### NAVAL WAR COLLEGE ELECTIVE PROGRAM

**AY 2019-2020**

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

#### Areas of Study with Courses

*Click on individual links below for course description*

Courses marked with * are Secret ** are SCI

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<th>1 - GREATER MIDDLE EAST</th>
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<th>2 - ASIA –PACIFIC</th>
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<th>4 – EUROPE-RUSSIA</th>
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<tr>
<td><strong>6 - JOINT OPERATIONAL PLANNING</strong>&lt;br&gt;(CNC&amp;S students only: Chosen in August/written into NWC Orders)</td>
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<tr>
<td>EL 597A*</td>
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<td>EL 597B*</td>
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<td><strong>8 - ENTERPRISE STRATEGIC PLANNING</strong></td>
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<td>EL 698</td>
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<td><strong>9- OPERATIONAL LAW</strong></td>
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<td>EL 655A</td>
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<td><strong>10 - STRATEGY, OPERATIONS AND MILITARY HISTORY</strong></td>
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<td>EL 526B</td>
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### 11 - INFORMATION OPERATIONS

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<th>Course Code</th>
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<tr>
<td>EL 501**</td>
<td>Intelligence and Military Operations</td>
<td>(TS/SCI)</td>
<td>Winter</td>
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<tr>
<td>EL 503**</td>
<td>The CIA: Organization, Functions and Capabilities</td>
<td>(TS/SCI)</td>
<td>Spring</td>
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<tr>
<td>EL 508**</td>
<td>Seminar on Space Technology and Policy</td>
<td>(TS/SCI)</td>
<td>Spring</td>
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<tr>
<td>EL 632</td>
<td>Military Deception</td>
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<td>Winter</td>
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<tr>
<td>EL 660</td>
<td>Cyber-security: Cybered Conflict, Response to Surprise, and Emerging Indicators of Global System Change</td>
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<td>Spring</td>
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<tr>
<td>EL 681**</td>
<td>Information Operations and Cyberwarfare</td>
<td>(TS/SCI)</td>
<td>Fall</td>
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<tr>
<td>EL 720</td>
<td>Unmanned Systems and Conflict in the 21st Century</td>
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<tr>
<td>EL 769</td>
<td>Counter Intelligence</td>
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### 12 - IRREGULAR WARFARE

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<tbody>
<tr>
<td>EL 507B*</td>
<td>Advanced Studies in Special Operations Forces</td>
<td>(Secret) By Invitation</td>
<td>Spring</td>
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<tr>
<td>EL 580</td>
<td>Colonial Wars 1846 - 1902</td>
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<td>Fall</td>
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<tr>
<td>EL 627*</td>
<td>Biological and Chemical Agents and their use in Warfare and Terrorism</td>
<td>(Secret)</td>
<td>Fall</td>
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<td>EL 645</td>
<td>Political Warfare and Counterinsurgency: Developing Innovative Tools</td>
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<td>Fall</td>
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<td>EL 668B</td>
<td>Irregular Warfare Across Eras and Empires</td>
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<td>Winter</td>
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<td>EL 727</td>
<td>Anthropology of War</td>
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<td>Spring</td>
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### 13 - LEADERSHIP AND ETHICS

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<tr>
<td>EL 592</td>
<td>Foundations of Moral Obligation</td>
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<td>F/W/S</td>
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<td>EL 594</td>
<td>Ethics in the Military</td>
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<td>Winter</td>
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<tr>
<td>EL 604</td>
<td>The History of Women in War and Combat: The Distinguished Outsiders</td>
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<td>Winter</td>
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<td>EL 687</td>
<td>Just &amp; Unjust Wars in Disruptive Battlespaces</td>
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<td>EL 704</td>
<td>Civil-Military Relations</td>
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<td>EL 717</td>
<td>Strategy, Leadership, and Ethics in Thucydides’ Peloponnesian War</td>
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<td>EL 730</td>
<td>Ethics of Technology: Warfare, Society, and Disruptive Technologies</td>
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<td><strong>EL 748</strong></td>
<td>Leadership and War Viewed through the Humanities</td>
<td>Spring</td>
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<td><strong>EL 768</strong></td>
<td>Plato &amp; Aristotle for Warriors</td>
<td>Spring</td>
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**14 - JOINT LAND, AIR AND SEA STRATEGIC EXERCISE (JLASS-EX)**

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<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
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<tr>
<td><strong>EL 535A</strong></td>
<td>Theater Strategic Planning - The Pacific</td>
<td>Fall</td>
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<tr>
<td><strong>EL 535B</strong></td>
<td>Theater Strategic Planning</td>
<td>Winter</td>
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<tr>
<td><strong>EL 535C</strong></td>
<td>Crisis Action Planning</td>
<td>Spring</td>
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**15 - HALSEY A**

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**16 - HALSEY B**

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<td>F/W/S</td>
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**17 - HALSEY Gravely**

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<tr>
<td><strong>EL 595G</strong></td>
<td>F/W/S</td>
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**18 – MAHAN SCHOLARS**

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<tbody>
<tr>
<td><strong>EL 595B</strong></td>
<td>Directed Research (Mahan Scholars)</td>
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**23- ADVANCED STRATEGIST PROGRAM**

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<tr>
<td><strong>EL 719</strong></td>
<td>Advanced Strategist Program</td>
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**24- GLOBAL CLIMATE SECURITY AND THE ARCTIC**

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<tr>
<td><strong>EL 766A</strong></td>
<td>Sea Power and the Arctic Ocean Region: Ensuring Access and Promoting Security</td>
<td>Fall</td>
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<tr>
<td><strong>EL 766B</strong></td>
<td>Imagining the Arctic: A Political and Economic Perspective</td>
<td>Winter</td>
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**27-HOLLOWAY GROUP - Russian Maritime Studies Institute**

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<tr>
<td><strong>EL 760</strong></td>
<td>Russian Maritime Warfighting</td>
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**28- HUMANITARIAN ASSISTANCE AND DISASTER RELIEF**

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<td><strong>EL 539</strong></td>
<td>HA/DR Improving Civ-Mil Response During Complex Crisis</td>
<td>Fall</td>
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<tr>
<td><strong>EL 539B</strong></td>
<td>Innovations in Technology for HA/DR</td>
<td>Winter</td>
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<tr>
<td><strong>EL 539C</strong></td>
<td>Conflict and the Future of Humanitarian Response</td>
<td>Spring</td>
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EL 300  INTERMEDIATE ENGLISH AS A SECOND LANGUAGE FOR INTERNATIONAL OFFICERS

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

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

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

EL 400  ADVANCED ENGLISH AS A SECOND LANGUAGE FOR INTERNATIONAL

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

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

*EL 501  INTELLIGENCE AND MILITARY OPERATIONS

Professor John H. Jackson

Course Description: The purpose of this course is to educate future commanders and staff officers on the use of intelligence to conduct military operations at the theater and operational levels. The course will discuss the nature and history of intelligence activities at the operational levels of war as distinct from the strategic and tactical levels. Through the use of appropriate guest speakers, the course will explore the resources available to provide timely and relevant intelligence to the Theater or Joint Task Force Commander, including those available from both the national and service elements of the U.S. Intelligence Community. The course will examine recent successes and failures of theater and operational intelligence through the use of case studies.
Students from both ILC and SLC and from all services are encouraged to enroll due to the increasingly joint nature of military operations and their corresponding intelligence challenges. No background in intelligence is required. The course will be conducted at the Top Secret/SCI level.

Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years. Individuals should contact the SSO office if they have questions about their eligibility.

**EL 503**    THE CIA: ORGANIZATION, FUNCTIONS AND CAPABILITIES
Professor Matthew Towner

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

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

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

**EL 507B**    ADVANCED STUDIES IN SPECIAL OPERATIONS FORCES (For SOF Officers)
CAPT Louis McCray & Professor Joe McGraw

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

Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years.
**EL 508**

SEMINAR ON SPACE TECHNOLOGY AND POLICY

Professor John Hanus with Guests from MIT Lincoln Laboratory

Course Description: This seminar, which is taught jointly by the Naval War College and MIT’s Lincoln Laboratory, seeks to explore systematically the critical space technologies, capabilities, and policies that shape how the United States uses space for military and governmental purposes. As we consider how these technologies are shaping U.S. military capabilities in the twenty-first century, this seminar seeks to encourage the student to think analytically about the effects of space technology on national security policy. It examines roles and missions, global strike, TPED, surveillance, ballistic missile defense, navigation, indications and warning, space launch, communications, and remote sensing, among other topics.

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

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EL 524

NATO - COLD WAR SUCCESSES TO STRATEGIC INCOHERENCE?

Professor Angus K. Ross

Course Description: This course is designed to provide the student with a broad-based understanding of NATO as a successful example of a collective defense alliance as well as the chance to examine the relevance of such alliances in the post-Cold War environment. As a way of "leveling the playing field," it quickly traces the evolution of NATO from the ashes of WWII, through the Cold War years and into the present mission debates. The meat of the course however, will deal with the contemporary issues, with at least 80% of the course material focusing on the developments and discussion following the Rome Summit of 1991.

Nobody disputes the value of NATO during the Cold War but, as the strategic environment has changed and the collective reason for a purely defensive alliance has consequently waned, there has been little re-analysis of the fundamental alliance mission. Instead, political initiatives and collective developments have ensured not only its survival but also its expansion to embrace some of the former Warsaw Pact nations. The course will explore and debate the resultant effects of this on an emerging Russia, the proffered political reasons for the expansion and ask the key question as to whether NATO strategy is still in step with its members’ policies and objectives. It will necessarily examine both the modern European outlook and the American viewpoints on the relevance of NATO in the modern, post 9-11 era.

Having addressed the strategic side, the course will conclude with a review of some of the more important operational developments within the alliance, looking at ways in which these might be developed for the future, whatever the final strategic direction turns out to be.
EL 526B FOUNDATIONS OF AIRPOWER THEORY

Dr. Phil Haun

Course Description: Since the advent of the aircraft there has been the question as to whether this technology has changed the nature of war or simply altered the character of warfare. Air power strategists in the interwar period introduced their theories as to how aircraft should best be employed to achieve political outcomes, either independently or as part of a combined arms campaign. The rapid development of air power in World War II along with the introduction of the complimentary technologies of radar and nuclear weapons forced a reassessment of air power’s utility. The Cold War brought with it the maturation and proliferation of nuclear weapons and general nuclear deterrence. In the post-Cold War era precision-guided weapons and stealth technologies introduced questions as to whether a revolution in military affairs had taken place. Post 911 the combination of unmanned aerial vehicles and intelligence continues to keep relevant the question of air power theory for our understanding for how air power should best be employed.

This is a great books course for students of airpower. For ten weeks we will engage theorists and their theories. Each week student’s are assigned a classic book on airpower. In seminar these works will be examined by asking a series of questions. Who is the author/theorists? What is their background/expertise? What question/puzzle was the author attempting to address with regards to air power? What assumptions does the author make about the political aims of actors, the balance of military power (offense vs. defense), the character of the government/people for all actors, and the potential for escalation (either with introduction of new actors or with vertical escalation of violence) (See Clausewitz p585-6). For each airpower theorist, what is the theory of victory (i.e. how will the use of air power lead to the desired political outcomes)? What is the operational targeting priorities for an air power strategy that is developed from each air power theory? How does airpower theory work in practice?

*EL 535 JOINT LAND, AIR AND SEA STRATEGIC EXERCISE (JLASS-EX)

CDR Keith Dowling / Professor M. Seaman

*EL 535A THEATER STRATEGIC PLANNING - THE PACIFIC

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

The course is a prerequisite for the winter and spring elective series---Joint Land, Aerospace, and Sea Simulation (JLASS). The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner’s level course.
JLASS is a distributed planning and execution game involving all Senior Level Colleges with each institution representing a geographic or functional combatant command or Joint Chiefs of Staff in a world with developing crises. The College of Naval Warfare Students role-plays the PACOM staff.

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

**EL 535B THEATER STRATEGIC PLANNING – JLASS-EX**

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

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

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

**EL 535C CRISIS ACTION PLANNING – JLASS-EX**

**Course Description:** For the Spring trimester, EL 535C, the students will receive credit for one elective during the spring term and develop a campaign plan in response to an emerging crisis, produce requisite follow on Fragmentary Orders, Requests for Forces/Capabilities and Directives in accordance with joint planning process during execution of joint and combined military operations. This plan will be tested in a two-sided, computer-assisted, future year’s war game to be played at Maxwell AFB, Montgomery, Alabama, by CNW students in collaboration with the other senior service colleges.

The written requirements for SE-535C (Crisis Action Planning---JLASS) are selected portions of a Campaign Plan, and Crisis Action planning documents as required during the exercise phase in Maxwell AFB. The Campaign Plan will be briefed to the senior JLASS mentor prior to departing to the exercise in Maxwell. **Secret**

**EL 539 HUMANITARIAN ASSISTANCE/DISASTER RELIEF: IMPROVING CIVILIAN-MILITARY COORDINATION**

Professor David Polatty & Dr. Michael Lappi (Harvard School of Public Health/Harvard Medical School)
Course Description: This course will focus on analyzing and understanding the challenges that U.S. and international militaries, governments, nongovernmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting Humanitarian Assistance (HA)/Disaster Relief (DR) operations during complex crises. The magnitude, complexity, and lethality of recent natural and manmade disasters have dramatically altered the previously accepted role for international militaries in the area of HA/DR. President Obama’s strategic guidance contained in the January 2012 “Sustaining U.S. Global Leadership: Priorities for 21st Century Defense” reiterates that HA/DR is a priority mission for the U.S. Armed Forces. It specifies that “U.S. forces possess rapidly deployable capabilities, including airlift and sealift, surveillance, medical evacuation and care, and communications that can be invaluable in supplementing lead relief agencies, by extending aid to victims of natural or man-made disasters, both at home and abroad.”

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

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

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

EL 539B INNOVATIONS IN TECHNOLOGY FOR HUMANITARIAN ASSISTANCE & DISASTER RELIEF

Professor David Polatty, Professor Hank Brightman, Ph.D. & Professor Tony Fox

Course Description. This highly-interactive course focuses on preparing students for leadership positions in theater-strategic (i.e., combatant command) and operational level staff assignments (e.g., Navy component/numbered fleet, OPNAV, Joint Task Force, and other Service and international military headquarters) where they will likely employ or support military forces during operations and/or
exercises in response to natural and human-caused disasters. Through interactive lectures, field trips, simulations and case study analysis, students will gain a thorough understanding of the information communication challenges that U.S. and international militaries, governments, non-governmental organizations (NGOs), and inter-governmental organizations (IGOs) face while conducting Humanitarian Assistance (HA)/Disaster Relief (DR) operations during natural disasters and complex emergencies.

The February 2015 National Security Strategy confirms that the U.S. will "work vigorously both within the U.N. and other multilateral institutions, and with member states, to strengthen and modernize capacities-from peacekeeping to humanitarian relief-so they endure to provide protection, stability, and support for future generations."

Accordingly, the ability of international military forces and civil defense assets to respond quickly to major crises with a broad range of unique capabilities has directly affected strategies and operations for the international humanitarian response community and has created confusion and inefficiencies during multi-lateral responses. Unfortunately, a lack of understanding exists between militaries, NGOs, and government agencies regarding a unified way forward when they come together to respond during crises. The use of information communications technologies to assess, monitor, plan for, and execute relief operations is a rapidly evolving area within the international humanitarian system that will cause tension and friction if not properly managed by key planners and leaders in military and civilian humanitarian organizations.

Classroom discussions will focus primarily on the operational to high-tactical levels (and to a lesser extent, strategic level) HNDR issues with a balanced examination of both theory and practice so students will understand the current and future use of information communication technologies, and can succeed on a military headquarters staff and best integrate military capabilities into civilian responses.

The overarching goal of this elective is to empower students with the requisite knowledge of information communications technologies and skills they require to deliver sound strategic and operational level decisions during future civilian-military HNDR responses.

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EL 539C CONFLICT AND THE FUTURE OF HUMANITARIAN RESPONSE

Professor David Polatty

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

Globally, conflict is the main driver of humanitarian need. For example, 68.5 million people were forcibly displaced globally as a result of conflict or violence by the end of 2017. Persisting high levels of
humanitarian need have also resulted in increased financial requirements – with $25.3 billion required to fulfil 2018’s humanitarian response plans. According to the United Nations, 97 per cent of humanitarian action, people in need and resources allocated are in complex emergencies.

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

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

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

EL 553 KOREAN POLITICS AND SECURITY

Dr. Terry Roehrig

Course Description: Despite the end of the Cold War, the Korean Peninsula has remained a legacy of that conflict, and continues to be a concern for peace and stability in the region. North Korea continues to be a serious security challenge. The Democratic People’s Republic of Korea (DPRK) is one of the last surviving communist states with a faltering economy that struggles to feed its people. North Korea maintains a large conventional military force, hundreds of ballistic missiles, and in 2006 and 2009, tested nuclear weapons adding to an already serious security concern. Since 2008, North Korea analysts have been watching intently as the DPRK regime attempts to pass power once again from father to son. Across the demilitarized zone, South Korea has developed into a thriving global economy ranking 15th in the world and democratic U.S. ally. The Republic of Korea (ROK) is the 7th largest U.S. trade partner and a world leader in the production of semiconductors, automobiles, electronics, shipbuilding, and nuclear energy technology among others. The United States and South Korea maintain a formal security alliance and the peninsula is home to 28,500 U.S. troops. Developments in Korea have an important impact in the region and in the world making knowledge of the Koreas and their challenges vital for national
security professionals. This course will explore the history, politics, economics, and security of North and South Korea and their role in the larger security situation of East Asia.

EL 554  THE LAW OF ARMED CONFLICT
International Law Department Faculty

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

EL 562B  EVOLUTION OF THE POST SOVIET WORLD
Professor George Kroll - Former U.S. Ambassador to Belarus, Uzbekistan, and Kazakhstan

Course Description: Although the Soviet Union and the world it dominated collapsed over 25 years ago, much of its legacy lives on in the independent states that emerged, profoundly affecting the states themselves and the world at large, including the United States. This elective will examine the post-Cold War evolution of the former Soviet world defined as the Russian Federation and the other states that emerged from the former Union of Soviet Socialist Republics (Lithuania, Latvia, Estonia, Belarus, Moldova, Ukraine, Georgia, Armenia, Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan) as well as the states of Eastern Europe that were part of the Warsaw Pact (Poland, Hungary, Czechoslovakia, Romania, Bulgaria) plus former Yugoslavia and Mongolia. The course will analyze how the societies, institutions, and policies of these states are evolving from their Soviet past including the effect this evolution is having on key transnational relationships these states share such as in the energy, economic, political, security, and cultural spheres. The elective will also discuss how Russia, China, and the United States have approached the former Soviet world since the end of the Cold War.

EL 575  WWII in the Atlantic and Europe
Professor Tim Schultz & Professor Walt Wildemann

Course Description: This course provides a comprehensive overview of World War II in the European theater. It has been developed for those interested in the unique personalities, ideologies, strategies, and events that prevailed in this struggle. While national and military strategies are a key focus of the course, consideration will be given to the campaigns, operations, and technologies that defined the war.
Accordingly, the course will progress along two parallel lines: specific phases or geographic areas of the conflict and considerations of the national and military dimensions of the combatant nations.

The course will be conducted in true graduate seminar fashion. It will emphasize 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. Some seminars may include guest professors with particular expertise to further enhance the seminar. Thus, it is imperative that students read and contemplate the material in order to engage the professors and each other. Your views on the “game-changing” events, the influence of personality and ideology, the role of chance, the subsequent myths, the institutional dimensions of the war, the applicability to 21st century conflict, etc., will be especially important. Consider also what the Second World War teaches us about human nature, cultural and national passions, and how technological advances reshape the domains and boundaries of human conflict. You should thus emerge from this course with a much-improved understanding of Europe’s second great conflagration as well as new insights in modern concerns.

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EL 577 WINSTON CHURCHILL: STATESMAN AND WAR LEADER

Dr. John Maurer

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

The crisis year of 1940 was not the first time that Churchill found himself tested as a leader. Before becoming Britain’s prime minister, Churchill had already served in a number of high-ranking government positions dealing with the preparation or making of war. As civilian head of the Royal Navy during the years immediately before the outbreak of the First World War, Churchill was the minister responsible for ensuring Britain’s naval security against the growing threat posed by Germany’s rapid buildup of its battle fleet. After Germany’s leaders provoked war, Churchill sought strategic alternatives to the stalemate on the Western Front and its costly battles of attrition. In the period between the two world wars, he also took an active part in the contentious policy debates about how Britain might best protect itself from the growing international threats posed by Japan and Germany. Churchill had the courage to speak out about the darkening international scene during the 1930s, warning of how Hitler’s Germany endangered Europe’s peace and Britain’s security. These warnings, however, proved unpalatable to Britain’s leaders, who sought to keep Churchill from holding government office. The outbreak of a new war with Germany confirmed Churchill’s warnings and brought him back into a position of leadership. Churchill’s long experience with the politics of making strategy helped prepare him for the mantle of leadership that he would assume during the Second World War.
Throughout Churchill’s long period of government service, he was at the center of controversy. To govern, said Churchill, is to choose. This course is about the political and strategic choices made by Churchill. His political and strategic decisions during the Second World War remain the subject of considerable debate. Churchill’s admirers see him as providing an exemplar of how a wise political leader guides a democracy in wartime. His critics, on the other hand, maintain that Churchill’s foreign policy and strategic prescriptions were sometimes dangerously flawed. Churchill’s colleagues in government, both civilian and military, as well as the leaders of Britain’s allies, would at times strenuously disagree with the strategies proffered by him. Was Churchill’s political and strategic judgment as flawed as his critics maintain? Or, does he deserve the accolades of his admirers? In this course, we will seek to evaluate Churchill as a strategist by examining his policy views and strategy decisions. By investigating Churchill as a strategist, this course also offers a window on the high politics and strategy of the two world wars.

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

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**EL 579  VIETNAM – A LONG WAR**

Professor A. Bergstrom & Professor Waghelstein

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

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**EL 580  COLONIAL WARS: 1841-1918**

Dr. Richard J. Norton

**Course Description:** One of the most interesting periods in military history will be examined. Our course of study will focus on the years 1841 - 1918, or roughly, the years in which Victoria reigned as Queen in Great Britain. The International Political System of the time may be described as dominated by a maritime Superpower in competition with a variety of other continental Great Powers. This period marks a time of explosive military development. It began with Napoleonic tactics and weapons and ended with almost all the devices and thinking that would accompany European Armies into the Second World War. Issues relating to imperial expansion, colonial constabularies, insurgencies and asymmetric
warfare were commonly encountered. It was also a time of intense, if sporadic, territorial expansion and the near constant involvement by European powers in a remarkable variety of small wars. Africa, more than any part of the world was profoundly affected by this experience, indeed, this period was so important that it is impossible to understand fully Africa of the 20th / 21st centuries without having an appreciation of the last two thirds of the 19th.

EL 585A  ABRAHAM LINCOLN: DEMOCRATIC STATESMANSHIP IN PEACE AND WAR

Chief Justice Frank Williams

Course Description: As the inaugural train, carrying President elect Abraham Lincoln wound its way to the nation’s capital, the country stood poised at a great divide. In those final hours before his Presidency began, standing under the American flag, Lincoln sealed his vow to unify and preserve this “new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.” No president in American history has faced a greater crisis than Abraham Lincoln confronted in 1861. But was he prepared as a war leader and strategist? After all, he had only served as a captain of the militia during the Black Hawk War during which he had seen no action.

Did Lincoln know that war was to be the only option or did he hope to resolve the issues separating the North and South through political statesmanship?

How did he justify the steps he took to save the Union and preserve the Constitution?

Are there lessons we learned from Lincoln which apply to modern day justice in war?

This course explores both the public and private Lincoln and his leadership in both war and peace. It examines the nature of American democracy and the place of equality in American politics.

Finally and most importantly, it examines the role of “prudence,” the virtue Aristotle calls most characteristic of the statesman, in democratic politics.

EL 592  FOUNDATIONS OF MORAL OBLIGATION

Dr. Timothy Demy & Dr. Thomas Gibbons

Course Description: This course provides an opportunity read and discuss some of the classics of philosophy, literature and religion. These readings raise fundamental questions regarding the nature of moral obligation, human nature, right, justice and law. The method for the course is the so-called “Great Books” approach. In this method, the book is the teacher.

At the conclusion of this course, students should have a good grasp of some of the major schools of thought regarding the foundations of morality. We will have examined the roots of Jewish, Christian and Hindu thought on these fundamental questions. We will have explored several major philosophical schools that have deeply influenced Western Culture (Platonic, Aristotelian, Stoic, Christian/Aristotelian,
We will have examined the US Declaration of Independence, the US Constitution, the UN Charter and several of Admiral Stockdale’s own written pieces in which he articulates the importance of these explorations for thoughtful military officers.

The main requirement of the course is careful reading of the assigned texts in preparation for class. The course will maintain a Blackboard website and each student will post at least a page of questions, comments, criticisms or points to be explored further to that website NLT 1600 two days before each class. Students are required to read each other’s comments and to respond to at least some of them. This will enable us all to come to class prepared to engage on the points raised by their colleagues.

EL 594 ETHICS IN THE MILITARY
Dr. Thomas Creely & CDR Michael Riordan
Course Description: Ethics in the Military is a foundation of the profession of arms, which reinforces the social contract with the American people and upholds our Constitutional obligation. Increasing ambiguity politically, socially, economically, culturally, and religiously on the world stage, requires a deeper understanding and probing examination of current realities and anticipated conflicts, with complex dilemmas. In order to have breadth and depth to ethical capacity, it is important to study ethics from a multidisciplinary approach. It is through the lenses of different disciplines that we increase our knowledge, inform our decision-making skills, and develop a holistic experience. Philosophy, Arts, Technology, Religion, Just War, and Anthropology are interconnected disciplines that build intellectual capital and prepare leaders at higher levels of thinking.

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

EL 595 DIRECTED RESEARCH
Faculty Sponsors
Course Description: This elective permits the individual student to pursue directed research alone or in combination with others under an appropriate faculty sponsor. Because of the special nature of this elective, the student must present in person a written research proposal, with the written endorsement of a proposed faculty sponsor, to the Associate Dean of Academics for Electives and Directed Research for permission to enroll. A one or two page abstract of the project’s results, and a brief faculty evaluation, must be submitted with the final grade report. This elective is a suitable choice for a student who wants to pursue a special project on a limited basis; it could also be a preliminary research effort.
for an Advanced Research Project; or it could be used to expand a project undertaken in the prescribed curriculum.

EL 595B   DIRECTED RESEARCH (MAHAN SCHOLARS)

Dr. Negeen Pegahi

Course Description: The Mahan Scholars Program provides an opportunity for selected members of the College of Naval Command and Staff and the College of Naval Warfare to acquire a firm grounding in the concept of deterrence and related “ways” of applying instruments of national power at the strategic level as well as those ways’ applications to and implications for the nuclear realm. Depending on student cohort composition and interest, the program may also examine additional domains and/or tools of strategic importance, such as space, cyberspace, and/or special operations. Students selected at the start of each academic year participate in the Mahan Scholars program for the entire academic year as a research elective. Mahan Scholars spend the fall in seminar working through key concepts and debates, the winter in seminar shaping and starting their individual research projects, and the spring primarily engaged in independent research and writing under the director’s guidance to complete their final 30-page paper and associated products. Mahan Scholars also have the opportunity to participate in a wargame of a regional contingency in a potentially nuclear environment, to go on funded class and individual research trips in furtherance of their projects, and to brief their work to relevant leaders at the end of the academic year. The work is focused primarily at the strategic level and involves a mixture of unclassified and classified sources and activities.

EL 595   E/F/G   DIRECTED RESEARCH (HALSEY)

Professor James FitzSimonds & Craig Koerner (Halsey Alpha)
Professor William Murray & Dr. Hank Kamradt (Halsey Bravo)
Dr. William Bundy & Professor Walter Bonilla (Gravely Group)

Halsey Program Description:
The Halsey Program provides an opportunity for selected members of the College of Naval Warfare and College of Naval Command and Staff to participate in focused, war fighting analysis projects dealing with near and mid-term operational challenges of interest to the CNO, the Navy Component Commanders, the numbered fleet commanders and Joint force commanders. Selected students participate in the Halsey program for the entire academic year. One of the three academic trimesters is devoted to full-time research in lieu of one of the core curriculum courses. During the other two trimesters, the student participates in the Halsey research elective. The
Halsey groups employ individual research, visits with theater and agency experts, modeling, simulations, interactive wargaming and team assessments. The final output of each project is the opportunity to brief the CNO at the end of the academic year. The following is a brief description of the three Halsey Program projects that will be ongoing during the academic year from August 2010 to July 2011.

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

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

The Gravely Group (formally Charlie) project examines Integrated Missile Defense. The project involves extensive individual and group research along with an emphasis on real-world scenario assessments, operational planning and wargaming.

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

*EL 597 NAVAL OPERATIONAL PLANNER COURSE ELECTIVES (MAWS)

Director- Robert Gardner

*EL 597A NAVAL WARFARE AND OPERATIONAL ART

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

*EL 597B THE NAVY PLANNING PROCESS AND THE JFMCC ENVIRONMENT

This elective examines operational planning considerations at the functional component level of a Joint Task Force, specifically investigating the Joint Force Maritime Component Commander (JFMCC). As the second of three Naval Operational Planner Course (NOPC) electives, WE-597B provides NOPC students with firm comprehension of a JFMCC’s unique operational-/tactical- level force employment considerations, from which feasible, suitable, and acceptable courses of action can be developed.

*EL 597C MAJOR OPERATIONS AND CAMPAIGNS- HISTORICAL CASE STUDIES

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

EL 599A    UNDERSTANDING STRATEGY AND OPERATIONS THROUGH WAR GAMING

Dr. Nicholas Murray

Course Description: This course provides students with the opportunity to examine historical and contemporary decision making through wargaming; and this will take the form of terrain exercises, decision exercises, tabletop and board wargames. This is in order to gain a better understanding of how strategy and operations have evolved over time and how tactical actions are connected to them. The wars and problems studied complement the curricula of the college and reflect several of the cases used for the strategy and war, and strategy and policy courses. Students will develop courses-of-action, including alternate COAs, and make decisions based upon them in order to discuss the ramifications of their choices and to get a better understanding of the changes in warfare over the last 200 years. As such, students will improve their reasoning and decision-making. Ultimately, the course fosters a better understanding of decision-making, the problems of developing strategy and conducting operations, and the evolution of war fighting over time.

EL 599B    Wargaming Connected Campaigns from napoleon to Nimitz through Clausewitz

Dr. Nicholas Murray and CDR Robert Krivacs

Course Description: This course provides students with the opportunity to examine historical and contemporary decision making through war gaming to gain a better understanding of how strategy and operations have evolved over time and how levels of warfare link together. The wars and problems studied complement the curricula of the college and reflect several of the cases used for the Strategy & War and Strategy & Policy courses. Students will conduct a strategic assessment, develop a theory of victory, and execute a wargame for each scenario. This provides a better understanding of how to align strategy with policy and the benefit of having an effective grand strategy that integrates all elements of national power.

To achieve the objectives stated above, students will study the evolution of joint strategic and operational art and decision making over the course of a century and a half, through the prism of Clausewitz’s ideas. Much of the learning will be experiential and combined with in-depth analysis so that the course enables a deeper understanding of historic and modern challenges and problem solving. The main conflicts studied include the French Revolution and Napoleonic Wars, and WWII in the Pacific. This seminar uses a traditional version of the Harvard case method to explore issues of leadership as well as
logistical, tactical, operational, and strategic decision-making. Students will be divided into small teams, each tasked with developing a theory of victory and creating a plan for war fighting on land and sea. They will use historical information to inform their planning and they will then need to “fight” their plan against a live opponent in a competition of ideas, so to speak. As part of the learning, all wargames will utilize rigorous after-action-reviews (AARs) to analyze the choices made as well as allowing the exploration of alternative possibilities. In addition, students will be tasked with showing how the actions and choices connect with the higher or lower levels of war. Through this process the class will develop a student’s critical thinking skills, their understanding of the use of history and of the realities of decision making at the operational and strategic levels and how all of the pieces connect, so as to better understand the longer terms effects of actions.

The course will emphasize a free-flowing conversation informed by the weekly readings, and the wargames themselves. The professors may use the first part of each case for a presentation on the historical context, or on the specific rules for the games; this is in order to facilitate a smoother process of executing the planning and process of the games themselves. Some seminars may include guest professors with particular expertise to further enhance the seminar. It is therefore imperative that students read and contemplate the material in order to engage the professors and each other. It is also important that students actively contribute to the games as the learning experience of all is enhanced by full collaboration. Students should emerge from the course with a much-improved understanding of the decision making and the utility, or not, of alternative COAs for the wars in question.

EL 604 THE HISTORY OF WOMEN IN WAR AND COMBAT

Dr. Mary Raum

Course Description: The female in the military has a long history from ancient to modern times and is found in the stories of considerable cultures and nations. Students will read about, analyze and discuss a variety of biographies and autobiographies and articles as well as utilize art and watch films related to ancient and modern women and their roles in the profession of arms. The studies will cover many nationalities and periods in the history of war.

EL 601 Modern China

Dr. Bruce Elleman and Dr. Sarah Paine

Course Description: China is the rising power of the twenty-first century. This course will focus on the diplomatic, political, economic, historical, philosophical, and cultural factors relevant for making an informed net assessment of its intentions. The readings, presentations, and movies will help explain why the Chinese empire collapsed, why China remained a failed state for so long, how it began to rise, what are factors contributing to this rise as well as what are the impending bottlenecks.
The course emphasizes the important role of warfare in Chinese history. Far more so than in most other countries, warfare has wracked Chinese society for the last two centuries. Hostilities were not confined to a single region but devastated all provinces at different times and the unrest continued not for years but for decades. Constant warfare and internal upheavals help explain the high value attached to social order by the Chinese government and people.

Modern Chinese history also cannot be understood without a deep appreciation of the foreign influences that have bombarded China from all sides. Western analysts often give due attention to the Western European powers and to the United States, but few give adequate attention to the activities of Russia and Japan. In fact, Sino-Russian relations are central to China’s national security, and Japan has had an equally important impact on China’s economic development.

Finally, this course will discuss how Chinese governments have attempted to preserve Chinese unity. It will put Communist rule in the context of the cyclical pattern of imperial decline, fall, domestic chaos, and the creation of a new unifying dynasty. Discussions will examine whether or not the Communist government has broken free from this pattern.

**EL 605**  
**SCIENCE, TECHNOLOGY AND STRATEGY: FROM STIRRUPS TO SLBM’S**

Dr. Timothy Schultz & Professor Michael A. Dennis

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

**EL 627**

**BIOLOGICAL AND CHEMICAL AGENTS AND THEIR USE IN WARFARE AND TERRORISM**

Prof. Albert Shimkus

**Course Description:** This course will focus on the identification of biological and chemical warfare agents and their use by individuals, military, and terrorist organizations. The history of the earliest uses of various chemical and biological agents will be discussed from the first known uses up to modern applications. Modern descriptions and applications well known chemical and biological agents will be discussed as well as symptoms, lethality, and ease of manufacture, environmental contamination issues, personnel protection, and overall defense. The course will proceed to describe how biological/chemical warfare has changed from one that relied principally on a strictly military organization and control as a weapon of mass destruction to that of irregular warfare where science educated individuals can create
WMD materials with little cost or sophistication. The concurrent evaluation of ongoing developments in biological and chemical agents and their advanced delivery systems is a secondary course emphasis. The growth of these capabilities, principally in poor third world nations, and among terrorist organizations, as an instrument of power to foment economic, informational, diplomatic, political, and military control is a major aspect of this course. Contemporary relevance of existing conditions, future scientific and technological developments, and the ability to defend against the use of such agents are pervasive themes of this course.

This course complements additional coursework in the area of Irregular Warfare and introduces the student to a major segment of Weapons of Mass Destruction. It builds from the foundational readings and study in the core curricula.

The course will require a SECRET clearance.

EL 632 MILITARY DECEPTION

Professor Paul Povlock & CAPT Edmund Hernandez

Course Description: This course introduces the theory and practice of deception. As old as warfare itself, nonetheless, history demonstrates interest in deception waxes and wanes. Cultural considerations affect how readily deception is practiced. The most successful military commander understands the value of deception and in particular its ability to create surprise on the battlefield. While tactical and strategic deception will be considered, this class concentrates on the operational level of warfare and the considerations of applying deception at that level. Historic and contemporary use of deception will be presented to illustrate the application of deception.

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

EL 636 INDIA, PAKISTAN AND SOUTHEAST ASIAN SECURITY

Admiral Nirmal Verma

Course Description: War, terrorism, nuclear crises, great power rivalry! South Asia has it all. This seminar focuses on the political, security, social, and economic dynamics of this increasingly volatile region from the independence of India and Pakistan to the present. Particular attention will be paid to the Indo-Pakistani rivalry, its nuclear dimensions, and its connection to Islamist-inspired terrorism. Afghanistan, its ties to Pakistan, and the South Asian region’s role in the U.S.-led global war on terrorism will also be covered. Finally, China’s role in the region – including its rivalry with India and support for Pakistan – will be addressed.
EL 640  GOVERNING CHINA

Professor Isaac Kardon and Professor Peter Dutton

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

EL 641  WARS OF AFRICAN INDEPENDENCE (1881-1991)

Dr. Richard Norton

Course Description: Welcome to this elective! During this semester, we will examine on 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 of 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.

EL 645  POLITICAL WARFARE AND COUNTERINSURGENCY: DEVELOPING INNOVATIVE TOOLS

Admiral Guillermo Barrera

Course Description: This course will examine non-violent strategies and actions employed in irregular warfare and counterinsurgency. Non-violent actions comprise more than 70% of the total number of activities in irregular warfare. The study of these strategies provides us with a theoretical framework to
understand not only why some insurgencies succeed and why others fail, but also, how insurgencies can be defeated in their own methods.

We will begin with an overview of political warfare. Political warfare focuses primarily on Psychological, Organizational, Intelligence, Mass Movement, Moral, Strategic and Ideological activities that are used to achieve political and military objectives. While violence plays an important role in political warfare, it is not always the determining factor in the outcome of many conflicts. Using political warfare as a framework, we will study several contemporary cases to assess the relative strengths and weaknesses of political warfare strategies. Finally, students will produce a short paper based on their own case study that assesses the utility of political warfare strategies. Students will present their findings to the class in a twenty-minute presentation.

This Course will complement the study of Irregular and Asymmetric Warfare for both Operations and Strategy & policy.

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**EL 649**          **CRITICAL THINKING FOR ADAPTIVE LEADERS**  
Dr. Olenda E. Johnson & Prof. John Meyer  

**Course Description:** This course is designed to stretch (and, in some cases, shake-up) students beyond their logic and reasoning comfort zones; intentionally engaging non-military topics and non-structured analysis. The broad aim is to inspire adaptive and anticipatory leadership by challenging inherent paradigms, intellectual biases, and problem-solving defaults. A specific focus will be perspective taking from the vantage point of non-military components of the D.I.M.E (Diplomatic, Informational, and Economic), while also experientially developing the reflective ability to think beyond immediate and/or generally known solution sets. Drawing on organizational and leadership theories, the course utilizes the Harvard Case Method as a primary learning tool. Integrated within the course are opportunities for students to assess and evolve their leadership styles, within an emphasis on preparing students for higher-order leadership.

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**EL 655A**          **THE LAW OF AIR, SPACE, AND CYBER OPERATIONS**  
International Law Department Faculty  

**Course Description:** This elective is specifically designed to introduce the areas of international and operational law applicable to the air and space domains as well as cyber activities. Topics include the zones of air warfare and the status of aircraft; military activities in space during peacetime; and the application of self-defense when subjected to cyber operations. The course will address the law of armed conflict unique to air, space and cyber operations.
**EL 657B  IRANIAN WAY OF WAR**

Dr. Suzi Levi-Sanchez

**Course Description:** Iran remains an overarching concern for the United States and a security priority for our military. This course provides students with an overview of Iran through its history, culture, society, politics, and relationship to the region and the great powers (U.S., China, and Russia). This includes examining its military and strategic culture, as well as the Iranian “way of war.” The importance of history and culture for Iranian engagement with the region and the world is a key lens through which to both understand Iranian strategy as well as to approach Iran as a key player in the Middle East.

As a graduate seminar, the class will be based on discussions and debates grounded in the assigned readings and videos as well as the research topics of each student. The main goal of the course is to develop a nuanced understanding of Iranian politics, culture, and history. There are two ways in which we, as a seminar, will achieve this goal. First, each student will pick an aspect of Iran that they will research and provide periodic short briefings on throughout the course. Essentially, they will be the “expert” in the room for their area. Second, in lieu of a research paper, each participant will develop a presentation of fifteen minutes followed by a question and answer period of fifteen minutes. The presentations will be based on the topic chosen at the beginning of the trimester by each student.

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**EL 660  CYBERSECURITY: CYBERED CONFLICT, RESPONSE TO SURPRISE, AND EMERGING INDICATORS OF GLOBAL SYSTEM CHANGE**

Dr. Chris Demchak

**Course Description:** The course will be an overarching look at cyber world threat development and examine wider issues where cyber space and other trends are likely to intersect to produce surprises for the U.S. and other civil digitized societies. The course will push the envelope to explore not only what exists today but also what can be foreseen as likely sources of future surprise, and what trends we should follow to continuously recalibrate our anticipation of both technological and societal developments associated with cyber threats. This course provides the opportunity for students to apply the critical thinking frameworks provided in the core curricula to the events and indicators of the emerging cybered world and its evolving forms of conflict.

Along with readings and class discussions, students will join into teams to develop a cybered threat scenario and provide Red (adversary) strategies and Blue (government) responses. Team presentations will be conducted during class session nine. Students will turn in their presentation and associated research as their graded written work for the class. Final grades will be based on class participation, team presentation and briefing materials.

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**EL 663  SECURITY AND TRANSNATIONAL THREATS IN AFRICA**

Dr. Richard Lobban (Department of Anthropology, Rhode Island College, Professor Emeritus)
**Course Description:** Welcome to the Security and Transnational Threats in Africa elective. This elective is designed to promote thinking and discussion about security in an African context and the nature of the African security environment with particular emphasis on non-state transnational security threats. Strategic, policy, and security cooperation options available to the United States and African countries to address these security concerns will also be considered. Threats examined will include terrorism (indigenous and global), small arms and light weapons proliferation, health and disease, the environment and demographic trends, and transnational crime.

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**EL 664**  
**AFRICA MARITIME SAFETY AND SECURITY**

Professor Jeff Landsman

**Course Description:**

This course will examine the African maritime sector, laying a foundation for how the oceans, seas, lakes and rivers play a critical role in the economic stability, safety and security of the African continent. It was not until recently, the African nations and international community recognized the value and the significant role the African maritime sector plays at national, regional and global levels. The sector provides development and economic opportunities, while at the same time, it must overcome the significant challenges of illicit criminal activity, piracy, illegal fishing, migration, trafficking, and continued damage and overuse of marine ecosystems. This course will examine the African maritime sector’s history, geography, resources, trade, infrastructure, threats, regional stakeholders, strategies and agreements, international partner interaction, and how each of the Regional Economic Communities (RECs) utilize the sector. Students will apply course topics and seminar discussions through a research paper and an in class practical table top game, which will further investigate possible solutions to security challenges within the African maritime sector.

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**EL 665**  
**US-AFRICA POLICY**

Dr. Naunihal Singh and CAPT Rob Dahlin

**Course Description:** Welcome to the China and Africa elective. During this semester we will be examining China’s activities in and around Africa. Our course of study will begin with a look at the history of China’s engagement with Africa starting with the voyages of Zheng He. Subsequent sessions will look at the many areas where China’s government, military, businesses, and citizens are active on the continent and in the waters of Africa with blocks focusing on Economics, Security, and Diplomacy/Soft Power. The course will conclude with a discussion on how African nations are responding to China’s activities on the continent and if/how the U.S. should respond.
EL 668B  IRREGULAR WARFARE ACROSS ERAS AND EMPIRES

Dr. John Waghelstein & Professor Joe McGraw

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

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

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

This course examines how Empires and Nations have fought both with and against irregular forces. It examines the strategy of the insurgent, the partisan, the guerrilla and the state. Further this course seeks to understand the utility in combining both irregulars and regulars towards military objectives and policy aims, and perhaps the futility in attempting to defeat the same.

EL 680  THE ROYAL NAVY, 1870-1914: A CASE STUDY IN NAVAL TRANSFORMATION WITH MODERN PARALLELS

Professor Angus K. Ross

Course Description: Listening to all the current “hype” about the alleged revolutionary impact being created by the onset of the information age, one could be forgiven for imagining that this is somehow the first point in historical time where such a broad and far-reaching set of changes have had to be confronted. In naval terms, the legacies of the Cold War era, with its emphasis on sophisticated platforms and global presence, has given way to an age where the threats are less certain and where the consequent justification for expensive “legacy” systems is harder to find. The emphasis has fallen
instead on reactivity and rapid global power projection. The net result of all of this has been a perceived need to “transform” the whole ethos of what we understand by the exercising of sea power.

As an entering argument, this course takes the view that the changes that followed the Industrial Revolution over 100 years ago were equally as bewildering to the strategists and planners of the time, and that the study of this period is therefore useful to us in attempting to chart a course through the current upheavals. Almost overnight, vast fleets of expensive battleships were made obsolescent by the perfection of yet another radical weapons system or the successful coupling of weapon and speed in a single new capability that was likely to be within the reach of even the poorest powers of the day. The potential impact that this had on the naval balance of power of the day was incalculable, not to mention its effects on the costs of remaining on the “cutting edge.” Using a historical approach, this course will chart the appearance of the different technologies; steam propulsion, lightweight armor, quick-firing guns, steam turbines, the all-big-gun ship, mines and submarines, and look in turn, at the response of the politicians, the naval theorists, the planners and the industrialists to the dilemmas that they posed. In essence, we will be examining the changes wrought on the naval mission – just what did it mean to exercise naval power in the industrial age; how did this differ from the previous era, and did the navies of the day ever grasp the significance of what was happening around them? As befits a course at the NWC, the emphasis will necessarily fall on the impact that these “transformational eras” can have on the larger, well-established naval powers.

Students completing the course will be able to articulate some of the key pressures that face naval planners in a transformational age and, with the benefit of a broader historical background, should be better placed to ensure that the tenets of naval theory and practice remain at the forefront of the advances; “driving the train,” as opposed to simply reacting to technology and the actions of others.

The course will follow a seminar format of presentations and discussion. In addition to participating in all classroom discussions, students will be required to research a particular topic that interests them from within the course material. They are to summarize their findings and present them to the seminar by way of an informal, 20-minute presentation, which should lead naturally into deeper seminar discussion. Using the research conducted and, if necessary, the feedback gained during the class discussions, the written requirements are met by way of an accompanying, short, 4-8 page "think piece," which should document the main arguments presented and the sources used.

*EL 681 INFORMATION OPERATIONS AND CYBERWARFARE

CAPT Joel Davis & CDR Matthew Griffin

Course Description: This course examines Information Operations and Cyberwarfare in the contemporary environment. Topics of interest include legal and doctrinal guidelines, DoD policy initiatives, planning strategies and the appropriate integration of Information and Cyber capabilities across the range of military operations. Information related military capabilities will be examined in depth. This course will familiarize students with Service and Joint centers of excellence through various guest speakers.

Each student is required to write and present two 5 - 7 page papers on some aspect of Information Operations and Cyberwarfare (1 each).
Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years.

EL 687 Just & Unjust Wars in Disruptive Battlespaces
Dr. Pauline Shanks-Kaurin

Course Description: War is a human endeavor, and like other human pursuits has moral status and implications to be examined. This course considers two core questions which are central to what is called Just War Thinking (as opposed to Pacifism and Realism): 1- Under what circumstances is war morally justified and what exactly does that mean? 2- What are the moral implications of war, both for political communities and individuals? While we will primarily focus on how these questions have been answered in the Western traditions, we will also consider how other traditions and cultural contexts (indigenous, Islam, Hinduism and Buddhism) address the same issues. Further, we will not just consider the theories and concepts in Just War Thinking, but consider how they are applied to specific contemporary issues like remote warfare, non-lethal weapons, cyberwarfare, the environment, terrorism and insurgencies. Finally, we consider the broader implications of Just War Thinking for the intersection of strategy with ethics and for moral injury.

EL 698 DEFENSE RESOURCE ALLOCATION
Professor Sean Sullivan & Professor James Cook

Course Description: The course is designed for future practitioners of Defense Resource Allocation. Each Formal Defense Resource Allocation formal process will be studied in detail with an emphasis on process and source documents. The course will include study of:

- Planning Programming Budgeting and Execution (PPBE) system
- Joint Strategic Planning System (JSPS)
- Defense Acquisition System (DAS)
- Joint Capabilities Integration and Development System (JCIDS)

The services participate in Defense Resource Allocation and their service specific processes for programming and planning will be reviewed. Program Objective Memorandum (POM) development is an important process for a service. POM development includes the implementation, funding and management of programs that provide service specific capabilities to the Joint Force.

Department of Defense Transformation has resulted in numerous changes to the formal defense resource allocation process. Secretary of Defense Donald Rumsfeld initiated Capabilities-based Planning into U.S. defense planning. The course discusses the foundation, intent, and result of these changes and their impact on process.
EL 704  CIVIL-MILITARY RELATIONS
Dr. Lindsay Cohn & Dr. Jessica Blankshain

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

Does this problem become more acute as civilian society loses its connection with the military? How distinctive must the culture and institutional setting of the military be from its host society—especially if that society is a liberal democratic one—to fulfill its special mission? Does the military’s focus on the management of violence require military culture to stand apart from or even contrary to the civilian society from which it springs? Or should the military, particularly in a democracy, adapt to the culture of civilian society, reflecting civilian values and norms of behavior? Should the military be made up of conscripted “citizen-soldiers,” or of volunteer professionals? What responsibilities do the government and the general public have with respect to those who serve in uniform? What does society “owe” the soldiers?

This course will examine these issues primarily in the context of the United States, but will be looking at theoretical concepts that could be applied to advanced democracies in general. However, the U.S. is in many ways an exceptional case for CMR, and thus we will take every opportunity to compare and contrast it with other states whose political systems and/or geopolitical position is very different.
policy, mostly through a series of contemporary case studies involving maritime and naval conflict, including the Gulf of Tonkin incident (1964), the North Korean attack on the USS Pueblo (1968), the Cambodian seizure of the M/V Mayaguez (1975), the “Black Sea Bumping Incident” (1985), and the Israeli interdiction of the Mavi Marmara (2010), the hijacking of the Achille Lauro cruise ship (1987), contemporary Arctic Oceans security issues, and several incident between the United States and China concerning U.S. Navy ships and aircraft operating in the East China Sea (2000-2010). We also will discuss the concept of “lawfare”—or the use of law as a political weapon to shape the legal order of the oceans. These case studies will illustrate the rules of the international law of the sea, as embodied in the law of the sea, as well as some aspects of the law of armed conflict and international humanitarian law that arise during peacetime and wartime conflicts in the oceans.

EL-717 STRATEGY, LEADERSHIP, AND ETHICS IN THUCYDIDES’ PELOPONNESIAN WAR

Dr. Mike Pavkovic

Course Description: This elective combines over sixty years of experience from an historian, a philosopher, and a political scientist at teaching one of their favorite books, Thucydides’ Peloponnesian War. The method is Socratic. 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 with your professors taking turns leading the discussions. This elective should be valuable for any War College student, but perhaps especially for those taking or waiting to take the Strategy and Policy course, for which Thucydides offers a superb introduction. The elective may be even more valuable for those who have finished the Strategy and Policy course and desire a capstone integrating all of our course themes, with a special focus on the relation of strategy, leadership, and ethics in war, thus also making this elective a nearly ideal case for those pursuing the leadership track in the electives program.

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 v. 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 ascend to these perennial issues too, especially as they pertain to justice and ethics in war, as they come up in our conversations.

EL 719  ADVANCED STRATEGIST PROGRAM  
COL (ret) Dave Brown

EL 720  UNMANNED SYSTEMS AND CONFLICT IN THE 21ST CENTURY  
Professor John Jackson & Professor Michael Sherlock

Course Description: Technological advances in the areas of artificial intelligence (AI) and robotics achieved in the past decade have created the capacity for unmanned/robotic systems to move from the realm of science fiction onto the current battlefields of the 21st century. In 2008, there were over 5,300 unmanned aircraft systems in America’s inventory, and the inventory of unmanned ground systems deployed to Iraq and Afghanistan exceeded 12,000. Sea-based unmanned/robotic systems are less fully developed, but research and development is well underway on systems to be deployed in the air, on the surface, and under-seas. Critical design considerations for the Littoral Combat Ship, for example, have been made to accommodate the use of a variety of unmanned vehicles. One further indicator of Navy interest in this subject is the Chief of Naval Operations’ October 2008 tasker to Strategic Studies Group XXVIII to study all aspects of the integration of unmanned systems into Navy force structure. (tasker attached). Many observers believe that the combination of super-computing technology and robotics engineering will drive changes within the military environment equal to the impact the invention of gunpowder had in the 16th/17th centuries and steam propulsion for ships had in the 19th century. These changes relate not only to the development and manufacture of highly-capable future systems, but also to issues regarding the ethics of their use, and the manner in which command and control will be exercised. The purpose of this course will be to acquaint students with the scientific, ethical and operational issues inherent in the employment of unmanned/robotic systems in the national security context.

EL 727  ANTHROPOLOGY OF WAR  
Dr. Montgomery McFate
**Course Description:** What can analysis of how non-Western, non-State societies fight tell us about the nature of war itself? This course begins by considering a variety of theories about the causes of war. Is war a result of conflict over resources, politics, resistance to colonial occupation, human nature – or none of the above? We then consider the use of force and lethality in ‘tribal’ warfare, with attention to how these patterns may influence insurgency and guerilla warfare. John Keegan wrote in the History of Warfare that “war is always an expression of culture, often a determinant of cultural forms, and in some societies the culture itself.” If war is indeed an expression of culture, how does this manifest in different societies at different times? We will consider the influence of cultural values, narratives, and fantasy ideologies on warfare, and evaluate whether the games that different cultures play (backgammon, go, and football) represent an underlying grammar of strategic thinking in different societies. We will then examine the social and cultural effects of war, including territorial expansion, social stratification, and (as some scholars have argued) development of the state itself. We will then consider war as a form of cultural contact between different societies and explore the question: what happens when two ‘culturally distant’ societies go to war, each having their own ideas of role/status, norm/sanction associated with the organized deployment of military force? Two different processes in ‘transcultural wars’ will be discussed: the development of symmetry between belligerents and creation of images of the enemy. The final session of the course will consider the concept of the ‘warrior ethos’ and its meaning for the warrior elite.

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**EL 729**  
**NUCLEAR ARMS CONTROL, DISARMAMENT AND NONPROLIFERATION**  
**Dr. David A. Cooper**

**Course Description:** This course explores the theory, history, and future challenges of employing nuclear arms control, disarmament and nonproliferation tools as elements of U.S. national security policy. Although focusing primarily on the "demand side" approach of negotiating and implementing bilateral and multilateral treaties and agreements, it also touches on "supply side" nonproliferation approaches including interdiction, export controls, and sanctions. U.S. pursuit of bilateral nuclear disarmament with the Soviet Union was a major national security preoccupation throughout the Cold War era. This interest quickly receded, however, once the Soviet Union disappeared as an existential adversary. Especially in the wake of the 1991 Gulf War, U.S. attention began to focus increasingly on the prophylactic goal of preventing the spread of nuclear weapons to new countries, rather than reducing or eliminating existing arsenals including its own. This shift in emphasis accelerated when the terrorist attacks of September 11, 2001 created an overriding imperative to prevent terrorists or their state sponsors from obtaining the means to inflict mass destruction. However, although President Obama has maintained this focus on preventing nuclear proliferation, he has also sought to reinvigorate a parallel nuclear disarmament agenda with the ambitious goal of eventually eliminating all nuclear weapons everywhere. These interrelated goals will face daunting challenges in the years ahead that will be explored.

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**EL 730**  
**ETHICS OF TECHNOLOGY: WARFARE, SOCIETY, AND DISRUPTIVE TECHNOLOGIES**  
**Dr. Thomas Creely and Dr. Lewis Duncan (Provost)**
Course Description: The exponential growth of technology in the military and society places ethical demands on leadership and decision-making. Technologies developed and used in the United States reflect American values. Robotics, nanotechnology, railguns, cyber, information, neurotechnology, drones, autonomous vehicles, ambient intelligence, and chemical and biological agents are warfare technologies, which are value-laden. These and other emerging technologies, some of which we cannot yet even imagine, require leaders who have developed and broadened their ethical leadership skills to engage complex enduring dilemmas of democratic civil societies, ethics of other cultures, and ethics of economics.

An overview of ethical theories and technology terms will lay the foundation for analysis, discussion, and reflection of one’s moral decision-making responsibility. Leaders need to ask and debate questions because of their short range – long-range consequence on their own and other societies. In what ways does technology challenge and possibly reconfigure our ethics? What additional challenges will exist as new technologies in the third offset strategy are developed rapidly outpacing our existing ethical frameworks? Is the human element too far removed from drone or autonomous warfare? Does technology generate greater freedom or does it constrict freedom of citizens, of leaders, or of states?

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

EL 732 The Development of Maritime Power

Dr. Geoff Till

Course Description: Most strategic maritime thinking focusses on naval operations, essentially on what can be done with maritime power once possessed. By contrast relatively little attention is devoted to the overall issue of how states develop or maintain that maritime power in the first place, although, especially outside periods of war, such considerations require much thought and effort especially for the many policy-makers, uniformed or not, whose task this is. This is not to deny the existence of detailed analysis of some aspects of the issue, such as developing a ship-building industry or improving acquisition procedures. But attempts to put such issues into the bigger picture of overall maritime development and what some have called a ‘strategy of means’ are much less common. The course will therefore take a look at the challenges involved in developing and/or maintaining maritime power and at how these have been, and are being, tackled by various European and Asian powers (especially China) to see whether a review of such experience of the past facilitates understanding of the present, encourages informed speculation about future trajectories, and perhaps offers some guidance for today’s policy-makers. Accordingly, exploring the benefits of the historical approach in the analysis of contemporary maritime development is an important sub-theme of this elective.

The course begins by taking a broad maritime approach but ends with a narrower and hopefully deeper naval one.
EL 743B        UNITY, PROSPERITY, AND DISILLUSION: MODERN EUROPE

Ambassador David Hardt

After fighting two devastating wars in less than 30 years, Europe decisively changed course and moved steadily and deliberately toward greater integration and unity, in the process overcoming Cold War divisions, multiple economic hurdles, and ethnic wars in the Balkans. While NATO and the EU have expanded to encompass most European states, key actors Russia and Turkey remain on the periphery, and the UK’s pending Brexit marks a shift in the post-war unifying trend.

This course will look at the forces that have brought Europe together, assess the progress and shortcomings in the European project, and discuss where Europe is heading today in the face of Russian aggression, immigration challenges, terrorism threats, and the rise of illiberal democratic governments.

Post-War Europe has been the United States’ closest and most important global partner, and we will explore how U.S.-European relations have evolved, how both partners benefit from the relationship, and how the United States and Europe should cooperate in the future to advance mutual interests.

With the European Union confronting multiple internal challenges, and many in the U.S. questioning the value of our European alliance, this course seeks to give students a framework to understand why Europe has pursued the difficult path of integration, how effective integration has been, and the benefits and implications of trans-Atlantic cooperation, including in meeting broader global challenges.

Students should come away with a better understanding of how to work more effectively with European countries and their common institutions. The course will be conducted as a graduate level seminar, with informal lectures followed by seminar discussions.

EL 748        LEADERSHIP AND WAR VIEWED THROUGH THE HUMANITIES

Professor Baldwin

Course Description: This course provides an overview of perspectives on war through the Humanities. In so doing, it combines art, music, literature, and historical information to better understand the role of the humanities across the spectrum of military operations, in international relations, and in light of cultural values.

Introduction: Consciously and unconsciously the humanities (i.e. art, music and literature) reflect and often shaper our values, beliefs and our attitudes toward the world, and our actions during times of crisis. In today's world, the humanities (e.g. art, movies, and plays) play a significant role in shaping our societal and cultural values, which often affect foreign policy and international relations. Indeed, one cannot adequately understand contemporary international relations without studying the cultural views of the world and their effects on national and international political processes. This is especially true of those involved in current military operations, for as General Zinni (USMC, Ret.) has noted: “We have to have a deep understanding of the culture because it affects our decision-making. ‘Cultural intelligence’ is the greatest initial need of the commander on the ground and the one that leads him into more problems.”

In this course, attention is focused on the three aspects of the humanities including art, music and literature and their respective influence on diverse cultures and their impact on war and peace. Two questions will be asked of each of the humanities we will study: (1) What is the impact of the humanities
in shaping cultural perspectives and decision-making? (2) In what ways does art, music and literature reflect and shape individuals to pursue war and peace? Every nation has their individual culture and their views, beliefs and sets of values that are influenced by the humanities.

We will explore the way in which psychological and political actions are reflected through the cultural prism of the humanities. Throughout this course, the effect of the humanities will be examined as a contributing factor toward pro and anti-war activities and as a powerful force for peace. Specific topics to be addressed during the sessions include Art reflecting societal changes during times of war; Music that inspires nations for war and peace, and Literature that reflects on the nature of war itself and embodies the sentiment of compassion of the costs of war.

EL 749 CENTRAL CHALLENGES OF AMERICAN NATIONAL SECURITY

Dr. Jessica Blankshain

Course description:
From ISIS and Iran’s nuclear ambitions to the rise of China and Putin’s provocations in Europe, this course examines the central challenges of American national security. Through a series of case studies, students address these issues as if they were professionals on the National Security Staff working for the President. In response to specific assignments, students write Strategic Options Memos that require analyzing the challenge, assessing the current strategy, and identifying alternative strategies for protecting and advancing national interests. Assignments require strategic thinking: analyzing dynamics of issues and developing feasible strategies. In the real world of Washington today, this means thinking clearly, about what the US is attempting to achieve in the world in the midst of a swirl of a government whose deliberations are often discombobulated by leaks and press reports. A sub-theme of the course explores ways in which pervasive press coverage intrudes, for example in decision making in cases that include...

EL 751 EXPEDITIONARY WARFARE, BLOCKADES, COMMERCE RAIDING, COALITIONS, AND GRAND STRATEGY

Dr. Bruce Elleman & Dr. Sally Paine

Course Description:
Can continental and maritime powers both conduct the full array of naval operations to equal strategic benefit? Specifically, can the United States, China, and Russia employ naval forces with equal effect? Over the past fifteen years, the instructors have edited seven books on maritime operations. There is
EL 760 RUSSIAN MARITIME WARFIGHTING ADVANCED RESEARCH PROGRAM

Dr. Michael Petersen

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

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

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

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

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**EL 766A**  
SEA POWER AND THE ARCTIC OCEAN REGION: ENSURING ACCESS AND PROMOTING SECURITY

Dr. Walter Berbrick & RADM Lars Saunes

**Course Description:**
Changes in climate and a diminishing Arctic ice cap are gradually providing access to significant quantities of unexploited petroleum, mineral deposits, and fish stocks. New maritime routes may reduce shipping time and costs, thereby enhancing relationships between North America, Asia and Europe. These factors could lead to increased opportunities and risks in what historically has been a peaceful region. Students will explore the unique Arctic operating environment, military strategy and operations in the region, the role of Alaska, U.S. decision-making on the Arctic, and the current state of sovereignty, commercial development, and geopolitics in the region. Through guest speakers, class discussions and exercises, topical readings, and lecture, this class will foster innovative thinking, critical analysis, and team-building skills to help leaders prepare for current and future challenges and opportunities in the Arctic region.

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**EL 766B**  
IMAGINING THE ARCTIC: A POLITICAL AND ECONOMIC PERSPECTIVE

Dr. Mary Thompson-Jones

**Course Description:**
Thanks to the State of Alaska, the United States is a primary stakeholder in the Arctic, with 1,060 miles of coastline off Alaska’s northern slope. It is also an Arctic gateway; a designation it shares with Russia in the Bering Strait where the waters are just 55 miles across. Seven other states have territory north of the Arctic Circle: Russia, Canada, Denmark (Greenland) Norway, Iceland, Sweden, and Finland.
Unlike Antarctica, an uninhabited continent (with the exception of permanent research stations), the
Arctic is a sea. More than four million people – some of whom are Americans -- live north of the Arctic
Circle. America’s ambivalence about the Arctic, first evidenced in the public debate on the merits of
acquiring Alaska, known as “Seward’s folly,” stands in contrast to Russia, which declares itself to be an
Arctic nation. Even in modern times, few in the U.S. gave much thought to the Arctic until climate
change and a diminishing ice cap began to make it possible, with difficulty, to navigate through the
Arctic Ocean. As the ice continued to melt, countries both inside and outside the Arctic region began
eying the possibility of an Arctic shortcut as a means of moving cargo with less time and cost.
Commercial interests found they had new access to natural resources and even tour operators offered
the wealthy the possibility of an Arctic cruise. Heightened interest from many nations -- some of whom
were far from the Arctic -- brought increased security concerns as countries began vying for position.

This course will offer a multi-dimensional look at the Arctic using a variety of lenses: historical, literary,
geographic, scientific, legal, commercial, security, and political.

EL 768  Plato & Aristotle for Warriors

Dr. Carnes Lord

Course Description:  This course is intended to provide an introduction to the political philosophy of
Plato and Aristotle, with particular emphasis on the place of war and warriors in their thought. It will
investigate the historical and cultural matrix in which these authors lived and wrote—the Greece of the
fifth and fourth centuries BC—in an effort to highlight the extent to which they were critics of their own
time, even as they deferred for practical reasons to many of its reigning prejudices. The centrality of
war and the warrior in the formative document of classical Greek culture—the Iliad of Homer—is a given
in this investigation. Its significance for Plato and Aristotle is evident in the contrast between the figure
of the heroic Achilles in Homer’s great poem and the anti-hero Socrates, presented by Plato as an
alternative model for the best way of life for man. The course begins with an encounter with Plato’s
most famous work, his Apology of Socrates, and the famous comedy it defines itself against,
Aristophanes’ Clouds; it then proceeds to Plato’s Laches, a dialogue on the virtue of courage,
supplemented by a contemporary account of war and classical Greek culture; and concludes with
excerpts from Plato’s two fundamental treatises on politics, the Republic and the Laws. Turning then to
Aristotle, it takes an in-depth look at Aristotle’s account of moral virtue in the Nicomachean Ethics and
of politics and the best way of life in the Politics, the founding documents of the discipline of political
science in the Western tradition.

EL 769  Counter Intelligence

Professor Victor Melendez and Mr. John Cohn

Course Description:  U.S. Counterintelligence provides collective, defensive, and offensive CI
capabilities in thwarting U.S. adversaries CONUS and OCONUS. These investigations and operations are
briefed on a daily basis to the President and key personnel in the National Security Council and cabinet.

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The U.S. Counterintelligence apparatus compliments and supplements intelligence functions influencing and informing the theater-wide plans and operations of our geographic and functional combatant commanders (COMCOS). USCI also provides strategic, operational, and tactical level functions via spycatching and offensive counterespionage (OFCO). While the FBI and CIA, guided by the DNI, provide counterintelligence to national-level decision-makers, it is the Joint Intelligence Officer, or J2X, and the Counterintelligence Coordinating Authority (CICA) who provide de-confliction and coordination of CI operations in OCONUS or deployed environments for the Joint Force, which can be at the Joint Chiefs level, combatant command, Joint Task Force (JTF), or Joint Component level. It is at the theater-strategic and operational levels—the geographic combatant commander, JTF, and Joint Component level—that counterintelligence is most valuable for the U.S. military. Strategic and operational counterintelligence supports military strategy, theater-wide campaign plans, joint operations, and tactical actions in all domains.

As such, joint operational counterintelligence plays a pivotal role of providing the commander and staff a deep understanding of the operational environment and enemy intelligence threat, real or imagined. This includes analytical assessments of the foreign intelligence entity/service (FiE/S) for the Joint Intelligence Preparation of the Operational Environment (JIPOE) process.

Despite the considerable capabilities the U.S. Counterintelligence brings to the joint force and military operations, they remain imperfect, and the conduct of counterintelligence remains as much an art as a science. The new Insider Threat nomenclature has given a name to the looming vulnerability that has existed since the advent of time. Counterintelligence has had its share of failures, as a result of complacency, ineptitude, and inaccuracy, which has had detrimental effects on some national policy decisions and military operations. Notable insiders who have caused untold levels of damage to U.S. Government (USG) interest include CWO John Walker, CIA Officer Aldrich Ames, and even FBI Special Agent Robert Hanssen. Counterintelligence is a bridging discipline that overlaps with intelligence, law enforcement, counter-terrorism, and security. It is therefore critical for senior decision-makers and decision-adviser staff planners alike to fully understand what CI is, the nuances contained therein, and to be proficient tradesman in knowing when to use the different CI tools in the Commander’s toolbox. A robust partnership with intelligence professionals and organizations to ensure the adversary and the operational environment are as well analyzed, comprehended, and defended— or in the case of OFCO, shaped or influenced— as possible before committing forces prior to, during, and after battle. Notable OFCO assets include CPO Thomas Hayden, USN; John Huminik, CIV; and 1SG Joseph Edward Cassidy, USA, in Operation Shocker.

EL 770 War at Sea in the Age of Sail

Dr. Evan Wilson

Course Description: This seminar investigates war at sea during the sixteenth, seventeenth, and eighteenth centuries. It will, in general, adopt two perspectives in this investigation. The first is grand strategic: What factors contribute to sea power? What is the purpose of sea power? What are its limitations? How and why did Britain emerge as the dominant global maritime power by 1815? To answer these questions, we will survey the major theories of naval power, including those of Mahan and Corbett. But in doing so, we will arrive at the second perspective in our investigation of war at sea: namely, that navies cannot be understood in isolation from the societies they serve. From this
perspective, we will explore: the relationship between navies and societies; how navies contributed to science, technology, and industry; the lives and worlds of the men and women who served at sea; and the role of navies in early modern state formation.

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**Course Description:** This seminar investigates war at sea from 1815–1930. It will, in general, adopt two perspectives in this investigation. The first is grand strategic: What factors contribute to sea power? What is the purpose of sea power? What are its limitations? Did Britain fall from its position as the dominant maritime power following World War I? To answer these questions, we will survey the major theories of naval power, including those of Mahan and Corbett. But in doing so, we will arrive at the second perspective in our investigation of war at sea: namely, that navies cannot be understood in isolation from the societies they serve. From this perspective, we will explore: the relationship between navies and societies; how navies contributed to science, technology, and industry; the lives and worlds of the men and women who served at sea; and the role of navies in the age of industry and empire.

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