



VIRTUAL FALL ELECTIVES FAIR

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

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

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

FALL 2025 trimester

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

MEET THE PROFS online

Tuesday ~ July 29th 14:00~15:30

The Zoom link and password will be emailed.

FALL 2025 ~ VIRTUAL ELECTIVES FAIR

Tuesday, 29 July 14:00 ~ 15:30

COURSE #	AOS	COURSE TITLE	PROFESSORS	CERT PGM COURSES	BREAKOUT ROOMS
554	9	The Law of Armed Conflict	Hutton & Flores	EEMT	1
579	2	VietNam: A Long War (+ 2)	Bergstrom, Tackett, & Povlock		2
592	13	Foundations of Moral Obligation - The Stockdale Course (SLDC Only - Interview Required)	Demy & Palmer	EEMT	3
632	11	Military Deception	McGraw, Hernandez, & Povlock		4
636	2	India, Pakistan, China, and South Asian Security	Verma		5
645	12	Political Warfare	Schmidt		6
698	8	Force Planning and Defense Resource Allocation	Sullivan & Cook		7
718	13	Pen & Sword	Demy & Palmer		8
720	10	Unmanned Systems and Conflict in the 21st Century	Jackson & Sherlock	EEMT	9
730	13	Ethics of Technology (EEMT Only/Interview Required)	Creely & Schultz	EEMT	10
761	2	History and Security: East Asia	Mulready-Stone		11
766A	24	Seapower & Governance in a Multipolar Thawing Arctic	Saunes		12
770A	10	War at Sea in the Age of Sail	Wilson	GCMH	13
799	10	Modern Strategies	Satterfield		14
810	10	Military and Technological Innovation in Peace and War	Smith	EEMT	15
812	10	U.S. Security Cooperation in an Age of Strategic Competition	Dixon & Asuncion		16
813	10	King's Navy: Future History in the Global Maritime Arena NEW	Kohnen & Logel	GCMH	17
815	10	Deterrence Theory NEW (3 Selected students and 7 general registration)	Haun & Poznansky		18
817	13	"Red Team" Capacities for Advanced Warfighting Leadership NEW Open to CNW students only	Johnson & Russo		19
818	10	The Maritime Strategy of the 1980s: Before and Beyond NEW	Toprani & Dombrowski	GCMH	20
819	2,4	The Politics of Eurasia NEW	Ulrich		21
752	10	Monuments for the 21st Century: Cultural Heritage Protection Hybrid - Resident and GDP NEW	Ruehrwein & Jasparro	1730-2030	22
		SPECIAL PROGRAMS - INTERVIEWS REQUIRED			
535	14	NSEC3 - National Security Simulation Exercise of Competition, Crisis, & Conflict (formerly JCLASS)	Dirga & Patton		23
595S	30	Stockdale Leader Development Concentration	Cavallaro & Smith		24
719A	23	Advanced Strategist Program (ASP)	Brown & Hoyt		25
595X		DEPSECDEP & VCJCS Academic Research Challenge	Dancy, Hanson, & Schultz		26

ZOOM Link will be emailed the day before the Fair

554 ~ THE LAW OF ARMED CONFLICT



COURSE DESCRIPTION: This elective is designed specifically to assist commanders and their staff in understanding the framework of international law that applies across the range of military operations, providing concrete examples from recent and ongoing conflicts.

This seminar covers the Law of Armed Conflict (LOAC)—also known as International Humanitarian Law (IHL) or the Law of War—focused on operations both on land and at sea. It provides a critical understanding of the legal frameworks governing the use of force (*jus ad bellum*) and conduct of hostilities (*jus in bello*), blending theoretical foundations with real-world examples.

Students will learn the principles of LOAC, classification of armed conflicts (international vs. non-international), targeting and the distinction of targeting on land and sea, while also covering aspects on the law of naval warfare and the law of neutrality at sea. The teaching team will be assisted by guest lecturers who are subject matter experts in their fields. The course will combine lectures, videos, case studies, and seminar discussions to explore the role and impact of LOAC in military land and sea operations.

METHODOLOGY: The course will be conducted weekly. The initial session will provide an overview of the sources and principles of LOAC. The next eight sessions will cover particular areas of LOAC in greater detail, as well as specific topics raised by recent events. Per NWC policy, the requirements of this elective must be rigorous enough to clearly constitute two (2) credits of graduate-level work.

INSTRUCTION BY THE FACULTY OF
THE STOCKTON CENTER FOR INTERNATIONAL LAW

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



BUSTING MYTHS ABOUT THE VIETNAM WAR

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

We will keep an objective environment 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. There may be the opportunity for a limited number of students to join professors for a trip to Vietnam in January 2026 – this will be discussed further in class.

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Vietnam

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COURSE DESCRIPTION: This course provides an opportunity to read and discuss some of the classics of philosophy, literature and religion. These readings raise fundamental questions regarding the nature of moral obligation, human nature, right, justice and law. The method for the course is the so-called “Great Books” approach, first pioneered by the University of Chicago and now practiced in its purest form by St. John’s College in Santa Fe and Annapolis. In this method, the book is the teacher. All of us will read carefully in advance and come to class prepared to engage in close discussion of the issues raised by the text. Our role is to function as tutors, asking questions and helping guide the discussion.

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

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

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PLEASE NOTE: 592 is available this fall for SLDC students ONLY. 592B, a contemporary version, will run in the winter trimester and the same 592 will run again in the spring trimester. Thank you for your understanding.

632 ~ MILITARY DECEPTION



"ALL DECEPTION IS SELF-DECEPTION"

- Tired of merely parroting doctrine in order to get the highest attainable score on the latest military examination?
- Exhausted by the "play it safe" and "follow the rules" mindset in your service?
- Want to exercise your creativity in ways that test your skills to think outside the box (or other less pronounced military catch phrase) for high payoffs?
- Interested in honing your wiles in the black arts of deceit?

THEN MILITARY DECEPTION IS THE ELECTIVE FOR YOU!

As old as warfare itself, a review of military history demonstrates interest in deception waxes and wanes. Cultural considerations affect how readily deception is planned and practiced. The successful military commander understands the value of deception and its ability to create surprise on the battlefield. While tactical and strategic deception will be considered, this class concentrates on the operational level of warfare and the considerations of applying deception at that level. Historic and contemporary use of deception will be presented to illustrate the application of deception. This course uses case studies, film and field trips to examine the theory and practice of military deception.

Students will have two options for written course work:

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

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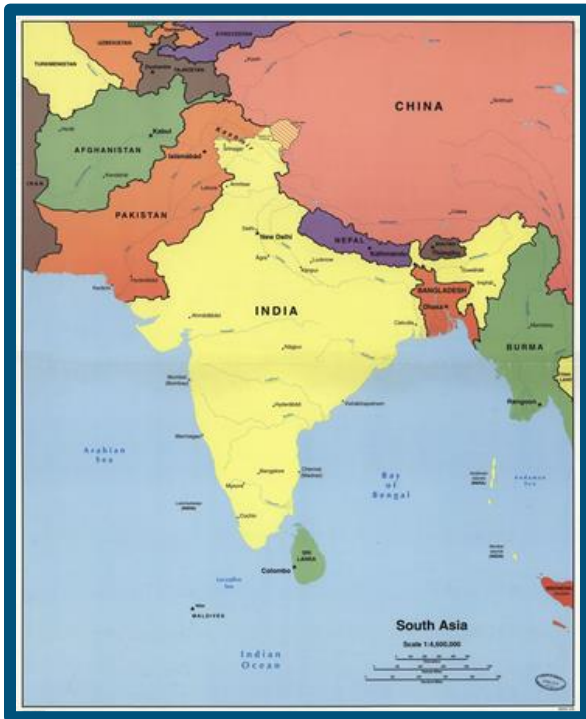
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636 ~ INDIA, PAKISTAN, CHINA, & SOUTH ASIAN SECURITY



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

The Indo-Pakistani rivalry will be examined in the context of its historical legacy including the Kashmir question, the nuclear dimension and terrorism in the region. The elective will also look at the extended neighborhood including Afghanistan and the Indian Ocean region. China looms large on the subcontinent and geopolitics in the region. China's role will therefore be examined in depth to include its relations with Pakistan, the land border dispute with India, and its jockeying for strategic influence in the Indian Ocean littoral. We will assess the impact of the Belt and Road Initiative (BRI) as it completes 10 years.

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

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

ADM (Ret) Nirmal Verma, former CNO Indian Navy

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

THE POLITICAL WARFARE SIMPLE MODEL



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

This course will examine non-kinetic strategies and actions (Soft Power) employed in irregular warfare, and other types of conflicts in the "Gray Zone", in coordination with military operations. Non-kinetic actions comprise more than 70% of the total number of activities in conflicts in the Gray Zone, and the use of technology is increasing day by day through misinformation, and "re-education" with social media. The study of these strategies provides us with a theoretical framework to understand why some irregulars, transnational criminal organizations (TCOs), non-state armed actors, and state actors succeed, and why others fail. The course also examines how irregulars, non-state armed actors, and state actors can be defeated in their own methods by using all "Instruments of Power and Influence" in coordinated and integrated efforts, under a single political leadership, as proposed originally by George Kennan in 1948, when he defined "Political Warfare."¹

This course will complement the study of conflicts in the gray zone (*Irregular Warfare*, which with the June 18, 2022 version of the JP 3-0, includes: Asymmetric Warfare, Fourth Generation Warfare, Compound Wars, Unrestricted Warfare, or Hybrid Warfare) for Joint Military Operations (JMO), as well as Strategy & Policy/War, NSDM and TSDM in understanding the geostrategic landscape and their impact on the development of strategy. Ethics, critical thinking, and analysis are fundamental parts of the course. It builds from the foundational readings in the three courses.

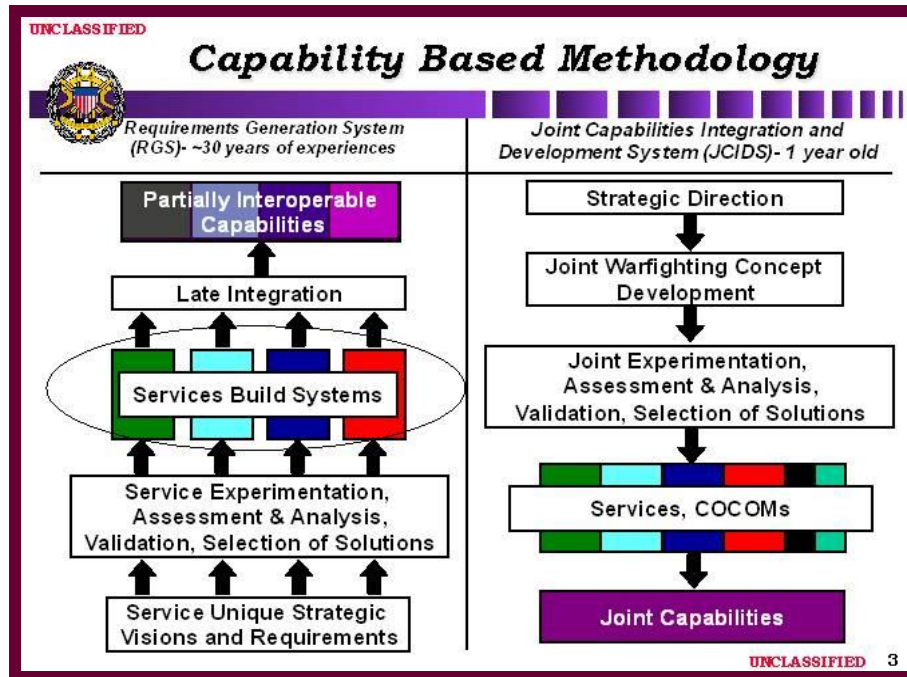
We will begin with an overview of political warfare. Political warfare focuses primarily (but not only) on intelligence, ideological and moral, organizational, psychological, stratagems, and mass movement activities that are used to achieve political and military objectives. While "kinetic fires" play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

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698~ FORCE PLANNING & DEFENSE RESOURCE ALLOCATION



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

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

The FE-698 elective delivers to the student a strategic leadership understanding of U.S. Force Planning and Defense Resource Allocation and is both conceptual and practical. The teaching team will present how defense resource processes are designed and the conditions within the national security environment that shaped their design. Subsequently, the seminar will examine how these processes operate in practice. The course will appeal to military officers and government officials who seek to study how the Department of Defense operates and accomplishes its many responsibilities, functions, and tasks.

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



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

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

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

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

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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 U.S. Department of Defense currently operates more than 11,000 Unmanned Aircraft Systems (UAS) in support of domestic training events and overseas contingency missions. Sea-based unmanned/robotic systems are less fully developed, due in part to their demanding operating environment, but research and development is well underway on systems to be deployed above the seas, on the surface, and under-seas.

Many observers believe that the combination of super-computing technology and robotics engineering will drive changes within the military environment equal to the impact that the widespread use of gunpowder had in the 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. 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.
- Describe and assess the unique leadership challenges that arise in the utilization of unmanned systems.
- Describe and assess the diverse elements and key drivers affecting the decision-making process with regard to unmanned systems.
- Describe the use of unmanned systems within the context of international law, the law of armed conflict, and the just-war tradition.
- Describe the various legal issues and concerns with respect to the utilization of unmanned systems.
- Understand how unmanned/robotic systems are integrated with more traditional platforms and sensors to collect, move, prioritize, analyze and synthesize information to support decision makers.

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PROFESSOR MIKE SHERLOCK
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730 ~ ETHICS OF TECHNOLOGY:



WARFARE, SOCIETY, AND DISRUPTIVE TECHNOLOGIES

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

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

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

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

This course is available and required for the EEMT Certificate Program students only.

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752 ~ MONUMENTS OPERATIONS FOR THE 21ST CENTURY:



Cultural Property Protection (CPP) and Cultural Heritage Exploitation (CHX) in Contemporary Warfare and Strategic Competition

Events such as the looting of the Baghdad Museum in 2003, Islamic State (IS) destruction of antiquities in Iraq and Syria, the release of the movie *Monuments Men*, and the on-going destruction of cultural heritage in Ukraine have brought attention to the destruction of cultural heritage in war and the role of Cultural Property Protection (CPP) and Cultural Heritage Protection (CHP) aka “monuments work” in conflict. However, while the targeting and control of cultural elements have become increasingly important questions in warfare, the ability to protect cultural heritage and leverage it to counter adversaries has lagged and remains a niche and narrowly focused capability.

This elective is primarily designed to help students understand why cultural heritage has become part of the modern battlespace and a strategic and military objective for various belligerents as well as to expose students to the applications of cultural heritage protection in support of U.S. and partner strategic and military objectives.

All students are expected to read, prepare for, and participate in each session as well as participate in the three group exercises. Upon completion of the course, students will:

- ❖ Have a sound grasp of basic archaeological, conservation, and preservation principles as they relate to CPP/CHX.
- ❖ Understand the role of cultural heritage, cultural property protection, and cultural heritage exploitation across the spectrum of contemporary conflict and strategic competition.
- ❖ Assess and identify threats to cultural heritage and articulate how to leverage CPP/CHP concepts, practices, and capabilities to defend cultural heritage and combat adversaries.

**FE752 is being offered online, conducted via Zoom from 17:30 to 20:30 once a week for 10 weeks.
6 seats will be available for resident students.**

Prof Blake Ruehrwein

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Prof Christopher Jasparro

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761 ~ HISTORY & SECURITY:



EAST ASIA

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

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

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

Professor Kristin Mulready-Stone, Ph.D.

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766A~SEAPOW & GOVERNANCE



IN A MULTIPOLAR THAWING ARCTIC

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

This course will enable students to develop an in-depth understanding of the myriad strategic and operational security considerations facing U.S. national security policy and military decision makers in the Arctic. Students will develop an understanding of:

- ❖ the operational and strategic factors unique to the region,
- ❖ the role of sea power in the Arctic, and the role of the Arctic in sea power;
- ❖ the Arctic strategies and operations of major nations,
- ❖ the special role and circumstances of Alaska,
- ❖ the processes of U.S. policy-making for the Arctic,
- ❖ U.S. policy, strategy, capabilities, and activities in the Arctic,
- ❖ key international disputes and the application of international law in the Arctic,
- ❖ the trajectory and major issues surrounding Arctic commercial development, and
- ❖ foreign Arctic strategies and geopolitical issues.

Students will effectively apply this understanding to practical operational problems; design innovations in Arctic organizations and programs; and craft and advocate novel Arctic policies and strategies. Strategic decision-making and operational planning in combined Arctic operations are the central foci of the course.

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CNO Royal Norwegian Navy ~ Distinguished International Fellow

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770A ~ WAR AT SEA IN THE AGE OF SAIL



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

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

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

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

**This course is required for the Graduate Certificate in Maritime History
and open for general enrollment if seats are available.
International IMAP students are welcome**

DR. EVAN WILSON

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799 ~ MODERN STRATEGIES



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

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

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

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

PROF GEORGE SATTERFIELD, PH.D.

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810 ~ MILITARY & TECHNOLOGICAL INNOVATION IN PEACE AND WAR



When, why, and how will emerging technology change the character or nature of modern war? From the Pentagon to warriors on the tactical edge, fierce debates surround the—real and imagined—significance of technologies and capabilities that range from killer robots and hypersonic missiles to military space and cyberspace. Behind the buzzwords is a complex reality. New gear isn't always better. Even when it is, technology alone can't solve important tactical, operational, and strategic problems. This course takes a deep dive into the relationship between technological, doctrinal, and organizational change for generating and employing armed force. Rather than assume that "innovation" is advantageous, we interrogate its causes and consequences. We study success and failure during peacetime and under fire. We consider barriers to fielding new technology, such as valleys of death between prototypes and production, as well as tradeoffs between advanced capabilities and legacy platforms. We also grapple with uncertainty, applying the lessons learned from theory and history to prepare for future warfighting and deterrence. Throughout this course, students will engage with scholarly literature and leverage their professional experiences to communicate written and verbal arguments about how to best effect change inside the military.

This course is designed to help students:

- ❖ Understand different theories of military and technological innovation
- ❖ Analyze contemporary and historical case studies of success and failure
- ❖ Communicate logical arguments and empirical evidence to advance military planning for alternative futures

FE 810 qualifies for the EEMT Certificate Program

PROF FRANK L. SMITH III, PH.D.
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812 ~ U.S. SECURITY COOPERATION IN AN AGE OF STRATEGIC COMPETITION



Providing military and civilian professionals with knowledge and critical thinking skills necessary to become strategic competitors across the entire competition continuum in an age of strategic competition. This course explores how to apply security cooperation to sharpen the United States' competitive edge against strategic adversaries.

This course explores how the U.S. military can integrate with other elements of national power to compete strategically and effectively through security cooperation. Below the level of armed conflict, the U.S. military -- through bespoke security cooperation-- can sharpen our competitive edge in strategic competition and prevent conflict in the first place. The U.S. military constantly looks to overmatch our adversaries by sharpening our warfighting edge. We also have the duty to sharpen our competitive edge short of conflict to prevent war. Yes, we are warfighters, but more broadly, we must be **strategic competitors** to be most effective in the contemporary security environment.

Student Learning Goals:

- Establish a foundational knowledge fit for 'Strategic Competition', to include economic, human rights, and behavioral change theories.
- Gain a working knowledge of applicable international rules and norms underpinning the U.S.-led Rules Based International Order.
- Understand the spectrum of security cooperation activities and learn potential methods to better shape SC activities to sharpen our competitive edge over strategic adversaries.

Students that aspire to work strategic planning on the Joint Staff, at combatant commands, and/or the Interagency; work at U.S. Embassies to advance international security policy may be especially interested in this course.

CAPT Mark Asuncion, USN

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813 ~ KING'S NAVY:

FUTURE HISTORY IN THE GLOBAL MARITIME ARENA



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

Historical Forum: By design, this course provides means to develop our contemporary ideas through an immersive historical series of scenarios that are framed with an applied historical purpose at the center of focus. Think of the course as an opportunity to do a bit of time traveling – you will be provided the opportunity to place yourselves into the historical context of being a staff officer on the historical staff of Admiral King. Through this method, you will gain a different – or historically applied understanding of the world wars of the twentieth century through our discussions and course activities.

Painting Inserts: American battleships arriving in British waters on 7 December 1917, the same American battleships at Pearl Harbor on 7 December 1941, ADM King’s flagship *Augusta* at the U.S. Naval War College just before getting underway for meeting at sea between President FRD & Churchill in 1941.

DR. DAVID KOHNEN, AKC, FRHist.S
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DR. JON SCOTT LOGEL, Ph.D.
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Professor ~ Wargaming

815 ~ DETERRENCE THEORY



This course introduces students to key terms, concepts, and the logic of deterrence crucial to an understanding of the use and threat of use of force in international politics. We will read books and articles on deterrence and coercion theory along with considering the major domains and cross-domains where deterrence and coercion works (or attempts to work). As the course develops, we will examine how the theory relates to real world cases such as escalation risks with Russia and China.

By the end of this course students will:

- ❖ understand the key concepts of deterrence and the key challenges associated with implementing conventional and nuclear deterrence strategies,
- ❖ be able to communicate how and why deterrence works and often does not work,
- ❖ be able to apply the language and logic of deterrence in a strategic setting.

PROFESSOR PHIL HAUN, PH.D.

Professor ~ SORD Colonel / U.S. Air Force (Ret)

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PROFESSOR MIKE POZNANSKY, PH.D.

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817 ~ “RED TEAM” CAPACITIES FOR ADVANCED WAR FIGHTING LEADERSHIP

The consistently evolving character of war demands “Red Team” Capacities for ALL LEADERS

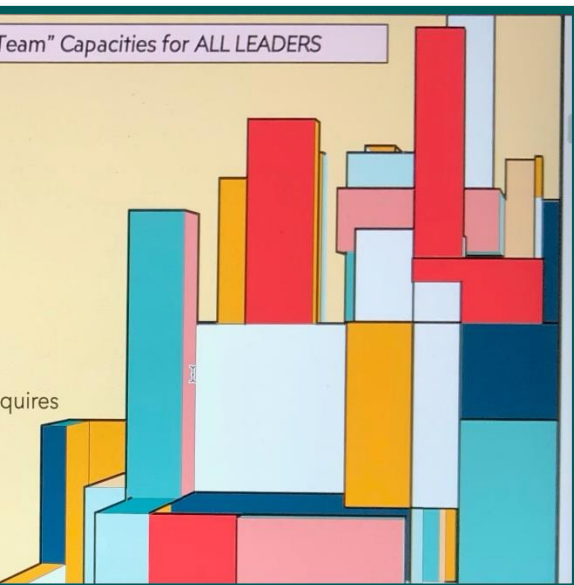
THE CONTEXT

As Military and National Security Leaders you face a **dramatically changing landscape** characterized by:

- unprecedented **complexity**
- fundamental **shifts** in global relationships
- multiple, **interconnected** actors and adversaries

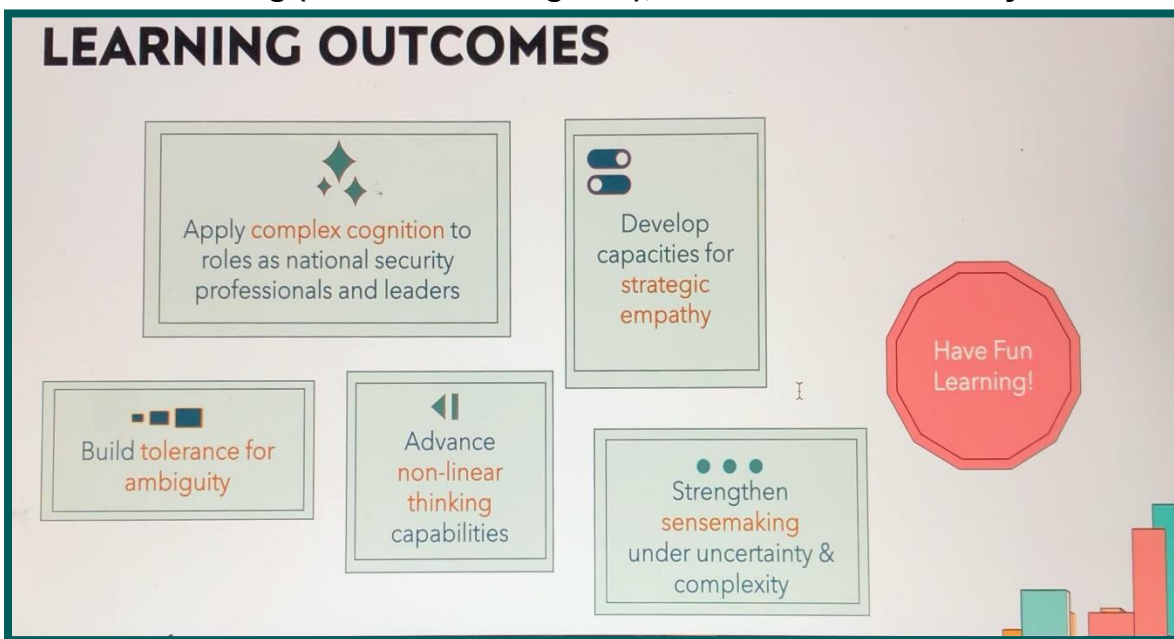
SUCCESS in this **dynamic warfighting environment** requires leaders who possess the ability to:

- **grapple** with persistent uncertainty
- **think** through complex challenges
- **understand** the adversary through *their lens*



FROM THE SYLLABUS: If this syllabus is discombobulating (too many colors) and frustrating (not linear or “logical”), then this course is for you!

LEARNING OUTCOMES



- Apply **complex cognition** to roles as national security professionals and leaders
- Develop capacities for **strategic empathy**
- Build **tolerance for ambiguity**
- Advance **non-linear thinking** capabilities
- Strengthen **sensemaking** under uncertainty & complexity
- Have Fun Learning!

NOT ABOUT US... ALL ABOUT YOU!

This course draws on the facilitators' expertise in Flag/GO leader development and experiences serving in J7/DARPA/USTRANSCOM. Our job is simply to further your preparation as the LEADERS our nation needs!

PROF OLEND A JOHNSON, PH.D.

COL REBECCA RUSSO, USAF

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818 ~ THE MARITIME STRATEGY OF THE 1980s: BEFORE AND BEYOND



In January 1986, Admiral James D. Watkins revealed “The Maritime Strategy” to the world. Since then, officers, both retired and active duty, as well as civilian naval analysts, often invoke the 1980s strategy as a model for what is required to set the U.S. Navy on the right track, today and in the future. Almost forty years after the public announcement of the Maritime Strategy, it is time to revisit the history, impact, and legacy of the strategy. The United States is once again facing a near-peer competitor in the challenge for global leadership and this “peer” has achieved superficial parity or close to it with the U.S. Navy within a remarkably brief period. It is thus the responsibility of naval officers, representatives of the Joint Force, navalists, national security analysts and scholars to analyze whether the Maritime Strategy offers a useful roadmap or at least a model to draw upon when producing naval “vision statements” in the future. This course will assess the utility of service-level strategic documents, and how those service visions meet national needs, and whether the U.S. Navy should rally around its latest full service strategic documents.

PROF ANAND TOPRANI, PH.D.
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PROF PETER DOMBROWSKI, PH.D.
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819 ~ THE POLITICS OF EURASIA



This course comparatively studies the historical, geographic, cultural, social, political, military, and economic characteristics of the Eurasian region (which includes Russia, Eastern Europe, and Central Asia). The class will focus on key geopolitical developments in the region since the end of the Cold War to include security, economic, and societal patterns stemming from the breakup of the Soviet Union. The Euro-Atlantic relationship will also be examined with a focus on great power competition between the U.S. and Russia and the role NATO plays securing the defense of Europe. 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:

- Become familiar with the historical foundations of contemporary politics in the Eurasian region.
- Understand key issues in the Euro-Atlantic security relationship.
- Become familiar with the domestic politics of the Russian Federation and select European states.
- Understand the evolution of the politics of Western European states, former Soviet republics, and the Eastern Bloc states since the collapse of the Soviet Union.
- Understand the role of civil-military relations in European security.
- Become expert on one case's evolution across political, military, and economic dimensions and the implications for the development of its national security strategy through the completion of a course paper.

DR. MARYBETH P. ULRICH
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U.S. NAVAL WAR COLLEGE

SPECIAL PROGRAMS OVERVIEW*

Advanced Research Programs

- ❖ Halsey Alfa
- ❖ Halsey Bravo
- ❖ Holloway ~ Russia Maritime Studies Institute (RMSI)
- ❖ Deterrence Studies Institute Group
- ❖ NSEC3 ~ National Security Simulation Exercise of Competition, Crisis, and Conflict (formerly JCLASS)

Directed Research Projects

- ❖ Cyber & Innovation Policy Institute (CIPI) Gravely
- ❖ DEPSECDEF and VCJCS Academic Research Challenge
- ❖ Individual Directed Research

13-month Advanced Programs

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

Graduate Certificate Programs

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

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

FAQs ~ FREQUENTLY ASKED QUESTIONS

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

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

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

Can I choose the trimester for LPA? NO

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

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

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

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

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

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

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

How can I sign up to audit a course?

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

How many students are in an elective course?

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

Where is the Electives Office?

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

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

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

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