

WINTER 2020-21 VIRTUAL ELECTIVES FAIR

Welcome to the Naval War College Electives Program

You will take two electives during your year at the college as you work on your master's degree. This presentation introduces the courses that will be offered during the WINTER 2020-21 trimester.

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

Meet the Professors Online

Using the ZOOM links in the Directory *

WED. ~ NOV. 4TH
Available between 12:00 and 13:30

* Directory will be available on DoS BB ~ under ELECTIVES tab

❖ ? ❖ ? ❖ FAQs ❖ ? ❖ ? ❖

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

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

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

Can I choose the trimester for LPA? NO

LPA will be assigned, with approximately one third of the incoming June 2021 students assigned during the fall trimester.

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

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

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

Once you choose an AoS, you are locked in that Area of Study for both of your elective trimesters.

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

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

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

How can I sign up to audit a course?

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

Where is the Electives Office?

Hewitt Hall, 2nd deck: Jen, Patty, & Laura in Room 248 - just off the north elevator. However, we are all currently working from home, so available by email. Associate Dean Schultz - down the hall in Room 222, also available by email.

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WINTER 2020-2021

| EL# | AOS | WINTER 2020-21 ELECTIVE COURSE TITLES | INSTRUCTOR/S | SPEC PROG |
|---------|--------|--|--|-----------|
| 539B | 28 | Innovations in Technology for Humanitarian Assistance and Disaster Relief | Polatty, D. & Norige, A. (A) | EEMT |
| 553 | 2 | Korean Politics and Security | Roehrig, T. | |
| 576 | 2 | World War II in the Pacific Theater | Oard, R & Fuquea, D. | GCMH |
| 577 | 4 | Churchill: Statesman and War Leader | Maurer, J. | |
| 585A | 10 | Abraham Lincoln: Democratic Statesmanship in Peace & War | Williams, F. (A) | |
| 592B | 10 | Foundations of Moral Obligation, Contemporary Applications NEW | Shanks-Kaurin, P. | EEMT |
| 594 | 13 | Ethics in the Military: A Multi Disciplinary Approach | Creely, T. & Baldwin, T. | EEMT |
| 604 | 13 | The History of Women in War and Combat: The Distinguished Outsiders | Raum, M. | |
| 632 | 11, 12 | Military Deception | Povlock, P. & McGraw, J. | |
| 640 | 2 | Governing China | Kardon, I | |
| 641 | 5, 12 | Wars of African Independence: 1881- 1991 | Norton, R. | |
| 664 | 5 | African Maritime Safety & Security | Landsman, J. , Willenberg, J., & Pincus, R. | |
| 668B | 12 | Irregular Warfare Across Eras and Empires | McGraw, J. | |
| 704 | 13 | Civil Military Relations | Cohn, L. & Blankshain, J. | |
| 707 | 9 | Maritime Security Law | CDR Petta, M., LT Parmley, C., & Pedrozo, R. | |
| 716 | 10 | The Age of Grant | Logel, J. | |
| 750 | 10 | The USNWC, the American Expeditionary Force, and Combined Operations 1914 - 1919 | Kohnen, D. | |
| 751 | 10 | Expeditionary Warfare, Blockades, Commerce Raiding, Coalitions, & Grand Strategy | Elleman, B. & Paine, S. | GCMH |
| 775 | 10 | Climate Change & National Security NEW | Cameron, A. | |
| 780 | 11 | AI for Strategic Leaders - Unpacking the Black Box NEW | O'Hara, M. & Hanus, J. | EEMT |
| 781 | 10 | Film, War and Society in America NEW | Dancy, J. | GCMH |
| 782 | 1 | Rising Titan or Fallen Star: Domestic and Foreign Politics in Turkey NEW | Kadercan, C. | |
| *535B | 14 | Joint Land, Air, Sea Strategic Special Program (JLASS-SP) | Seaman, Cladwell, & Dirga | |
| *595E | 15 | Halsey Alfa | FitzSimonds & Koerner | |
| *595F | 16 | Halsey Bravo | Murray, W | |
| 595S-02 | 19 | Stockdale Leadership Development Concentration (SLDC) | Hill, R. | |
| *597B | 6 | Maritime Advanced Warfighting School (MAWS) | Gardner, R. | |
| 719B | 23 | Advanced Strategist Group (ASP) | Brown, D. | |
| 760B | 27 | Holloway Group (RMSI) | Petersen, M. | |

539 ~ HA/DR: IMPROVING CIVIL-MILITARY COORDINATION



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 exercises in response to natural disasters and complex emergencies. 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 (HA)/Disaster Relief (DR) operations. The magnitude, complexity, and lethality of recent disasters and conflicts have dramatically altered the previously accepted roles for militaries in international humanitarian response.

Class discussions will focus primarily on the operational level, and to a lesser extent, strategic 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 military or civilian headquarters staff and effectively integrate military capabilities into civilian responses.

PROF DAVID POLATTY
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553 ~ KOREAN POLITICS & SECURITY



Despite the end of the Cold War, the Korean Peninsula has remained a legacy of that conflict. The peninsula continues to be a serious concern for peace and stability in the region, but the past year has raised the possibility of change through increased levels of diplomacy that have been unprecedented and unexpected. The Democratic People's Republic of Korea (DPRK) is one of the last surviving communist states with a faltering economy that struggles to feed its people. North Korea maintains a large conventional military force, hundreds of ballistic missiles, and a stockpile of chemical and biological weapons. Since 2006, it has conducted six nuclear weapons tests with a growing capability to reach the continental United States with a nuclear-tipped missile.

Since his father's passing in December 2011, Kim Jong-un has consolidated his power and the regime appears stable with little likelihood of collapse. Across the demilitarized zone, South Korea has developed into a thriving global economy ranking 11th in the world. The Republic of Korea (ROK) is the 7th largest U.S. trade partner and a world leader in the production of semiconductors, cell phones, automobiles, electronics, ships, and nuclear energy technology among others. Since 1953, the United States and South Korea have maintained a formal security alliance, and the peninsula remains home to 28,500 U.S. troops.

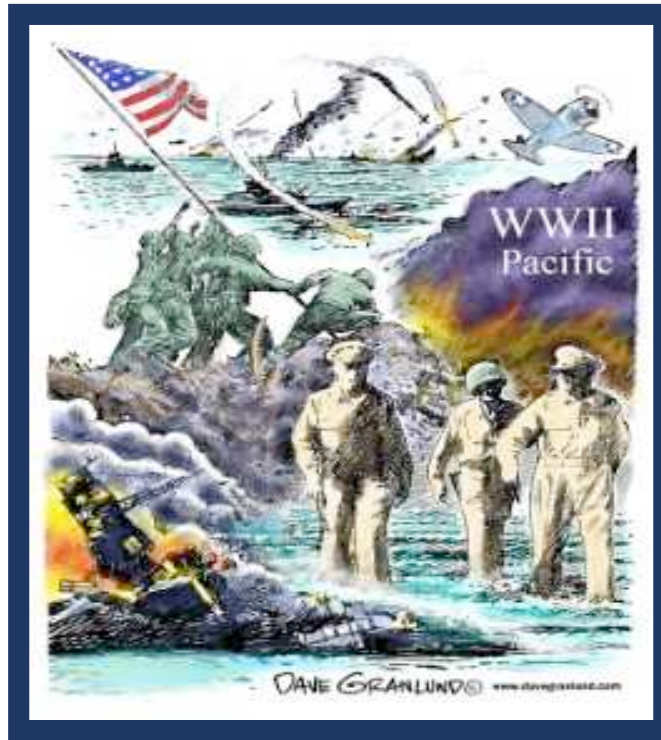
Developments in Korea have an important impact on the region and the world making knowledge of the Koreans and their challenges vital for national security professionals. The talk of war has receded over the past year but many questions remain about the possibility of denuclearizing North Korea and the future of peace and stability on the peninsula. This course will explore the history, politics, economics, and security of North and South Korea and their role in the larger security context of East Asia.

PROFESSOR TERRY ROHRIG, Ph.D.

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576 ~ WORLD WAR II IN THE PACIFIC



This course will provide a comprehensive overview of World War II in the Pacific Theater at both the strategic and operational levels. It has been developed particularly with those who have an avid interest in the multifaceted personalities, strategies, operational considerations, battles, and ideologies it involved. While national security strategies and military strategies will be a key focus of the course, equal consideration will be given to the operations and campaigns through which the war played out.

The course will progress along two parallel lines or themes -- specific phases or geographical areas of the conflict and considerations of the national and military leadership of the various nations involved in the conflict. Normally each session will consist of three hour-long portions, each dealing with a different topic. Each hour-long portion will be a mixture of presentation by the faculty and seminar discussion by students based upon student readings and knowledge of the subjects. One session will be led by a leading academic who has done primary research in areas relating to the topic.

Additionally, there are two "offsites" scheduled for the class to take advantage of unique resources related to the War in the Pacific available in the local area. While it will be necessary to maintain the focus on the Pacific due to time constraints, strategic and operational decisions made in the war within a world-wide context will also be discussed. Therefore, students should not feel constrained to limit their discussion where to do so would prevent full consideration of the context within which events took place in the Pacific War.

PROF DAVID FUQUEA

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PROF RON OARD

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577 ~ WINSTON CHURCHILL STATESMAN & WAR LEADER



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

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

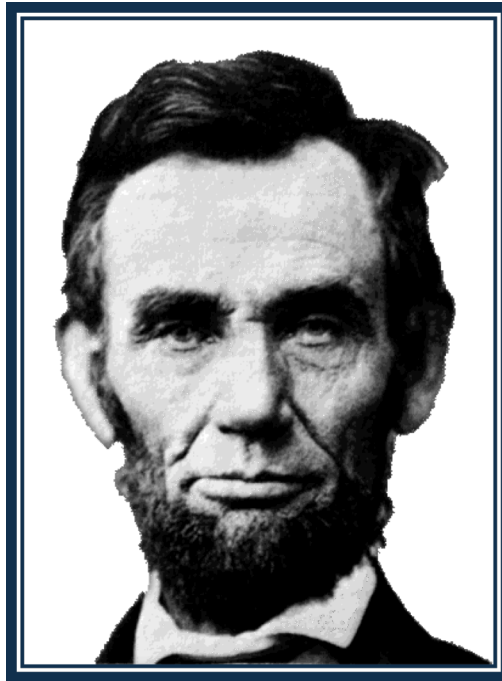
DR. JOHN H. MAURER

Alfred Thayer Mahan Distinguished Professor of Sea Power and Grand Strategy

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585A ~ ABRAHAM LINCOLN



DEMOCRATIC STATESMANSHIP IN PEACE & WAR

As the turmoil and trivia of the 2016 election threatens to continue with the 2020 campaign, it is apparent that we unfortunately live in a world in which an heroic narrative, like the story of Abraham Lincoln, is becoming more elusive and disrespected than ever. In this atmosphere, courage comes up empty and political history is largely ignored.

Though a creature of politics ~ *proudly and passionately* ~ Lincoln rose to the level of distinguished statesmanship when the need arose. By perpetuating and expanding both our historical inquiry and our multi-faceted emphasis, we continue to discover a real and genuine Lincoln ~ a man whose example stands as a stark contrast to the discord and lack of civility confronting us today. Through Abraham Lincoln's own words – his letters, speeches, and other documents - as well as class discussions and lectures, we will focus on how Lincoln evolved into an outstanding leader. We will cover his personal life as well as his careers in law and politics—the grounding that led to his leadership and statesmanship.

Professor Frank J. Williams

Rhode Island Supreme Court Chief Justice (Ret)

Special Class Trip to Rhode Island Supreme Court, Providence including Chief Williams' extensive Lincoln Library in chambers to assist in paper preparations.

Adjunct Professor - alincolin@courts.ri.gov

Read James M. McPherson's **Abraham Lincoln** before Session 1

Graded on 15 page essay (due 2/12/2021) and class discussions – no final exam.

Graduates will be able to understand Abraham Lincoln's style of leadership and be able to transfer these lessons to their own style, for their own use. These include political courage, resilience, and empathy.

592B ~ FOUNDATIONS OF MORAL OBLIGATION



CONTEMPORARY APPLICATIONS



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

These readings raise fundamental questions in different voices regarding the nature of moral obligation, human nature, good, right, justice and law from a variety of times, places and viewpoints. The method for the course is the so-called "Great Books" approach, first pioneered by the University of Chicago and now practiced in its purest form by St. John's College in Santa Fe and Annapolis. In this method, the book is the teacher and we are in conversation with the book and one another. In addition to historical texts, we also read some more contemporary critiques and developments of the ideas, conversations and themes in moral philosophy. These critical texts are important to understanding the contemporary landscape in which we operate as moral persons, and to understanding future challenges and directions for the conversation in moral philosophy. In particular, this version of the course includes material engaging Just War Thinking, race, gender, moral injury and the nature of violence in the context of the Global War on Terror, in addition to the classical historical texts and questions that defined the original version of the course.

DR. PAULINE SHANKS KAURIN

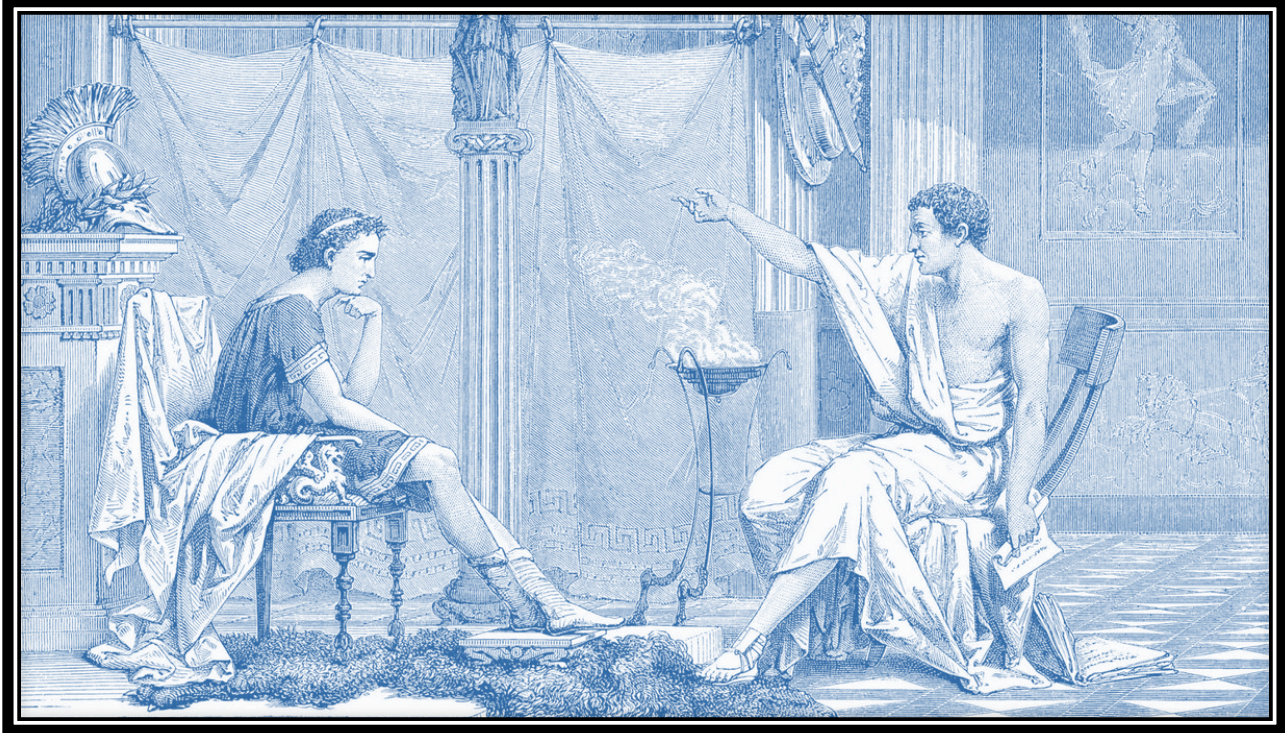
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594 ~ ETHICS IN THE MILITARY

A MULTIDISCIPLINARY APPROACH



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

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

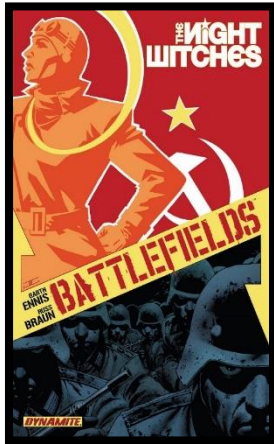
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Professor Thomas Baldwin, CDR/USN

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604 ~ HISTORY OF WOMEN



IN WAR & COMBAT

The female in the military has a long and unique history of nearly four hundred centuries and is found in the stories of considerably diverse cultures and nations.

Students will read about, analyze and discuss a variety of biographies and articles as well as utilize art and watch films related to ancient and modern women and their roles in the profession of arms.

THE UNWOMANLY FACE OF WAR
US ARMY, NAVY, MARINE CORPS
WARRIORS & WARLORDS * WORLD WAR I
SPIES & INTEL * PILOTS * POWs
WAR CORRESPONDENTS * ART & ARTIFACTS



STUDENT LEARNING OUTCOMES & ASSIGNMENTS

- ❖ Develop an increased understanding and knowledge about the history of females in the profession of arms.
 - ❖ Comprehension of facts, truths, principles, myths and interpretations of the role of women in conflict environments from ancient to modern times.
 - ❖ Analyze, synthesize and evaluate a variety of events and people from the history of women in diverse environments of conflict.
 - ❖ Assignments: 2 papers 1300-1500 words, 2 oral presentations
- FIELD TRIP, READINGS BOOKS, ONLINE LINKS, ARTICLES, FILMS, IN CLASS DISCUSSIONS

MANY ERAS ~ MANY ROLLS

Ancient History through The Balkans, World War I, World War II, Vietnam War, Afghanistan

Amazons, Artists, Ferry Pilots, Hand-to-Hand Combatants, Historiography, Marines, Myths & Realities, Night Flyers, POWs, Sailors, Soldiers, Spies, Suffragettes, War Reporters

MARY RAUM, Ph.D.

PROFESSOR ~ NATIONAL SECURITY AFFAIRS

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632 ~ MILITARY DECEPTION



“ALL DECEPTION IS SELF-DECEPTION”

- Tired of merely parroting doctrine in order to get the highest attainable score on the latest military examination?
- Exhausted by the “play it safe” and “follow the rules” mindset in your service?
- Want to exercise your creativity in ways that test your skills to think outside the box (or other less pronounced military catch phrase) for high payoffs?
- Interested in honing your wiles in the black arts of deceit ?

THEN MILITARY DECEPTION IS THE ELECTIVE FOR YOU!

As old as warfare itself, a review of military history demonstrates interest in deception waxes and wanes. The successful military commander understands the value of deception and 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. This course uses case studies, film and field trips to examine the theory and practice of military deception.

Paper Requirement: Students will write a 15-page paper on some aspect of military deception theory or practice, or write a creative script that emphasizes the role of deception in achieving one's objectives.

PROFESSOR JOE MCGRAW

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PROFESSOR PAUL POVLOCK

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640 ~ GOVERNING CHINA

THE CHINESE PARTY

STATE & PRC FOREIGN POLICY



WHAT DOES THE WORLD LOOK LIKE FROM BEIJING?

This course offers a broad survey of China's politics and foreign policy, focusing on how the People's Republic of China (PRC) leadership seeks to achieve domestic and international security. Through exploration of scholarly writing, film, journalism, speeches, and primary sources wherever possible, we will first study how China is governed – that is, how China's rulers attempt to provide order to Chinese society.

The second half of the course considers how that domestic governance model shapes the PRC's approach to international affairs in its near and far abroad. Among topics examined in weekly readings and discussion are CCP leadership and elite politics, civil-military relations, the PRC economic model, and a range of foreign and defense policy issues from maritime disputes to terrorism to U.S.-China-Taiwan relations. The course will consider the strengths and advantages as well as the challenges and shortcomings of China's system of governance, emphasizing critical and comparative thought.

PROFESSOR ISAAC B. KARDON, PH.D.

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641 ~ WARS OF AFRICAN INDEPENDENCE 1881-1991



WELCOME TO ELECTIVE 641!

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

STUDENT LEARNING OUTCOMES

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

STUDENT REQUIREMENTS

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

DR. RICK NORTON

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NSA Professor

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664 ~ AFRICAN MARITIME SAFETY & SECURITY



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

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

Prof Jeff Landsman

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Prof Jason Willenberg

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Prof Rebecca Pincus

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668B ~ IRREGULAR WARFARE ACROSS ERAS & EMPIRES



INTERNATIONAL & AMERICAN APPROACHES

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.

PROF JOE MCGRAW, COL/USA (Ret)

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704 ~ CIVIL MILITARY RELATIONS



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

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

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

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707 ~ MARITIME SECURITY LAW



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

Since Ancient Greece, states have sought to ensure safe and secure seas for economic prosperity and national defense.

This interdisciplinary seminar will provide an in-depth understanding of how oceans law affects—and often shapes—the maritime security, the exercise of seapower at the tactical, theater and strategic levels, and how maritime law enables as well as limits the freedom of action of national leaders and joint force commanders.

We will discuss the peacetime international law of the sea and the law of armed conflict—how these bodies of law relate and intersect in the oceans, and how law of the sea affects events on land. Using a number of case studies, short lectures, video, and ample class discussion, we will examine how international rules, regimes, and institutions help to promote peace, as well as their role in conflict at sea.

Topics include incidents involving freedom of navigation, maritime terrorism, international crime, ship hijacking and maritime piracy, maritime drug and human trafficking, seaborne proliferation of weapons of mass destruction, asymmetric maritime warfare and blockade, naval incidents arising from great power rivalry, maritime boundary disputes, and marine resource competition, such as in the South China Sea.

STOCKTON CENTER FOR INTERNATIONAL LAW

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716 ~ THE AGE OF GRANT



& LEADERSHIP

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

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

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750 ~ THE GREAT WAR:

THE U.S. NAVAL WAR COLLEGE, THE AMERICAN EXPEDITIONARY FORCE, AND COMBINED OPERATIONS ~ 1914 - 1919



The first “great” war of the twentieth century remains an underlying influence upon global strategic trends into the twenty-first. As early as 1923, studies conducted at the Naval War College concluded that the collapse of the Ottoman Empire inspired social dynamics in the greater Middle East. The First World War punctuated the progressive erosion of European empires and set the stage for a new global order.

The Assistant Secretary of the Navy, Franklin D. Roosevelt, framed a strategy for developing a U.S. Navy “second to none” – first to defend an American “sphere of influence” and then to protect the international economic interests of the United States. Winston S. Churchill struggled to maintain the European imperial system during the First World War and into the Second World War.

Churchill and Roosevelt completely disagreed about the traditional role of empires in framing combined Anglo-American strategy. As President of the United States, Roosevelt continued efforts to dissolve empires altogether by focusing combined Anglo-American strategy upon the establishment of a “United Nations” during the Second World War. Building from foundations established during the previous world war, they overcame their differences to establish an Anglo-American “special relationship”, which persisted after the Second World War and defined the Cold War era.

Ultimately, this course examines the origins of contemporary conflict by focusing upon the social trends that characterized the face of battle in the First World War. Given their wartime experience, veterans struggled to understand the full significance of such new technologies as machine guns, chemical weapons, submarines, strategic airpower, and wireless communications. The carnage and industrial scale of the war inspired some to suggest that the “Great War” could have been the “war to end all wars”. Similar to other wars of the past, the problems which fueled the First World War fester within the subtext of discussions of war and peace into the twenty-first century.

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751 ~ EXPEDITIONARY WARFARE, BLOCKADES, COMMERCE RAIDING, AND GRAND STRATEGY



Can both continental powers, such as China and Russia, and maritime powers, such as the United States, conduct the full array of naval operations to equal strategic benefit? These include blockades, coalition warfare, expeditionary warfare, anti-piracy operations, commerce raiding, and non-military naval operations. The course will focus on the operational and strategic prerequisites for these operations; the feasible, desired, and undesired strategic effects from them; and the relative capacity of continental versus maritime powers to conduct or neutralize them.

Over the last fifteen years, the instructors have published seven edited volumes, each focused on one type of operation and comprised of chapters by different experts covering different wars. Selected chapters from these volumes will be the assigned readings.

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775 ~ CLIMATE CHANGE & NATIONAL SECURITY



This course explores one critical question: Is climate change, or the corresponding human security issues, a national security threat? Climate change, primarily considered an economic issue, is increasingly viewed as a security issue. Long assumed as a constant variable, climate has emerged as an independent factor which changes the overall security environment. Within the national security community, climate and the corresponding human security topics are seen as the root causes and complicating factors of conflict. As a result, the National Security Strategy and other national strategies have begun to address some of these key issues.

This course introduces a student to the basics of climate change and human security and how these topics are currently interpreted through the lens of U.S. national security. The first part of the course examines climate change through an international, national, and national security perspective to build a foundation for the issues presented in the rest of the course. Human security is described using the three primary components which include human rights, economic development, and security. After providing a framework for climate and human security, students explore specific human security topics to include: development and economic insecurity/poverty, food insecurity, population, environmental insecurity, water scarcity, health insecurity, migration, humanitarian response and sea level rise. Students will define the topic, understand the international governance and actors, and relate current events. Caselets highlight course concepts. The course has a current events focus that is practical, policy focused, and solution oriented.

Climate and human security topics will play an increasingly important role in future thinking about national security strategy and the geostrategic environments where forces will operate. Understanding this connection is essential for national security practitioners in any field. Each student has an opportunity to explore a topic of their choice within this field as their principle deliverable.

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780 ~ AI FOR STRATEGIC LEADERS: UNPACKING THE BLACK BOX



This is a project-based course which prioritizes seminar time for collaboration between student teams and external partners in industry, academia, operational units, and federally funded research and development centers. Students will identify an operational problem and design a proposal for AI-based solution in accordance with expectations and protocols of Defense authorities such as the Defense Innovation Unit and the Rapid Reaction Technology Office (DASD EC&P).

The Chief of Naval Operations has prioritized the “integration” of decision science into leadership development [...] to improve our understanding of human judgment and, through that understanding, improve decision-making and leadership” (FRAGO 01/2019). This course responds to this call and provides a team-based environment to learn fundamental concepts of data science and how they apply in operational contexts. The course will explore the strengths, weaknesses, opportunities of, and threats to systems employing Artificial Intelligence in its application to contemporary operational challenges.

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

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

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781 ~ FILM, WAR, & SOCIETY IN AMERICA

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

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

This course offers students an opportunity to develop their critical analysis and communication skills. By preparing for class, contributing to classroom discussions, and carrying out the writing assignments, students taking this course will:

- Assess American society's view of warfare and service has changed over the course of the 20th and 21st centuries.
- Analyze how film has influenced the popular view of the Second World War and conflict in general.
- Grapple with historical debates and examine how historians analyze the past.
- Hone the ability to research for themselves and present independent accounts and interpretations of different historical and historiographical issues through class assignments.
- Engage with the core texts of Second World War history.
- Examine the uses of film and history, its abuse, and its social value.
- Compare the experience of total war for both service members and society to that of contemporary conflicts.
- Examine the evolving nature of warfare.
- Acquire background on world history from 1930 to today.
- Examine moral and ethical choices faced by at all levels of military service.
- Broaden their ability to construct and defend sustained arguments in written form.
- Refine their historiographical and bibliographical skills.

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782 ~ RISING TITAN OR FALLING STAR: DOMESTIC & FOREIGN POLITICS IN TURKEY



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

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

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