



# VIRTUAL FALL ELECTIVES FAIR

Welcome to the U. S. Naval War College  
*You will take two electives during your year at the  
college as you work on your master's degree.*

*LPA ~ Leadership in the Profession of Arms will be assigned for one trimester.*

*This presentation introduces the courses  
that will be offered during the*

## FALL 2024 trimester

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

## MEET THE PROFS online

Wednesday ~ July 31<sup>st</sup> 14:00~15:30

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

# FALL 2024 ~ VIRTUAL ELECTIVES FAIR

Wednesday, 31 July 14:00 to 15:30

COURSE #	AOS	COURSE TITLE	PROFESSORS	CERT PRGM COURSES	BREAKOUT ROOMS
539	28	FHA/FDR: Improving Civil-Military Coordination <b>(FHA/FDR Students only, Interview Required) Professors are not available today - email jen.sheridan@usnwc.edu with your professional background information to request an interview appt. with Dr. Brightman on Friday, 2 August.</b>	Brightman, Polski, Donnelly & Robinson	Please see note for interview to include email and phone number	1
553	2	Korean Politics and Security	Roehrig, T.		2
554	9	The Law of Armed Conflict	Coble, K. & Hernandez, A.		3
579	2	Vietnam: A Long War From Conflict to Country + 2	Bergstrom, Garofano, Fiorey & Tackett		4
585A	10	Abraham Lincoln: Democratic Statesmanship in Peace & War	Williams, F. <b>(Adjunct Prof)</b>		5
592	13	Foundations of Moral Obligation <b>(SLDC Only - Interview Required)</b>	Demy, T. & Palmer, G.	EEMT	6
632	11	Military Deception	Povlock, McGraw, & Hernandez		7
636	2	India, Pakistan, China, and South Asian Security	Verma, N.		8
645	12	Political Warfare and Conflicts in the Gray Zone: Developing Innovative Tools <b>(Enrollment limited to 9)</b>	Barrera, G.		9
663B	5, 12	Counter Terrorism in Africa	Lobban, R. <b>(Adjunct Prof)</b>		10
698	8	Force Planning and Defense Resource Allocation	Sullivan, S. & Cook, J.		11
718	13	Pen & Sword: Leadership & the Literature of War	Demy, T. & Palmer, G.		12
720	10	Unmanned Systems and Conflict in the 21st Century	Jackson & Sherlock	EEMT	13
730	13	Ethics of Technology <b>(EEMT Only - Interview Required)</b>	Creely, T. & Schultz, T.	EEMT	14
761	2	History and Security: East Asia, 1800-Present	Mulready-Stone, K.		15
766A	24	Seapower & Governance in a Multipolar Thawing Arctic	Saunes, L.		16
770A	10	War at Sea in the Age of Sail <b>(GCMH Only - Interview Required)</b>	Wilson, E.	GCMH	17
775	10	Climate Change & National Security	Cameron, A.		18
779	10	Science Fiction: Ideations and Explorations for Modern Leaders	Schultz, T.	EEMT	19
792	13	Moral and Ethical Failure	Shanks Kaurin, P.	EEMT	20
799	10	Modern Strategy	Satterfield, G.		21
810	10	Military Innovation in Peace and War	Kuo, K.	EEMT	22
<b>SPECIAL PROGRAMS - INTERVIEWS REQUIRED</b>					
535	14	Joint Land, Air, Sea Strategic Special Program - <b>JLASS (U.S. Students Only)</b>	Dirga, Shaw, & Patton		23
595S	30	Stockdale Leader Development Continuum - <b>SLDC</b>	Cavallaro & Smith		24
719A	23	Advanced Strategist Program - <b>ASP (U.S. Students Only)</b>	Brown & Hoyt		25

**ZOOM Link will be emailed the day before the fair.**

# 539 ~ FOREIGN HUMANITARIAN ASSISTANCE & FOREIGN DISASTER RELIEF: IMPROVING CIVIL-MILITARY COORDINATION



This student engagement-focused course prepares students for leadership positions in theater-strategic (combatant command) and operational level staff assignments (Navy component/numbered fleet, OPNAV, joint task force, and other Service and international military headquarters) where they will likely employ or support military forces during operations and/or exercises in response to environmental hazards (e.g. typhoons, earthquakes, wildfires) and pandemic events (e.g. Ebola, COVI-19). Through seminar discussions, case study analysis, and interaction with expert guest lectures, students gain a detailed understanding of the challenges and opportunities that U.S. and international militaries, governments, nongovernmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting Foreign Humanitarian Assistance (FHA)/Foreign Disaster Relief (FDR) operations during environmental hazards and pandemic events. Students will also be challenged to think critically about the ethical challenges faced during these responses from these interventions, the utilization of military and civilian technologies to aid responders, and how strategic competition is influencing FHA/FDR.

The magnitude, complexity, and lethality of recent environmental disasters have dramatically altered the previously accepted roles for militaries in international humanitarian response. Despite changes in strategic guidance over the past decade, FHA/FDR remains a priority mission for the U.S. Armed Forces. U.S. forces possess rapidly deployable capabilities, including land and afloat bases, airlift and sealift, surveillance, medical, engineering, and communications that can be instrumental in providing support to lead relief agencies, by extending aid to victims of humanitarian emergencies abroad.

The ability of international military forces and civil defense assets to quickly respond to major crises with a broad range of unique capabilities has directly affected strategies and operations for the international humanitarian response community and consequently has created confusion and inefficiencies during multi-lateral responses. Unfortunately, a clear absence of understanding often exists between militaries, international and local NGOs, and government agencies regarding a unified way forward when they come together to respond during crises.

## **INTERVIEW REQUIRED**

**If accepted, students will take FHA/FDR in the fall and spring trimesters with LPA in the winter term.**

**DR. HANK BRIGHTMAN**  
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**DR. MARGARET M. POLSKI**  
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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, despite the plethora of summit meetings in 2018 and 2019 that raised the possibility of change through increased levels of diplomacy that were unprecedented and unexpected. However, dialogue has stalled and denuclearization is an increasingly distant possibility. 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. Pyongyang has conducted six nuclear weapons tests with the last one in 2017 but its arsenal continues to grow including the 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 global economic powerhouse ranking 13<sup>th</sup> in the world. The Republic of Korea (ROK) is the sixth largest U.S. trade partner and a world leader in the production of computer chips, cell phones, automobiles, electronics, ships, and nuclear energy technology among others. South Korea's cultural exports have also become well-known with the international popularity of K-pop music groups such as BTS and Black Pink. In 2020, the ROK film "Parasite" won an Oscar for Best Picture and Netflix has hosted the highly-watched series "Squid Game" and "Crash Landing on You".

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 Koreas and their challenges vital. As tensions rise again on the Korean Peninsula and many have dismissed the possibility of denuclearizing North Korea, concerns remain for the future of peace and stability on the peninsula. This elective will explore the history, politics, economics, and security of North and South Korea and their role in the larger context of Asia and globally.

**PROFESSOR TERRY ROEHRIG, Ph.D.**

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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  
THE STOCKTON CENTER FOR INTERNATIONAL LAW

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# 579 ~VIETNAM: A LONG WAR FROM CONFLICT TO COUNTRY+2



## BUSTING MYTHS ABOUT THE VIETNAM WAR

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.

**Prof Bergstrom**

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Vietnam

**Prof Fiorey**

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Asia-Pacific

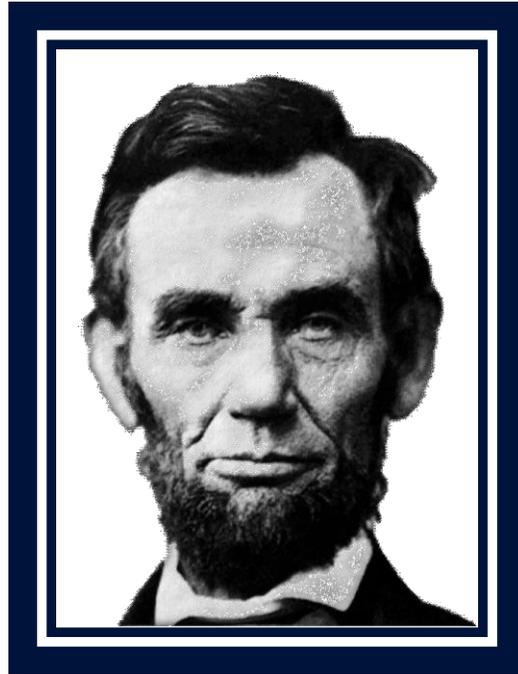
**Prof Tackett**

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**Prof Garofano**

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# 585A ~ ABRAHAM LINCOLN



## DEMOCRATIC STATESMANSHIP IN PEACE & WAR

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

- ❖ Did Lincoln know that war was to be the only option or did he hope to resolve the issues separating the North and South through political statesmanship?
- ❖ How did he justify the steps he took to save the Union and preserve the Constitution?
- ❖ Are there lessons we learned from Lincoln which apply to modern day justice in war?

This course explores both the public and private Lincoln and his leadership in both war and peace. It examines the nature of American democracy and the place of equality in American politics. Finally, and most importantly, it examines the role of "prudence," the virtue Aristotle calls most characteristic of the statesman in democratic politics. Graduates will be able to understand Abraham Lincoln's style of leadership and be able to transfer these lessons to their own style and for their own use. These include political courage, resilience and empathy.

### **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 - [alincoln@courts.ri.gov](mailto:alincoln@courts.ri.gov)**

Please read James M. McPherson's **Abraham Lincoln** before Session One



# 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. Cultural considerations affect how readily deception is planned and practiced. 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.

### **Students will have two options for written course work:**

- 1.** Research and present to the class an historic deception operation not covered in class, consideration of deception equipment, biographies of deception experts, or other topics germane to the course. Topics for research will be approved by the course instructor before the third class session.
- 2.** Write a screen play describing a deception operation. Presentations will be given during the last class session. Students are required to submit an approximately 4,200 word paper (14-16 pages of double spaced, 12 font text....screen plays will have the same word count requirements). Papers will be due on week 9.

### **PROF MCGRAW**

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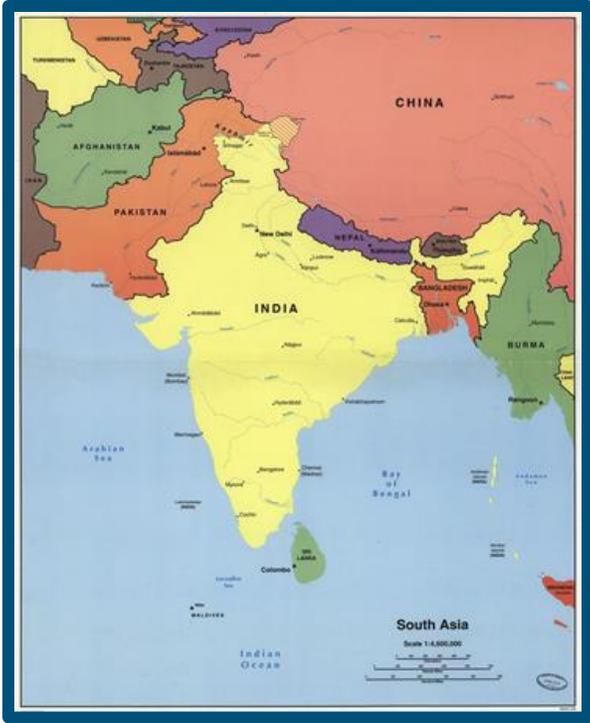
### **PROF POVLOCK**

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### **PROF HERNANDEZ**

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# 636 ~ INDIA, PAKISTAN, CHINA, & SOUTH ASIAN SECURITY



War, terrorism, nuclearization, proliferation, great power rivalry! South Asia appears to have it all. This course will focus on the political, security, social, and economic dynamics of this increasingly volatile region from the independence of India and Pakistan to the present. It is a course in international relations rather than one with a comparative politics focus. In other words, the domestic politics of major states in the region will be examined only to the degree that they have an impact upon the foreign policies and relations of the countries in question.

The Indo-Pakistani rivalry will be examined in the context of its historical legacy including the Kashmir question, the nuclear dimension and terrorism in the region. The elective will also look at the extended neighborhood including Afghanistan and the Indian Ocean region. China looms large on the subcontinent and geopolitics in the region. China's role will therefore be examined in depth to include its relations with Pakistan, the land border dispute with India, and its jockeying for strategic influence in the Indian

Ocean littoral. We will assess the impact of the Belt and Road Initiative (BRI) as it completes 10 years.

The elective will close with an assessment of U.S. interests and policies in the region. Given the topicality of the course subject and major developments in the region on almost a daily basis, additional resources or readings may be culled from the news or other sources as events warrant. These readings will be posted on the course Blackboard. This course provides students an overview of the rich myriad of security issues in the South Asia region of interest to the United States. Graduates will be able to:

- Understand and think critically about the political and pol-mil relationships between the states in South Asia, the Indian Ocean Region littoral, and the United States and China.
- Assess the political, military, and economic dimensions of U.S. bilateral relations with countries in the region, U.S. strategic interests in the region, particularly focusing on terrorism, proliferation of WMD, and strategic stability.
- Understand and analyze the strategic cultures of India and Pakistan in the backdrop of China, and what it means for U.S. interests in the region and beyond.
- Understand and analyze U.S. national security and foreign policy interests and objectives in South Asia and how they relate to both East Asia (essentially China) and the greater Middle East.
- Understand the nature of terrorist organizations in South Asia and the nature of WMD proliferation concerns in the region.

**ADM (Ret) Nirmal Verma, former CNO Indian Navy**

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# 645 ~ POLITICAL WARFARE AND CONFLICTS IN THE GRAY ZONE: DEVELOPING INNOVATIVE TOOLS

## THE POLITICAL WARFARE SIMPLE MODEL



*THE ELEMENTS YOU INCLUDE IN EACH WARFARE, ARE THE  
"INSTRUMENTS OF POWER AND INFLUENCE"*

**"Nature is very kind. If you ask it the right questions, it will give you the right answers." Albert Einstein**

This course will examine non-kinetic strategies and actions (Soft Power) employed in irregular warfare, and other types of conflicts in the "Gray Zone", in coordination with military operations. Non-kinetic actions comprise more than 70% of the total number of activities in conflicts in the Gray Zone. The study of these strategies provides us with a theoretical framework to understand why some Irregulars and Non-state armed actors, and state actors succeed, and why others fail. The course also examines how Irregulars and Non-state armed actors, and State actors can be defeated in their own methods, [but with different Ethos!] by using all "Instruments of Power and Influence" in coordinated and integrated efforts, under a single Political leadership, as proposed originally by George Kennan in 1948, when he defined "Political Warfare."

This Course will complement the study of Conflicts in the Gray Zone (Irregular Warfare, Asymmetric Warfare, Fourth Generation Warfare, Compound Wars, Unrestricted Warfare, or Hybrid Warfare) for Joint Military Operations (JMO), as well as Strategy & Policy/War, NSDM and TSDM in understanding the geostrategic landscape and their impact on the development of strategy. Ethics, Critical Thinking and Analysis are fundamental parts of the course. It builds from the foundational readings in the three courses.

We will begin with an overview of political warfare. Political warfare focuses primarily (but not only) on Intelligence, Ideological and Moral, Organizational, Psychological, Stratagems, and Mass Movement activities that are used to achieve political and military objectives. While "kinetic fires" play an important role in political warfare, it is not necessarily the determining factor in the outcome of many conflicts. Using political warfare as a framework, we will study contemporary cases to assess the relative strengths and weaknesses of political warfare strategies. Students will present their findings to the class in a 20-35 minute presentation. Finally, students will write a short paper based on their own case study research that assesses the utility of political warfare strategies, by improving the framework they presented to the class. Critical thinking class contribution will be very important.

**26. And therefore I say: 'Know the enemy, know yourself; your victory will never be endangered. Know the ground, know the weather; your victory then will be total.'** Sun Tzu, The Art of War, p 129

**ADMIRAL GUILLERMO E. BARRERA (RET)**

**Professor ~ CNO International Fellow ~ Former CNO, Colombia Navy**

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# 663B ~ COUNTER TERRORISM IN AFRICA



## *January 2019 KID-NAPPING*

*Dr. Lobban in Republic of Somaliland with a Security guard assigned to his tourist group while visiting a food and livestock market. Prof Lobban joked that he was there to steal goats so was "arrested" and they laughed.*

**T**his course is founded on the principle of "know your enemy". In this case, it is the revivalistic and extremist groups operating mostly in North Africa and the Sahel. The course will survey the history, tactics, strategies, "logic", arms and finances of such descendant groups from *Al-Qa'eda*, and Islamic State including *Ansar ed-Din*, *Ansar Esh-Shari'a*, *Boko Haram* and *Esh-Shabab* in Somalia and its clone in Mozambique and the ADF in DR Congo. With so much attention on the Middle East, we will add new sections of *Hamas*, *Hezbollah*, *ISIS-Khorasan* and *Houthis*.

**T**he course will also cover other armed irredentist groups like The Lord's Resistance Army, Ambazonia and Azawad. Transcending all case studies will be the strategic and tactical counter-terrorism roles of African, Arab and European militaries and their relationships and links with the US Combatant Command, AFRICOM.

## **RICHARD A. LOBBAN, PH.D.**

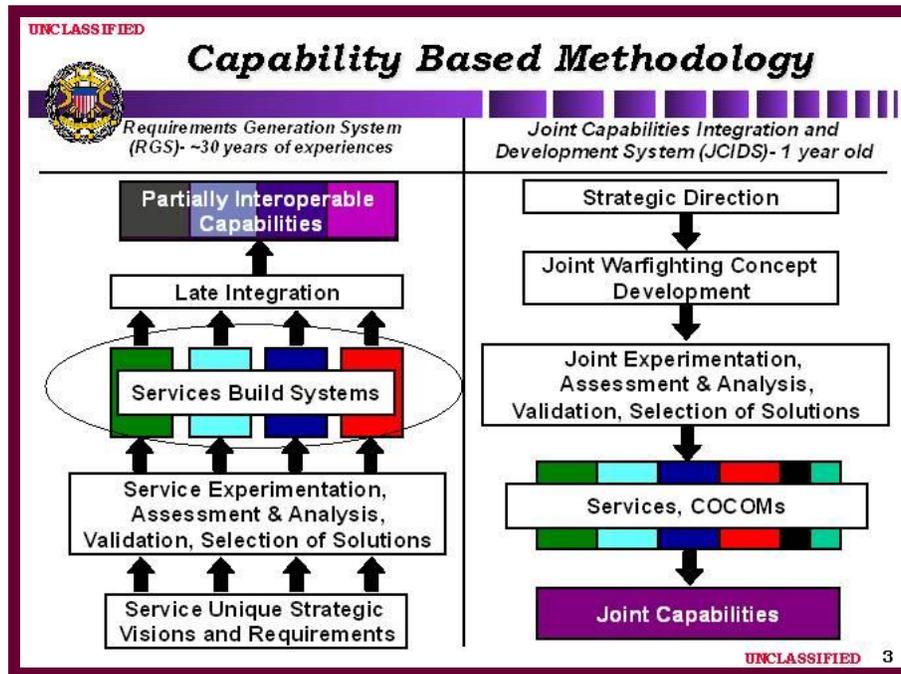
**Professor Emeritus of Anthropology and African Studies, Rhode Island College  
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# 698~ FORCE PLANNING & DEFENSE RESOURCE ALLOCATION



The Force Planning and Defense Resource Allocation (DRA) elective studies the principles, concepts, and practices of defense planning and examines the formal and informal processes used by government and military organizations to make decisions regarding U.S. national security. Government and military organizations developed these processes to execute their statutory responsibilities and functions in national defense. These processes provide decision support and deliver the analysis to national leaders engaged in national security decision making within the Department of Defense. DRA processes are used to conduct strategic assessments, craft national security strategic guidance, develop operating concepts, identify and validate capabilities, and manage acquisition and defense programs and budgets.

The elective examines force planning formal processes and planning products currently used in the execution of U.S. national security. The seminar exercises individual analytic abilities, assessment techniques, and product development skills required by military officers and government defense officials serving in national security organizations. During the semester, seminar members build upon or develop their technical knowledge of force planning and formal process operations through analysis of past and contemporary national security and defense issues across the national security enterprise.

The FE-698 elective delivers to the student a strategic leadership understanding of U.S. Force Planning and Defense Resource Allocation and is both conceptual and practical. The teaching team will present how and why the formal processes of U.S. defense resource allocation are designed to operate and how these systems operate in practice. The course will appeal to military officers and government officials who seek to study how the Department of Defense operates and accomplishes its many responsibilities, functions, and tasks.

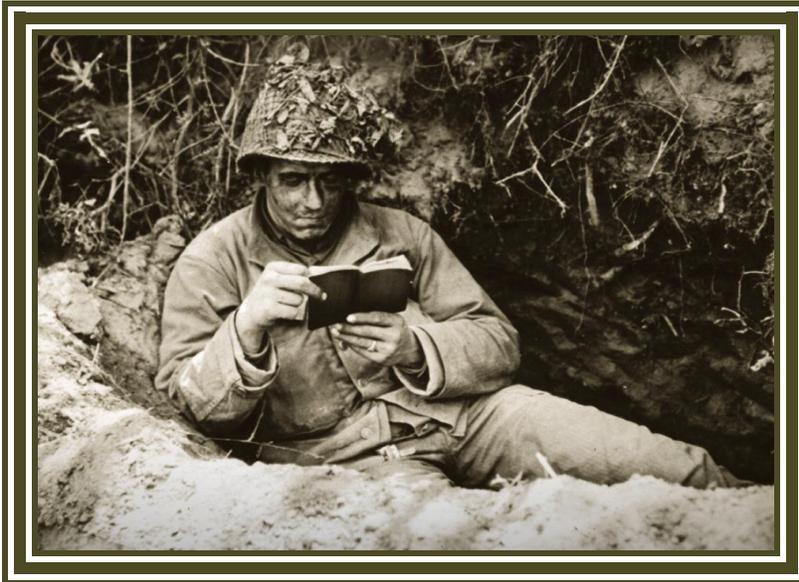
**PROF SEAN C. SULLIVAN**

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**PROF JAMES L. COOK**

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# 718 ~ PEN AND SWORD: LEADERSHIP & THE LITERATURE OF WAR



This course will use the literature of war (classic and contemporary) to explore the relationship between fiction and reality, the written word and the lived experience. It will study leadership and the experience of war from the pens of those who have experienced it as well as those who have imagined it. In part, literature is an artistic expression of human experiences, aspirations, desires, and creativity. Literature appeals to the emotions and imaginations as well as the intellect of the reader. The literature of war mirrors real and imagined events, people, emotions, and ethical dilemmas faced in combat and tries to give the reader a glimpse into warfare—one of the most challenging and traumatic of human experiences. It has a long history, beginning in the Ancient Near East, continuing into classical Greece and Rome, and then throughout the history of the West.

The course will look at illustrations of the principles, characteristics, language, dilemmas, and examples of leadership as found in the literature of war with a view to increasing student appreciation of literature as a source for developing personal leadership and studying leadership as a professional discipline. Also addressed will be the role of ethics in warfare and the interplay of technologies of war and leadership. Clausewitz declared: "Theory becomes infinitely more difficult as soon as it touches the realm of moral values." (*On War* 2.2)

This course provides the opportunity for students to apply the critical thinking frameworks provided in the core curricula to the multifaceted dimensions of leadership, ethics, and warfare as represented in the literature of war. We examine the role of war literature in the lives of individuals and the public. We study the literature of war as a social and cultural phenomenon that influences attitudes and actions pertaining to war and peace. Specific attention will be given issues of leadership and ethics as illustrated and reflected in the readings. Graduates will be able to:

- Describe the diverse attitudes of war and peace in the literature of war.
- Assess the effectiveness of literature as a tool for understanding leadership and ethics.
- Describe and assess the usefulness of literature (along with film and art) as a tool of strategic communication for shaping public opinion and policy.
- Describe and assess the leadership dynamics and principles illustrated in the literature of war.
- Describe illustrations from the literature of war that reflect principles of the law of armed conflict and the just war tradition.
- Describe and assess the role of war literature in shaping public perceptions of war in American history and the American way of war.

**Prof Tim Demy, Ph.D., Th.D.**

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**Prof Gina Palmer, Ph.D.**

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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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# 730 ~ ETHICS OF TECHNOLOGY



## WARFARE, SOCIETY, AND DISRUPTIVE TECHNOLOGIES

The exponential growth of technology in the military and society places ethical demands on leadership and decision making. Technologies developed and used in the United States reflect American values. Artificial intelligence, robotics, nanotechnology, railguns, cyber, information, neurotechnology, drones, autonomous vehicles, and chemical and biological agents are warfare technologies which are value-laden. These and other emerging technologies, some of which we cannot yet even imagine, require leaders who have developed and broadened their ethical leadership skills to engage complex enduring dilemmas of democratic civil societies, ethics of other cultures, and ethics of economics.

An overview of ethical theories and technology terms will lay the foundation for analysis, discussion, and reflection of one's moral decision making responsibility. Leaders need to ask and debate questions because of the short- and long-range consequences on their own and other societies.

- In what ways does technology challenge and possibly reconfigure our ethics?
- What additional challenges will come to exist as new technologies are developed and rapidly outpace our existing ethical frameworks?
- Is the human element too far removed from artificial intelligence to autonomous warfare?
- Does technology generate greater freedom or does it constrict the freedom of citizens, of leaders, or of states?

After reviewing enduring ethical dilemmas, students address these dilemmas through technology and societal lenses in texts, films, videos, journal articles, and guest lecturers. By addressing these and other questions, you will expand your ethical capacity by engaging emerging technologies.

**This course available for the EEMT Certificate Program students only.**

**Prof Thomas Creely, Ph.D.**  
Luce 223 thomas.creely@usnwc.edu

**Prof Tim Schultz, Ph.D.**  
Hewitt 222 timothy.schultz@usnwc.edu

# 761 ~ HISTORY & SECURITY:



## EAST ASIA, 1800 ~ PRESENT

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

This course provides students with the opportunity to deepen their knowledge of this important region in the world and to apply that understanding to topics and frameworks included in the core curriculum. Upon completion of this course, students will be able to:

- ❖ Explain historical relationships between China, Japan, and Korea prior to China's decline and Japan's rise in the nineteenth century, as well as the power dynamics that kept the relationships largely in place for many centuries.
- ❖ Demonstrate a basic understanding of the differences and similarities in philosophical and governmental underpinnings of the Chinese, Japanese, and Korean states.
- ❖ Evaluate the significance of western imperialist pressure and domination in the region in the nineteenth and twentieth centuries (known in China as "the century of humiliation") and its impact on late-twentieth and early twenty-first-century international relations.
- ❖ Compare Japan's late nineteenth- and early twentieth-century motivations for empire with those of the western powers.
- ❖ Understand the role of bilateral and multilateral regional and global relations in the decisions, actions, and statements of East Asian countries in the past and present.
- ❖ Evaluate and articulate the role of domestic politics in China, Japan, and Korea in their governments' positions in international affairs.
- ❖ Apply the lessons of history to evaluating present-day East Asian security issues.

**Professor Kristin Mulready-Stone, Ph.D.**

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# 770A ~ WAR AT SEA IN THE AGE OF SAIL



This seminar investigates war at sea during the sixteenth, seventeenth, and eighteenth centuries. It does so from a European, and often specifically from a British perspective, and as a result, the course begins by grounding students in the fundamentals of European history in the age of sail. It traces the rise of British naval power by examining developments in ship technology, tactics, and strategy, and it examines some of the enduring characteristics of the experience of life at sea, including piracy and the challenges of navigation and logistics.

But its most fundamental objective is to demonstrate that navies cannot be understood in isolation from the societies they serve. We will explore:

- how navies reflect and influence social structures;
- how navies contributed to science, technology, and industry;
- the lives and worlds of the men and women who served at sea; and
- the role of navies in early modern state formation.

The seminar also introduces students to the study of history: how historians research and write about the past; how they argue with each other; and how the study of the past can inform contemporary debates. This course offers students an opportunity to develop their critical analysis and communication skills.

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

**DR. EVAN WILSON**

**Associate Professor ~ NWC Hattendorf Historical Center**

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evan.wilson@usnwc.edu

# 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 principal deliverable.

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

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

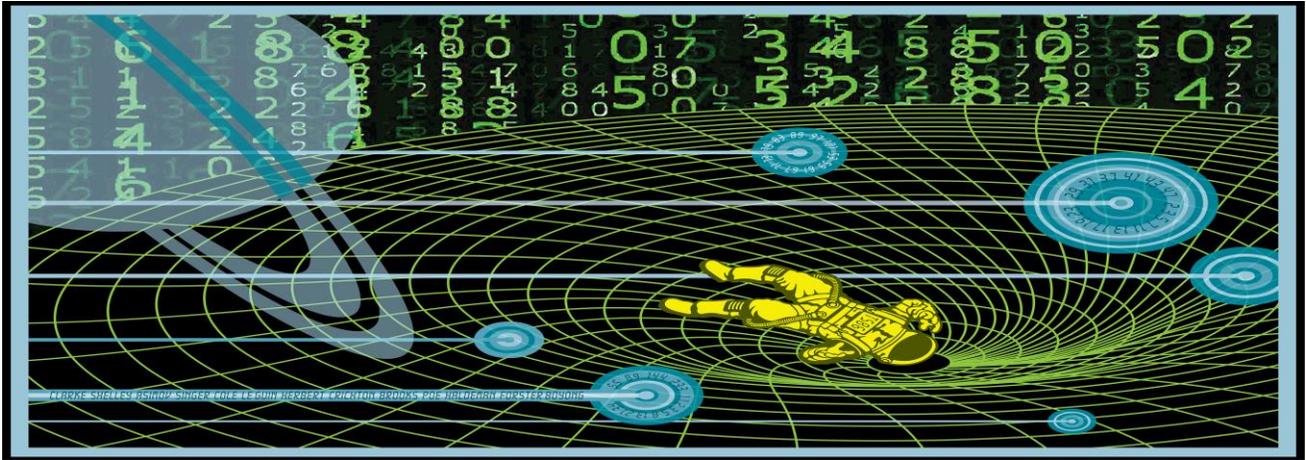


Image credit: Mike Schultz, July 2020

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

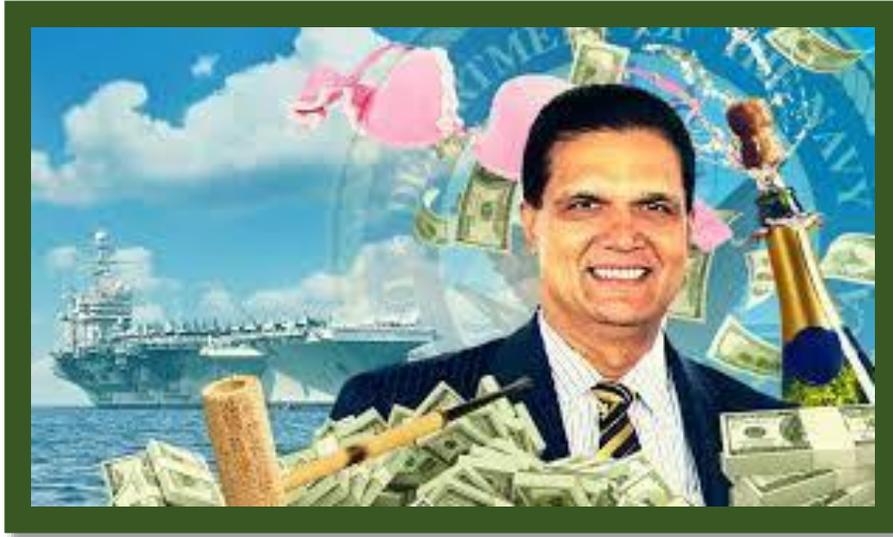
Ph.D. in the history of technology from Duke University. A retired U.S. Air Force colonel and former U-2 high-altitude reconnaissance pilot, my interests include how people think about technoscientific possibilities and how the human-machine relationship evolves.

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# 792 ~ MORAL & ETHICAL FAILURE



## ( AND WHAT TO DO ABOUT IT )

This elective examines moral and ethical failures (these are different things!) across both the individual and collective contexts, considering the role of individuals, organizations, culture, national and international institutions, and environments to consider what causes these failures and what to do about them, including prevention and mitigation. This examination addresses three levels of moral agency and responsibility: individual, hybrid and collective. This course is a mix of conceptual readings and materials to engage the nature and causes of moral and ethical failure, along with cases, narratives and concrete examples for analysis informed by these conceptual ideas. In addition, students will have an opportunity for reflection on the role moral and ethical failure has played in their own lives and careers, and how best to engage this issue as strategic and ethical leaders. This course:

- Will frame the nature and causes of moral and ethical failure within individual, hybrid, and collective contexts.
- Will make use of critical and analytical reading to engage in the examination of moral and ethical failure to inform analysis and development of insights.
- Will use narrative and analytical writing skills, including argumentation to engage questions and issues of moral and ethical failure.
- Will engage with case study approach using narrative and ethical reflection methodologies.
- Will explore and assess solutions and methods of prevention and redress for moral and ethical failure.
- Will develop individual analysis and insights on the topic to be shared and discussed via class presentation and final project.

**DR. PAULINE SHANKS-KAURIN**  
**Stockdale Chair in Professional Military Ethics**

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# 799 ~ MODERN STRATEGY



This elective course is designed for those seeking a deeper understanding of strategy. The focus is on both change and continuity in strategy in the modern era. The course is organized both chronologically and topically. We will begin by considering the first modern theories of strategy that emerged from the Enlightenment and we will conclude with the current discourse on strategy in the present era of drones and “grey zones.” The course is intended to challenge us with questions and hopefully a few answers.

- What does strategy mean and why does its meaning seem to shift over time?
- How did developments in society, culture, technology, and international relations impact past understandings of strategy?
- Are past understandings of strategy still useful for the present-day, or do current circumstances demand a new view of strategy?

It is anticipated that students will leave the course with not only a greater knowledge of the classic works and commentaries on modern strategy, but also prepared to confront and manage future strategic challenges whether at the theater strategic level or national strategic level.

The course will be conducted as a graduate seminar, meaning that it will be centered on reading, debate, and the interchange of ideas among all members of the class. It requires that all students prepare for class by doing the reading and engaging actively in discussion. This means being ready both to talk about how and why things happened and also the implications of those events for you as military professionals. Active class participation will be a large part of class expectations. I hope to bring some of my own ideas on strategy into the discussion for debate and encourage everyone to do the same. Maintaining open minds, we should all be able to learn from one another’s insights.

**PROF GEORGE SATTERFIELD, PH.D.**

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# 810 ~ MILITARY INNOVATION IN PEACE AND WAR



We live in a world obsessed with innovation and the next big thing—and militaries are not immune. But behind the buzzwords is a complex reality that any major change involves bureaucratic in-fighting, strategic foresight and debate, managing technical risks, inter-service and budgetary competition, among a host of other challenges. This course, offered by the NWC Cyber & Innovation Policy Institute, takes a deep dive into the relationship between technological, doctrinal, and organizational innovation in the design and employment of modern military forces. Rather than assume that “innovation” is always advantageous, we interrogate its causes and consequences. Some innovations we will study concern the development and adoption of technologies; others involve changes in tactics, strategy, command and control, and force structure. Some have occurred in peacetime, others under fire. Throughout the course, students will engage with scholarly writing while leveraging their professional experiences to develop their own arguments about past and present military innovation efforts and the role of innovation and adaptation in modern warfare.

This course is designed to help students:

- Identify and compare causal factors and models of military innovation, adaptation, and diffusion.
- Know the details of important historical case studies commonly used as evidence for and against different theories of military change.
- Use theoretical and empirical knowledge to make informed conjectures about the role of military innovation in future warfare.
- Evaluate military innovation efforts currently being pursued by the U.S. Department of Defense and the Armed Services.
- Develop original views on these matters orally and in writing.

**FE 810 qualifies for the EEMT Certificate Program**

**DR. KENDRICK KUO**

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# **U.S. NAVAL WAR COLLEGE**

## **SPECIAL PROGRAMS OVERVIEW\***

### **Advanced Research Programs**

- ❖ Halsey Alfa
- ❖ Halsey Bravo
- ❖ Holloway ~ Russia Maritime Studies Institute (RMSI)
- ❖ Joint Land, Air, Sea Strategic (JLASS)

### **Directed Research Projects**

- ❖ Cyber & Innovation Policy Institute (CIPI) Gravely
- ❖ Individual Directed Research

### **13-month Advanced Programs**

- ❖ Advanced Strategist Program (ASP)
- ❖ Maritime Advanced Warfighting School (MAWS)

### **Graduate Certificate Programs**

- ❖ Ethics and Emerging Military Technology (EEMT)
- ❖ Graduate Certificate in Maritime History (GCMH)
- ❖ Stockdale Leader Development Continuum (SLDC)

### **Foreign Humanitarian Assistance/Foreign Disaster Relief**

- ❖ FE539 ~ FHA/FDR: Improving Civil-Military Coordination
- ❖ SE539B ~ FHA/FDR: Innovations in Technology

*\*For additional information, see the Special Program Information document under Electives Department on the USNWC website.*

## FAQs ~ FREQUENTLY ASKED QUESTIONS

**How many electives?** The Electives Department offers over 60 elective courses plus several special programs. Elective courses are different each trimester, with only a few courses 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. There will be a Virtual Electives Fair before each trimester.

**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 registered 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) and on the USNWC website. 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 (BB/DoS) so that you can make informed decisions. Please take advantage of this valuable information.

**If I commit to an Area of Study, but 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 in following trimesters.

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

Electives are scheduled for Monday mornings and afternoons, but moved to Wednesdays if there is a Monday holiday. Time of day is not available until late in the registration process. We realize you may want/need this information for family scheduling, but **PLEASE do not select your elective based on time of day, as there are often last-minute changes. Times and Room Numbers will be posted a few days before classes start.**

**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 10 to 12 seats, depending on student enrollment, but not all electives fill to capacity.

**Where is the Electives Office?**

Hewitt Hall, 2nd deck: Jen Sheridan, Patty Duch, and Julia Gagnon are in Room 248 - just off the north elevator.

**We try to have the office covered daily, but may occasionally be working from home - then always available by email.**

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

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