

# VIRTUAL WINTER ELECTIVES FAIR

*You will take two electives during your year at the college as you work on your master's degree. This presentation introduces the courses that will be offered during the*  
**WINTER 2025-26 TRIMESTER**

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

**MEET THE PROFS ONLINE**

**Tuesday ~ November 4<sup>th</sup>**

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

**Zoom link will be emailed before the fair.  
Verify your zoom is current for breakout rooms**

**❄️ BREAKOUT ROOM NUMBERS ON COURSE LIST IN DIGITAL FAIR PRESENTATION ❄️**

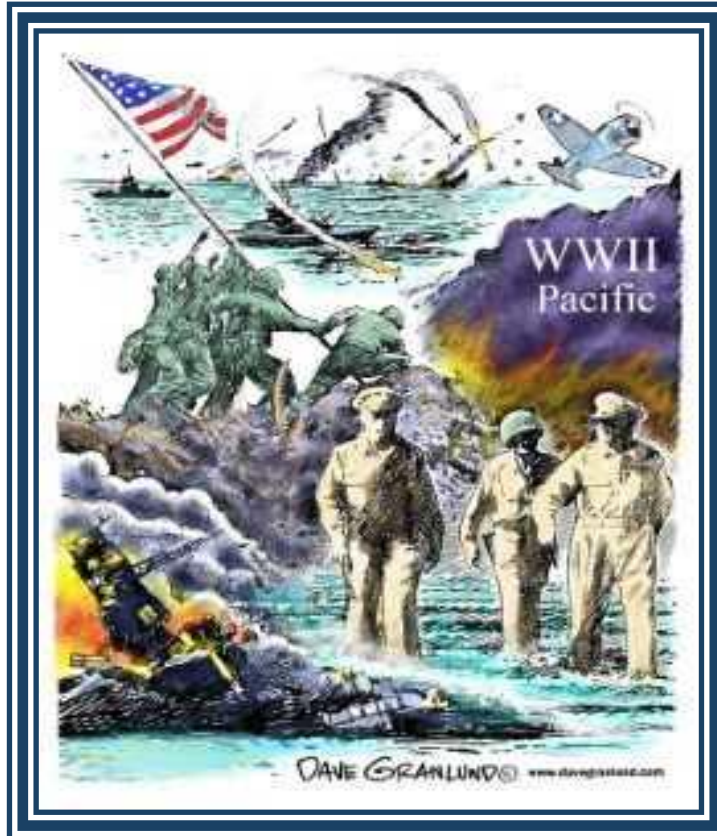
# WINTER 2025-26

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

COURSE #	AOS	COURSE TITLE	PROFESSORS	CERT PGM COURSES	BREAKOUT ROOMS
576	2	World War II in the Pacific Theater	Oard, R. & Hernandez, E.		<b>1</b>
577	4	Churchill: Statesman and War Leader	Maurer, J.		<b>2</b>
592B	13	Foundations of Moral Obligation, Contemporary Applications	Eubanks, K.	EEMT	<b>3</b>
594	13	Ethics in the Military: A Multi Disciplinary Approach	Creely, T. & Berard, E.	EEMT	<b>4</b>
605	10	Science, Technology, and Strategy	Schultz, T. & Dennis, M.	EEMT	<b>5</b>
649C	13	Cognitive Decision Making in Complex Roles <i>(SLDC Only)</i>	McCarthy, P.		<b>6</b>
681	11	Information Warfare <i>(TS/SCI)</i>	Griffin, M. & Kelley, S.		<b>7</b>
704	10, 13	Civil-Military Relations: U.S.	Blankshain & Milonopoulos		<b>8</b>
707	9	Law at Sea: Maritime Security & Naval Warfare	Pedrozo, Hutton, & Hutton		<b>9</b>
717	10,13	Strategy, Leadership, and Ethics in Thucydides' Peloponnesian War	Pavkovic, M. & Hammond, J.		<b>10</b>
770C	10	Seapower in the Age of Steam, 1815-Present <i>(GCMH Only)</i>	Wadle, R.	GCMH	<b>11</b>
780	10	AI For Strategic Leaders: Unpacking the Black Box (U.S. Students Only)	Hanus, J. & O'Hara, M.	EEMT	<b>12</b>
789	8	Introduction to Logistics in National Security	Gannon, J.		<b>13</b>
802	2	America's China Game since 1949: The Past and Future of U.S. China Relations	Smith, P.		<b>14</b>
803	12	Irregular Warfare and Strategic Competition in the 21st Century	Mooney, M. & Faulkner, C.		<b>15</b>
811	10, 13	Diplomacy for a Dangerous World	Peters, M. (Adjunct)		<b>16</b>
816	10	Nuclear Deterrence and Coercion in a Multipolar Age <b>NEW</b>	Bowen, T. & Hunt, J.		<b>17</b>
987	24	America in the Arctic <b>NEW</b>	Thompson-Jones, M.		<b>18</b>
988	1,5	The New Security Paradigm in the Middle East and North Africa: From Coups to Nuts" <b>NEW</b>	Lane, H.		<b>19</b>
992	10	Drone Warfare: Digitally Simulating the Navy's Future Dominance <b>NEW</b>	Sass, T. & Drake, T.		<b>21</b>
786	10	Space and National Power	Burbach, D.	<b>1730-2030</b>	<b>22</b>
991	13	Spirituality, Religion, and Warfighting Readiness <b>NEW</b>	Tremblay, P. & Kerr, L.	<b>1730-2030</b>	<b>23</b>
535A	14	NSEC3 - National Security Simulation Exercise of Competition, Crisis, & Conflict (formerly JCLASS)	Dirga, B. & Patton, K.		<b>NA</b> <small>JUNE GRADS ONLY</small>
*595E	15	Halsey Alfa	Fitzsimonds, Koerner, Schmitt		<b>ARPS FAIR</b>
*595F	16	Halsey Bravo	Murray, Harts, Adler & Fuller		<b>ARPS FAIR</b>
*595W	17	CIPi Gravely Course	Kollars, N. & Vogt, J.		<b>ARPS FAIR</b>
595S	30	Stockdale Leader Development Continuum	Cavallaro, L. & Smith, S.		<b>ARPS FAIR</b>
*597B	6	Maritime Advanced Warfighting School (MAWS)	Tornnga, B.		<b>NA</b> <small>JUNE GRADS ONLY</small>
719B	23	Advanced Strategist Group (ASP)	Brown, D. & Hoyt, T.		<b>NA</b> <small>JUNE GRADS ONLY</small>
*760B	27	Holloway Group (RMSI)	Holland, M. & Moss, R.		<b>ARPS FAIR</b>

**Highlighted courses taught by active duty military professors.**

# 576 ~ WORLD WAR II IN THE PACIFIC



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

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

Additionally, there are two "offsites" scheduled for the class to take advantage of unique resources related to the War in the Pacific available in the 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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# 577 ~ WINSTON CHURCHILL STATESMAN & WAR LEADER



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

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

**DR. JOHN H. MAURER**

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# 592B ~ FOUNDATIONS OF MORAL OBLIGATION



Originally developed in 1978 by Admiral James Stockdale and Columbia University professor Joseph Brennan for the Naval War College electives program, this legacy course invites students to look beyond the political, military, and economic dimensions of war, and instead consider its moral, psychological, epistemological, existential, and emotional aspects. Is moral knowledge possible? When we make moral judgments, what are we actually doing? Are moral truths universal or subject to change over time? Should moral action be measured by adherence to rules, by the outcomes it produces, or by the character of the person who acts? Through confronting these and similar questions, the course strives to remain faithful to Stockdale and Brennan's original vision.

Moral philosophy played a crucial role in helping Admiral Stockdale endure his time as a prisoner of war in Vietnam. In addition to general moral questions, such as those posed above, Stockdale found this intellectual tradition also addressed important questions about the nature of war and the soldier's place in it that his customary professional training and education did not, fundamental questions about the moral nature of his identity, service, and profession. What does it mean to be a good soldier? How does one reconcile the brutality of war with the honor of military service? What makes killing in war different from killing in other contexts? By engaging seminal texts from across the Western philosophical tradition, students in this course will explore the philosophical foundations of such questions and, in doing so, gain a deeper understanding and appreciation of the moral dimensions of war and military service.

## LEARNING OUTCOMES:

- ❖ Students will analyze the philosophical foundations of moral obligation and be given the opportunity to critically evaluate their own moral beliefs.
- ❖ Students will develop skills in philosophical reflection, critical reading, analysis, argumentation, and respectful engagement with different stakeholders and viewpoints.
- ❖ Students will demonstrate clear writing through textual interpretation, analysis, and argumentation.
- ❖ Students will apply philosophical and ethical concepts to issues relevant to the military profession.

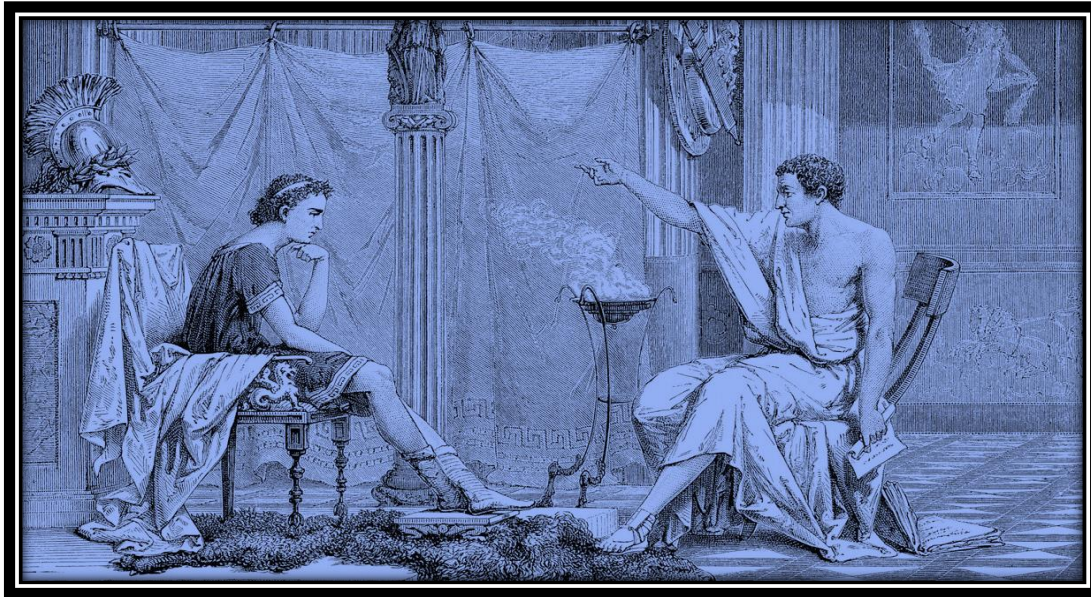
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# 594 ~ ETHICS IN THE MILITARY

## A MULTIDISCIPLINARY APPROACH



*Free speech and reflective thought are essential to the examination of complex ethical challenges we face in life. Academic freedom and Chatham House Rules are crucial in Ethics in the Military: A Multidisciplinary Approach. There is no room for censure, cancellation, or retaliation in the ethical debate. We will discuss controversial issues. With Chatham House Rules, what is said in seminars stays in seminars. Any concepts expressed outside of the course must be without attribution unless the individual who speaks gives permission.*

**E**thics 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. To ensure breadth and depth to ethical capacity, it is important to study ethics from a multi-disciplinary approach. It is through the lenses of different disciplines that we increase our knowledge, inform our decision-making skills, and develop a holistic experience. Philosophy, Arts, Technology, Religion, Just War, and Anthropology are interconnected disciplines that build intellectual capital and prepare leaders to think and engage at higher levels of responsibility.

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

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**PROFESSOR ERIN BERARD, LTCOL/USMC**

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# 605 ~ SCIENCE, TECHNOLOGY, & STRATEGY



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.

**COME JOIN US!**

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# 649C ~ COGNITIVE DECISION MAKING IN COMPLEX ROLES



COURSE ENROLLMENT IS LIMITED TO STUDENTS IN THE STOCKDALE LEADER DEVELOPMENT CONTINUUM

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.

**“Owning our story can be hard but not nearly as difficult as spending our lives running from it. Embracing our vulnerabilities is risky but not nearly as dangerous as giving up on love and belonging and joy—the experiences that make us the most vulnerable. Only when we are brave enough to explore the darkness will we discover the infinite power of our light.”** Brene Brown

This course will enable students to approach perspectives, behaviors, and decision-making with an appreciation of complexity and ambiguity in a rapidly evolving world. The curriculum will apply the principles of vertical development experiential adult learning, introduce the scholarship of teaching and learning, and explore neuroscience, brain health, and metacognition. This course will encourage students to “think hard about thinking” and how to apply their decision-making processes for effect and catalyze the deliberate development of key leadership capabilities.

**PATRICK M. MCCARTHY, JR., COL, USA**  
College of Leadership & Ethics

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# 681 ~ INFORMATION WARFARE



This course examines the importance of the information environment (IE) and its three dimensions in contemporary warfare. The informational, physical, and cognitive dimensions of the IE create both challenges and opportunities in joint military operations. It is through the deliberate employment of information-based capabilities and activities that friendly forces will gain and maintain the advantage over competitors and pacing threats.

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 course, we will investigate and seek to understand how to leverage information warfare (IW) and related capabilities in operational planning and execution.

This course consists of a combination of lectures, seminar discussions, written papers, and student presentations throughout the ten weeks. Guest speakers will augment the course with presentations and discussion in their areas of expertise.

In conjunction with the core Naval War College curricula, students will be able to apply critical thinking frameworks to operations in the IE.

- Students will develop a greater understanding of warfare in contested environments.
- Students will be familiar with the challenges in the planning, integration, and synchronization of IW with joint/allied/coalition forces and non-governmental agencies.
- Students will understand the role and importance of IW throughout the competition-conflict continuum

**EL681 is conducted at the Top Secret Sensitive Compartmented Information (TS/SCI) classification level.**

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# 704 ~ CIVIL-MILITARY RELATIONS



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.

By the end of this course, students will be able to:

- Analyze the factors and frictions that influence U.S. military's relationship with government policymakers and its relationship with the broader public.
- Understand the role of Congress and the executive in overseeing the military and drawing on its expertise when crafting national security policy.
- Evaluate arguments and evidence mobilized to capture attitudes of military service members and the general public on matters of trust and understanding of the armed forces.
- Apply theoretical tools and course concepts to contemporary developments in U.S. civil-military relations.

**JESSICA D. BLANKSHAIN, PH.D.**

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# 707 ~ LAW AT SEA: MARITIME SECURITY & NAVAL WARFARE



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

This seminar will help students understand how law of the sea and other components of international maritime security law affect 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 naval warfare and peacetime international law of the sea, to include the customary international law of the sea, as reflected in 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 and other aspects of maritime security law affect events on land.

Using case studies, lectures, videos, and class discussions, we will explore how international rules, regimes, and institutions help promote peace and stability, as well as their role in conflict at sea. Topics include international law fundamentals; modern law of the sea and its origins; freedom of navigation; transnational crime; ship hijacking and maritime piracy; maritime drug trafficking; maritime terrorism; seaborne proliferation of weapons of mass destruction; asymmetric maritime warfare and blockade; maritime access and boundary disputes; and unmanned and autonomous systems and critical underwater infrastructure.

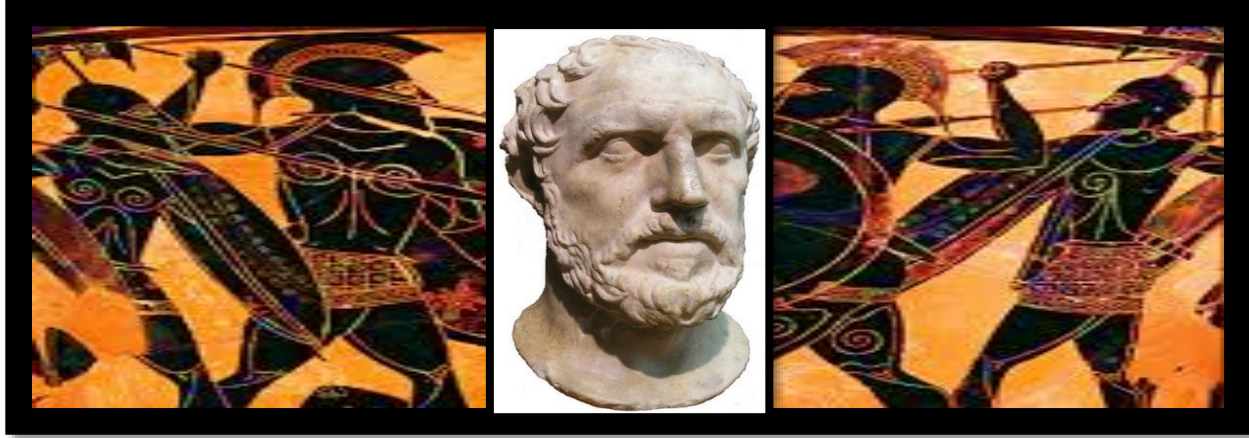
## STOCKTON CENTER FOR INTERNATIONAL LAW

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# 717 ~ STRATEGY, LEADERSHIP, & ETHICS IN THUCYDIDES' PELOPONNESIAN WAR



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*."<sup>1</sup> 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, and, 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.

**Michael Pavković, Ph.D.**

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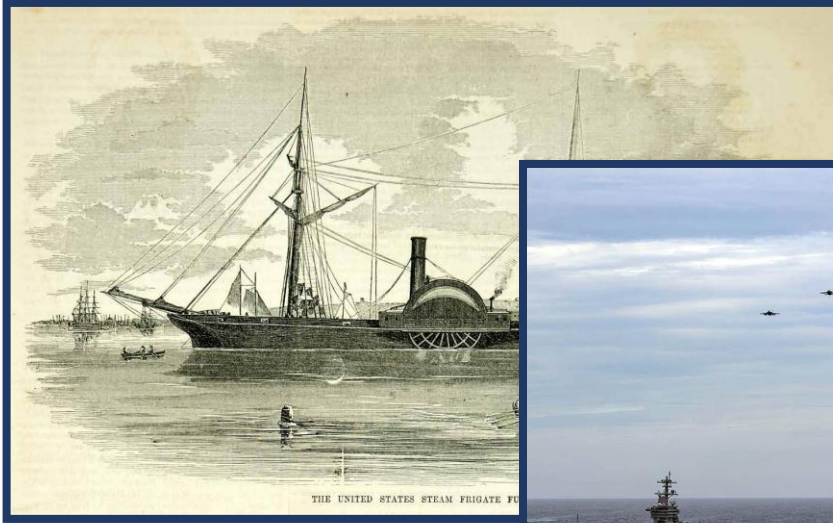
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<sup>1</sup> Stansfield Turner, "Convocation Address", *The Naval war College Review* 51, no. 1 (1998), 76.

# 770C ~ SEA POWER IN THE AGE OF STEAM

1815 to PRESENT



**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.

**THESIS & SCOPE:** This course is intended to provide students with a broad understanding of the uses of sea power, both in the past and present. The course will discuss the roles of sea power from 1815 to the present. In particular, this course will cover the *Pax Britannica* period of 1815-1914 and the *Pax Americana* since 1945 that resulted from British and American maritime dominance. The course will examine those two navies with strong emphasis upon roles and missions, key leaders, and technology. The course material is accessible for students with no background in naval history, but should also challenge students of sea power.

**FORMAT:** Lecture, guided discussion, and independent student research and writing. It is absolutely essential that students keep up with the reading load and are prepared for class. This convoy will *not* move at the speed of the slowest vessel. Adjust your schedules accordingly.

**DR. RYAN WADLE, Ph.D.**

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

# 780 ~ AI FOR STRATEGIC LEADERS: UNPACKING THE BLACK BOX

**This is a technically demanding, project-based course delivered in partnership with Massachusetts Institute of Technology Lincoln Laboratory (MIT-LL).**



Students will achieve a working knowledge of machine-learning subsystem components and understand the key technical drivers for machine-learning solutions. This course is limited to US citizens only. Using their operational domain knowledge and field experience, students will identify an operational problem and design a proposal for AI-based solution in accordance with expectations and protocols of authorities such as the Chief Data and Artificial Intelligence Office (CDAO), Defense Innovation Unit, and the Rapid Reaction Technology Office (DASD EC&P). These proposals will be briefed to senior leaders and shared broadly.

Experts from MIT-LL will give a lecture each week either in person or remotely. Registered students will receive credentials to access MIT-LL's EdX platform. The purpose of these lectures is to provide fundamental understanding of topics like machine learning, neural networks, and image processing, and to prompt questions for discussion in seminar. Lincoln Lab experts will attend seminars to provide additional information, respond to technical questions, etc.

This is not a class to learn how to code or to become a data scientist. Students will be pushed beyond their comfort zone to learn the fundamentals of machine learning and apply them to their field of expertise. This course leverages the deep domain expertise of students from a variety of fields and disciplines. Using this preexisting knowledge, students will decompose operational problems and then design proposals for machine-learning solutions. Although some students will arrive with significant background in computing and data science, there are no prerequisites for this course.

The course values collaboration with technical experts, among student teams, and for developing external partners in industry, academia, operational units, and federally funded research and development centers. Students will be expected to network aggressively beyond NWC to leverage the technical expertise of computer scientists, engineers, data scientists, and other technical experts to complete the final assignment.

**This course is limited to U.S. citizens only.**

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

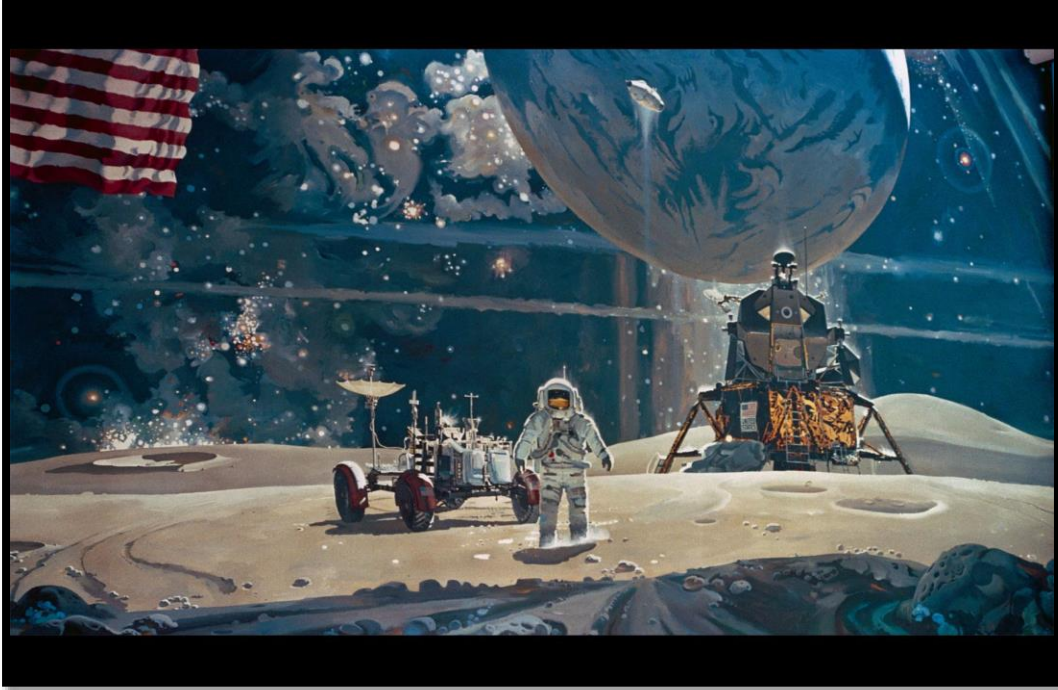
- Understand the fundamental concepts of data science and how they apply in operational contexts
- Apply machine learning concepts to contemporary operational challenges
- Remember the terminology and taxonomy of interrelated technologies known as artificial intelligence (NLP, computer vision, textual,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

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# 786 ~ SPACE AND NATIONAL POWER



“Space and National Power” examines the role of outer space in national strategy. The course approaches space at the political – strategic level, looking at how nations make military, civil, and commercial use of the space domain, and how conflict or cooperation may evolve.

The course is loosely organized around the “DIME” framework, with greatest attention to the military dimension. The course begins by looking at the nature of space as a warfighting domain. That includes physical aspects like the basics of orbits and space weapons, and concepts such as the nature of space power, analogies to maritime and air domains, and major security challenges the U.S. confronts in space. We then look at diplomatic, information, and economic aspects of national space power, from how the U.S. “sold” the Moon landings to the world to the current commercial space boom. The course then turns to how China, Russia, and other nations use space for their security and other goals. We apply those lessons to assess current U.S. policy and understand the role of the U.S. Space Force and conclude discussing longer-term visions such as colonizing Mars.

The principal assignments are four short (800-1000 word) essays based on class readings, spread throughout the term. There will also be a short group presentation on the space policy of a country other than the US, China or Russia. Active class participation is expected

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# 789 ~ INTRODUCTION TO LOGISTICS IN NATIONAL SECURITY

*“The battle is fought and decided by the quartermasters before the shooting begins.”*

Erwin Rommel, in John Lynn, *Feeding Mars: Logistics in Western Warfare from the Middle Ages to the Present* (1993)



*“Every war, after about five or six days, becomes about logistics.”*

ADM Rob Bauer, Chair of the NATO Military Committee (July 2023)

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 trans-regional, 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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# 802 ~ AMERICA'S CHINA GAME SINCE 1949:



## THE PAST & FUTURE OF U.S. ~ CHINA RELATIONS

The U.S.-China relationship is one of the defining geopolitical issues of the 21<sup>st</sup> 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.

This course guides students towards becoming sophisticated China-watchers who can make sense of PRC interests and actions on the world stage. In addition, the course seeks to make students aware of the historical patterns that have shaped U.S. policies toward China. By the end of the term, students will be able to:

- Describe and assess the six major historical phases of the U.S.-China relationship and to identify the factors that led from one phase to the next.
- Describe and assess the ways in which PRC government and leadership see China's position within the East Asian regional order.
- Describe and assess the role of Taiwan (its history and geopolitical significance) in the context of U.S.-China relations.
- Describe and assess the development of China's economic initiatives or plans, such as the "Belt and Road Initiative" (BRI), and how such plans advance China's strategic goals and affect the United States.
- Describe and assess the ways in which the PRC government interacts with its neighbors in Northeast Asia, Southeast Asia and Oceania and how these interactions affect the United States.
- Describe and assess the ways in which the PRC government interacts with South Asian countries and other countries in the Indian Ocean Region (IOR) and how these interactions affect the United States.
- Describe and assess China's military modernization drive and overall military buildup and assess how these developments affect the United States.
- Describe and assess various strategic alternatives available to the United States in terms of addressing or managing the future of U.S.-China relations.
- Synthesize the geopolitical impact of China's global strategy on other global actors

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# 803 ~ IRREGULAR WARFARE & STRATEGIC COMPETITION IN THE 21<sup>ST</sup> CENTURY



As put forth in the 2022 U.S. National Security Strategy, one of the major strategic challenges facing the United States in the 21<sup>st</sup> 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 adversaries 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 United States 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 opposing sides during the Cold War. However, the reality of 21<sup>st</sup> 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, CJCSI 3030.01A, 03 October 2022 – Implementing Joint Force Development and Design 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 21<sup>st</sup> 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, North Korea, and violent extremist organizations (VEOs) – 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 contemporary examples 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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# 811 ~ DIPLOMACY FOR A DANGEROUS WORLD



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.

## LEARNING OBJECTIVES

- ❖ To understand diplomacy as an instrument of statecraft and international problem-solving.
- ❖ To understand how diplomacy functions, including the roles of foreign ministries, embassies, and consulates.
- ❖ To appreciate the relationship between diplomacy and the use of force.
- ❖ To assess the utility of different diplomatic tools, including economic incentives and constraints, to address bilateral and multilateral issues.
- ❖ To recognize the growing role of non-state actors, including benign actors such as NGOs.
- ❖ To understand the role of diplomacy in responding to current transnational challenges.
- ❖ To assess the roles and contributions of multilateral actors including the United Nations.
- ❖ To analyze newer diplomatic strategies and their efficacy for solving transnational and global problems.

**PROFESSOR MARY ANN PETERS**  
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# 816 ~ NUCLEAR DETERRENCE & COERCION IN A MULTIPOLAR AGE



*Deterrence is the art of producing in the mind of the enemy the fear to attack.* Dr. Strangelove

Since the Manhattan Project, U.S. political and military leaders have wrestled with how nuclear weapons can be used to influence an adversary's decision-making. How can nuclear weapons be used to deter adversaries from taking certain actions? Can they be used to compel adversaries to take certain desired actions? Each U.S. presidential administration has had to answer these questions and articulate how nuclear weapons fit into the United States' national security strategy. This course is an introduction to the key concepts and technical realities that have driven debates about the nature and utility of nuclear weapons and their related delivery vehicles. Students in the course will examine and evaluate how the introduction and evolution of nuclear weapons has shaped international security and politics. They will do so with reference to scholarly debates and historical cases that bear on the drivers and dynamics of coercive diplomacy, the determinants of crisis management and escalation under the nuclear shadow, and the interaction of nuclear postures, security assurances, arms control, and weapon systems among the nuclear club, with an emphasis on U.S. national defense strategy and grand strategy.

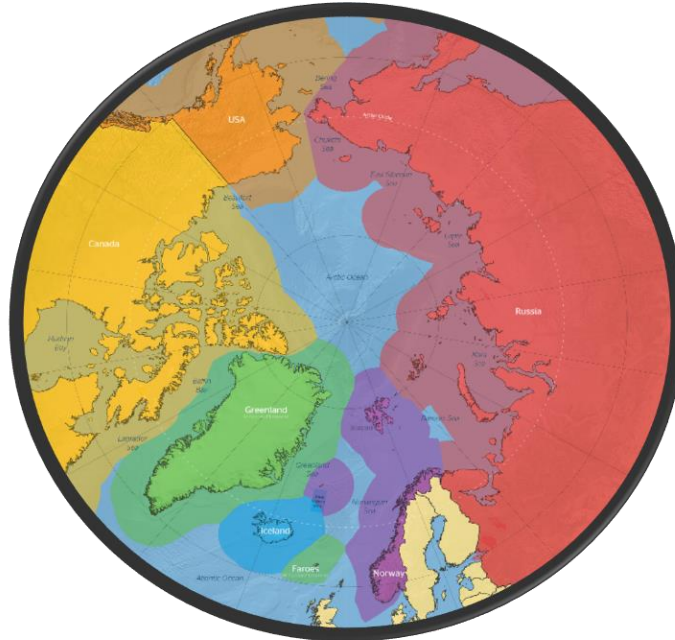
After this course, you should:

- ❖ Be literate in the language and logic of nuclear deterrence and coercion.
- ❖ Understand how and why U.S. nuclear posture, doctrine, and force structure have evolved into their current forms.
- ❖ Explain how grand strategy and defense policies in the United States and other major powers take into account the unique nature of nuclear weapons and modern delivery systems.
- ❖ Analyze and evaluate current and future options for U.S. nuclear force posture, structure, and acquisitions.
- ❖ Analyze how the strategic nuclear balance is changing in an era of nuclear multipolarity and technological change.

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# 987 ~ AMERICA IN THE ARCTIC



The Arctic is newly relevant for national security professionals. President Trump's focus on Greenland captured global headlines, while diminishing sea ice and thawing permafrost have military, diplomatic, scientific, political, and commercial ramifications. After years of being relegated to the sidelines, the Arctic is suddenly front-page news. The United States is a primary Arctic stakeholder, with 1,060 miles of coastline off Alaska's northern slope, but its national interests go well beyond Alaska. Other U.S. states have also positioned themselves with Arctic activities ranging from icebreaker construction operations in Pascagoula, Mississippi to maritime connections with Iceland from Portland, Maine. For the first time, there are direct flights on a major American airline (United) from Newark, N.J. to Nuuk, Greenland. Congress has funded an unprecedented number of Arctic-focused military initiatives and infrastructure improvements. It has required DoD and each service branch to publish and update Arctic strategies. International enterprises are exploring Arctic sites for rare earth minerals and other resources. America is hardly alone in its Arctic enthusiasm. Seven other countries have territory north of the Arctic Circle: Russia, Canada, Denmark (Greenland) Norway, Iceland, Sweden, and Finland. Other nations, many of them far south of the Arctic Circle, also claim they are stakeholders. Tensions are likely to rise as global activity increases.

Students have an opportunity to focus intently on a lesser-known region, building on the research and analytical tools acquired in their core courses on national security policy, strategy, and leadership. By undertaking the readings, engaging in the oral presentations, and contributing to active class discussion, students taking this course will have the opportunity to:

- Explore the history of U.S. involvement in the Arctic from 1867 to the present.
- Acquire understanding of geographical features that make the Arctic unique.
- Learn about the intersection of science and policy as they relate to the Arctic.
- Trace U.S. policy developments in the region at the national and state levels by identifying the stakeholders, analyzing their reports, briefings, and speeches.
- Identify the distinctive national /regional aims, goals and approaches among Arctic nations.
- Consider the ambitions and potential impact of non-Arctic states.
- Explore the unique status of Greenland and its quest for independence.
- Consider the commercial, industrial, touristic, and other entrepreneurial demands on the region.
- Gain deeper knowledge of the people who live north of the Arctic Circle and the challenges they confront.
- Refine written and presentation skills through the development of an Arctic issues presentation and a comparative book review.

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# 991 ~ SPIRITUALITY, RELIGION, AND WARFIGHTING READINESS



*“We are not human beings having a spiritual experience.  
We are spiritual beings having a human experience.”* Pierre Teilhard de Chardin, French Jesuit

**Welcome to *Spirituality, Religion, and Warfighting Readiness*.** This course considers the personal and professional influence of spirituality and religion within the profession of arms. Close to 73% of active-duty military service members in the Department of Defense identify as people of faith. To ensure optimal force readiness, it is imperative that commanders understand how best to support this significant component of the warfighter.

In this course, we consider the distinctions of spirituality and religion overall, how they are integrated within the Department of Defense, their unique contribution to readiness, and how they factor into the construct of Spiritual Readiness; that being the strength of spirit that enables the warfighter to accomplish the mission with honor. You will learn how the practice of spirituality and religion decreases the risk for suicide, depression, and anxiety, along with risk and protective factors salient to Spiritual Readiness. The course culminates with an opportunity for you to present your Spiritual Readiness Plan.

Thank you for signing up for *Spirituality, Religion, and Warfighting Readiness*. We look forward to engaging with you during our time together.

At the end of this course, students will be able to:

1. Explain how spirituality and religion contribute to force readiness.
2. Articulate a personal viewpoint on spirituality and religion.
3. Integrate spirituality and religion into their leadership philosophy.

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# 992 - DRONE WARFARE:

## DIGITALLY SIMULATING THE NAVY'S FUTURE DOMINANCE



The Navy issued its Unmanned Campaign Framework in 2021 and its concept for a hybrid fleet as part of its future Naval Force Design in 2023. Yet in 2025, Congress continues to question the execution of that framework and the Navy's inability to introduce unmanned systems into its force structure at scale to achieve a more distributed fleet architecture. Congressional oversight issues include the analytical basis of the envisioned fleet architecture, the concept of operations, costs, implications for the industrial base and the market demand that it signals.

The United States Naval War College and its student body have a deep history in supporting the Navy to meet the challenges of the time and today is no different. This course offers the student the unique opportunity to participate in a collaborative effort with the US Naval War College (USNWC), the Office of Naval Research (ONR), Industry, and select Fleet formations focused on separating out fact from fiction and generating data for the Navy to consider as it introduces unmanned systems into US Naval Force Structure.

This course leverages ongoing investments ONR and the Naval Acquisition community have 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. This course also explores industry contributions and perspectives as it adapts to meet the evolving needs of the Navy. We will employ a physics based digital modeling and simulation capability to illustrate your concepts of operation. We will analyze the data generated during the simulation and document the potential impact that unmanned systems impose on the operational levels of war.

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## FAQs ~ FREQUENTLY ASKED QUESTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

We cap the course at 10 to 12 seats, depending on student enrollment, but not all electives fill to capacity.

**Where is the Electives Office?**

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

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

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

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