

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 2025 trimester**

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

**MEET THE PROFS** *online*

**Tuesday ~ FEB 11<sup>th</sup>**

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

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

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

# SPRING ELECTIVES 2025

COURSE #	AOS	COURSE TITLE	PROFESSORS	QUAL CERT PGMS	BREAK OUT ROOM
*503	11	The CIA in the National Security Enterprise: Enduring Themes and Emerging Dynamics <b>(TS/SCI)</b>	Maher, M.		<b>1</b>
*507B	12	Advanced Studies in Special Operations <b>(Secret)</b>	Porado & McGraw		<b>2</b>
515A	8	The Commercial Maritime Industry and Strategic Sealift	Dunlap		<b>3</b>
579	2	Vietnam: A Long War From Conflict to Country +2	Bergstrom, Garofano, & Tackett		<b>4</b>
580	12	Colonial Wars: 1841-1918	Norton, R.		<b>5</b>
587	10	George Washington: Indecipherable Monument or Indispensable Man? Overview of his Life, Character, & Legacy	Wright & Kidd		<b>6</b>
592	13	Foundations of Moral Obligation - The Stockdale Course	Demy, Palmer, & Gibbons	EEMT	<b>7</b>
599B	10	Wargaming Theory and Practice	Kerr & Stanovich		<b>8</b>
655A	9	The International Law of Air, Space and Cyber Operations	Coble, Hernandez, & Passerello	EEMT	<b>9</b>
660	11	CYBER SECURITY & AI: Preparing for Cybered Conflict in a Hostile World	Demchak, C.	EEMT	<b>10</b>
665	2, 5	China and Africa	Singh, Dahlin, & Seibert		<b>11</b>
668B	12	Irregular Warfare Across Eras and Empires: International & American Approaches	McGraw, J.		<b>12</b>
704B	10	Civil- Military Relations: Cross-National Perspectives	Cohn, L.		<b>13</b>
720	10	Unmanned Systems and Conflict in the 21st Century	Jackson & Sherlock	EEMT	<b>14</b>
781	10	Film, War, & Society in America	Dancy & Hammond	GCMH	<b>15</b>
787	2	The Taiwan Question: Cross-Strait History, U.S. Policy, and the Future	Chao, B.		<b>16</b>
788	10	Building a Navy: A Comparative Approach	Caverley & Tangredi	GCMH	<b>17</b>
797	13	Psychological Concepts for Military Leaders	Perry & Hauver		<b>18</b>
809	10, 13	Leaders of Rome: The Rise and Fall of the Republic	Pavkovic, M.		<b>19</b>
813	10	King's Navy: Future History in the Global Maritime Arena <b>NEW</b>	Kohnen & Logel	GCMH	<b>20</b>
814	11	The Influence of the Space Environment on Military Operations <b>NEW</b>	Goldizen, D.	EEMT	<b>21</b>

# 503 ~ THE CIA

## IN THE NATIONAL SECURITY ENTERPRISE:



### ENDURING THEMES & EMERGING DYNAMICS

National security decision makers depend on strategic and tactical intelligence to better understand the world and inform their assessments of opportunities, risks, and threats. Established by the National Security Act of 1947, the Central Intelligence Agency (CIA) sits at the heart of the U.S. Intelligence Community (USIC), collecting and analyzing critical information from around the globe. When required, the CIA also acts covertly to advance U.S. interests abroad. As national security professionals, you are both consumers of CIA production and potential partners with the CIA in supporting the U.S. Government's most senior decision makers.

This course will explore the history, structure, and operations of the CIA and its place in the broader US National Security Enterprise to better inform your future collaboration with the USIC. We will seek to distinguish military intelligence from national intelligence while examining enduring themes and dynamics of the intelligence profession in general, including questions of ethics, coordination, and oversight in a democratic society. This course will also draw out the opportunities and challenges of a networked, digital world for the USIC and for decision makers looking for timely insights that provide advantages

#### LEARNING OBJECTIVES:

- Explore the role of the CIA in the U.S. National Security Enterprise, including how it partners with DOD and other USIC members.
- Understand the core missions of and structure of the CIA, including its functions and responsibilities.
- Distinguish between national intelligence and military intelligence.
- Understand the role of the USIC at a Combatant Command.
- Understand the uses and limits of intelligence, including both operations and analysis.
- Identify areas of cooperation and competition in the USIC.
- Understand the challenges and opportunities for the USIC of emerging technologies and a digital, networked world.
- Understand the potential of open-source intelligence and the role of the private sector in intelligence collection, analysis, and dissemination.
- Consider the challenges of intelligence coordination.
- Think critically about the past, present, and future of intelligence in U.S. national security.

#### CONTRIBUTING PROFESSORS:

Jack Shea, Defense Intelligence Agency Representative/USNWC; Walter Braunohler, US State Department Senior Faculty Advisor/USNWC; Dr. Theo Milonopoulos, Assistant Professor, NSA Department/USNWC  
Additional guest speakers as available.

Conducted at the TS/SCI level for U.S. qualified students only

**PROFESSOR MICHAEL J. MAHER**  
**CIA Representative / U.S. Naval War College**

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# 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/NOFORN level (UNCLASS if the elective is delegated to zoom) using a combination of 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**

**COL Joe McGraw, USA, Ret.**

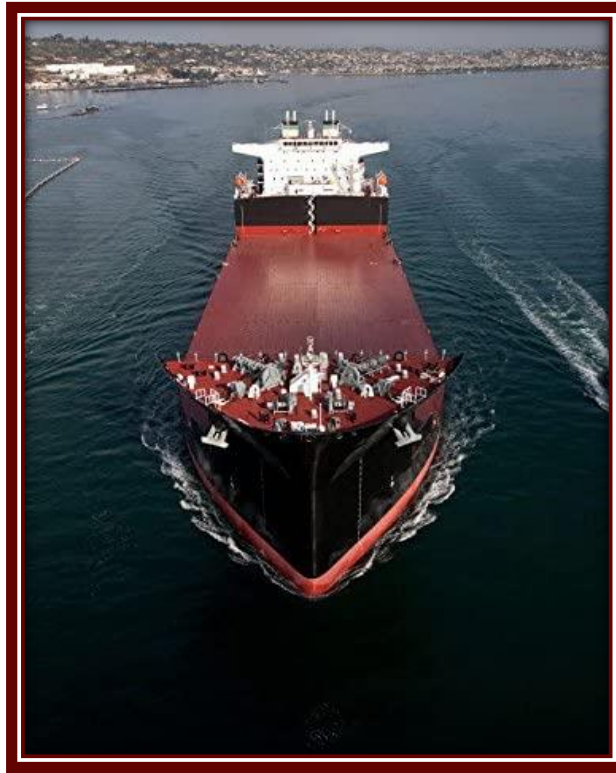
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# 515A ~ THE COMMERCIAL MARITIME INDUSTRY AND STRATEGIC SEALIFT



**T**he 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.

**W**hile 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 nation's 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.

**T**his 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 roles, 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.

**A**lso 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 SUE DUNLAP, RDML, USMS (Ret.)**

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

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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). Through in-class/online presentations and guest lecturers, either in-class or online, to enhance seminar discussion, the elective course 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 & Afghanistan (+2) conflicts 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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# 580 ~ COLONIAL WARS

## 1841 ~ 1918



### Welcome to the Colonial Wars elective!

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

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

- Describe and assess the diverse elements and key drivers affecting several key colonial foreign policy and military decisions, particularly in Africa.
- Assess the effectiveness of industrialized states' use of each of its power instruments in advancing political aims over the time period.
- Assess the ability of expeditionary and colonial powers to effectively deal with indigenous opponents.
- Through the study of both defeat and victory, understand why indigenous opponents were at times able to inflict crushing defeats upon their European opponents
- Assess to what degree the present state of certain regions were affected by events during this time period.
- Describe and assess a complex array of calculated, organizational, cultural and personality-driven issues that led to these campaigns and conflicts.
- Understand the causes of these conflicts, the manner in which they were carried out and how conflict termination was achieved.

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Created and taught by Rear Admiral Stockdale in 1978 when he was president of the U.S. Naval War College, this course provides an opportunity to read and discuss some of the classics of philosophy, literature and religion. These readings raise fundamental questions regarding the nature of moral obligation, human nature, right, justice and law. The method for the course is the so-called "Great Books" approach, first pioneered by the University of Chicago and now practiced in its purest form by St. John's College in Santa Fe and Annapolis. In this method, the book is the teacher. All of us will read carefully in advance and come to class prepared to engage in close discussion of the issues raised by the text. Our role is to function as tutors, asking questions and helping guide the discussion.

The main requirement of the course is careful reading of the assigned texts in preparation for class. Some of these texts are difficult, and all require close reading. Some use technical vocabulary which, once grasped, is quite clear, but which can be initially off-putting if you're not used to reading this kind of writing. The course will maintain a Blackboard website. Each student will post at least a page of questions, comments, criticisms or points to be explored further to that website NLT 1600 two days before class. Students are required to read each other's comments and to respond to at least some of them. This will enable us all to come to class prepared to engage on the points raised by their colleagues. If you find the reading particularly difficult on some point, your post may also ask for clarification – that too is a useful contribution in terms of steering our discussion to the points we most need to take up in class.

At the conclusion of this course, students should have a good grasp of some of the major schools of thought regarding the foundations of morality. We will have examined the roots of Jewish, Christian and Hindu and Confucian thought on these fundamental questions. We will have explored several major philosophical schools that have deeply influenced Western Culture (Platonic, Aristotelian, Stoic, Christian/Aristotelian, Kantian, and Utilitarian). We will have examined the tradition of Liberal Democratic government as reflected in the US Declaration of Independence and Constitution. And we will have explored the current international legal framework for world order as it is codified in the Charter of the United Nations. And we will have discussed several of Admiral Stockdale's own written pieces in which he articulates the importance of these explorations for thoughtful military officers.

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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 and 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”.

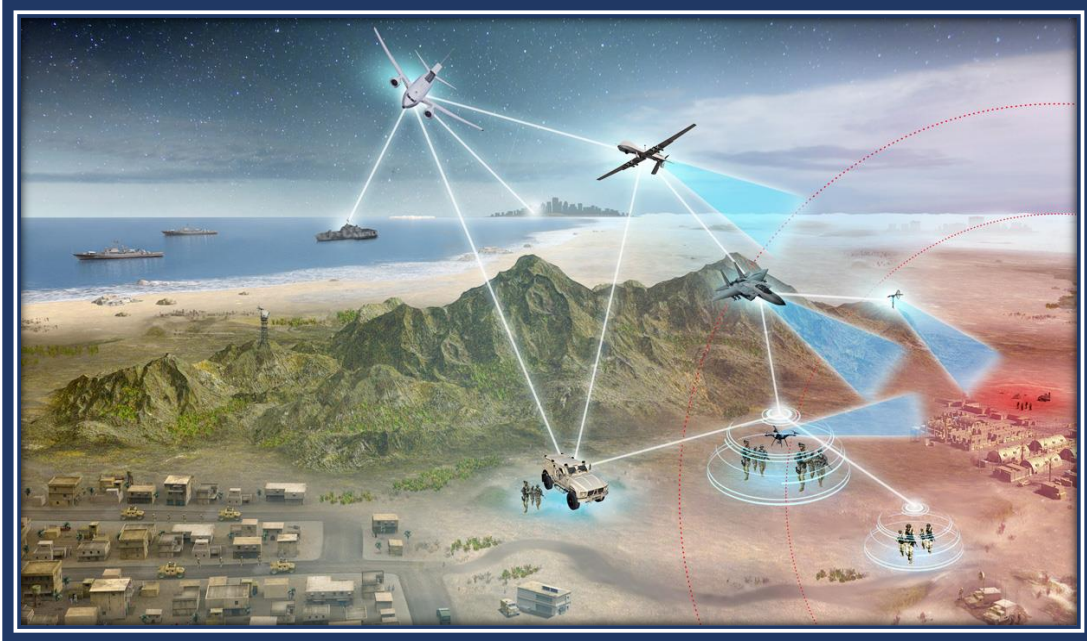
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# 655A ~ THE INTERNATIONAL LAW OF AIR, SPACE, & CYBER OPERATIONS



**COURSE DESCRIPTION:** This elective examines key areas of international law in air, space, and cyberspace applicable during military operations and invites students to apply the law to current affairs. The course provides students with an opportunity to consider some particularly challenging areas of international law and to emerge with a greater appreciation for how international law controls—and enables—military operations. For example:

- What law governs military activity in the air, space, and cyber domains?
- When is a state responsible for cyber actions that originate from within their borders?
- Does the law of armed conflict apply in outer space?

These are just some of the difficult issues this elective will address. The issues have been chosen because they reflect recent developments in the legal sphere and are issues with which the United States, its allies, and its partners continue to grapple.

## **METHODOLOGY AND STUDENT REQUIREMENTS:**

The initial class session will provide a broad introduction to international law as applicable to military operations. The subsequent eight class sessions will deal with the international law applicable in the air, space, and cyber domains in greater detail. Specific topics for discussion raised by recent events will test the students' understanding and ability to apply international law.

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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**CAPT Robert Passerello, USN (Ret)**  
Defense Institute of International Legal Studies

# 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, that they can reasonably draw from a war game.

**PROF ROBERT KERR**  
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**PROF MARK STANOVICH**  
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# 665 ~ CHINA AND AFRICA



## 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.

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.

- Students will be required to 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 course's final session, each student will give a 5-minute presentation on their policy paper followed by class discussions of all the ideas. International students should discuss their paper requirements with the faculty team.
- 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 the 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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# 660 ~ CYBER SECURITY & AI: PREPARING FOR CYBERED CONFLICT IN A HOSTILE WORLD



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.

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.

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. Upon completion of the course, students will:

- ❖ Recognize and assess the systemic changes occurring globally across such cyberspace related topics as cybercrime, military, and institutional changes induced by technological advances in emerging technologies, new forms of conflict and threat, and political and policy implications.
- ❖ Understand and manipulate as scenarios the complexities of risks, the indicators of emerging threats, and the national accommodations against surprise that could be necessary now and in the near and long term future.
- ❖ Think and collaborate innovatively in tracing possible implications of global cybered trends and the avenues of risk and threat for the United States. Propose and evaluate alternatives for U.S. government to mitigate threats.

## DR. CHRIS C. DEMCHAK

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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.

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: CROSS-NATIONAL PERSPECTIVES



**T**he 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.

**A**fter 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 capable of seizing power to rule for itself, or at least to eat up more resources than the society would choose to spend.

**B**ut 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?

**T**his 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). [Cohn 2003]

**T**his 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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# 781 ~ WAR, FILM & SOCIETY IN AMERICA



The “Greatest Generation” lived, fought, and worked through the most defining event of the 20th century: the Second World War. They fought across Europe and the Pacific, they fought at home in factories and on farms to “save the world from two of the most powerful and ruthless military machines ever assembled, instruments of conquest in the hands of fascist maniacs.”<sup>1</sup> Through what can be viewed as the greatest collective effort in history, they prevailed and returned to define much of the world of today. Americans especially have come to see the “Greatest Generation” as an irreproachable standard.

Over the past 80 years a large number of American films depicting World War II have been produced. The stories they told changed over time from dramatized documentaries at one end to fictitious characters on fabricated missions in alternate histories on the other. These films are a reflection of the time in which they were made as much as they are echoes of the very real events of war. During this course we will examine these films in comparison to history in order to see how they shaped our current perception of World War II as well as the men and women who fought fascism on a global scale and formed our modern world.

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.

<sup>1</sup>Tom Brokaw, *The Greatest Generation* (New York: Random House, 1998),xxvii.

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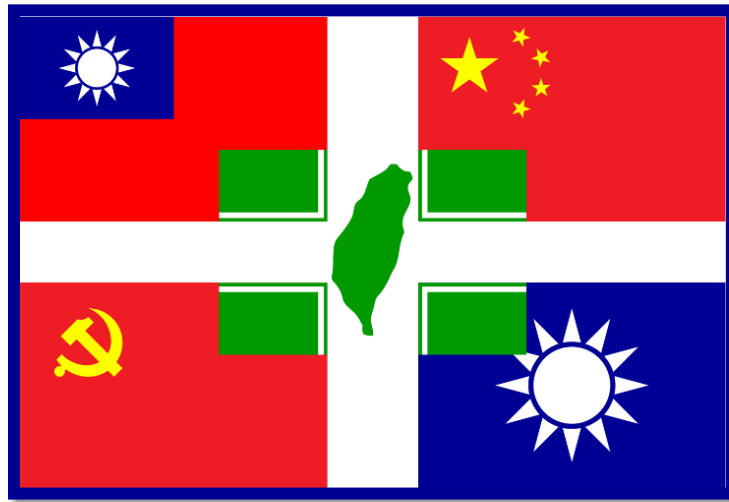
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# 787 ~ THE TAIWAN QUESTION: CROSS-STRAIT HISTORY, U.S. POLICY, & THE FUTURE



On December 31, 2023, Communist Party of China (CPC) General Secretary Xi Jinping delivered his 2024 new-year address, in which he stated, “China will surely be reunified, and all Chinese on both sides of the Taiwan Strait should be bound by a common sense of purpose and share in the glory of the rejuvenation of the Chinese nation.”<sup>1</sup> The next day, Republic of China (ROC) President Tsai Ing-wen delivered her final new-year address, in which she stated, “As we further our international cooperation, we hope that the two sides of the Taiwan Strait can take on shared responsibilities. We also hope, by way of peace, parity, democracy, and dialogue, to jointly seek a long-term, stable way forward for our peaceful coexistence.”<sup>2</sup>

The leaders facing each other across the Taiwan Strait clearly do not see eye to eye, and their differences of opinion represent what is—and will likely remain—the greatest potential flashpoint in the Asia-Pacific. Is war between China and Taiwan inevitable? Why have pathways to China’s (re)unification, Taiwan’s independence, or something in between been so hard to identify? Answering these questions means exploring the multiple evolutions of cross-strait engagement and estrangement, together with the often-powerful impact of external actors on their relations.

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. In this course, students will examine the multiple drivers of cross-strait relations and assess their prospective impact. We will explore changes to these drivers over time, as well as the emergence of new drivers, like democracy, that shape engagement and tension across the Taiwan Strait today. 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.

The Taiwan Question is a critical issue worth exploration in its own right, and this is a course about Taiwan and its geopolitical role and impact. The course will introduce history, analysis, and policy documents from both sides of the Taiwan Strait and from other important actors. But because Taiwan is fundamentally the “subject in dispute,” history readings will focus on Taiwan.

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<sup>1</sup>. Xi Jinping, [“Full Text of President Xi Jinping's 2024 New Year Message.”](#) Ministry of Foreign Affairs of the People’s Republic of China, December 31, 2023.

<sup>2</sup>. Tsai Ing-wen, [“2024 New Year’s Address.”](#) Office of the President, Republic of China (Taiwan), January 1, 2024.

**Associate Professors, College of Leadership & Ethics**

# 788 ~ BUILDING A NAVY: A COMPARATIVE APPROACH



*...rid yourselves of the old notion –held by so many for so long – that maritime strategy exists solely and simply to fight and win wars at sea, and the rest will take care of itself. ADM Mike Mullen, USN*

Because of the expense, political commitment, and long production and operational timelines, fleet design is—of all military projects—a nation's grand strategy made manifest. However, most strategic maritime thinking focuses on naval operations, essentially what can be done with maritime power once possessed. By contrast relatively little academic attention is devoted to the overall issue of why and how states develop or maintain that maritime power in the first place. There are detailed analyses of some aspects of the issue, such as developing a ship-building industry or improving acquisition procedures. But attempts to put such issues into the bigger picture of overall maritime development and what some have called a 'strategy of means' are much less common.

Using contemporary and historical examples, the course will look at the challenges involved in developing and/or maintaining maritime power for nations varying in size, location, population, wealth, and economic and political interests. The course begins by taking a theoretical and historical approach but ends with a comparative examination of the development of contemporary navies.

## LEARNING OUTCOMES

- ❖ Students will gain an appreciation for the complexity of fleet design in strategic, economic, and political terms.
- ❖ Students will become familiar with key cases of fleet growth for the U.S. Navy and other historical and contemporary Navies.
- ❖ Students will understand the differences between how professional navies and public/government/scholars think about fleets and will understand the need for providing best professional military advice in this context.

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



**T**his 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.

**T**he 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.

**T**his 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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# 813 ~ KING'S NAVY: FUTURE HISTORY IN THE GLOBAL MARITIME ARENA



Welcome to the Headquarters of the Commander in Chief, United States Fleet (CominCh) and Chief of Naval Operations (CNO). You have volunteered for duty with Admiral Ernest J. King's staff. Your temporary duty station is with the "Historical Section" of the newly organized Army-Navy Staff College at the Naval War College in Newport, Rhode Island. You will also have the benefit of collecting sea pay for those personnel detached from the headquarters flagship of the U.S. Navy, USS *Dauntless* (PG-61).

While on temporary duty, you are assigned to the President of the Naval War College who also has the role of Director of Naval History, Admiral Edward C. Kalbfus, USN (Ret.). All pay and administrative requirements to be coordinated through the Deputy, Vice Admiral William S. Pye, by direction of CominCh through Admiral Royal E. Ingersoll's embarked staff in the designated in port Atlantic Fleet flagship, USS *Constellation*.

As new members of the CominCh planning staff, your task shall serve our collective historical purpose of examining the contemporary trends by identifying the transcendent factors which have shaped American concepts of sea power in both peace and war. Your daily duty station will be the Naval War College and you will be expected to attend weekly Operational Planning Team discussions in the classroom setting during the upcoming ten weeks.

So, **WELCOME ON BOARD!** As you know, the Admiral is a stickler for details. Lieutenant Commander Samuel E. Morison has explained that sailors "fight in and not on a ship; if you use on, it must be accompanied with board [so] aboard is not good naval written English except in certain phrases such as close aboard (within 600 yards)." Again, **WELCOME ON BOARD!**

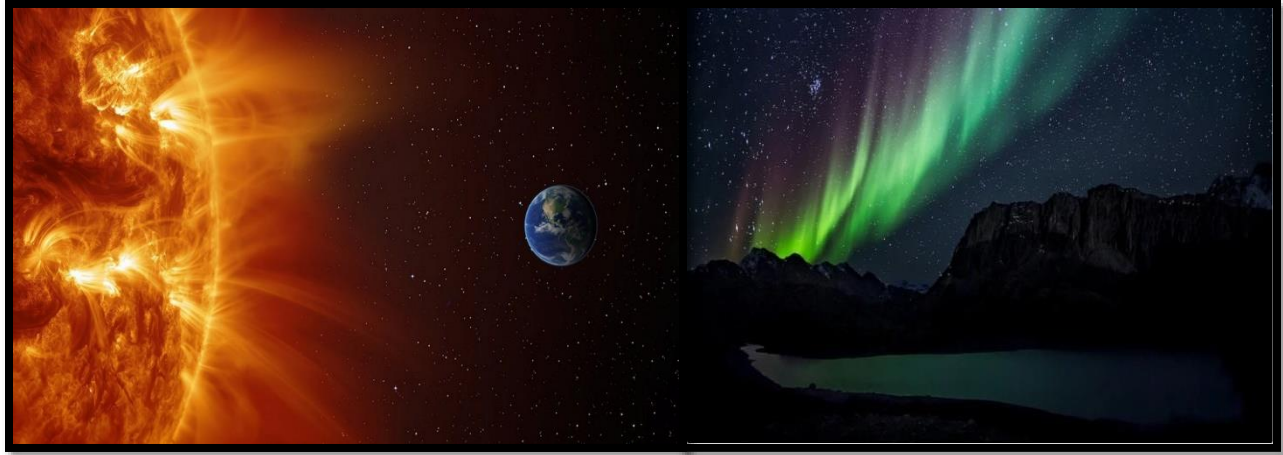
## HISTORICAL EXPLANATION

The "King's Navy" of old Britannia defined the development of the American variant, which evolved from relative obscurity within the global maritime arena into an armada of a scale unparalleled in capability in the recorded human history of maritime affairs. In the twentieth century, American interpretations of sea power ultimately defined the underlying crosscurrents of world history. The maritime policies of Presidents Theodore and Franklin D. Roosevelt during the first fifty years also influenced American naval professionals in the generations of admirals William S. Sims and Ernest J. King to look outward in pursuing the strategic dream of building an American navy "second to none." This course will provide an opportunity to use previously ignored historical sources with an applied purpose of gaining a deeper understanding of the transcendent strategic trends which shaped the fifty-year experience of naval thinkers, like Sims and King, during the rise – and fall – of American sea power between 1897 and 1947

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# 814 ~ THE INFLUENCE OF THE SPACE ENVIRONMENT ON MILITARY OPERATIONS



This 10-week elective course will introduce the student to physical characteristics of the space environment from the solar surface to the edge of our solar system that can affect the space warfighting functions, through their impacts on military systems and operations. Students will learn to synthesize data from a variety of on-line resources to create rudimentary near-real-time forecasts of “space weather” events and their effects on space-based and ground-based systems vital to the military, civil, and commercial space sectors. The course will be descriptive and qualitative in nature.

**Solar Cycle 25** officially reached solar maximum last October. Now is the perfect time to learn how “space” as a physical domain influences the warfighting functions. As the military relies increasingly on the civil and commercial space sectors to accomplish some of those functions, the attendant “space weather” risks increase as well. Viewed from the scientific/engineering, strategy/policy, or operations/warfare perspectives, the military utilization and exploitation of “space” as a warfighting domain is ripe for investigation through this unclassified elective. This course endeavours to address how the physical characteristics of the space domain influence space systems, space operations, and space warfare.

**LEARNING OUTCOMES** Students will be able to:

- ❖ Comprehend physical characteristics of the space environment relevant to military, civil, and commercial space and terrestrial activities.
- ❖ Comprehend space weather phenomena and their potential effects on the space warfighting functions and associated space systems.
- ❖ Synthesize near-real-time and historical space weather data available on-line to prepare for weekly discussions of extant or emergent space weather events and their potential effects

Though not essential to the purposes of the course, familiarity with physics concepts at the secondary (high school) level will enhance the student experience. A basic scientific calculator and access to your **Acad-WiFi** account during class will be very helpful as well.

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