A background image of pink cherry blossoms with green leaves, partially obscured by the text.

# VIRTUAL SPRING ELECTIVES FAIR

*You will take two electives during your year at the college as you work on your master's degree. This presentation introduces the courses that will be offered during the*  
**SPRING 2024 trimester**

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

**MEET THE PROFS** *online*

**Wednesday ~ FEB 21<sup>st</sup>**

**Available between 14:00 and 15:30**

**The ZOOM link and password will be emailed.**

**ZOOM link also available on DoS BB under the Electives tab.**

# SPRING 2024

AM session: 0830-1130/PM session: 1330-1630

COURSE #	AOS	COURSE TITLE	PROFESSORS	Satisfies Certificate Requirement	BREAKOUT ROOM
*507B	12	Advanced Studies in Special Operations ( <b>Secret</b> )	Porado, J. & McGraw, J.		<b>1</b>
515A	8	The Commercial Maritime Industry and Strategic Sealift	McDonald, W.		<b>2</b>
554	9	The Law of Armed Conflict	Pedrozo, Tramazzo, & Coble		<b>3</b>
579	2	Vietnam: A Long War From Conflict to Country + 2	Bergstrom, Fiorey, Garofano, & Tackett		<b>4</b>
587	10	George Washington: Indecipherable Monument or Indispensable Man?	Wright, McVay, Kidd		<b>5</b>
592	13	Foundations of Moral Obligation	Demy, T. & Palmer, G.	EEMT	<b>6</b>
599B	10	Wargaming Theory and Practice ( <b>New</b> )	Mroszczyk & Tattar		<b>7</b>
604	10	History of Women in War and Combat: The Distinguished Outsiders	Raum, M.		<b>8</b>
660	11	CYBER SECURITY: Preparing for Cybered Conflict in an AI-enabled, Post-Western, Hostile World	Demchak, C.	EEMT	<b>9</b>
665	2, 5	China and Africa	Singh, Dahlin, & Seibert		<b>10</b>
668B	12	Irregular Warfare Across Eras and Empires	McGraw, J.		<b>11</b>
704B	10	Civil- Military Relations: Cross-National Perspective ( <b>NEW</b> )	Cohn, L.		<b>12</b>
720	10	Unmanned Systems and Conflict in the 21st Century	Jackson & Sherlock	EEMT	<b>13</b>
752	10	Monuments Operations for the 21st Century: Cultural Property Protection (CPP) & Cultural Heritage Exploitation (CHX) in Contemporary Warfare & Strategic Competition	Jasparro & Ruehrwein		<b>14</b>
779	10	Science Fiction: Ideations and Explorations for Modern Leaders	Schultz, T.	EEMT	<b>15</b>
781	10	Film, War, & Society in America	Dancy, J. & Hammond, J.	GCMH	<b>16</b>
786	10	Space and National Power	Burbach, D.	EEMT	<b>17</b>
787	2	The Taiwan Question: Cross-Strait History, U.S. Policy, & the Future	Chao, B.		<b>18</b>
793	10	Empires in Competition: Britain and France	Meeks, J. & Zwilling, A.	GCMH	<b>19</b>
797	13	Psychological Concepts for Military Leaders	Perry, L. & Hauver, C.		<b>20</b>
809	10, 13	Leaders of Rome: The Rise & Fall of the Republic ( <b>NEW</b> )	Pavkovic, M. & Stone, R.		<b>21</b>

\* Denotes classified courses      The Zoom link will be emailed to students and professors one day before the Virtual Fair on 21 February.

# 507B ~ ADVANCED STUDIES IN SPECIAL OPERATIONS



This course is for special operations practitioners and future leaders of organizations, which will be supporting or supported by Special Operations Forces (SOF). This course is taught at the SECRET level (UNCLASS if the elective is delegated to zoom) using a combination of lectures, guest speakers, and seminar discussions. Pending scheduling or unanticipated schedule changes, the Elective is planning an overnight trip to Washington D.C. to meet with selected offices within the Pentagon who actively support SOCOM on a daily basis. It is designed to further the students understanding of SOF to include organization, functions, capabilities, limitations, and proper employment of each USSOCOM service component. These topics include the employment of SOF, the relationship between SOF and the interagency, and how SOF fits into the competition continuum. The course is broken down into three blocks:

## ■ Fundamentals ■ Interagency Relationships ■ The Future of SOF

This seminar-style course encourages students to critically examine special operations through the readings, material presented in class, classroom discussions, and engagements with guest speakers. The emphasis is threefold: **1)** further develop your critical thinking techniques in relation to topics relevant to SOF, **2)** consider whether SOF is a ways, means, or ends, and **3)** gain a greater appreciation of how others view SOF. At the end of this course, students will have a better understanding of the following:

- a. Where SOF fits in at the operational level, and how that differs from the tactical level.
- b. Funding, authorities, and congressional oversight related to SOF.
- c. The complexities of policymaking, how policy and policymaking influences SOF, and how SOF influences it.
- d. The focus and direction of the NSS, NDS, and NMS, and how they relate to SOF.
- e. Where SOF is going in the future.

**U.S. Students Only – SECRET – Interview Required**

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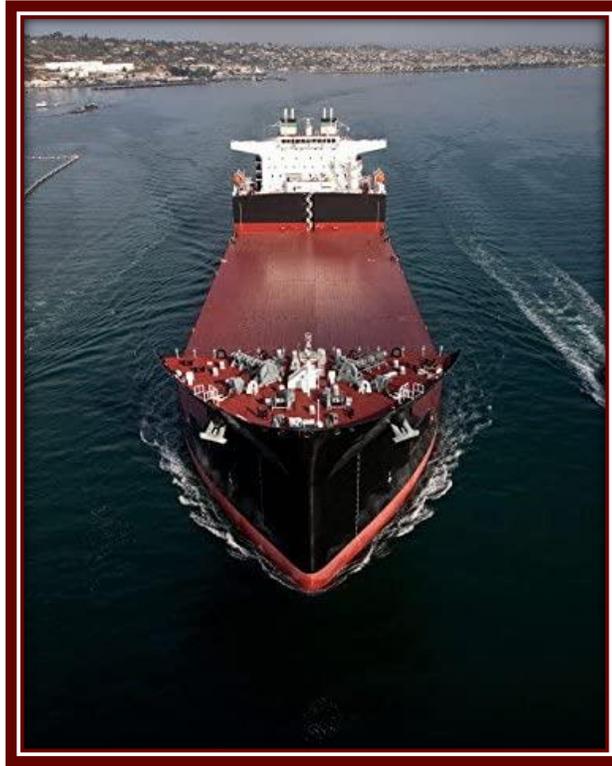
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# 515A ~ THE COMMERCIAL MARITIME INDUSTRY AND STRATEGIC SEALIFT



The United States is today the only nation with the ability to deploy and sustain large forces on a global basis. This capability provides U.S. leaders with unmatched flexibility in the development of effective national security policies and the operational strategies and actions required to implement them.

While the U.S. Military through the Navy's Military Sealift Command (MSC) and the Maritime Administration's (MARAD) Ready Reserve Fleet (RRF) does possess government vessels that are key assets available for strategic sealift, the commercial U.S. Merchant Marine and the commercial maritime industry continue to be essential components in the ability to project and sustain military power around the world. Accordingly, it is incumbent on military and civilian personnel in all branches of the armed forces and government to understand the maritime industry and its role in military power projection and national security.

This course will provide students with a firm understanding of the nature, history, function, and significance of the commercial maritime industry and its relation to strategic deployment and sustainment operations. We will explore the global maritime industry, including types of commercial vessels and their functions, flags of registry, ports and intermodal connectors, regulatory bodies and their role, costs of marine transportation, merchant mariners and global maritime powers. We will also review the challenges currently facing the U.S. Merchant Marine and the ability of the U.S. military to project power in future conflicts.

Also covered in the course will be a range of additional maritime issues facing today's navies and mariners, from protecting commercial ships, cargo, and ports, to the opportunities accompanying the opening of Arctic shipping routes, the significance of global choke points, liquefied natural gas (LNG) transport, maritime law, and Joint Logistics Over-the-Shore (JLOTS) operations. Subject matter experts, numerous videos, and classroom discussions will provide additional informed content and support the participation of all students – U.S. and International.

## PROFESSOR WILLIAM MCDONALD

**MARAD Emory S. Land Chair of Merchant Marine Affairs / Joint Military Operations Department**

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# 554 ~ THE LAW OF ARMED CONFLICT



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

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

**METHODOLOGY & STUDENT REQUIREMENTS:** The course will be conducted weekly. The initial session will provide an overview of the history, development, and sources of the law of armed conflict (LOAC). The next eight sessions will deal with particular areas of LOAC, as well as specific topics raised by recent events. Several study questions will be posted in advance of each class that will help students engage with the assigned readings. Students will complete a two-page, double-spaced analysis (no more than 500 words) on the weekly readings for sessions 2 through 9. Students will also provide a ten-minute presentation in the last week of class on a relevant legal topic affecting military operations. Students will be awarded a grade of High Pass, Pass, or Fail. The grade is based on seminar participation, satisfactory completion of the required weekly submissions, and each student's final presentation in week 10.

INSTRUCTION BY THE FACULTY OF  
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# 579 ~VIETNAM: A LONG WAR FROM CONFLICT TO COUNTRY+2



## BUSTING MYTHS ABOUT THE VIETNAM WAR ~ ONE CLASSROOM AT A TIME

This course covers the history of Viet Nam from colonial conquest to French withdrawal, Vietnamese nationalism, and on to American involvement, past, present and future. The Viet Nam War will be analyzed in depth from 1945 to 1975 with specific aspects of the American conflict period given special scrutiny (1954-1973). Viet Nam to some only means a war, but it is a country. Through in-class/online presentations and guest lecturers, either in-class or online, to enhance seminar discussion, the elective class reflects on this complex time period and the leadership of the nations involved, both civilian and military at multiple levels. We will also look at the Iraq and Afghanistan (+2) conflicts and to see whether there are comparisons/lessons learned that should be addressed.

We will attempt to maintain an objective environment in order to learn in a dispassionate manner the lessons that can be gleaned from the American conflict periods and how those lessons pertain to the +2 conflicts as well as present operations in the world. A candid exchange of views is encouraged. Non-attribution is in full effect, students should not be intimidated from open, frank discussion of issues being addressed.

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# 587 ~ GEORGE WASHINGTON

## INDECIPHERABLE MONUMENT OR INDISPENSABLE MAN?



### AN OVERVIEW OF HIS LIFE, CHARACTER AND LEGACY

Many of the multitudes of books and articles written on Washington begin with a statement roughly explaining how difficult it is to find George Washington “the man” as he has been obscured by legend, misunderstanding, misrepresentation and myth. Indeed, the myth, in the words of Marcus Cunliffe, is one of “suffocating dullness.” Having begun their writing on Washington with this type of statement, most of these authors go on to take up the challenge of finding the “real Washington” behind the entombed monument, and to further explain their perspective on this difficult feat. This course will be yet another attempt to find the “real Washington,” but it hopes to give interested students an opportunity to find Washington for themselves. Along the way, students are likely to gain valuable insights regarding leadership, decision making, wielding power & influence, and leader development more broadly.

The course readings will focus on a mixture of biography and specific themes—biography to remind of the arduous and incredibly eventful life Washington led, and themes to take advantage of the articulate writings of scholars and essayists who have examined specific issues in Washington’s character and legacy. These different categories of readings will be assigned in mixture throughout the course to give the broadest background for class discussion, while allowing individual students to explore particular themes that interest them.

To complement the “monument and man” theme, the course will pursue three broad purposes as the title indicates:

- 1) to expose students afresh to portions of Washington’s life through the use of respected biographies;
- 2) to explore important aspects of Washington’s development, leadership and character by evaluating some of the choices he made, and what others wrote about him, and
- 3) to examine parts of the legacy Washington left for his country as wartime Commander in Chief, as president of the Federal (Constitutional) Convention, as first President of the United States, and as “Father of his Country”.

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**Prof Chris Kidd**  
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# 599B ~ WARGAMING THEORY & PRACTICE



For centuries, militaries around the world have used war games to identify shortcomings, vulnerabilities, and flaws in their war plans. Private corporations, government organizations, and educational/research institutions have also adopted war games as a methodology to explore future-focused scenarios and possible outcomes of events. The methodology has a number of strengths as well as important limitations. What types of questions are best explored through a war game? What conclusions can one draw from a war game? What goes into designing, executing, and analyzing a war game? This course will discuss the history and theory of war gaming, examine the strengths and weaknesses of the methodology, and examine the way a war game is built, executed, and analyzed. The course material weaves together discussions of history, research methodologies, and military planning to provide students a full appreciation for the value of war games. Assignments will include identifying a topic of interest and building out the various components of a war game to explore that topic. Students will be asked to produce a full war game design accompanied by a presentation to the class upon the conclusion of the course.

This course is designed to provide students an understanding of war gaming as a research methodology. It is also designed to sharpen critical thinking and analytic skills by identifying a research problem and building a war game design and analysis plan that would address that problem. At the end of this course, students will understand the value of war gaming, when to use it as a research tool, and have an awareness of its limitations. Students will also demonstrate the ability to design an analytic war game event. Students will:

- Understand how war gaming has been applied, both historically and in modern times.
- Examine the qualitative and quantitative social science research methods that are incorporated into a war game.
- Complete readings, seminar discussions, and group activities.
- Use the theory and framework of war gaming to build their own war game that explores a topic of their choice.
- Identify the strengths and limitations of a war game, including the analytical conclusions.

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# 604 ~ HISTORY OF WOMEN IN WAR AND COMBAT: THE DISTINGUISHED OUTSIDERS



Artemisia of Caria; ADM Grace Hopper,USN; Queen Boudica; Milunka Savić; Vera Atkins,SOE; Brigadier Dame Margot Turner

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.

## UNITS OF STUDY

UNIT 1 MEMORIES OF CONSCIENCE WOMEN'S EXPERIENCES IN WAR UNIT 2 THE TWENTY-FIRST CENTURY AND THE ARMY CULTURAL SUPPORT TEAM UNIT 3 ESTABLISHING A GLOBAL PATTERN OF WOMEN IN WAR UNIT 4 WOMEN ON THE FRONT LINE MARIA LEONTIEVNA FROLKOVA BOCHKAREVA UNIT 5 SPIES AND INTELLIGENCE UNIT 6 AVIATION: THE NIGHT WITCHES UNIT 7 WOMEN REPORTING WAR UNIT 8 FEMALE PRISONERS OF WAR UNIT 9 ART & ARTIFACT TRIP TO BOSTON MUSEUM OF FINE ARTS UNIT 10 IN CLASS ARTIFACT PRESENTATIONS & COURSE SUMMARY

## ASSIGNMENTS

- (1) **A two page paper and verbal presentation** is due during classroom time. The subject for this presentation is derived from the topics of that day's sessions. Students **WILL NOT** utilize the individuals or readings from required assignments and **must go beyond the content required** for that day's discussion in choice of topic and person. Students will turn in their written, two page (approximately 500 words), twelve pitch font double-spaced summary to the instructor. The verbal portion of the assignment should be limited to 15 minutes. These presentations begin during the second meeting and continue throughout the course. PowerPoints are acceptable as part of your verbal summary to the class but do not substitute for the written portion of this requirement.
- (2) **Artifact and Presentation.** Students will **select a physical artifact** of personal value that is part of their history in the military or security sector or relative to any of the main topics or subtopics found throughout the curriculum as the base for this presentation. All students will turn in a two page, twelve pitch font double-spaced summary to the instructor (approximately 500 words) and **present a fifteen minute talk** (a talk of this length is about 1000 spoken words) during the last class meeting. Describe the artifact and why it is essential to you and tie your item to some aspect of course content. PowerPoint, videos, interviews, photographs, artwork, and visits to historical sites are acceptable background materials to add to the verbal portion of this assignment.
- (3) **Field Trip, Boston Museum of Fine Arts.** Date TBD. Students will work as teams and discover an item of interest relative to the theme of the history of women in war and combat. Using their iPads, the class will reconvene and share a photo of their chosen item in an informal group setting and describe why the artifact was chosen and how it relates to course themes and content. No formal written presentation is required.
- (4) **In-Class Exercises and Guests.** Guests may be invited to class at the instructor's discretion, or pop-up in-class exercises may be required.
- (5) **Readings.** Students are issued and/or access several books online with additional materials from articles or other sources.
- (6) **Subtopic Spotlights** have been carefully selected for those who desire to go beyond the course requirements. These supplemental materials are not required.

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# 660 ~ CYBER SECURITY:

## PREPARING FOR CYBERED CONFLICT IN AN AI-ENABLED, POST-WESTERN, HOSTILE WORLD



### COURSE DESCRIPTION

The course will be an overarching look at the cybered world threat development. The course will examine wider issues where cyber space and other global and emerging technology trends are likely to intersect to produce surprises for the U.S. and other civil digitized societies. The course will push the envelope to explore not only what exists today but what can be foreseen as likely sources of future surprise including emerging technologies and what trends will force us to recalibrate our anticipation of both technological and societal developments associated with cybered threats.

### STUDENT REQUIREMENTS

Students will join into teams to develop a cybered conflict threat scenario with Red (adversary) strategies and Blue (preferred government) responses using tactics, exploits, and ideas from all the readings. Team presentations will be conducted during class session. Students are required to turn in their research briefing and background materials in soft copy in advance of final presentation to professor AND to bring a hard copy of slides on the day of presentations. Students will be graded on class participation throughout the course, team presentation, and briefing materials.

### STUDENT LEARNING OUTCOMES

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.

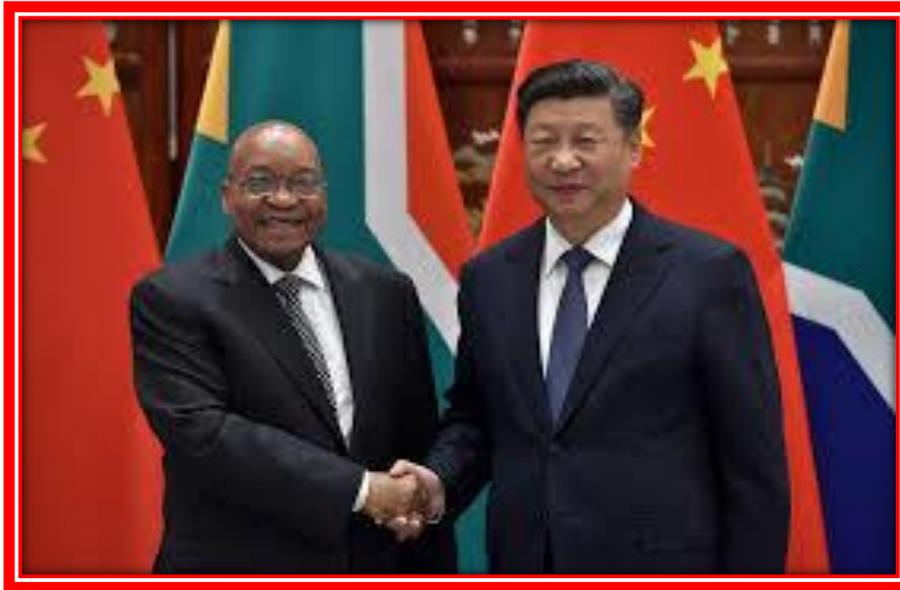
### DR. CHRIS C. DEMCHAK

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# 665 ~ CHINA AND AFRICA



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

**Student Learning Outcomes:** Students will emerge from this course with an ability to better understand the enormous impact of China's strategic interaction with Africa. Learning outcomes will focus on developing:

1. critical reading skills – the ability to deconstruct a complex textual argument and debate its merits based on logic, sources and evidence;
2. an understanding of objective and subjective argumentation – the crucial ability to differentiate between facts and opinions;
3. a general fluency regarding both historical and modern trends in China-Africa relations – a familiarity with regional events, cultures, and political developments that will enable students to grapple with complex future policy dilemmas; and
4. enhanced analytic skills by focusing on the dynamics of China-Africa interaction, China's intentions, implications for US national interests, and potential US responses.

## **Student Requirements:**

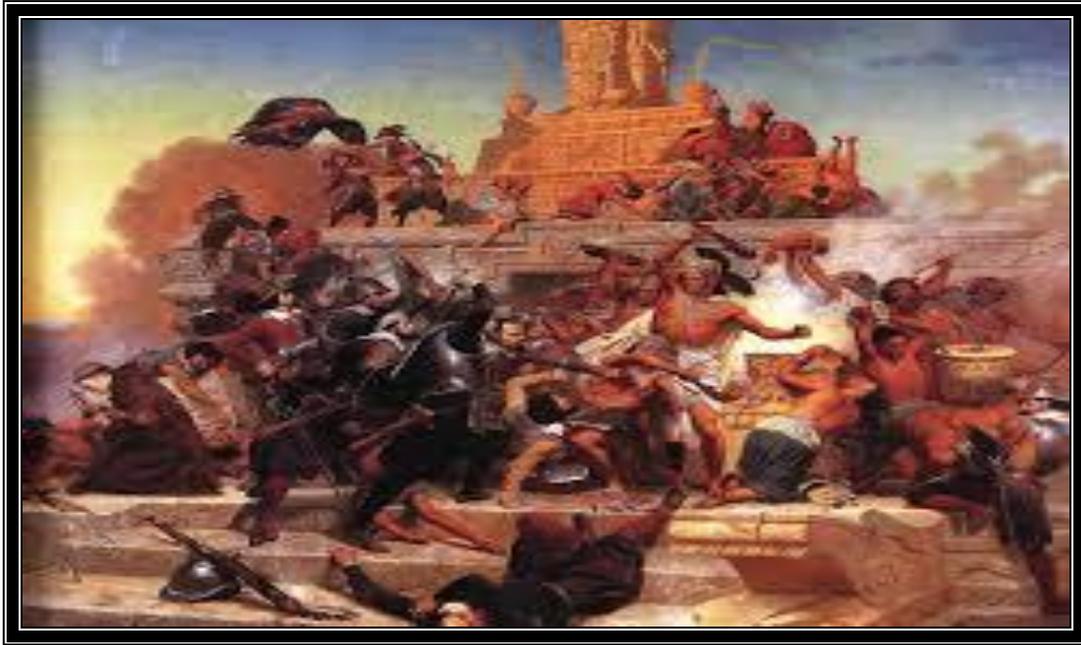
- Students will be required to either **(a)** research and write a paper (10-12 pages) proposing a policy recommendation for a proposed U.S. response to China in Africa due on or before Week 9. On the final session of the course, each student who wrote a long paper will give a 5-minute presentation on their policy paper followed by class discussions of all of the ideas. **OR (b)** write three discussion papers (3-5 pages). Students will write one each for three out of the five blocks of the class.
- Each class you should also choose one of the topics listed for the block and either on your own or in a small group (2-3 max) research it and put together some notes and thoughts to share with class.
- Students receive a grade of High Pass, Pass, or Fail, based on seminar participation, papers, and presentations.
- All graded work must comply with the NWC Academic Honor Code. This includes proper citation in graded written work to avoid any form of plagiarism.

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# 668B ~ IRREGULAR WARFARE ACROSS ERAS & EMPIRES



## INTERNATIONAL & AMERICAN APPROACHES

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

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

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

### COURSE DESCRIPTION:

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.

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# 704B ~ CIVIL-MILITARY RELATIONS: A CROSS-NATIONAL PERSPECTIVE



The primary problem of Civil-Military Relations (CMR) is how a society which creates or hires some group of specialists in the use of force to protect its interests and its way of life, can keep those specialists in force from turning their expertise against society in order to advance their own special interests and way of life.

After all, any group that has the material, financial, and human resources to be effective in carrying out defense and security tasks FOR the society 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 group is kept small, weak, and marginalized so it will not pose a threat to society, will it be capable of carrying out the tasks of defense?

This problem set makes a few basic assumptions – assumptions which may not hold true of all societies at all times. Not all societies have issues of civil-military relations; but in the modern world, most societies do. The “relations” at stake are those between the political power (usually a government) and the armed forces (questions of control, obedience, advice, planning, policy-making), those between the armed forces and the rest of society (recruiting, support, social distance, legitimacy), and those between the society and the political power, with respect to the armed forces (legitimacy, democratic oversight, support for policy).

This course will focus on issues of the “control” and governance of security and defense forces, coup and coup-proofing dynamics, the domestic use of security and defense forces, military effectiveness and strategic planning, and manpower issues – generation, structure, and management of military forces in society. We will look at questions about how large a military “should” be relative to society, how similar or different it “should” be, how familiar/well-understood it “should” be, and we will also look at what factors tend to drive these dynamics empirically.

We will be comparative in approach, looking at different polities both contemporary and historical.

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# 720 ~ UNMANNED SYSTEMS

## & CONFLICT IN THE 21<sup>ST</sup> CENTURY



The technological advances in the areas of computer science, artificial intelligence (AI) and robotics engineering 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 21<sup>st</sup> century. The U.S. Department of Defense

currently operates more than 11,000 Unmanned Aircraft Systems (UAS) in support of domestic training events and overseas contingency missions. Sea-based unmanned/robotic systems are less fully developed, due in part to their demanding operating environment, but research and development is well underway on systems to be deployed above the seas, on the surface, and under-seas.

Many observers believe that the combination of super-computing technology and robotics engineering will drive changes within the military environment equal to the impact that the widespread use of gunpowder had in the 16<sup>th</sup>/17<sup>th</sup> centuries and steam propulsion for ships had in the 19<sup>th</sup> and 20<sup>th</sup> centuries. 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, operational, legal and ethical issues inherent in the employment of unmanned/robotic systems in the national security context.

This course provides the opportunity for students to study contemporary cases, trends, and issues in the use and development of unmanned systems in twenty-first century warfare. Students will study and evaluate these systems from the tactical, operational, and strategic dimensions of war looking at the multifaceted issues of their development and use. Graduates will be able to:

- Develop an appreciation for the current state of development in the field of unmanned/robotic systems in the air, ground and sea domains.
- Understand the unique issues, opportunities, and challenges associated with employment of unmanned/robotic systems.
- Appreciate the degree to which the use of unmanned/robotic systems could change the nature of warfare in the 21<sup>st</sup> century.
- Describe and assess the diverse ethical issues and attitudes in the use of unmanned systems.
- Describe and assess the unique leadership challenges that arise in the utilization of unmanned systems.
- Describe and assess the diverse elements and key drivers affecting the decision-making process with regard to unmanned systems.
- Describe the use of unmanned systems within the context of international law, the law of armed conflict, and the just-war tradition.
- Describe the various legal issues and concerns with respect to the utilization of unmanned systems.
- Understand how unmanned/robotic systems are integrated with more traditional platforms and sensors to collect, move, prioritize, analyze and synthesize information to support decision makers.

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# 752 ~ MONUMENTS OPERATIONS FOR THE 21<sup>ST</sup> CENTURY: CULTURAL PROPERTY PROTECTION (CPP) AND CULTURAL HERITAGE EXPLOITATION (CHX) IN CONTEMPORARY WARFARE & STRATEGIC COMPETITION



Events such as the looting of the Baghdad Museum in 2003, Islamic State (IS) destruction of antiquities in Iraq and Syria, the release of the movie *Monuments Men*, and the on-going destruction of cultural heritage in Ukraine have brought attention to the destruction of cultural heritage in war and the role of Cultural Property Protection (CPP) and Cultural Heritage Exploitation (CHX) aka “monuments work” in conflict. However, while the targeting and control of cultural elements have become increasingly important questions in warfare, the ability to protect cultural heritage and leverage it to counter adversaries has lagged and remains a niche and narrowly focused capability.

This elective is primarily designed to help students understand why cultural heritage has become part of the modern battlespace and a strategic and military objective for various belligerents as well as to expose students to the applications of cultural heritage protection in support of U.S. and partner strategic and military objectives. By the end of the course, students will:

- have a sound grasp of basic archaeological, conservation, and preservation principles as they relate to CPP/CHX.
- understand the role of cultural heritage, cultural property protection, and cultural heritage exploitation across the spectrum of contemporary conflict and strategic competition.
- assess and identify threats to cultural heritage and articulate how to leverage CPP/CHP concepts, practices, and capabilities to defend cultural heritage and combat adversaries.
- Understand and counter adversary cultural heritage exploitation and history-based information warfare.

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# 779 ~ SCIENCE FICTION: IDEATIONS AND EXPLORATIONS FOR MODERN LEADERS

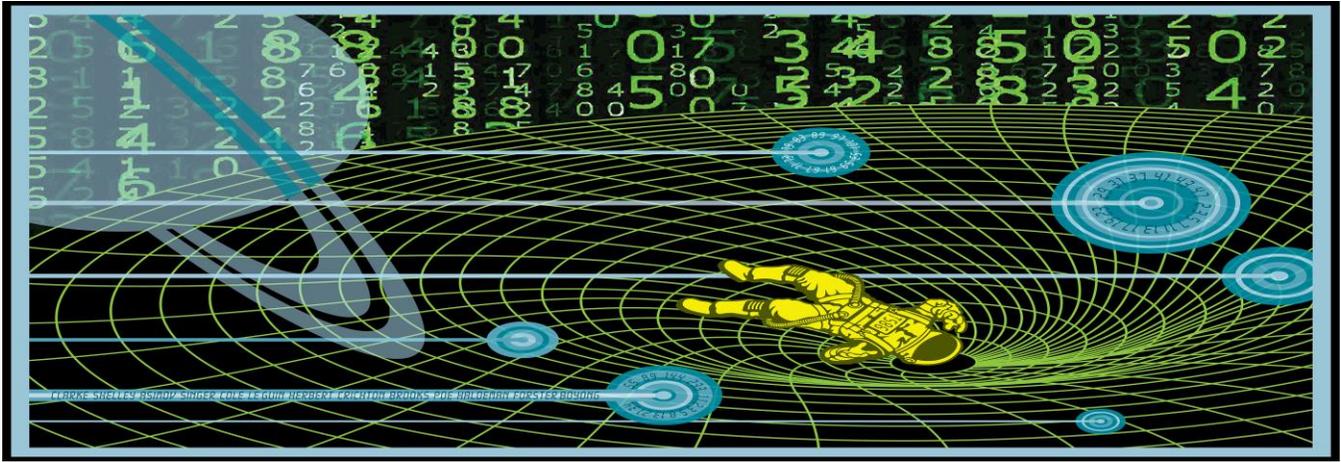


Image credit: Mike Schultz, July 2020

We will examine the relationship between science fiction and the formation of ideas in human affairs. What does science fiction tell us about technological change, war, politics, ethics, disease, and, crucially, what it means to be human? We will also explore how science fiction and reality influence each other. Ultimately, we seek to enhance the ability of leaders to evaluate how technoscientific changes—real or imagined—may shape the modern world.

This course is for students committed to a substantial reading load and the vigorous examination of ideas. Students will need to devote six hours of concentration outside of each seminar on an array of material, including books and short stories by: Mary Shelly, Arthur C. Clarke, Isaac Asimov, P.W.Singer, August Cole, Ursula K. Le Guin, Frank Herbert, Joe Haldeman, Octavia Butler, Robert Heinlein, and Liu Cixin Liu (translated by Ken Liu). Students will also read articles by Alan Turing, Gary Kasparov, William Gibson, and other thought leaders. Although we will focus mainly on books and short stories from the sci-fi pantheon, we'll also examine television episodes of *Battlestar Galactica* (2003) and *StarTrek* (1967). Several lessons include scholarly articles that dissect various aspects of the genre and its relevance to modern leaders.

Students completing the course will be able to:

- ❖ Evaluate the interrelationship between scientific research, technological advances, and speculative portrayals of technoscientific change.
- ❖ Critically examine changes—recent and potential—in the human-machine relationship.
- ❖ Place science fiction works in cultural, political, and security-related contexts.
- ❖ Understand ethical dilemmas posed by artificial intelligence, biotechnology, surveillance technology, and other emerging capabilities by examining speculative fiction.
- ❖ Evaluate the ramifications of potential technoscientific developments.
- ❖ Formulate arguments, through critical reading and writing, concerning the applicability of foundational and contemporary science fiction to human affairs.
- ❖ Understand the value of creative narratives as a critical thinking tool.

## PROFESSOR TIM SCHULTZ ASSOCIATE DEAN OF ACADEMICS

Ph.D. in the history of technology from Duke University. A retired U.S. Air Force colonel and former U-2 high-altitude reconnaissance pilot, my interests include how people think about technoscientific possibilities and how the human-machine relationship evolves.

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# 781 ~ FILM, WAR, & SOCIETY IN AMERICA



How do you make a film about the Second World War, what some have called the defining event of the 20th century and the greatest collective effort in history? Moreover, how do you market such a film to veterans of that conflict, their families, and eventually their children, grandchildren, and great-grandchildren? Finally, what does the desire to make and watch films about the Second World War tell us about the nature of war, changing American attitudes towards war, and the growing civil-military divide in America?

These are some of the questions we'll try to answer in **Film, War, and Society in America**. We will examine the uses and abuses of cinema and history through such films as *All Quiet on the Western Front*, *Casablanca*, *The Best Years of Our Lives*, *Patton*, and *Saving Private Ryan* as we deepen our knowledge of film, history, and civil-military relations.

Prof J. Ross Dancy, PhD

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# 786 ~ SPACE AND NATIONAL POWER



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

The first part of the course will address, through history and theory, how major powers have made use of space for military purposes – including how space may or may not be “different” as a domain of warfare -- and to pursue economic, diplomatic, and “soft power” objectives. The next lessons will consider how Russia, China, and other nations understand and use space today, with particular attention to military challenges they pose but also to how space activities serve larger national ends for them. The opportunities and challenges posed by the rapidly growing role of the private sector in space launch and applications like communications and surveillance will also be addressed. We will then pull those lessons together to debate future options for U.S. space strategy and to conduct an in-class space wargame

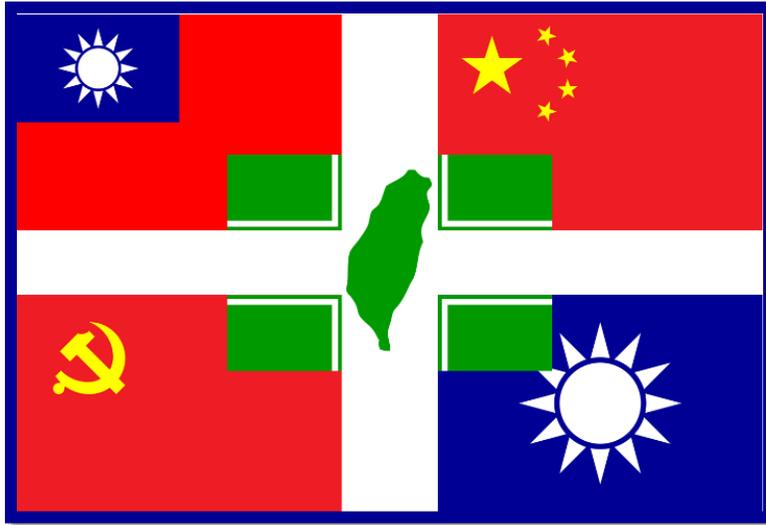
As noted, this course will address the political-strategic aspects of how nations make use of space. No technical background is required. Likewise, the course will not focus on operational planning or space doctrine. While readings emphasize U.S. cases, NWC students from all countries are welcome.

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# 787 ~ THE TAIWAN QUESTION: CROSS-STRAIT HISTORY, U.S. POLICY, & THE FUTURE



The Taiwan Question is—and will likely remain—the greatest potential flashpoint between the United States and China. Is war inevitable? Why have pathways to China's (re)unification, Taiwan's independence, or something in between been so hard to identify? Although sharing common cultures, customs, and languages, the relationship between China and Taiwan over the past four hundred years has rarely been rooted in fraternity and trust. Cross-strait relations have been pushed and pulled by colonialism, geopolitical struggles, piracy, trade wars, and the vagaries of leadership behavior.

This is a course about Taiwan. Students will examine the island's history and development, as well as consider contemporary cross-strait relations. Beijing and Taipei clearly do not see eye-to-eye, and we will consider how their disagreements are a result of not just recent political divides, but longer-term differences in identity and values. All these factors have shaped changing US perceptions of, interest in, and policies on the Taiwan Question, and we will wrestle with the conundrum of America's role in this fiery dispute.

Class discussion will touch on issues as diverse as colonialism, culture, identity, migration, nationalism, revolution, security, sovereignty, trade, and war as important strands in the complex web of cross-strait relations. Readings will introduce history, analysis, and policy documents from both sides of the Taiwan Strait and from other important actors. Each student will complete four short writing assignments tied directly to specific classes, as well as one short essay at the end of the term.

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# 793 ~ EMPIRES IN COMPETITION: BRITAIN & FRANCE



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

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:

- Analyze historical trends and apply them to the present
- Engage with historical scholarship in a critical fashion
- Communicate effectively verbally and through writing
- Understand the origins and development of great power competition between Great Britain and France
- Compare imperial competition in times of war vs. times of peace
- Understand definitions and strategies of empire
- Analyze both empire's employment of instruments of national power
- Assess resolutions of Great Power competition

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# 809 ~ LEADERS OF ROME: THE RISE AND FALL OF THE REPUBLIC



This elective will study Roman leaders in two crucial periods: the Punic Wars and the civil wars of the late republic, with a focus on the strategic challenges facing Roman generals and the political dimensions of their decisions. The course will be run as a Socratic seminar as we read and discuss Plutarch's biographies of famous Romans, supplemented with readings from the historical accounts of Livy, Polybius, and others. Throughout, we will ask how the most influential leaders of the Roman republic applied principles of leadership in the execution of strategy.

The first half of the course will focus on Rome's conflict with Carthage, its rival great power in the Mediterranean. Special focus will be given to the existential threat posed by the Carthaginian general Hannibal and his invasion of Italy, and on the leadership of Fabius Maximus and Scipio Africanus that led to victory. The second half of the course will examine the key Roman leaders such as Pompey and Julius Caesar in the period of the late republic and first and second triumvirates, as factional violence paves the way for the fall of the republic. Through looking at the rise and decline of the Roman republic, we will consider strengths and weaknesses of Roman leadership, military structure, land and naval power, and the intersection of domestic politics and grand strategy.

This course should be useful both for students who are preparing to take the strategy course and those who have already done so, as the generals of Rome provide some of the most influential examples of strategic leadership in the western tradition. Roman success in the Punic wars provides an example of the development of sea power and the achievement of an unlimited aim in a great power conflict, while the civil wars of the late republic show the weaknesses that emerge from success, and the dangers posed both by unscrupulous politicians posing as generals and by generals with political aspirations.

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# ❖ ? ❖ ? ❖ FAQs ❖ ? ❖ ? ❖

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

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

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

**Can I choose the trimester for LPA? NO**

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

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

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

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

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

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

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

**How can I sign up to audit a course?**

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

**How many students are in an elective course?**

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

**Where is the Electives Office?**

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

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

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