

NAVAL WAR COLLEGE ELECTIVE PROGRAM

AY 2025-2026

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

Areas of Study with Courses

[Click on individual links below for course description](#)

Courses marked with * are Secret ** are SCI

2 - ASIA –PACIFIC

<u>EL 576</u>	World War II in the Pacific Theater	Winter
<u>EL 579</u>	Vietnam: A Long War from Conflict to Country	Fall/Spring
<u>EL 636</u>	India, Pakistan, China and South Asian Security	Fall
<u>EL 761</u>	History and Security: East Asia, 1800-Present	Fall
<u>EL 782</u>	Rising Titan or Fallen Star: Domestic and Foreign Policy of Turkey	Spring
<u>EL 802</u>	America's China Game since 1949: The Past and Future of U.S. China Relations	Winter
<u>EL 819</u>	The Politics of Eurasia (NEW)	Fall
<u>NEW</u>	The New Security Paradigm in the Middle East and North Africa: From Coups to Nuts	Winter
<u>NEW</u>	Cold War Latin America	Spring
<u>NEW</u>	The Rise of India – A New Indispensable Nation – and Her Role as a Multi-Aligned State in a World of Strategic Competition	Spring

4 – EUROPE-RUSSIA

<u>EL 562B</u>	Understanding Russia, Ukraine, & the Former Soviet Union	Spring
<u>EL 577</u>	Churchill: Statesman and War Leader	Winter

6 - JOINT OPERATIONAL PLANNING

(CNC&S students only: Chosen in August/written into NWC Orders)

<u>EL 597A*</u>	MAWS I – Naval Warfare and Operational Art (Secret)	Fall
<u>EL 597B*</u>	MAWS II – The Navy Planning Process and the JFMCC Environment (Secret)	Winter
<u>EL 597C*</u>	MAWS III – Major Operations and Campaigns-Historical Case Studies (Secret)	Spring

8 – ENTERPRISE STRATEGIC PLANNING		
<u>EL 698</u>	Force Planning and Defense Resource Allocation	Fall
<u>EL 789</u>	Introduction to Logistics in National Security	Winter
9- OPERATIONAL LAW		
<u>EL 554</u>	The Law of Armed Conflict	Fall
<u>EL 707</u>	International Maritime Security Law	Winter
10 - STRATEGY, OPERATIONS AND MILITARY HISTORY		
<u>EL 587</u>	George Washington: Indecipherable Monument or Indispensable Man? Overview of His Life, Character, and Legacy	Spring
<u>EL 599C</u>	Understanding Wargaming	Spring
<u>EL 605</u>	Science, Technology, and Strategy	Winter
<u>EL 704</u>	Civil-Military Relations: U.S.	Winter
<u>EL 704B</u>	Civil-Military Relations: Cross-National Perspectives	Spring
<u>EL 720</u>	Unmanned Systems and Conflict in the 21 st Century	Fall/Spring
<u>EL 752</u>	Monuments for the 21 st Century: Cultural Heritage Protection	Fall (PM)
<u>EL 770A</u>	War at Sea in the Age of Sail	Fall
<u>EL 770C</u>	Seapower in the Age of Steam, 1815-Present	Winter
<u>EL 779</u>	Science Fiction: Ideations and Explorations for Modern Leaders	Spring
<u>EL 780</u>	AI For Strategic Leaders: Unpacking the Black Box (U.S. Students Only)	Winter
<u>EL 781</u>	Film, War, and Society in America	Spring
<u>EL 786</u>	Space and National Power	Winter
<u>EL 793</u>	Empires in Competition: Britain and France	Spring
<u>EL 799</u>	Modern Strategy	Fall
<u>EL 809</u>	Leaders of Rome: The Rise and Fall of the Republic	Spring
<u>EL 810</u>	Military and Technological Innovation in Peace and War	Fall
<u>EL 811</u>	Diplomacy for a Dangerous World	Winter
<u>EL 812</u>	U.S. Security Cooperation in an Age of Strategic Competition	Fall
<u>EL 813</u>	King's Navy: Future History in the Global Maritime Arena (NEW)	Fall
<u>EL 814</u>	The Influence of the Space Environment on Military Operations	Winter
<u>EL 815</u>	Deterrence Theory (6 selected students and 6 general registration) (NEW)	Fall

EL 818	The Maritime Strategy of the 1980's: Before and Beyond (NEW)	Fall
EL 820	Women, War and Peace (NEW)	Spring
NEW	Nuclear Deterrence and Coercion in a Multipolar Age	Winter
NEW	Resource Competition and Human Security	Winter
NEW	Maritime Security: Strategic Perspectives in a Changing World	Spring
11 - INFORMATION OPERATIONS		
EL 503	The CIA in the National Security Enterprise: Enduring Themes and Emerging Dynamics (TS/SCI)	Spring
EL 632	Military Deception	Fall
EL 660	CYBER SECURITY & AI: Preparing for Cybered Conflict in a Hostile World	Spring
EL 681**	Information Warfare (TS/SCI)	Winter
12- IRREGULAR WARFARE		
EL 507B*	Advanced Studies in Special Operations (Secret) By Invitation	Spring
EL 645	Political Warfare and Conflicts in the Gray Zone: Developing Innovative Tools (6 Students)	Fall
EL 668B	Irregular Warfare Across Eras and Empires: International and American Approaches	Spring
EL 803	Irregular Warfare and Strategic Competition in the 21 st Century	Winter
13 - LEADERSHIP AND ETHICS		
EL 592	Foundations of Moral Obligation: The Stockdale Course (Fall trimester GCLE and EEMT students only)	Fall/Spring
EL 592B	Foundations of Moral Obligation: Contemporary Applications	Winter
EL 594	Ethics in the Military: A Multi Disciplinary Approach	Winter
EL 649C	Cognitive Decision Making in Complex Roles (SLDC students only)	Winter
EL 717	Strategy, Leadership, and Ethics in Thucydides' Peloponnesian War	Winter
EL 718	Pen and Sword	Fall
EL 730	Ethics of Technology (EEMT Students Only)	Fall
EL 817	"Red Team" Capacities for Advanced Warfighting Leadership (NEW)	Fall
NEW	Spirituality, Religion, and Warfighting Readiness	Winter (PM)

14 – National Security Exercise of Crisis Competition and Conflict (NSEC3) (Must Interview into Program)		
EL 535A*	Theater Strategic Planning - The Pacific	Winter
EL 535B*	Theater Strategic Planning – NSEC3-EX	Spring
15-Halsey Alfa (Must Interview into Program)		
EL 595E	Description of Halsey Alfa Program	F/W/S
16- Halsey Bravo (Must Interview into Program)		
EL 595F	Description of Halsey Bravo Program	F/W/S
17- GRAVELY RESEARCH PROGRAM		
EL 595G	(Accepting limited number: contact Dean Schultz for information)	F/W/S
23- ADVANCED STRATEGIST PROGRAM (Must Interview into Program)		
EL 719	Advanced Strategist Program	F/W/S
24- GLOBAL CLIMATE SECURITY AND THE ARCTIC		
EL 766A	Seapower and Governance in a Multipolar Thawing Arctic	Fall
NEW	America in the Arctic	Winter
25-Ethics and Emerging Military Technology (Must Interview into Program)		
EEMT	Description of the EEMT Program	F/W/S
27-HOLLOWAY GROUP- Russian Maritime Studies Institute (Must Interview into Program)		
EL 760	Russian Maritime Warfighting	F/W/S
28- HUMANITARIAN ASSISTANCE AND DISASTER RELIEF		
NEW	In Construction	Spring
29-Graduate Certificate in Maritime History (Must Interview into Program)		F/W/S

GCMH	Description of the GCMH Program	
Directed Research Project		
EL 595	Directed Research Project (Approval Required by Associate Dean of Academics)	F/W/S

ELECTIVE COURSE DESCRIPTIONS

(Courses marked with * are Secret ** are SCI)

EL 503 The CIA in the U.S. National Security Enterprise: Enduring Themes and Emerging Dynamics (SECRET)

Professor Michael Maher

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

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

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*EL 507B Advanced Studies in Special Operations (For SOF Officers)

CAPT John Porado and Professor Joe McGraw

Course Description: This course is for special operations practitioners and future leaders of organizations, which will be supporting or supported by Special Operations Forces (SOF). This course is taught at the SECRET level (UNCLASS if the elective is delegated to zoom) using a combination of lectures, guest speakers, and seminar discussions. Pending scheduling or unanticipated schedule changes, the Elective is planning an overnight trip to Washington D.C. to meet with selected offices within the Pentagon who actively support SOCOM on a daily basis. It is designed to further the students understanding of SOF to include organization, functions, capabilities, limitations, and proper

employment of each USSOCOM service component. These topics include the employment of SOF, the relationship between SOF and the interagency, and how SOF fits into the competition continuum.

Prospective attendees must have a Secret security clearance.

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***EL 535 Joint Land, Air, and Sea Strategic Exercise (JLASS-EX)**

CAPT Bryan Leese and CDR Robert Dirga

***EL 535A Theater Strategic Planning - The Pacific**

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

The course is a prerequisite for the winter and spring elective series---Joint Land, Aerospace, and Sea Simulation (JLASS). The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner's level course.

JLASS is a distributed planning and execution game involving all Senior Level Colleges with each institution representing a geographic or functional combatant command or Joint Chiefs of Staff in a world with developing crises. The College of Naval Warfare Students role-plays the PACOM staff.

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

***EL 535B Theater Strategic Planning – JLASS-EX**

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

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

The written requirements for WE-535B (Theater Strategic Planning---JLASS) are the strategic concepts of a PACOM Theater Strategy, a Theater Security Cooperation Plan (TSCP), a Commander's Assessment and

Commander's Estimate for a developing theater crisis. The Theater Security Cooperation Plan will be briefed to the senior JCLASS mentor, a retired Flag Officer. **Secret**

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EL 539 Foreign Humanitarian Assistance/Foreign Disaster Relief: Improving Civilian-Military Coordination

Brightman, H., Polski, M., Donnelly B., & Robinson, J.

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

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

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

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

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EL 539C

Foreign Humanitarian Assistance in Complex Emergencies

Hank Brightman, Polski, M., Donnelly, B., and Professor Johnathan Robinson

Course Description: This highly interactive and student 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 natural disasters and complex emergencies.

Through seminar discussions, case study analysis, 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) operations during conflict settings (also known as complex emergencies). Students will also be challenged to think critically about the ethical challenges faced during these responses from human interactions, the utilization of military and civilian technologies to aid responders, and how strategic competition is influencing FHA/FDR operations. The course builds on the HA/DR fall elective (539A) that focused on FHA/FDR operations in natural and environmental disaster settings.

The magnitude, complexity, and lethality of recent 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, both at home and abroad. However, in protracted complex emergencies different strategies and types of support may be required that help rather than hinder wider humanitarian responses. This semester will explore solutions and activities that militaries can engage in, to better support the wider humanitarian community in these highly politicized environments.

Class discussions will focus primarily on the operational level, and to a lesser extent, strategic level FHA issues. Academic sessions will balance both theory and practical application of the Version: 12 Dec 2024 3 planning, execution, and assessment competencies required to respond to the challenges of humanitarian operations in conflict settings.

Students will use academic discussions, case studies, and the teaching staff's extensive experience in FHA/FDR responses to analyze and discuss historical and current operations that were conducted in response to some of the most significant complex emergencies of the past decade, including Afghanistan, Iraq, Libya, Syria, and Yemen. Students will also examine cross-cutting topics such as climate change, urban conflict, gender, displacement, and the humanitarian principles as well as the role of the People's Republic of China (PRC) and Russia in humanitarian settings.

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

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EL 554 The Law of Armed Conflict

International Law Department Faculty

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* by Gary Solis. These texts will be augmented by selected academic readings and various publications.

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EL 562B Understanding Russia, Ukraine, and the Former Soviet Union

Professor George Kroll - Former U.S. Ambassador to Belarus, Uzbekistan, and Kazakhstan

Course Description: Although the Soviet Union ceased to exist 30 years ago, significant elements of the Soviet legacy live on in Russia and the other states that emerged out of the Soviet Union as well as in countries, which, while not formally part of the Soviet Union, nevertheless fell under its sway, profoundly affecting their societies and politics to this day. This elective will examine the post-Cold War evolution of the former Soviet world defined as the Russian Federation and the other states that comprised the former Union of Soviet Socialist Republics (Lithuania, Latvia, Estonia, Belarus, Moldova, Ukraine, Georgia, Armenia, Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan) as well as the states of Eastern Europe that were part of the Soviet led Warsaw Pact (Poland, Hungary, Czechoslovakia, Romania, Bulgaria) plus former Yugoslavia and Mongolia. The course will analyze how the societies, institutions, politics, economies and policies of these states are evolving from their Soviet past and the effect this evolution is having on key transnational relationships these states share in the energy, economic, political, security, and cultural spheres. The elective will also discuss the policies of Russia, China, and the United States toward the former Soviet world since the end of the Cold War.

In the course of my 36-year career in the U.S. Foreign Service, I have either worked in or dealt with nearly all the countries of the former Soviet world, including serving as ambassador to three of them (Belarus, Uzbekistan, and Kazakhstan), Deputy Assistant Secretary of State for Central Asia, Minister Counselor for Political Affairs at the U.S. Embassy in Moscow, Director of the State Department's Office of Russian Affairs and as a diplomat in Russia, the Baltics, Poland and in the State Department's former Office of East European and Yugoslav Affairs during the last decade of the Cold War. Throughout this course, I will draw on my experiences directly interacting with many of these countries and their leaders, including Russian President Vladimir Putin, as well as with the key U.S. officials responsible for U.S. policy toward Russia and the former Soviet world over the past 30 years.

I will conduct the course as a graduate seminar focused primarily on active student input, discussion and debate, lectures, assigned readings, and possible occasional expert guest participants as circumstances may permit.

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EL 576 World War II in the Pacific

Professor Ron Oard and CDR Timothy O'Brien

Course Description: This course will provide a comprehensive overview of World War II in the Pacific Theater at both the strategic and operational levels. It has been developed particularly for those who have an avid interest in the multifaceted personalities, strategies, operational considerations, battles, and ideologies that it involved. While national security strategies and military strategies will be a key focus of the course, equal consideration will be given to the operations and campaigns through which the war played out. The course will progress along two parallel lines or themes – specific phases or geographical areas of the conflict and considerations of the national and military leadership of the various nations involved in the conflict. Normally each session will consist of three hour-long portions, each dealing with a different topic. Each hour-long portion will be a mixture of presentation by the faculty and seminar discussion by students based upon student readings and knowledge of the subjects. One session will be led by a leading academic who has done primary research in areas relating to the topic. Additionally, there are three “offsites” scheduled for the class to take advantage of unique resources related to the War in the Pacific available in the War College area. While it will be necessary to maintain the focus on the Pacific due to time constraints, strategic and operational decisions made in the war within a world-wide context will also be discussed. Therefore, students should not feel constrained to limit their discussion where to do so would prevent full consideration of the context within which events took place in the Pacific War.

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EL 577 Churchill: Statesman and War Leader

John Maurer, Ph.D.

Course Description:

Winston Churchill stands out as one of the most famous and admired statesmen of the twentieth century, an iconic figure known for his inspiring leadership in wartime. One indication of his iconic stature is illustrated by the decision by the British Treasury to issue Five Pound notes with Churchill's image on them. His standing in popular culture has also been marked by his portrayal in popular television shows and movies, including the television series *The Crown* and the film *Darkest Hour*.

Today, Churchill's heroic reputation largely rests on his leadership role during the Second World War. When Churchill became prime minister in May of 1940, the British people stood in grave peril, fighting a desperate struggle for survival against Nazi Germany. The German armed forces appeared unstoppable during the opening stages of the war. In a series of lightning campaigns, German forces overran Poland, Denmark, Norway, the Netherlands, Belgium, and, most surprising of all, inflicted a crushing defeat on France. These victories at the war's opening put Europe in the grip of the Nazi regime, as well as threatened the British homeland with the imminent danger of air attack and invasion.

In this grim situation, Churchill's determination and wartime direction played a decisive role in stemming the Nazi onslaught and preventing a collapse of British power. The war's ultimate outcome turned on these events and Churchill's leadership. The noted political commentator Charles Krauthammer argued: "Without Churchill the world today would be unrecognizable—dark, impoverished, tortured."¹ Here was a moment in time when the fate of nations and of civilization itself hung in the balance, where the entire course of world history could have can dramatically turned.

In magnificent wartime speeches, Churchill informed the public about the war's course and conduct, explained what was at stake in the struggle against the Nazi tyranny, and inspired the people of Britain and other countries in their fight for the cause of freedom. The war showed Churchill as a master of what we today call strategic communication and operations in the information domain. Churchill's words have withstood the test of time, echoing as they often do in the speeches of other leaders down to the present day. Here, then, is an unparalleled example of the power of the spoken word to shape outcomes in the world of action. Words matter, as the example of Churchill's leadership shows.

Leadership in wartime for Churchill also meant taking an active role in the making of strategy to guide military operations. In numerous high-level meetings with political leaders and military chiefs, in deliberations with coalition partners, as well as in a steady stream of strategic assessments and directives, he shaped the strategy employed by the Allies to gain victory in a global struggle. A close examination of Churchill's strategic decisions is an exercise in critical analysis, assessing alternative courses of action in strategy and policy, and in understanding the dynamics of civil-military relations. As a young man, Churchill received a military education and saw active service as a soldier in combat. This experience gave him a deep appreciation for those serving in the profession of arms and the harsh realities of the battlefield. Churchill made his living as a professional writer. In the immediate aftermath of the Second World War, he turned to writing a monumental six-volume history of why the conflict occurred and how the struggle unfolded. This history remains indispensable for examining the conflict's origins,

course, and outcome, despite the immense number of books and articles published about the war over the past eighty years.

Churchill offers an insider's personal account of leadership at the top with an eye to defending his actions in the court of History. The crisis year of 1940 was not the first time that Churchill found himself tested as a leader at the center of world events. Before becoming Britain's prime minister, he had already served in a number of high-ranking government positions concerned with the preparation for or the making of war. Before the outbreak of the First World War, Churchill held responsibility for ensuring Britain's naval defenses as First Lord of the Admiralty, the civilian head of the Royal Navy. At the beginning of the twentieth century, imperial Germany was building up a formidable battle fleet, based in home waters, designed to pose a direct threat against Britain. Churchill was dogged in his determination to transform the Royal Navy and keep Britain ahead of Germany in their naval competition.

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EL 579 Vietnam: A Long War from Conflict to Country

Professor Al Bergstrom, John Garofano, Ph.D., and Professor Matt Tackett

Course Description: 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 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.

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EL 587 George Washington: Indecipherable Monument or Indispensable Man? Overview of His Life, Character, and Legacy

Professor Erik Wright and Kidd, C.

Course Description: 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. 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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EL 592 Foundations of Moral Obligation: The Stockdale Course
(SLDC Only – Interview Required; Fall trimester GCLE and EEMT students only)

Timothy Demy, Ph.D., and Professor Gina Palmer

Course Description: 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.

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592B Foundations of Moral Obligation: Contemporary Applications

Eubanks, K.

Course Description: This course provides an opportunity to read and discuss some of the classics of philosophy, literature and religion through the lens of the academic discipline of moral philosophy and to challenge our own thinking about our moral lives. Moral philosophy is a branch of philosophy that deals with questions about moral right, wrong, duty and obligation; it asks the classic question, “How should we live?” This is different from another branch of philosophy: ethics. Ethics asks higher order questions about morality and moral systems, engaging in questioning, justification and critique of moral claims. While some of the practices in the course are ethical practices and develop ethical capacities, the content of the course is oriented primarily around moral philosophy. (For more on this difference see, <https://wavellroom.com/2018/08/23/ethics-starting-beginning/>)

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

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

The core of the class (as in Stockdale's time) is a journey of exploration of your moral obligations within the context of the military profession. This journey requires critical reading, deep reflection, honest conversation and moral courage to challenge ourselves (and others) and ask difficult questions about our moral lives and our chosen profession. This course presents the opportunity for deeper knowledge of ourselves, the military profession, society and the human condition, which can be transformative and powerful in your development as leaders, citizens and moral persons.

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EL 594 Ethics in the Military: A Multi Disciplinary Approach

Thomas Creely, Ph.D.

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

An overview of ethical theories and terms will lay the foundation for analysis, discussion, and reflection of one's moral decision-making responsibility. The military as a profession is examined through the

lenses of trust, power, and decisions. How do we leverage and protect our power? What is the cost-benefit of courageous leadership? How do I navigate moral dilemmas? Does art inform our ethics? Is technology value laden? Case studies, film, video cast, and journal articles will provide the background for contemplation and debate. Because of these and other questions, you will expand your ethical capacity across disciplines.

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EL 595 Directed Research Project

Faculty Sponsors

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

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EL 595 E/F/G Directed Research (Halsey)

Craig Koerner, Ph.D. and Professor James FitzSimonds (Halsey Alfa)

Professor William Murray and Professor Steve Fuller (Halsey Bravo)

TBD (Gravely Group)

Halsey Program Description:

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

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

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

The **Cyber and Innovation Policy Institute Gravely Group Research** project examines Integrated Missile Defense. The project involves extensive individual and group research along with an emphasis on real-world scenario assessments, operational planning and wargaming.

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

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***EL 597 Naval Operational Planner Course Electives (MAWS)**

Director- Robert Gardner

***EL 597A Naval Warfare and Operational Art**

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

***EL 597B The Navy Planning Process and the JFMCC Environment**

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

***EL 597C Major Operations and Campaigns- Historical Case Studies**

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

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EL 599C Understanding Wargaming

Donnelly, H.

Course Description: (UNDER CONSTRUCTION)

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EL 605 Science, Technology, and Strategy

Timothy Schultz, Ph.D. and Michael A. Dennis, Ph.D.

Course Description: This course seeks to equip students with new perspectives on the relationship between strategic aspirations and technical and scientific knowledge. It tackles fundamental questions vital to strategists, such as: How do a society's perspectives on science shape its strategic priorities? What role does technology play in the development and transformation of strategic thought? Are certain scientific discoveries, technologies, and strategies inevitable, or are they governed by less predictable factors such as culture, politics, geography, economics, personalities, and chance? You should emerge from this course with a much greater—and more useful—understanding of such questions.

Some argue technology is no more than strategy's handmaiden; others contend technology transforms strategic thought by inventing new forms of action (and destruction). This course rejects both extremes, arguing different ways of thinking about technology and science are required to understand the dynamics inherent in organizational and state power. We will test and apply these ways of thinking from historical and contemporary viewpoints. The goal: a better understanding of ourselves, our adversaries, the ability to innovate, and our long-term strategic solvency.

The course operates in true graduate seminar fashion. It emphasizes a free-flowing conversation informed by the weekly readings. The professors may use the first hour or so of each seminar for an informal presentation and will facilitate the broader discussion. Thus, it is imperative students read and contemplate the material in order to engage the professors and each other. The course material ranges widely, and there is a recurrent focus on emerging technology. You'll start with Arthur C. Clarke's classic sci-fi short story on technological hubris and, along the way, grapple with ideas underlying various topics such as chemical warfare, the convergence of technology and ideology (such as in Nazi Germany), the development of nuclear strategy, the impact of artificial intelligence, and various fetishes and phobias of today's hi-tech strategic environment.

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EL 632 Military Deception

Paul Povlock, Ph.D., Professor Joe McGraw, and Professor Ed Hernandez

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

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

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EL 636 India, Pakistan, China, and Southeast Asian Security

Admiral Nirmal Verma

Course Description: 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-Pakistan 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.

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EL 645 Political Warfare

Admiral Guillermo Barrera

Course Description: 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 actors) succeed, and why others fail. The course also examines how Irregulars and non-state actors can be defeated in their own methods, [but with different Ethos!] by

using all “Instruments of National 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.”

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 always 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. Class contribution will be very important.

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 and 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.

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EL 649C Cognitive Decision Making in Complex Roles

McCarthy, P.

Course Description:

This course will complement and enhance the SLDC curriculum by focusing on cognition concepts and advancing students’ capacities to think, act and decide strategically. Furthermore, this course will assist student development and individual growth, contributing to leadership competencies and enhancing organizational and institutional climates. As such, this elective will enable students to embrace core concepts that refine stewardship of the profession.

“‘Cognitive’ refers to the mental processes involved in gaining knowledge and comprehension. Some of the many different cognitive processes include thinking, knowing, remembering, judging, and problem-solving.”

-American Psychological Association.

This course will force you to confront (and recognize) our own biases, prejudices and predispositions. This is not a comfortable process, not a familiar endeavor. But we can all grow individually and collectively shape the future well-being of our communities and our shared professions.

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EL 660 CYBER SECURITY & AI: Preparing for Cybered Conflict in a Hostile World

Chris Demchak, Ph.D.

Course Description: The course will be an overarching look at the cybered world threat development. The course will examine wider issues where cyber space and other 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 such as artificial intelligence, and what trends we should follow to continuously recalibrate our anticipation of both technological and societal developments associated with cybered threats.

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EL 668B Irregular Warfare Across Eras and Empires: International and American Approaches

Professor Joe McGraw

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

Hybrid warfare, the blending of conventional and irregular means of conflict, appears to be a common technique in the contemporary character of warfare. An understanding of the principles of irregular

warfare, the frameworks that might be used to describe it and the environment that defines how to best employ it, may be useful in contemplating the contemporary battlefield.

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**EL 681 Information Warfare
(TS/SCI)**

Griffin, M., Kelley, S.

Course Description: This course examines the importance of the information environment in contemporary warfare, the emergence of cyberspace as a warfighting domain, and the challenges associated with the joint military operations, as it pertains to cyberspace and electromagnetic spectrum operations through electromagnetic maneuver warfare (EMW) and information warfare (IW).

Today's operating environment requires commanders and their staffs to think beyond traditional military solutions. This is an area in which concepts are ever evolving, technology is nearly impossible to baseline, and available operational expertise is constrained. Throughout the semester, we will investigate and seek to understand how commanders can leverage IW, EMW and cyberspace capabilities in operational planning and execution.

This course will consist of a combination of lecture and seminar discussion throughout the ten weeks. Guest speakers will augment the course through presentations of contemporary issues from their area of expertise.

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

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EL 698 Force Planning and Defense Resource Allocation

Professor Sean Sullivan and Professor James Cook

Course Description: 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.

Defense leaders consider strategy in the development of force structure. Strategy serves as direction and guidance to planners engaged in force planning. National strategies communicate national interests, intent, strategic objectives, and priorities. These strategies inform the development of subordinate and supporting strategy and plans. Strategy identifies the ends and ways necessary to achieve strategic objectives. Force planning provides the means to strategy by the creation of a force structure that can execute the strategy, protect and promote national interests, achieve strategic objectives, by providing forces that are effective in the execution of operations in the security environment.

U.S. force planning employs a capabilities-based planning approach. Defense planners evaluate current military operations or anticipate future missions to determine how the military will conduct military operations. Operating concepts are developed to describe how the future force will execute military tasks and functions in the future security environment. Through analysis of operating concepts, required capabilities and attributes of the future force become evident. New or proposed capabilities are validated against existing capabilities, forces, and anticipated technology. The decision to field a validated capability factors the risk involved in fielding the capability and also considers the risk of choosing to not field that capability. When a decision is made to field the capability using a material solution, acquisition programs are developed to deliver the required capability to the force. Programming decisions apply resources to the acquisition program and the costs are reflected in the defense budget. The acquisition system manages and monitors defense contractors and military services during production to ensure that the program performs as designed and produces the required quantity within cost estimates. Acquisition programs deliver the military force structure utilized by operational commanders during military operations.

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 also 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.

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EL 704 Civil-Military Relations: U.S.

Jessica Blankshain, Ph.D. and Theo Milonopoulos

Course Description:

How does the United States military relate to the government it serves and the broader democratic society from which it emanates? Scholars and practitioners of U.S. civil-military relations have spent

centuries debating how to empower, train, and equip effective fighting forces that are both strong enough to achieve the state's security objectives, yet subordinate enough to do only what elected leaders have authorized. How can democratic societies exercise civilian control over armed forces that enjoy a near-monopoly on legitimate, state-organized violence? What role, if any, should military officers play in shaping the political environment where decisions on the use of force get made? How does the composition of the armed forces compare with the demographics of the broader society? Is the military a reflection of the society it serves? Is there a "gap" in understanding between the U.S. military and the general public, and if so, what are its consequences? How have recent developments in civilian life, such as partisan polarization, increased militarism, and growing distrust of mainstream institutions, affected the U.S. military, both in terms of its personnel policies and its ability to accomplish its mission? This elective will draw from historical and contemporary episodes to tackle these vital questions in the theory and practice of U.S. civil-military relations.

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EL 704B Civil-Military Relations: Cross-National Perspectives

Cohn, L.

Course Description:

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

After all, any group that has the material, financial, and human resources to be effective in carrying out defense and security tasks FOR the society is also strong enough to seize power so as to rule for itself, or at least to eat up more resources than the society would choose to spend.

But if, on the other hand, the group is kept small, weak, and marginalized so it will not pose a threat to society, will it be capable of carrying out the tasks of defense?

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

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

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

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EL 707 International Maritime Security Law

International Law Department

Course Description: This seminar will help students understand how the law of the sea affects the exercise of sea-power at the tactical, operational, and strategic levels while shaping the actions of national leaders and joint force commanders.

We will discuss the law of armed conflict and peacetime international law of the sea, to include the U.N. Convention on the Law of the Sea (UNCLOS) and various other treaties and international agreements. We will examine how these bodies of law relate and intersect in the oceans and how the law of the sea affects events on land. Using case studies, lectures, videos, and class discussions, we will explore how international rules, regimes, and institutions help promote peace, as well as their role in conflict at sea.

Topics include: freedom of navigation; transnational crime; ship hijacking and maritime piracy; maritime drug and human trafficking; maritime terrorism; seaborne proliferation of weapons of mass destruction; asymmetric maritime warfare and blockade; maritime access and boundary disputes; marine pollution; fisheries enforcement; and unmanned and autonomous systems.

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EL 717 Strategy, Leadership, and Ethics in Thucydides' Peloponnesian War

Mike Pavković, Ph.D. and CDR Josh Hammond

Course Description: This elective focuses on Thucydides' War of the Peloponnesians and Athenians and combines the disciplines of ancient history and strategic studies. The elective will be run as a seminar and employs the Socratic method. We will read Thucydides' account of the Peloponnesian War as slowly and carefully as time permits and try to discuss four or five big questions per seminar about Thucydides and the Peloponnesian War thus deeply diving into the text. This elective should be valuable for any War College student: in the summer of 1972 Admiral Stansfield Turner proclaimed that the study of strategy at the College would be through the use of historical case studies and said "We will not be concerned with history as chronology, but with its relevancy and application to today and tomorrow. We will start with Thucydides' History of the Peloponnesian War." For those currently taking or waiting to take the strategy course, Thucydides offers a superb introduction to the study of strategy. The course may be even more valuable for those who have completed one of the strategy courses and desire a capstone integrating all of their course themes, with a special focus on the relation of strategy, leadership, and ethics in war.

Thucydides wrote his account of the great war between Athens, leader of the Delian League, and Sparta, leader of the Peloponnesian League, as a "possession for all time." It is meant to reveal the essence not merely of the Peloponnesian War, but of war as such. In that respect, his account of the Peloponnesian War is meant to be the greatest (most insightful, most moving, and most comprehensive) account of war ever written. It is a microcosm of all war, and as such, useful for understanding any war.

We will test Thucydides' claim to have written the perennially useful account of war against the text by examining such classic issues as the causes of war, land vs. sea power, limited and unlimited war, coalitions, intervention, peripheral operations, political, economic, and revolutionary warfare, escalation, war termination, civil-military relations, the match between strategy and policy, strategic and operational leadership, strategic communications and rhetoric, and the struggle for power among political leaders and parties in time of war. We shall pay special attention to Thucydides' understanding of the strengths and weaknesses of Athenian democracy at war in order to see whether they have any bearing on the problems of strategic leadership in democracy at war in our own time. Thoughtful students of Thucydides have long recognized that his book is about much more than strategy and leadership, however. It is the beginning of Western political science, some even say, of Western political philosophy, so we will engage with these perennial issues too, especially as they pertain to justice and ethics in war, as they come up in our conversations.

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EL 718 Pen and Sword
Tim Demy, Ph.D. and Gina Palmer

Course Description: This course will use the literature of war (classic and contemporary) to explore the relationship between the 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.

Since the publication of Stephen Crane's *The Red Badge of Courage* in 1895 (and earlier, James Fenimore Cooper's 1826 *The Last of the Mohicans*), one of the most important ways Americans have attempted to gauge the thrust and reality of human conflict is through literature. At their best, accounts such as Crane's may be timeless, revealing aspects of soldier's courageous grappling with the fear, stress, and suffering that together comprise the battlefield environment. Other works seem to miss that essence entirely, reducing war to a stereotypical backdrop useful primarily for presenting shallow characters and implausible actions. Both types of literature—the well written and the poorly written—have influenced American individual and collective consciences and shaped perceptions about war and peace. When grouped with music, art, and film, the literature of war has had an enormous influence on American social and political perceptions of war.

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)

Concepts such as duty, friendship, freedom, love, hatred, and patriotism are a few of the many ideas and emotions that will be explored. For the military professional, the convergence of theory, war, and moral values can be beneficially studied through an enduring and creative medium —the literature of war.

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EL 719 Advanced Strategist Program

COL (ret) Dave Brown and Tim Hoyt, Ph.D.

The Advanced Strategist Program is for students interested in formulating, developing, and executing strategy at various leadership levels in order to fill key billets in Navy, Joint, and high-level political staff. The curriculum, taught by specially selected professors across the NWC, includes interaction with nationally known academics and leaders and focuses on various topics intrinsic to strategy and grand strategy. ASP is the only NWC program that requires a Master’s thesis; students choose a strategic topic and are guided by a principal academic adviser along with a military faculty member and ASP Director. COVID permitting, students may do an Economic Policy Trip to New York City and a Washington, D.C. Engagement Trip to interact with senior uniformed and civilian officials. ASP’s 10-week summer capstone project includes a strategic planning practicum. USN students are selected for ASP prior to arrival at the NWC; sister service and interagency students may apply for the remaining slots. USN graduates earn the Naval Strategist Subspecialty Code (2300p); USAF officers earn Advanced Study Group credit; Army officers qualify for the 6z Army Strategist skill identifier; and Marines earn the 0505 Operational Planner MOS.

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EL 720 Unmanned Systems and Conflict in the 21st Century

Professor John Jackson and Professor Michael Sherlock

Course Description: Technological advances in the areas of artificial intelligence (AI) and robotics achieved in the past decade have created the capacity for unmanned/robotic systems to move from the realm of science fiction onto the current battlefields of the 21st century. In 2008, there were over 5,300 unmanned aircraft systems in America’s inventory, and the inventory of unmanned ground systems deployed to Iraq and Afghanistan exceeded 12,000. Sea-based unmanned/robotic systems are less fully developed, but research and development is well underway on systems to be deployed in the air, on the surface, and under-seas. Critical design considerations for the Littoral Combat Ship, for example, have been made to accommodate the use of a variety of unmanned vehicles. One further indicator of Navy interest in this subject is the Chief of Naval Operations’ October 2008 tasker to

Strategic Studies Group XXVIII to study all aspects of the integration of unmanned systems into Navy force structure. (tasker attached).

Many observers believe that the combination of super-computing technology and robotics engineering will drive changes within the military environment equal to the impact the invention of gunpowder had in the 16th/17th centuries and steam propulsion for ships had in the 19th century. These changes relate not only to the development and manufacture of highly-capable future systems, but also to issues regarding the ethics of their use, and the manner in which command and control will be exercised. The purpose of this course will be to acquaint students with the scientific, ethical and operational issues inherent in the employment of unmanned/robotic systems in the national security context.

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EL 730 Ethics of Technology

Thomas Creely, Ph.D. and Tim Schultz, Ph.D.

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

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

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

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EL 752 Monuments for the 21st Century: Cultural Heritage Protection, Exploitation and Contemporary Conflict

Christopher Jasparro PhD & Blake Ruehrwein

Course Description: Events such as the looting of the Baghdad Museum in 2003, Islamic State (IS) destruction of antiquities in Iraq and Syria, and the release of the movie Monuments Men have brought attention to the destruction of cultural heritage in war and the role of Cultural Property Protection (CPP) or Cultural Heritage Protection (CHP) aka “monuments work” in conflict. However, while the targeting and control of cultural elements have become increasingly important in warfare, the ability to protect cultural heritage and leverage to counter adversaries has lagged and remains a niche and narrowly focused capability. This elective is designed to help students understand why cultural heritage is targeted and to expose students to the role of cultural heritage (particularly archaeological resources and approaches) in contemporary conflict and to foster awareness and thinking about how to protect and leverage it in the pursuit of strategic and military objectives. Among the topics considered will be military archaeology, antiquities looting and trafficking, maritime cultural property issues, and cultural heritage destruction and protection in contemporary conflicts in the Middle East, Africa, and Southeast Asia.

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EL 760 Russian Maritime Warfighting

RMSI Faculty

Course Description: Holloway Advanced Research Program (ARP) is a graduate-level readings and research seminar focused on Russian military affairs and warfighting issues. Holloway sessions will normally convene 0830-1230. The student research elective examines Russian operational warfighting concepts and issues. It uses translated primary source material to develop an understanding of Russia’s views on its military, its strategic-operational thought, and its approach to deterrence and warfare vis-à-vis the United States and NATO. We will also use wargaming at the high tactical and operational level to understand the shape of joint air and maritime conflict with Russia. The overall goal of this course is to graduate students who have a deep understanding of Russian military strategic and operational thinking, and who can use this knowledge to intelligently address real-world U.S. military challenges.

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EL 761 History and Security: East Asia, 1800-Present

Kristin Mulready-Stone, Ph.D.

Course Description: This course will survey major issues in East Asian History since the early nineteenth century. Although new articles and books are constantly being published to help Americans understand

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

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EL 766A Seapower and Governance in a Multipolar Thawing Arctic

RADM Lars Saunes

Course Description:

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

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EL 770A War at Sea in the Age of Sail

Evan Wilson, Ph.D.

Course Description: 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.

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EL 770C Seapower in The Age of Steam, 1815 – Present

Ryan Wadle, Ph.D.

Course Description: This course will examine the roots of sea power theory and the peacetime and wartime development of sea powers since 1815. Sea power has a long history and has traditionally allowed nation- states to project power beyond their borders, often granting them increased wealth through the development of imperial possessions and also conferring strategic advantages over their enemies in times of war.

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EL 779 Science Fiction: Ideations and Explorations for Modern Leaders

Timothy Schultz, Ph.D.

Course Description:

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 rigorous 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 Shelley, 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 (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 Star Trek (1967). Several lessons include scholarly articles that dissect various aspects of the genre and its relevance to modern leaders.

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EL 780 AI for Strategic Leaders – Unpacking the Black Box (U.S. Students Only)

Professor John Hanus and CAPT Michael O'Hara, Ph.D.

Course Description: This is a project-based course which prioritizes seminar time for collaboration between student teams and external partners in industry, academia, operational units, and federally funded research and development centers. Students will identify an operational problem and design a proposal for AI-based solution in accordance with expectations and protocols of Defense authorities such as the Defense Innovation Unit and the Rapid Reaction Technology Office (DASD EC&P). The Chief of Naval Operations has prioritized the “integrat[ion] of decision science into leadership development [...] to improve our understanding of human judgment and, through that understanding, improve decision-making and leadership” (FRAGO 01/2019). This course responds to this call and provides a team-based environment to learn fundamental concepts of data science and how they apply in operational contexts. The course will explore the strengths, weaknesses, opportunities of, and threats to systems employing Artificial Intelligence in its application to contemporary operational challenges. Seminars will meet once weekly in person (as permitted) or on Zoom. Course files and discussion boards are available on Microsoft Teams.

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EL 781 Film, War, And Society in America

J. Ross Dancy, Ph.D. and Hammond, J.

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

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

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EL 782 Rising Titan or Fallen Star: Domestic and Foreign Policy of Turkey

Kadercan, C.

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

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

These are only some of the questions we will be dealing with in our lessons. The dynamics of the discussions will also be shaped by the interests of the students. Put differently, the students who are taking this course will not be merely guided by the existing course material; they can also actively guide the discussion by posing their own discussion questions. In addition, we will be covering some relatively less-known dynamics associated with Turkey. For example, while not required, the instructor will speak to, as well as recommend, numerous popular culture products such as Turkish movies and TV series, which not only are taking over the globe (Turkey has become the second biggest exporter of TV series in the world, trailing the United States), but can also reveal invaluable insights about the culture, society, and politics of Turkey.

Overall, this course seeks to equip students with new perspectives on the history, culture, and politics of Turkey. Doing so, it will stay away from a tendency that dominates popular commentaries on Turkey: snapshot analysis, that is, trying to interpret recent developments concerning Turkey without taking the historical and social "context" into serious consideration. The course will begin with a brief introduction of the Ottoman Empire, and will examine the evolution of Turkey from 1920s onward. In this sense, the main benefit of the course will be on helping students to appreciate the "context" of Turkish politics.

The course operates in true graduate seminar fashion. It emphasizes a free-flowing conversation informed by the weekly readings. In some weeks, the professor may offer a brief and informal presentation to set the stage for a more detailed discussion. The students will also have the option of sharing their own discussion questions before the lesson with their classmates and the professor.

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

The first part of the course will address, through history and theory, how major powers have made use of space for military purposes – including how space may or may not be “different” as a domain of warfare -- and to pursue economic, diplomatic, and “soft power” objectives. The next lessons will consider how Russia, China, and other nations understand and use space today, with particular attention to military challenges they pose but also to how space activities serve larger national ends for them. The opportunities and challenges posed by the rapidly growing role of the private sector in space launch and applications like communications and surveillance will also be addressed. The final block of sessions will look to the future, considering overall U.S. space policy and the role of space in our military strategy, the politics and organizational issues around the establishment of US Space Force, as well as long-term prospects like the defense of Earth from asteroid impacts and the possibility of industrialization and colonization of outer space.

As noted, this course will address the political-strategic aspects of how nations make use of space. No technical background is required. Likewise, the course will not focus on operational planning or space doctrine, though up-to-date technical and doctrinal references (at the unclassified level) will be provided for students who wish to pursue them. While readings emphasize U.S. cases, NWC students from all countries are welcome.

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EL 789 Introduction to Logistics in National Security

Professor Jamie Gannon

Course Description: Joint Logistics involves many of the essential ways and means for designing and executing effective military operations. Logistics has been called an arbiter of strategic opportunity, and is a critical element contributing to military success. One can’t win a war with logistics, but one can lose a war without it. Colin Gray argues “logistics is, inter alia, what enables armies to function as armies...that which is logistically infeasible is strategically infeasible.” Concepts for sustainment and logistics must be designed into strategies, campaigns, and operations to accomplish military objectives. Since WWII, the U.S. military has become much more dependent on the private sector and global supply chains to support military operations. There are significant opportunities and risks associated with the way the armed forces plan and execute operations in today’s strategic environment.

At its core, logistics and sustainment include ways and means that provide the commander with critical capabilities and critical requirements necessary to achieve objectives at each level of war. Logistics must be conceived in force design, and concepts for supporting military operations must start at the strategic level. Ultimately, properly designed logistics provides the commander with several critical capabilities: readiness of the force, responsiveness to operational requirements, global and operational reach, freedom of action, and the endurance to prevent culmination or unplanned operational pauses. In today’s environment where threats are transregional, all-domain, and multifunctional, joint

commanders and their planners must clearly appreciate the logistics implications and apply creative approaches to solving complex problems.

This course explores the evolution of defense logistics, based on industrialization and campaigns in WWII through the present. We will examine themes that drive strategy and operational decision making, such as defense planning priorities, capacity, mobility, risk, opportunities, organizations, and emerging trends with the industrial base and commercial supply chains. The course is not necessarily aimed at logisticians, but rather for those who want to fully understand more about a critical joint function that permeates every aspect of military operations, and one that is essential for accomplishing objectives at the strategic, operational and tactical levels.

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EL 793 Empires in Competition: Britain & France

Joshua Meeks, Ph.D. and Andrew Zwilling, Ph.D.

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

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EL 799 Modern Strategy

George Satterfield, Ph.D.

Course Description: 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.

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EL 802 America's China Game since 1949: The Past and Future of U.S. China Relations

Smith, P

Course Description:

The U.S.-China relationship is one of the defining geopolitical issues of the 21st century. In addition, America's relationship with China is also Washington's greatest foreign policy challenge now and for the foreseeable future. This class is intended to examine this relationship from both historical and contemporary perspectives. Students will be introduced to the six phases of the U.S.-China relationship since 1949 and the factors that led from one phase to the next. The course will also examine U.S.-China competition through the lenses of the Taiwan issue, the "Belt and Road Initiative," U.S. alliances with Japan and South Korea, relations in Southeast Asia (including South China Sea issues), relations with the countries of Oceania and relations in South Asia and the Indian Ocean region (IOR). The course will examine U.S.-China military competition and how this competition will likely manifest in the years ahead. Finally, the course will consider alternative strategies or pathways for the United States going forward in terms of how it can address the China challenge.

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EL 803 Irregular Warfare and Strategic Competition in the 21st Century

Mooney, M. and Faulkner, C.

Course Description:

As put forth in the current U.S. National Security Strategy, one of the major strategic challenges facing the United States in the 21st century is "that the Cold War is definitively over and a competition between the major powers for what comes next" is underway. This renewal of strategic competition has seen the competitors of the United States increasingly utilize irregular (or "gray zone") methods below the threshold of armed conflict. The objective of such activities is to negate the advantages and strengths afforded the U.S. by our traditional conventional military power, and "to undercut our [U.S.] global influence, degrade our relationships with allies and partners, and reshape the global environment

to their advantage,” in order to achieve their policy objectives. Simply put, our strategic competitors aim to use irregular warfare (IW) to “win without fighting”.

IW is not a new phenomenon; “gray zone” activities were frequently part of the arsenals of the two sides during the Cold War. However, the reality of 21st century IW – with expanded capabilities and effectiveness due to emerging technology and the concurrent return to “great power competition” – makes it an imperative that all JPME graduates can apply IW knowledge across the spectrum of conflict at the operational and strategic levels. This importance is reflected in current Department of Defense (DoD) guidance; the 2020 issuance of the Irregular Warfare Annex to the 2018 National Defense Strategy was a critical first step in institutionalizing how the DoD will confront this challenge. Subsequent guidance reinforces the long-term view that IW will remain a dominant form of warfare in the years ahead. DoD Directive (DoDD) 3000.07, Irregular Warfare, states that “IW is as strategically important as traditional warfare and DoD must be equally capable in both.” Regarding the role of JPME, to achieve a greater knowledge and understanding of IW, CJCS Manual (CJCSM) 1810.01, Officer Professional Military Education Policy and Procedure (OPMEP) Reference Manual (01 April 2022), designates IW as an enduring special area of emphasis (SAE-E).

This course will examine how and why IW has become a dominant form of warfare in the 21st century and what is the character of contemporary IW and strategic competition. It will ask the question, “Why are democratic states vulnerable to IW tactics?” and “What can be done to mitigate IW activities?” We will explore how strategic competition is shaping the global security environment, and how our major competitors – namely the People’s Republic of China, Russia, Iran, and North Korea – have adeptly employed malign activities in the gray zone in pursuit of their policy objectives, as well as the U.S. (along with allies and partners) response. Through case studies the course will analyze how states and non-state actors employ IW tactics, the effectiveness of these tactics, and how IW is utilized across the entire competition continuum.

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EL 805 Back to the Future! Fighting the Fleet with Unmanned Systems (Secret – U.S. Students Only)

Sass, T. & Drake, T.

Course Description:

This course offers the student the unique opportunity to participate in a new collaborative effort with the US Naval War College (USNWC), the Office of Naval Research (ONR), and select Fleet formations. Drawing on concepts articulated in Naval Force Design 2045; it focuses on the challenge of maintaining the technological overmatch that it holds over its adversaries through experimentation with the introduction of unmanned systems into Fleet and Joint Force Structure. We will employ a digital modeling and simulation capability to re-run three historical case studies and imagine we had been able to fight the event with unmanned systems. We are going back to the future!

In collaboration with the Office of Naval Research, this course will leverage ongoing investments ONR and the Naval Acquisition community has made in large Science and Technology (S&T) and Research and Development (R&D) Capability development programs to explore the impact of design trade-offs in the

development of technologies and the impact of the ocean environment on the capabilities. The course includes field trips to put hands on emerging technology developed by ONR. The course will culminate with iterative practical exercises employing the planning module for an unmanned systems Command and Control tool adapted for modeling and simulating an operational CONOP during digitally enabled simulations that will enable the student to envision the CONOPs impact at the operational level of war. These simulations will illustrate both the war fighting trade-offs of the operational design and the technology, ocean environmental impacts, and the critical requirements necessary to leverage technology that generates competitive advantage for the fleet and meet the challenges identified in the SCSP

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EL 809 Leaders of Rome

Pavkovic, M.

Course Description:

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

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

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

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EL 810 Military Innovation in Peace and War

Frank Smith III

Course Description: 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.

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EL 811 Diplomacy for the Dangerous World

Peters, M

Course Description: Diplomacy is the preferred means for achieving the strategic goals of nation states and the primary instrument of statecraft in peacetime. In this course we will explore the relevance of diplomacy in an increasingly dangerous world, including the relationship between diplomacy and the use of force. The first part of the course will cover the history of diplomacy, the roles and functions of embassies and diplomats, and diplomatic strategies such as negotiation and the use of economic instruments of statecraft. We will then consider current challenges to national security and the international order (including climate change, pandemics, and cyber threats) and the increasing power of both benign and malign non-state actors to challenge traditional nation state prerogatives. Finally we will analyze how diplomatic strategies may be used to mitigate and respond to current threats.

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EL 812 Western Security Assistance & Cooperation

Dixon, P.

Course Description: (UNDER CONSTRUCTION)

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EL 813 American ‘Sea Power’ in the Global maritime Arena and Two World Wars, 1897-1947

Kohnen, David

Course Description: 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!

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EL 814 The Influence of the Space Environment on Military Operations

Goldizen, D.

Course Description: 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.2 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 endeavors to address how the physical characteristics of the space domain influence space systems, space operations, and space warfare.

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EL 815 Deterrence Theory (6 selected students and 6 general registration) (NEW)

Haun, P. and Poznansky, M

Course Description: (UNDER CONSTRUCTION)

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EL 817 “Red Team” Capacities for Advanced Warfighting Leadership **(NEW)**

Johnson, O.

Course Description: **(UNDER CONSTRUCTION)**

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EL 818 The Maritime Strategy of the 1980’s: Before and Beyond **(NEW)**

Toprani, A. and Dombrowski P.

Course Description: **(UNDER CONSTRUCTION)**

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EL 819 The Politics of Eurasia **(NEW)**

Ulrich, MB

Course Description: **(UNDER CONSTRUCTION)**

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EL 820 Women, War, and Peace **(NEW)**

Yamin, S.

Course Description: **(UNDER CONSTRUCTION)**

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NEW COURSES

NEW – America in the Arctic **(UNDER CONSTRUCTION)**

Thompson Jones

NEW – The New Security Paradigm in the Middle East and North Africa: From Coups to Nuts **(UNDER CONSTRUCTION)**

Lane, H.

NEW – Nuclear Deterrence and Coercion in a Multipolar Age **(UNDER CONSTRUCTION)**

Bowen, T. & Hunt, J.

NEW – Women Peace and Security (New Title) **(UNDER CONSTRUCTION)**

Stokes, J.

NEW – Resource Competition and Human Security (UNDER CONSTRUCTION)
Cameron, A.

NEW – Spirituality, Religion, and Readiness in the Profession of Arms (UNDER CONSTRUCTION)
Tremblay, P. & Kerr, L.

NEW – Maritime Security: Strategic Perspectives in a Changing World (UNDER CONSTRUCTION)
Bell, C.

NEW – Cold War in Latin America (UNDER CONSTRUCTION)
Paranzino, M.

NEW – The Rise of India – A New Indispensable Nation – And Her Rise as a Multi-Aligned State in a World of Strategic (UNDER CONSTRUCTION)
Brew, K.

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EEMT Ethics and Emerging Military Technology

Director-Tom Creely, Ph.D.

Program Description:

The Naval War College's Certificate in Ethics and Emerging Military Technology (EEMT) deepens expertise in the ethical complexities imposed by new technology. In a specialized version of the Electives Program, EEMT students gain priority enrollment in relevant courses and complete an additional course plus a faculty-mentored original research paper. They earn four additional graduate credits and recognition as Certificate recipients in studies highly relevant to the Navy and Nation. This program is voluntary and goes beyond the M.A. degree. Selection is limited to a small number of highly-motivated students and determined on a case-by-case basis.

Learning Objectives

- Examine the ethical and military relevance of emerging technologies such as artificial intelligence, genetic manipulation, neuro-enhancements, cyber, quantum computing, nano-engineering, robotics, autonomous systems (air, surface, and maritime), etc.
- Apply ethical reasoning to the challenges and consequences of rapid technological change in the modern security environment.
- Formulate an original perspective on a chosen topic concerning current or potential technologies and their ethical implications for the profession of arms.

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GCMH Graduate Certificate in Maritime History

Evan Wilson, Ph.D. and J. Ross Dancy, Ph.D.

Program Description: The Graduate Certificate in Maritime History is a specialized track for students who are looking to deepen their expertise in maritime history and naval warfare. During the academic year, students will develop and produce a professional, publishable quality paper on maritime history. Paper topics and research will draw from unique resources of the Naval Historical Collections under scholarly supervision of the Hattendorf Historical Center (HHC) and affiliated historians at the U.S. Naval War College (NWC).

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