultz, T. & Dennis, M.	EEMT	7
641	5	Wars of African Independence	Norton, R.		8
649C	13	Cognitive Decision Making in Complex Roles NEW-SLDC Only	McCarthy, P.	SLDC	9
681	11	Information Warfare (TS/SCI)	Griffin, M. & Kelley, S.		10
704	10, 13	Civil-Military Relations: U.S.	Blankshain & Milonopoulos		11
707	9	International Maritime Security Law	Pedrozo, Kadlec & Hutton		12
717	10,13	Strategy, Leadership, and Ethics in Thucydides' Peloponnesian War	Pavkovic, M. & Hammond, J.		13
770C	10	Seapower in the Age of Steam, 1815-Present	Wadle, R.	GCMH	14
775B	10	Climate Security Around the World	Cameron, A.		15
789	8	Introduction to Logistics in National Security	Gannon, J.		16
798	10	Women, Peace, and Security: Woman in the Military and in National Security	Stokes, J.		17
802	2	America's China Game since 1949: The Past and Future of U.S. - China Relations	Smith, P.		18
803	12	Irregular Warfare and Strategic Competition in the 21st Century	Mooney, M. & Faulkner, C.		19
804	1, 12	The Iraq War: Causes, Course, and Consequences	Stieb, J.		20
805	10	Back to the Future! Fighting the Fleet with Unmanned Systems (Secret- U.S. Students only) NEW	Sass, T. & Drake, T.		21
811	10, 13	Diplomacy for a Dangerous World NEW	AMB Peters, M (Adjunct)		22
812	10	Security Assistance and Cooperation NEW	Matisek, J.		23

ZOOM Link will be emailed prior to the Virtual Fair on Tuesday, 5 November 2024 - 14:00 to 15:30

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 these states: 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 the attitudes and policies of the United States 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 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 the people and 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.

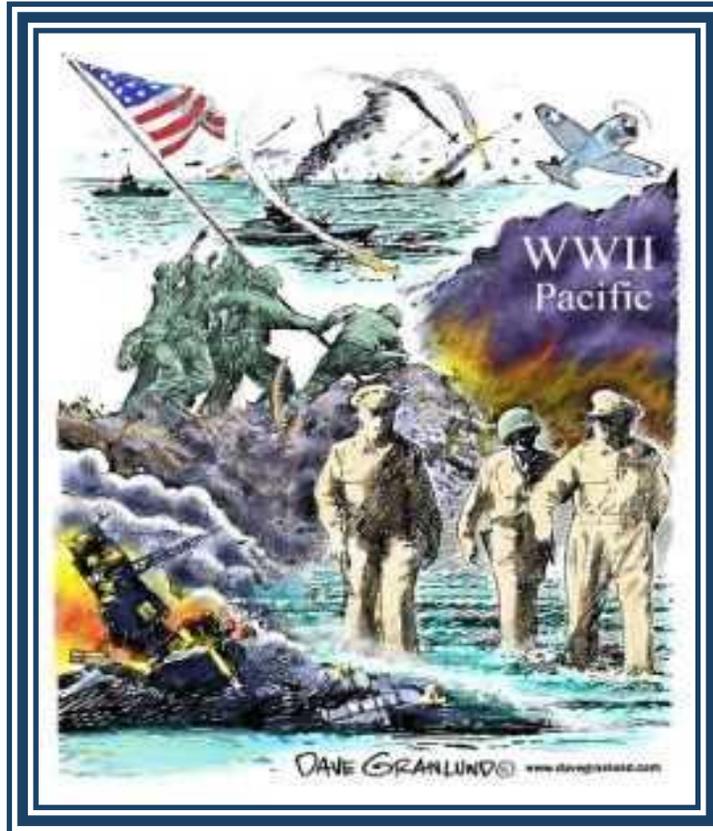
PROFESSOR GEORGE A. KROL

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

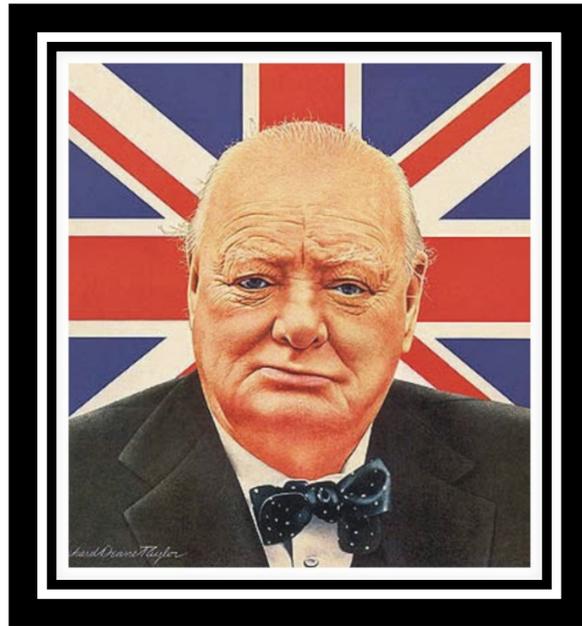
CDR TIM O'BRIEN, USN

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

PROF ED HERNANDEZ

Office: Hewitt 230
edmund.hernandez@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 the course 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

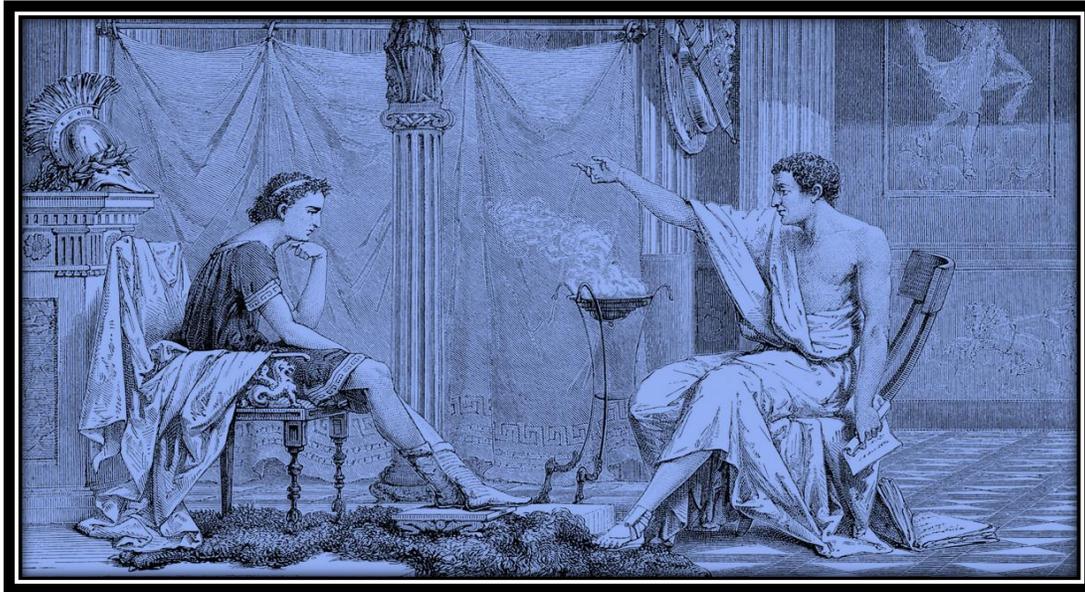
Stockdale Chair in Professional Military Ethics ~ College of Leadership and Ethics

Office: Luce Hall ~ Room 301

pauline.shankskaurin@usnwc.edu

594 ~ ETHICS IN THE MILITARY

A MULTIDISCIPLINARY 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

PROFESSOR TIMOTHY K. BATTLES, COMMANDER/USN

Office: Conolly – 225B

timothy.battles@usnwc.edu

599C ~ UNDERSTANDING WARGAMING



SHALL WE PLAY A GAME?

Since their conception in the 1800s, wargames have provided rich environments to support decision makers. They sit at the core of the Joint and Navy Planning Processes as the tool to pare away courses of action that are either infeasible, inadequate, or unacceptable. Yet, beyond a relatively small cadre of practitioners, both the form and function of wargames have remained poorly understood. This has led to things being called wargames that were not, or, more problematically, to wargames being used to demonstrate something that is beyond their capability. In this course, we will explore the foundational structure of wargames and their basic functionality. Class lectures will be coequal with practical experience playing, critiquing, and analyzing various wargames. Each student will be asked to, in turn, discuss the design, development, and execution of a wargame.

The goal of the course is to prepare students to be informed practitioners and consumers of wargames and their output. Students taking this course will:

- Learn about the various functional components of wargames.
- Be exposed to multiple modes of wargaming.
- Practice critical assessment of wargame design and development choices.
- Assess the artificialities and trade-offs implicit in wargames.
- Discuss the use of wargames in various contexts and applications.
- Exercise and develop wargaming skills and experience.
- Broaden their ability to construct and defend ideas in written form.
- Hone their ability to generate and present independent objective analyses.

PROFESSOR R. HANK DONNELLY

Associate Professor, War Gaming Department

Office: MLH 104C

hank.donnelly@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

649C ~ COGNITIVE DECISION MAKING IN COMPLEX ROLES



COURSE ENROLLMENT IS LIMITED TO STUDENTS IN THE STOCKDALE LEADER DEVELOPMENT CONTINUUM

This course will complement and enhance the SLDC curriculum by focusing on cognition concepts and advancing students' capacities to think, act and decide strategically. Furthermore, this course will assist student development and individual growth, contributing to leadership competencies and enhancing organizational and institutional climates. As such, this elective will enable students to embrace core concepts that refine stewardship of the profession.

“Cognitive refers to the mental processes involved in gaining knowledge and comprehension. Some of the many different cognitive processes include thinking, knowing, remembering, judging, and problem-solving.”
American Psychological Association

This course will force you to confront (and recognize) our own biases, prejudices and predispositions. This is not a comfortable process, not a familiar endeavor. But we can all grow individually and collectively shape the future well-being of our communities and our shared professions.

“Owning our story can be hard but not nearly as difficult as spending our lives running from it. Embracing our vulnerabilities is risky but not nearly as dangerous as giving up on love and belonging and joy—the experiences that make us the most vulnerable. Only when we are brave enough to explore the darkness will we discover the infinite power of our light.” Brene Brown

This course will enable students to approach perspectives, behaviors, and decision-making with an appreciation of complexity and ambiguity in a rapidly evolving world. The curriculum will apply the principles of vertical development experiential adult learning, introduce the scholarship of teaching and learning, and explore neuroscience, brain health, and metacognition. This course will encourage students to “think hard about thinking” and how to apply their decision-making processes for effect and catalyze the deliberate development of key leadership capabilities.

PATRICK M. MCCARTHY, JR., COL, USA
College of Leadership & Ethics

Office: Luce 226

patrick.mccarthy1@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 student presentations 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

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 and other components of international maritime security law affect 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 customary international law of the sea, as reflected in 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 and other aspects of maritime security law affect events on land. Using case studies, lectures, videos, and class discussions, we will explore how international rules, regimes, and institutions help promote peace and stability, as well as their role in conflict at sea.

Topics include: international law fundamentals; modern law of the sea and its origins; 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 environment and pollution; fisheries enforcement; and unmanned and autonomous systems.

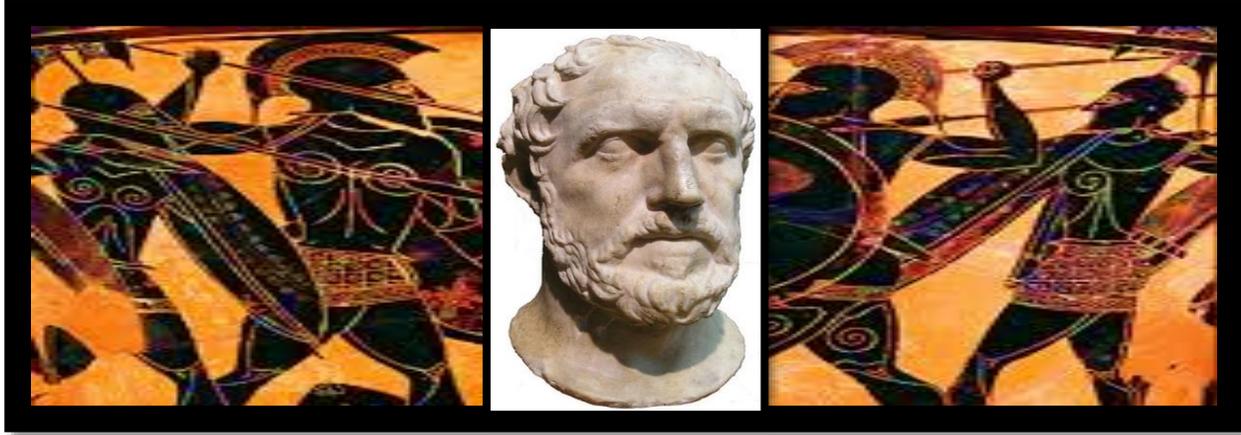
STOCKTON CENTER FOR INTERNATIONAL LAW

PROF RAUL “PETE” PEDROZO
raul.pedrozo@usnwc.edu

CDR NICHOLAS KADLEC, JAGC, USN
nicholas.kadlec@usnwc.edu

CDR LIZ HUTTON, USCG
elizabeth.hutton@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' *History of the Peloponnesian War*."¹ 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, and, 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.

Michael Pavković, Ph.D.

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

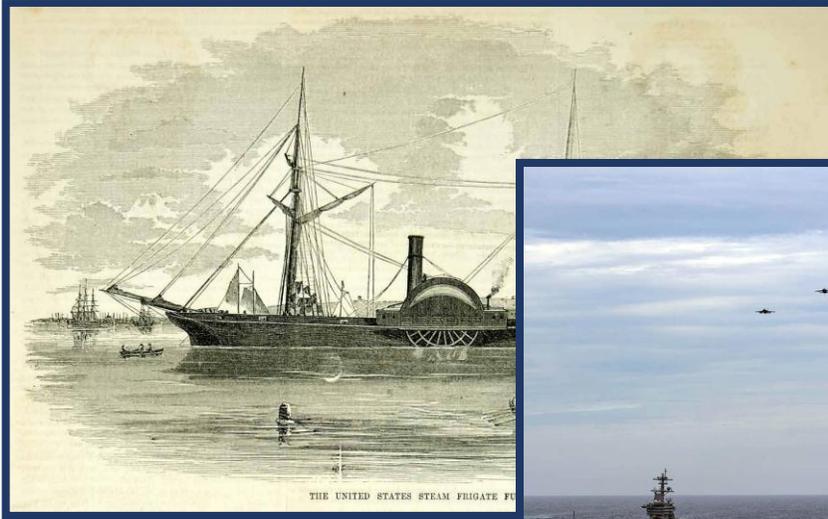
CDR Joshua Hammond, USN

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

¹ Stansfield Turner, "Convocation Address", *The Naval war College Review* 51, no. 1 (1998), 76.

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 308

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

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 IN NATIONAL SECURITY

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

802 ~ AMERICA'S CHINA GAME SINCE 1949:



THE PAST & FUTURE OF U.S. ~ CHINA RELATIONS

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.

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. By the end of the term, students will be able to:

- Describe and assess the six major historical phases of the U.S.-China relationship and to identify the factors that led from one phase to the next.
- Describe and assess the ways in which PRC government and leadership see China's position within the East Asian regional order.
- Describe and assess the role of Taiwan (its history and geopolitical significance) in the context of U.S.-China relations.
- Describe and assess the development of China's economic initiatives or plans, such as the "Belt and Road Initiative" (BRI), and how such plans advance China's strategic goals and affect the United States.
- Describe and assess the ways in which the PRC government interacts with its neighbors in Northeast Asia, Southeast Asia and Oceania and how these interactions affect the United States.
- Describe and assess the ways in which the PRC government interacts with South Asian countries and other countries in the Indian Ocean Region (IOR) and how these interactions affect the United States.
- Describe and assess China's military modernization drive and overall military buildup and assess how these developments affect the United States.
- Describe and assess various strategic alternatives available to the United States in terms of addressing or managing the future of U.S.-China relations.
- Synthesize the geopolitical impact of China's global strategy on other global actors

PROFESSOR 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 by U.S. adversaries is to negate the advantages and strengths afforded the United States 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 opposing 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, North Korea, and violent extremist organizations (VEOs) – 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)
DR. CHRISTOPHER M. FAULKNER, PH.D.

michael.mooney@usnwc.edu (H226)

christopher.faulkner@usnwc.edu (H225)

804 ~ THE IRAQ WAR:



CAUSES, COURSE, & 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

805~BACK TO THE FUTURE! FIGHTING THE FLEET WITH UNMANNED SYSTEMS



This course offers the student the unique opportunity to participate in a new collaborative effort with the US Naval War College (USNWC), the Office of Naval Research (ONR), and select Fleet formations. The course will explore concepts articulated in Naval Force Design 2045 and experiment with the introduction of unmanned systems into Fleet and Joint Force Structure. We will employ a digital modeling and simulation capability to re-run three historical case studies and imagine we had been able to fight the event with unmanned systems.

We are going back to the future!

The course focuses its attention at visualizing the impact of the introduction of unmanned systems into Naval Force Structure and the impact that they generate at the operational level of war. Furthermore, the course will examine the role that the ocean environment plays in generating that impact. The course will leverage ongoing investments ONR and the Naval Acquisition community have made in large Science and Technology (S&T) and Research and Development (R&D) Capability development programs. We will explore design trade-offs in the development of technologies and the impact of the ocean environment on the capabilities.

The course includes field trips to put hands-on emerging technology developed by ONR. The course will culminate with an iterative series of digitally enabled simulation events that will enable the student to envision the case study with the new technology, design trade-offs, and the impact of the ocean environment on the technology. We will also explore the critical requirements necessary to leverage the technology.

Students will apply the frameworks presented in the course and assess whether an innovative capability enhances, detracts or alters core operating concepts and what is necessary to make new capabilities a reality. At the end of the course, students will:

- Critically examine military capabilities and understand the foundations upon which they are built.
- Critically assess technology, its role, and its relationship to operating concepts, strategy, operational design, and campaign plans.
- Understand and describe innovation and the process through which it develops as it relates to DoD.
- Be familiar with ONR and the US Defense Establishment as it relates to the generation of military capabilities.
- Be familiar with the science and technology strategy of the US Navy.
- Be familiar with the impact of the ocean environment on Naval operations and the relative performance with unmanned systems.

DR. THOMAS DRAKE
thomas.g.drake.civ@navy.mil

SECRET
U.S. Students Only

DR. THOMAS SASS
tsass@proteq.com

811 ~ DIPLOMACY FOR A DANGEROUS WORLD



Diplomacy is the preferred means for achieving the strategic goals of nation states and the primary instrument of statecraft in peacetime. In this course we will explore the relevance of diplomacy in an increasingly dangerous world, including the relationship between diplomacy and the use of force. The first part of the course will cover the history of diplomacy, the roles and functions of embassies and diplomats, and diplomatic strategies such as negotiation and the use of economic instruments of statecraft. We will then consider current challenges to national security and the international order (including climate change, pandemics, and cyber threats) and the increasing power of both benign and malign non-state actors to challenge traditional nation state prerogatives. Finally, we will analyze how diplomatic strategies may be used to mitigate and respond to current threats.

LEARNING OBJECTIVES

- ❖ To understand diplomacy as an instrument of statecraft and international problem-solving.
- ❖ To understand how diplomacy functions, including the roles of foreign ministries, embassies, and consulates.
- ❖ To appreciate the relationship between diplomacy and the use of force.
- ❖ To assess the utility of different diplomatic tools, including economic incentives and constraints, to address bilateral and multilateral issues.
- ❖ To recognize the growing role of non-state actors, including benign actors such as NGOs.
- ❖ To understand the role of diplomacy in responding to current transnational challenges.
- ❖ To assess the roles and contributions of multilateral actors including the United Nations.
- ❖ To analyze newer diplomatic strategies and their efficacy for solving transnational and global problems.

PROFESSOR MARY ANN PETERS
Ambassador of the United States of America, retired

USNWC Adjunct Professor

map4nafrs@gmail.com

812 - SECURITY ASSISTANCE AND COOPERATION



In this class we intend to understand the concept of Security Force Assistance (SFA) as the broader idea of a donor country trying to make a recipient country more militarily effective (this of course has inherent definitional issues based on context, alignment of interests, and how military effectiveness is defined. In international relations, states frequently collaborate on security matters. They may form alliances, rely on stronger states for defense, or bolster weaker actors' capacities by providing arms and training. Security assistance and cooperation is a cornerstone of global interactions, with major powers like the United States investing billions annually to arm, equip, and train partner militaries worldwide. However, this cooperation often presents complex dilemmas, where states (and respective security forces) must navigate challenging choices without clear solutions. Efforts to enhance security can sometimes lead to unintended consequences, affecting donors, recipients, and a host of multilateral institutions.

This course delves into these dilemmas, examining the causes and consequences of security assistance and cooperation across various topics. Key areas of focus include alliances, proxy warfare, arms transfers, multilateral security organizations, and security force assistance (SFA) – to include procedural and doctrinal definitions of Security Cooperation (SC), Security Assistance (SC), and Foreign Internal Defense (FID). We intend to understand the diverse outcomes of security efforts, ranging from combat effectiveness to political violence, international law, human rights.

How does the US prefer to fight? Since 2000, the U.S. has allocated over \$400 billion to training and equipping foreign militaries. Similarly, the rest of NATO has spent over \$100 billion on security assistance as well since 2000. Initially, many of these missions aimed to build new armies in weak states, emphasizing counterinsurgency and counterterrorism. Recently, however, the U.S. has shifted towards programs that enhance interoperability with allied and partner forces, preparing for large-scale combat operations (LSCO). This also increasingly includes U.S. allies and partners providing SFA to neighboring countries, much to the benefit of the U.S. This course will explore the history of working By, With, and Through (BWT) host-nation forces to achieve national security objectives and to maintain international security. It will also identify emerging trends and strategies in security assistance and cooperation that enhance the military effectiveness of allies and partners, thereby deterring adversaries.

The course will survey cases about U.S./Western SFA to Afghanistan, Colombia, Iraq, Philippines, Somalia, Taiwan, Ukraine, and more – providing a comprehensive understanding of the practical applications and implications of security assistance cooperation.

PROFESSOR JAHARA 'FRANKY' MATISEK, PH.D.

Lt Col, U.S. Air Force

Office: Conolly 328

jahara.matisek@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 during an academic year. Students take two elective courses plus the required Leadership in the Profession of Arms (LPA) course during the academic year, one each trimester.

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

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

Can I choose the trimester for LPA? NO

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

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

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

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

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

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

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

How can I sign up to audit a course?

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

How many students are in an elective course?

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

Where is the Electives Office?

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

jen.sheridan@usnwc.edu

patricia.duch.ctr@usnwc.edu

julia.gagnon@usnwc.edu

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

timothy.schultz@usnwc.edu

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