

VIRTUAL SPRING ELECTIVES FAIR

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

SPRING 2026 trimester

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

MEET THE PROFS *online*

Wednesday ~ FEB 11th

Available between 14:00 and 15:30

The ZOOM link and password will be emailed.

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

SPRING 2026 VIRTUAL ELECTIVES FAIR

COURSE #	AOS	COURSE TITLE	PROFESSORS	Satisfies Certificate Requirement	BREAKOUT ROOMS
*503	11	The CIA in the U.S. National Security Enterprise: Enduring Themes and Emerging Dynamics TS/SCI	Swiecki, J.		1
*507B	12	Advanced Studies in Special Operations Secret	McGraw, J. & Scott, T.		2
562B	4	Understanding the States of the Former Soviet Union	Krol, G. (Adjunct)		3
579	2	Vietnam: A Long War From Conflict to Country + 2	Bergstrom, Tackett, & Povlock		4
587	10	George Washington: Indecipherable Monument or Indispensable Man? Overview of his Life, Character, & Legacy	Wright, E. & Kidd, C.		5
592	13	Foundations of Moral Obligation - The Stockdale Course	Demy, T. & Palmer, G.	EEMT	6
599C	10	Understanding Wargaming	Donnelly, H.		7
660	11	CYBER SECURITY and AI: Preparing Warfighters for an AI-Enabled Quantum-driven Hostile World	Demchak, C.	EEMT	8
668B	12	Irregular Warfare Across Eras and Empires: International & American Approaches	McGraw, J.		9
704B	10	Civil- Military Relations: Cross-National Perspectives	Cohn, L.		10
720	10	Unmanned Systems and Conflict in the 21st Century	Jackson, Sherlock, & DeMarco	EEMT	11
779	10	Science Fiction: Ideations and Explorations for Modern Leaders	Schultz, T	EEMT	12
781	10	Film, War, & Society in America	Dancy, J. & Hammond, J.	GCMH	13
782	1	Rising Titan or Fallen Star: Foreign and Domestic Politics of Turkey	Kadercan, B.		14
793	10	Empires in Competition: Britain and France	Meeks, J. & Zwilling, A.	GCMH	15
802	2	America's China Game since 1949: The Past and Future of U.S. China Relations	Smith, P. 1730-2030	Evening Zoom	16
809	10, 13	Leaders of Rome: The Rise and Fall of the Republic	Pavkovic, M.		17
814	11	The Influence of the Space Environment on Military Operations	Goldizen, D.	EEMT	18
825	10	Maritime Security: Strategic Perspectives in a Changing World NEW	Bell, C		19
826	3	Cold War Latin America NEW	Paranzino, M.		20
827	2	The Rise of India NEW	Brew, K.		21
830	28	Civilian Military Operations in Disaster Response NEW	Brightman, Robinson, & Kraft		22
831		Maritime Hedge-emony: Designing A Force to Dominate the Commons in the 21st Century NEW (a few select students)	Hodges, D.		23
DRP		CNO Futures Game NEW (a few select students)	Sand, E.		24

* Denotes classified courses

ZOOM link will be emailed prior to the Fair

503 ~ THE CIA

IN THE U.S. NATIONAL SECURITY ENTERPRISE:



ENDURING THEMES & EMERGING DYNAMICS

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

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

LEARNING OBJECTIVES:

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

ADDITIONAL GUEST SPEAKERS AS AVAILABLE.

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

Course readings are at the UNCLASSIFIED level.

PROFESSOR JOSEPH T. SWIECKI
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507B ~ ADVANCED STUDIES IN SPECIAL OPERATIONS

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

- USSOCOM Legislative Affairs Office (SOLA) ■ USSOCOM Washington Office (Vice Cmdr)
- CJCS J37 (Special Operations and Counter Terrorism) ■ ASD SO/LIC (Special Operations / Low Intensity Conflict)
- Selected Professional Staff Members from Service Committee(s)

The course is broken down into three blocks:

■ Fundamentals: This block introduces you to SOF at the operational level and where SOF fits into the broader national security architecture as an element of military power. We'll explore how SOF achieves objectives within the competition continuum and discuss the parameters for SOF employment such as authorities, funding, and congressional oversight. Although this course assumes that you already have a working knowledge of SOF operations, you will be required to review some joint readings in order to reinforce the usage of joint terms and concepts.

■ Interagency Relationships: Here we will look at the interplay between SOF and other relevant interagency actors. We will explore how SOF capabilities provide decision-makers with options other than war to assist implementing national foreign policies globally. Examining national strategy and policy, we'll look at areas of friction between the Interagency and SOF and how SOF influences how national policy is made in Washington D.C. The readings, discussions and guest lecturers should help provide you with a better understanding of what the interagency process is, how policy is made, and why it is often ambiguous.

■ The Future of SOF: We will examine how SOF is employed in Gray Zones to counter both adversarial state and non-state actors and where SOF is potentially going as more emphasis is added to great power competition. We then will review the National Security Strategy (NSS), National Defense Strategy (NDS), and the National Military Strategy (NMS), in addition to some recent writings on the future of USSOF. Finally, we will debate where SOF should fit into the NDS and the greater competition continuum.

U.S. Students Only – SECRET – Interview Required

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562B ~ UNDERSTANDING THE STATES OF THE FORMER SOVIET UNION



Russia, Ukraine, Belarus, Moldova, Georgia, Armenia, Azerbaijan, Estonia, Latvia, Lithuania, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan

Although the Union of Soviet Socialist Republics (USSR) ceased to exist 35 years ago, its 74-year legacy lives on in the mindsets, societies, politics, conflicts, institutions, cultures, and economies of the 15 independent states that unexpectedly emerged out of the Soviet Union's collapse. This elective will explore the Soviet history and post-Cold War developments in the Russian Federation, Ukraine, Belarus, Moldova, Armenia, Azerbaijan, Georgia, Kazakhstan, the Kyrgyz Republic, Tajikistan, Turkmenistan, Uzbekistan, Estonia, Latvia, and Lithuania. The course will analyze how the societies, institutions, politics, economies, and policies of these countries are evolving from their pre-Soviet and Soviet past and the effect this evolution is having not only on their internal development, but also on their bilateral, regional, and transnational relationships in the political, security, economic, diplomatic and social/cultural spheres. The elective will also discuss the attitudes and policies of the United States, China and the European Union toward these countries.

In the course of my 36-year career in the U.S. Foreign Service, I have either worked in or dealt with all the countries of the former Soviet Union, including serving as ambassador to 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 on other diplomatic assignments in Russia, the Baltic republics, and Ukraine and as Special Assistant to the State Department's former Ambassador-at-Large for the Newly Independent States. Throughout this course, I will draw on my personal experiences interacting directly with the peoples and leaders of former Soviet countries, including Russian President Vladimir Putin, as well as with the key U.S. officials responsible for U.S. policy toward the former Soviet republics 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 the virtual participation of expert guest speakers, many from subject countries, as circumstances may permit.

PROFESSOR GEORGE A. KROL

Ambassador of the United States of America, retired

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



BUSTING MYTHS ABOUT THE VIETNAM WAR

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

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

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587 ~ GEORGE WASHINGTON

INDECIPHERABLE MONUMENT OR INDISPENSABLE MAN?



AN OVERVIEW OF HIS LIFE, CHARACTER AND LEGACY

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

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

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

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

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599B ~ UNDERSTANDING WARGAMING



SHALL WE PLAY A GAME?

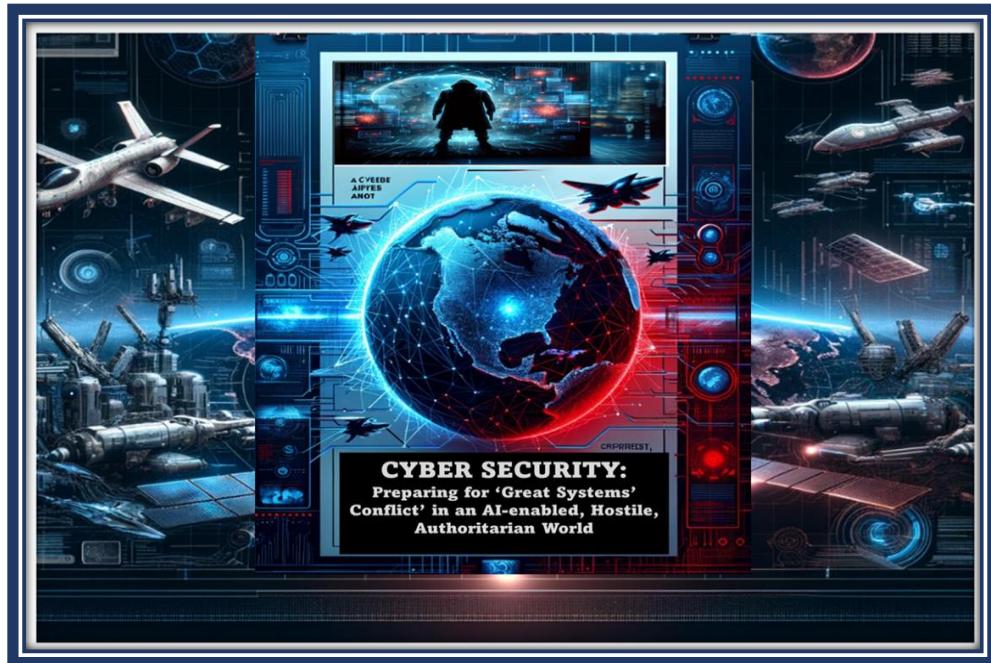
Since their conception in the 1800s, wargames have provided rich environments to support decision makers. They sit at the core of the Joint and Navy Planning Processes as the tool to pare away courses of action that are either infeasible, inadequate, or unacceptable. Yet, beyond a relatively small cadre of practitioners, both the form and function of wargames have remained poorly understood. This has led to things being called wargames that were not, or, more problematically, to wargames being used to demonstrate something that is beyond their capability. In this course, we will explore the foundational structure of wargames and their basic functionality. Class lectures will be coequal with practical experience playing, critiquing, and analyzing various wargames. Each student will be asked to, in turn, discuss the design, development, and execution of a wargame.

The goal of the course is to prepare students to be informed practitioners and consumers of wargames and their output. Students taking this course will:

- Learn about the various functional components of wargames.
- Be exposed to multiple modes of wargaming.
- Practice critical assessment of wargame design and development choices.
- Assess the artificialities and trade-offs implicit in wargames.
- Discuss the use of wargames in various contexts and applications.
- Exercise and develop wargaming skills and experience.
- Broaden their ability to construct and defend ideas in written form.
- Hone their ability to generate and present independent objective analyses.

PROF R. HANK DONNELLY

660 ~ CYBER SECURITY & AI: *PREPARING WARFIGHTERS FOR AN AI-ENABLED QUANTUM-DRIVEN HOSTILE WORLD*



The course will be an overarching look at the cybered world and threat developments with advanced technologies such as AI and quantum, among others. The course will examine wider issues where cyber, space, and other global and emerging technologies are likely to intersect to produce system-wide surprises for the U.S. and other digitized allies. 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 but cyber vulnerable technologies ('cyber offspring') and what trends in 'Great Systems Conflict' will force us to recalibrate our strategic perspective, global operations, and national security structures.

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

This course provides the opportunity for students to apply the critical thinking frameworks provided in the core curricula to the events and indicators of the emerging cybered world and its evolving forms of conflict. Upon completion of the course, students will:

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

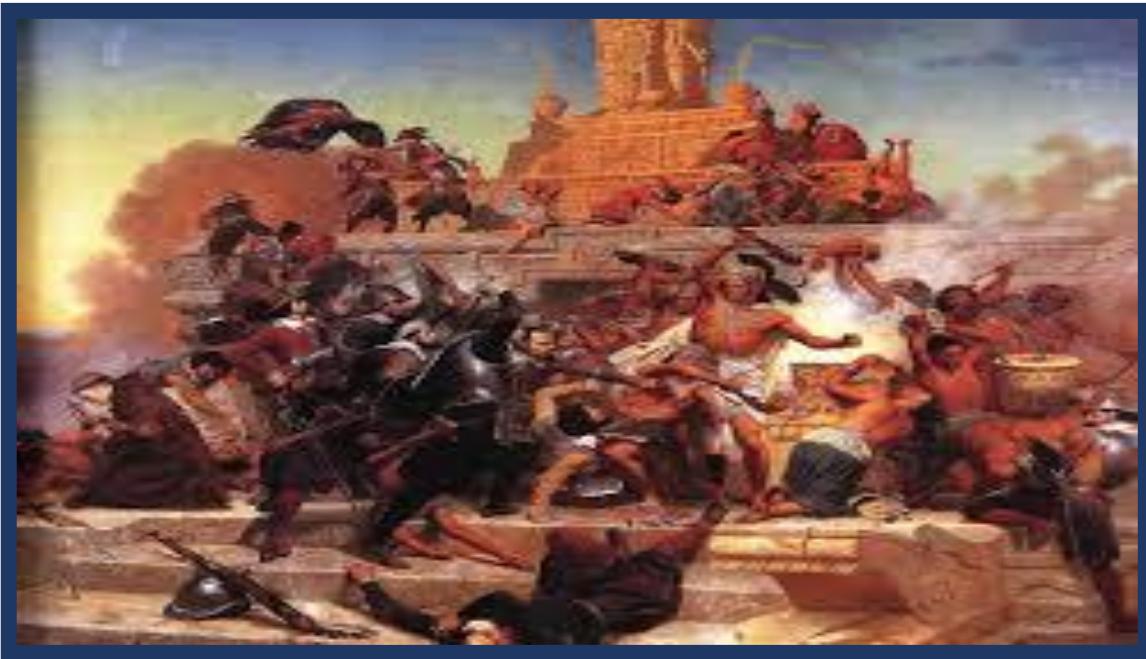
DR. CHRIS C. DEMCHAK

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668B ~ IRREGULAR WARFARE ACROSS ERAS & EMPIRES



INTERNATIONAL & AMERICAN APPROACHES

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

In the 19th, 20th and now well into the 21st centuries, the United States and other Great 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 enemies 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.

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

This course examines how empires and nations have fought both with and against irregular forces. It examines the strategy of the insurgent, the partisan, the guerrilla and the state. Further, this course seeks to understand the utility in combining both irregulars and regulars towards military objectives and policy aims, and perhaps the futility in attempting to defeat the same.

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704B ~ CIVIL-MILITARY RELATIONS: CROSS-NATIONAL PERSPECTIVES



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, organizational, and human resources to be effective in carrying out defense and security tasks FOR the society is also capable of seizing power to rule for itself, or at least to eat up more resources than the society would choose to spend.

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

This problem set makes a few basic assumptions – assumptions which may not hold true of all societies at all times. Not all societies have issues of civil-military relations; but in the modern world, most societies do. The “relations” at stake are those between the political power (usually a government) and the armed forces (questions of control, obedience, advice, planning, policy-making), those between the armed forces and the rest of society (recruiting, support, social distance, legitimacy), and those between the society and the political power, with respect to the armed forces (legitimacy, democratic oversight, support for policy). [Cohn 2003]

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 across time and geography.

LINDSAY P. COHN, PhD

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720 ~ UNMANNED SYSTEMS & CONFLICT IN THE 21ST CENTURY



The technological advances in the areas of computer science, artificial intelligence (AI) and robotics engineering achieved in the past decade have created the capacity for unmanned/robotic systems to move from the realm of science fiction onto the current battlefields of the 21st century. The use of unmanned systems in actual combat around the world has been increasing exponentially. Many observers believe that the combination of artificial intelligence and robotics engineering will drive changes within the military environment equal to the impact that the widespread use of gunpowder had in the 16th/17th centuries and steam propulsion for ships had in the 19th and 20th centuries. These changes relate not only to the development and manufacture of highly-capable future systems, but also to issues regarding the ethics of their use, and the manner in which command and control will be exercised. Recent White House Executive Orders and Department of Defense/War directives have focused attention and resources on the aggressive procurement and fielding of cutting-edge autonomous and robotic systems. The purpose of this course will be to acquaint students with the scientific, operational, legal and ethical issues inherent in the employment of unmanned/robotic systems in the national security context.

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

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

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779 ~ SCIENCE FICTION: IDEATIONS AND EXPLORATIONS FOR MODERN LEADERS

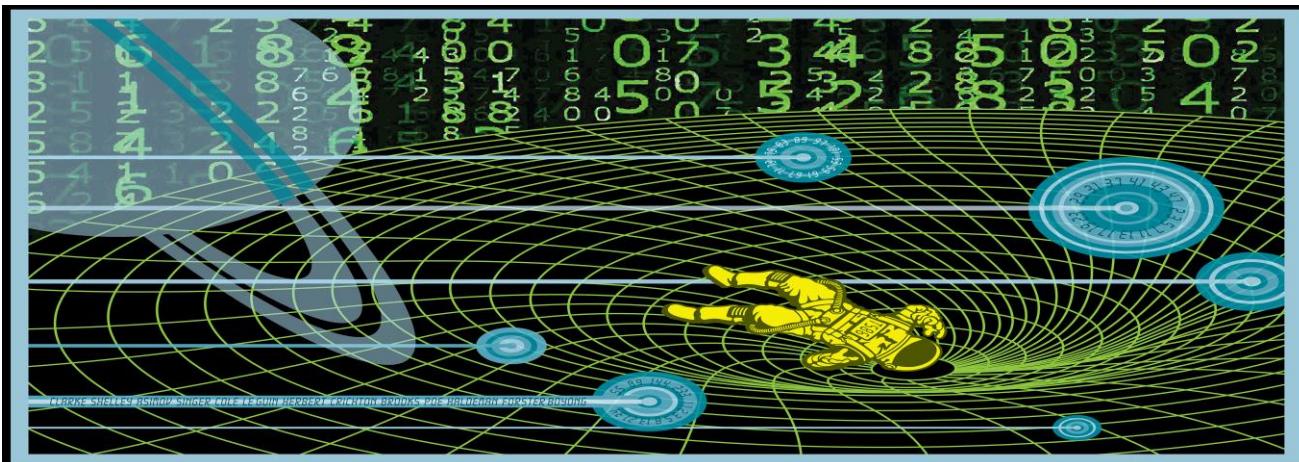


Image credit: Mike Schultz, July 2020

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

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

Students completing the course will be able to:

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

PROFESSOR TIM SCHULTZ
ASSOCIATE DEAN OF ACADEMICS

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

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[@probswithpilots](http://probswithpilots)

781 ~ FILM, WAR & SOCIETY IN AMERICA



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

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

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

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

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

782 ~ RISING TITAN OR FALLING STAR:



FOREIGN & DOMESTIC POLITICS IN TURKEY

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.

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793 ~ EMPIRES IN COMPETITION: BRITAIN & FRANCE



One of the most enduring Great Power competitions of the past 500 years is that between Britain and France. This course delves into the history of that conflict, focusing on the contest through the lens of empire. From the 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.

This course offers students an opportunity to develop their critical analysis and communication skills. By preparing for class, contributing to classroom discussions, and carrying out the writing assignments, students taking this course will:

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

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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 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.

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

PROFESSOR PAUL J. SMITH, PH.D.

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



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

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

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

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814 ~ THE INFLUENCE OF THE SPACE ENVIRONMENT ON MILITARY OPERATIONS



This 10-week elective course will introduce the student to physical characteristics of the space environment from the solar surface to the edge of our solar system that can affect the space warfighting functions, through their impacts on military systems and operations. Students synthesize data from a variety of on-line resources to derive 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.¹

Solar Cycle 25 officially reached solar maximum in [October 2024](#), just over a year ago. As [suggested recently](#), even the waning phase of the cycle has the potential to produce spectacular “one-off” solar events; hence, now is an excellent 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.

LEARNING OUTCOMES Students will be able to:

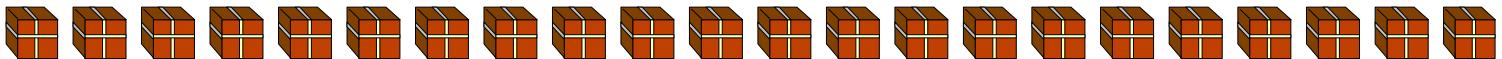
- ❖ **Comprehend** physical characteristics of the space environment relevant to military, civil, and commercial space and terrestrial activities.
- ❖ **Comprehend** space weather phenomena and their potential effects on the space warfighting functions and associated space systems.
- ❖ **Synthesize**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

¹ Though not essential to the purposes of the course, familiarity with physics concepts at the secondary (high school) level will enhance the student experience. A [basic scientific calculator](#) and access to your [Acad-WiFi](#) account during class will be very helpful as well.

D. T. GOLDIZEN, Ph.D., LT COL, USAF (RET.)

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825 ~ MARITIME SECURITY



STRATEGIC PERSPECTIVES IN A CHANGING WORLD

This course examines complex challenges shaping the contemporary maritime environment. Together, we will study the key threats to good order at sea and the international arrangements that have been developed to address them. By the end of the course, you will have a deeper understanding of the major drivers of maritime insecurity and the diverse ways governments and non-state actors collaborate to improve ocean governance.

Topics include counter-narcotics and counter-piracy operations, maritime gray zone activities, border security, migration, illegal fishing, and the growing vulnerabilities of critical undersea infrastructure. This is not a course in maritime law, and prior legal or operational experience is not required. Our goal is to equip students from any professional background with the perspective needed to anticipate and respond to evolving maritime threats in our increasingly multipolar world.

The course is taught through the case method, pairing theoretical concepts and legal frameworks with close examination of recent real-world events. In this way, the class also serves as a survey of major maritime issues across the global ocean. Case studies will include irregular warfare in the Baltic, narcotics trafficking in the Americas, the Beirut port explosion, the Tonga volcanic eruption, a microplastics spill in the Indian Ocean, waves of Mediterranean migration, illegal foreign fishing near the Galápagos, piracy off East and West Africa, and more. This approach strengthens strategic and operational thinking while building awareness of events that have catalyzed cooperation.

Ultimately, this is a course about complex, consequential, and seemingly intractable problems at sea. It is designed for curious, engaged participants who are ready to dive into unfamiliar issues, test assumptions, and explore innovative approaches to maritime governance. Prepare for a demanding and transformative learning experience that will sharpen your thinking about the maritime domain.

PROFESSOR CURTIS BELL, PH.D.

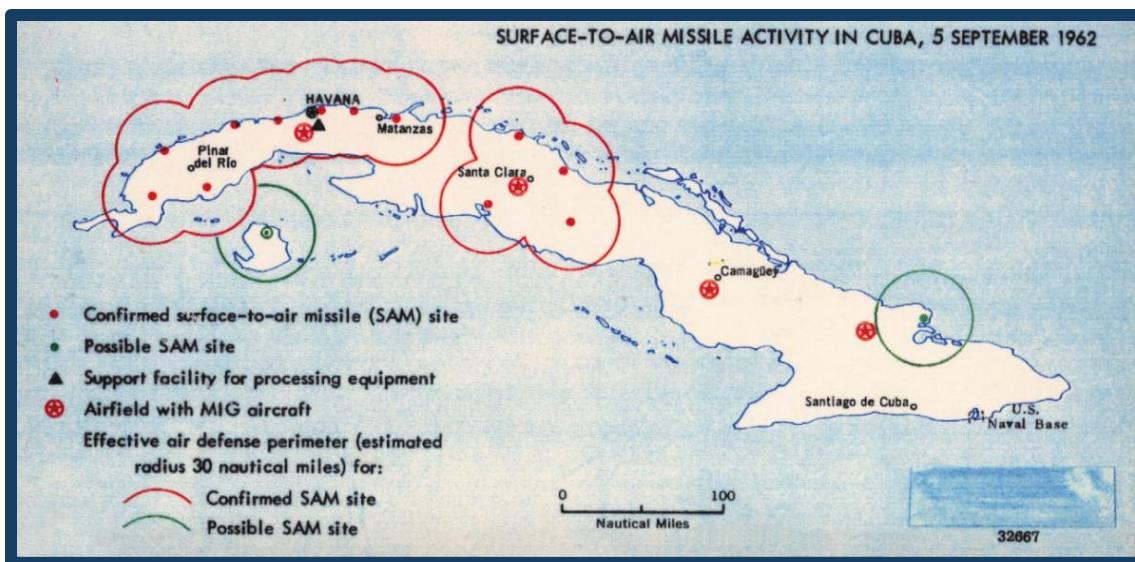
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826 ~ COLD WAR LATIN AMERICA



This course is intended to provide students with a background knowledge of the Cold War in Latin America and a better understanding of the complex dynamics shaping the region since then. We will use a case study approach, exploring the coups in Guatemala and Chile, and the revolutions in Cuba and Nicaragua. We will spend a significant amount of time on the Cuba case study. One session will revolve around a typical seminar discussion format, examining the Cuban revolution and subsequent missile crisis. A second session will be devoted to a role-playing simulation, and a third session will wrap up with an after-action report and lessons learned.

The course operates in true graduate seminar fashion. It emphasizes a free-flowing conversation informed by the weekly readings. Thus, it is imperative students read and contemplate the material in order to engage the professor and each other. There is no substitute for reading and thinking. Please come to each seminar prepared with ideas, questions, insights, and reflections.

This course provides the opportunity for students to sharpen critical thinking frameworks provided in the core curricula and apply them to the complex interrelationship of dynamics shaping the history of the Cold War in Latin America. Students who complete the course will be able to:

- ❖ Describe the relationship between the United States and Latin America during the Cold War.
- ❖ Evaluate the various factors shaping the development of events in the region.
- ❖ Assess the ways in which US policymakers sought to achieve their hemispheric objectives.
- ❖ Synthesize various historical examples of “blowback” in US foreign policy.
- ❖ Evaluate the complex interrelationship of national security, domestic politics, and geopolitics in the policy calculations of US and Latin American leaders.
- ❖ Evaluate the effects of US security policies on hemispheric relations, both bilateral and multilateral.
- ❖ Understand the dynamic relationships among the various countries in the region and the historical, geographic, and cultural factors shaping them.
- ❖ Understand how past US policies and strategies in the region continue to shape hemispheric opinion and constrain policy options.
- ❖ Apply policy/strategy match and course-of-action analysis in a real-life historical crisis action planning scenario.

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827 ~ THE RISE OF INDIA



AND HER ROLE AS A MULTI-ALIGNED STATE IN A WORLD OF STRATEGIC COMPETITION

Welcome to Elective 827!

We will look at the history of India including pre-British Empire and its role and struggle within the British Empire and ultimate independence. The course will look at the history of India vis-a-vis Pakistan and East Pakistan and its role in the birth of Bangladesh. We will study India's relationships (and friction) with the Soviet Union/Russia, the Peoples Republic of China, and the United States – also considering relations with Iran, Israel, the Gulf States, the European Union, the Global South, Indian Ocean nations and East African nations. Finally, the course will review the rise of the political party Bharatiya Janata Party (BJP) and Prime Minister Modi and apparent domestic religio-political issues facing India including Sikh separatism (Khalistan) and so-called "Hindu nationalism" in a nation with the largest Muslim population.

The course will review India's ongoing and challenging aspirations to achieve great power status - is it attainable? - at a time of global strategic competition and apparent return to Realpolitik and spheres of influence. From internal national security and political challenges such as the eternal "Kashmir issue" to implementing a multi-aligned foreign policy trying to balance complex relations with the US, PRC, Russia, et al. We will review India's attempt to implement its multi-alignment policy including via The Quad (with the US), but also in The Shanghai Cooperation Organisation (with the PRC, Russia and Iran), and in BRICS (Brazil, Russia, India, China, South Africa), and also via economic initiatives such as I2U2 (India, Israel, UAE, US) and IMEC (India Middle East Europe Economic Corridor with the UAE, Saudi Arabia, Jordan, Israel, the European Union, and the U.S.). We will culminate with a review of the grand strategy of India (or lack thereof) and India's new maritime strategy.

**PROFESSOR KEVIN BREW, LL.M.
CAPT, USN (Ret)**

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830 ~ CIVILIAN/MILITARY OPERATIONS IN DISASTER RESPONSE

This graduate-level course prepares students for leadership roles in Civilian-Military Operations (CMO) during conflict and complex emergencies. Designed for those entering or supporting operational and theater-strategic roles, such as within Fleet Headquarters, Combatant Commands, Navy components, joint task forces, or multinational headquarters, the course provides a rigorous foundation in the planning, coordination, and execution of CMO in contested or unstable environments.

Students will explore the operational, legal, and ethical dimensions of military involvement in humanitarian crises and conflict zones. Through seminar discussions, real-world case studies, simulation exercises, and expert guest lectures, participants will critically analyze how U.S. and allied forces coordinate with humanitarian organizations, Non-Governmental Organizations (NGOs), and intergovernmental bodies to conduct Disaster Relief (DR). Sessions will cover:

1. Joint Planning in Civ/Mil Ops
2. Op Environments for DR ~ Permissive vs. Non-Permissive (HA Field Medic)
3. Civ/Mil Integration and Inter agency Coordination
4. Command, Coordination, Security, & Legal Considerations in CMO (Ops Legal Expert)
5. Simulation: Foreign Humanitarian Assistance Response
6. FHA in Contested and Complex Environments (ICRC)
7. Domestic Civil Support and Legal Frameworks
8. Strategic Competition and Civil-Military Engagement
9. Information, Influence, and Transition Challenges in Joint Operations
10. Course Reflection & Strategic Considerations

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831 ~ MARITIME HEDGE-EMONY:



DESIGNING A FORCE

TO DOMINATE THE COMMONS IN THE 21ST CENTURY

What type of Navy does the Nation need to defend US interests, deter adversaries, and decisively win conflicts in the maritime domain over the next 50 years?

Congress wants to know. They have created the Commission on the Future of the US Navy. The Commission has asked the Naval War College to help.

The CNO wants to know. He is designing his "hedge force" to ensure the Navy is optimized for the most challenging fights, while retaining capability and capacity against unforeseen or lesser challenges. He, too, has asked the Naval War College to help.

This course will bring together a small select group of students to answer the call from the CNO and the Commission. Led by the Dean of Academic Affairs (a retired surface warfare officer), and supported by faculty from across the College, we will examine history, technology, strategy, the defense industrial base, allies and partners, and risk management. Together we will produce a report suitable for presentation to the Commission and the CNO, and each student will additionally write a short (~1,500 word) paper along with an executive summary, further exploring one of the concepts we develop that contributes to a future Fleet.

This course is a unique opportunity to influence senior leaders in shaping the future of the Navy. The course will have limited enrollment, and we seek a diversity of operational backgrounds and expertise to build the most effective team. While the class will be conducted at the UNCLAS level, some classified research may be required, so the course is limited to U.S. students only.

**PROFESSOR DOYLE HODGES, PH.D.
USNWC Dean of Academic Affairs**

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CNO FUTURES GAME

DIRECTED RESEARCH PROJECT



The **CNO Futures Game** and supporting research is the Navy's premier line of research about the future of the Navy. It culminates each year in a two-day CNO sponsored event for roughly forty senior flag and general officers. It is the only service Title X wargame and the only wargame at the Naval War College consisting exclusively of flag level participants. This year the event will examine future navy force design in the context of the Navy Warfighting and Navy Deterrence Concepts.

Participants in this directed research project will play a direct role in designing, developing, and executing both the capstone flag officer event in July (7/21 & 7/22) and a supporting workshop in late March. Your work will directly shape the Navy's thinking about the future force, and you should expect to attend the capstone flag officer event.

Requirements for Selection:

- Phased-Input Student (from NOVEMBER 2026 or MARCH 2027 Classes) Selected students should expect their summer assignment to be supporting the CNO Futures Game
- Holds TS/SCI Eligible Clearance
- Post-Department Head Navy Officer (or USMC equivalent)
- URL or Information Warfare Experience
- Interview with Game Director

POC: PROF ERIK SAND

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Office: 401-856-6024
Cellular: 651-334-8497

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 - if so, 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.