



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 2026 trimester

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

MEET THE PROFS online

Tuesday ~ July 28th 14:00~15:30

The Zoom link and password will be emailed.

FALL 2026 ELECTIVE COURSES

COURSE #	AOS	COURSE TITLE	PROFESSORS	CERT PRGMS	ROOM #
5579	2	VietNam: A Long War + 2	Bergstrom, Tackett, & Povlock		1
5587	10	George Washington: Indecipherable Monument or Indispensable Man? An Overview of his Life, Character, & Legacy	Wright & Kidd		2
5592	13	Foundations of Moral Obligation - The Stockdale Course (SLDC Only/ Interview Required) Course will run in winter & spring trimesters with open enrollment.	Demy & Palmer		3
5632	11	Military Deception	McGraw, Povlock, & Hernandez		4
5636	2	India, Pakistan, China, and South Asian Security	Verma		5
5698	8	Force Planning and Defense Resource Allocation	Sullivan & Cook		6
5718	13	Pen & Sword: Leadership & The Literature of War	Demy & Palmer		7
5720	10	Unmanned Systems and Conflict in the 21st Century	Jackson, Sherlock, & DeMarco	EEMT	8
5730	13	Ethics of Technology (EEMT Only - Interview Required)	Creely & Schultz	EEMT	9
5761	2	History and Security: East Asia	Mulready-Stone		10
5766	24	Seapower & Governance in a Multipolar Thawing Arctic	Saunes		11
5770	10	War at Sea in the Age of Sail (GCMH Only-Interview Required)	Wilson	GCMH	12
5799	10	Modern Strategies	Satterfield		13
5810	10	Technological Innovation and International Security	Dombroski	EEMT	14
5812	10	U.S. Security Cooperation in an Age of Strategic Competition	Dixon		15
5813	10	King's Navy: Future History in the Global Maritime Arena	Kohnen & Logel		16
5815	10	Deterrence Theory (6 selected students plus 4 general registration)	Haun & Poznansky		17
5991	13	Spirituality, Religion, and Warfighting Readiness	Tremblay & Kerr		18
6000	10	Large Language Models for Warfighters (NEW)	Durham		19
6002	4	European Security in Transition: NATO, Russia, and Lessons from the War in Ukraine (NEW)	Ulrich		20
		SPECIAL PROGRAMS / Interview Required	Open to U.S. and IMAP Students		
535A&B	14	NSEC3 - National Security Simulation Exercise of Competition, Crisis, & Conflict (LPA in the Fall)	Dirga & Patton		21
595S	30	Stockdale Leader Development Concentration	Smith	SLDC	22

NOTE: ZOOM link will be emailed prior to the Electives Fair on 7/28/26

5579 ~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 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 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 2027 – this will be discussed further in class.

Prof Al Bergstrom
COL/USA (Ret)
albion.bergstrom@usnwc.edu
Vietnam

Prof Matt Tackett
COL/USA (Ret)
matthew.tackett@usnwc.edu
Afghanistan, Iraq

Prof Paul Povlock
Ph.D., CDR/USN (Ret)
paul.povlock@usnwc.edu
Asia/Pacific

5587 ~ 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”.

Professor Erik Wright

Office: C424 erik.wright@usnwc.edu

Professor Chris Kidd

Office: C407 chris.kidd@usnwc.edu



COURSE DESCRIPTION: This course provides an opportunity to read and discuss some of the classics of philosophy, literature and religion in the West. 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 LEARNING OUTCOMES: At the conclusion of this course, students should have a good grasp of some of the major schools of thought in the West regarding the foundations of morality. We will have examined the roots of Jewish and Christian 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. Also, 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 written pieces in which he articulates the importance of these explorations for thoughtful military officers.

PLEASE NOTE: 5592 is available this fall for SLDC students ONLY. 5592B, a contemporary version, will run in the winter trimester and the same 5592 will run again in the spring trimester. Thank you for your understanding.

5632 ~ 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!

This course introduces the theory and practice of deception. 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.

PROF MCGRAW

Office: Conolly 431
joseph.mcgraw@usnwc.edu

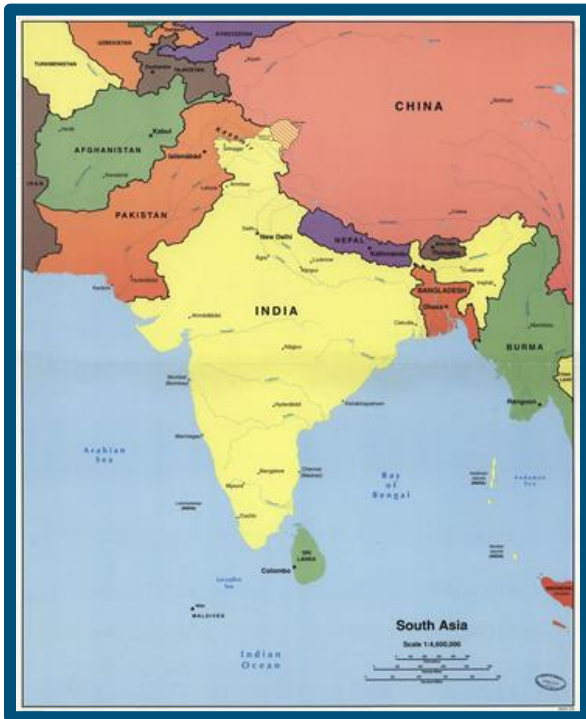
PROF POVLOCK

Office: Conolly 423
paul.povlock@usnwc.edu

PROF HERNANDEZ

Office: Hewitt 230
edmund.hernandez@usnwc.edu

5636 ~ 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

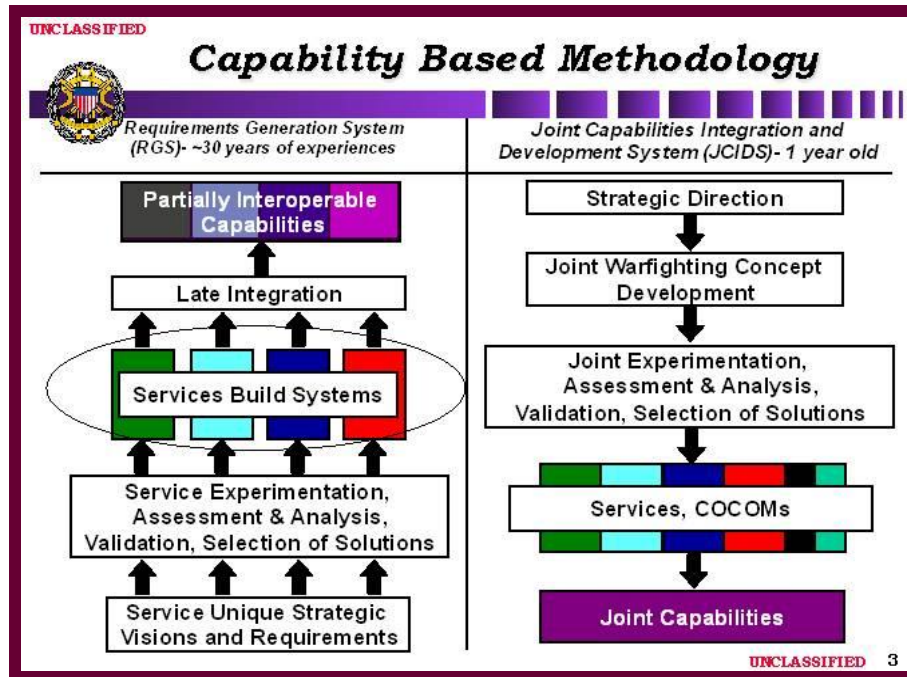
Office Hours, by appointment (call or email please)

Office: Luce 115

nirmal.verma.in@usnwc.edu

401-856-5204

5698~ 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 War. DRA processes are used to conduct strategic assessments, craft national security strategic guidance, develop operating concepts, identify and validate capabilities, and manage acquisition programs and build the defense budget.

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 **5698** 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 examine how defense resource processes are designed and the conditions within the national security environment that shaped their design. Subsequently, the seminar will analyze how these processes operate in practice. The course will appeal to military officers and government officials who seek to study how the Department of War operates and accomplishes its many responsibilities, functions, and tasks.

PROF SEAN C. SULLIVAN

Office: Conolly 321A
sullinas@usnwc.edu

PROF JAMES L. COOK

Office: Conolly 321B
james.l.cook@usnwc.edu

5718 ~ 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.

Prof Tim Demy, Ph.D., Th.D.

Luce 314 timothy.demy@usnwc.edu

Prof Gina Palmer, Ph.D.

Luce 228 gina.palmer@usnwc.edu

5720 ~ 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.

PROFESSOR JOHN JACKSON

Hewitt 223 jacksonj@usnwc.edu

PROFESSOR MIKE SHERLOCK

Conolly 221A michael.sherlock@usnwc.edu

PROFESSOR JEFF DEMARCO

Hewitt 334 jeffrey.demarco@usnwc.edu

5730 ~ ETHICS OF TECHNOLOGY: WARFARE, SOCIETY, AND DISRUPTIVE TECHNOLOGIES



Free speech and reflective thought are essential to the examination of complex ethical challenges we face in life. Academic freedom is crucial in Ethics of Technology: Warfare, Society, and Disruptive Technologies. There is no room for censure, cancel, or retaliation in ethical debate. We will discuss controversial issues. Any concepts expressed outside of the course must be without attribution unless the individual who speaks gives permission.

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.

Prof Thomas Creely, Ph.D.
EEMT Director & Course Coordinator
 Luce 223 thomas.creely@usnwc.edu

Prof Tim Schultz, Ph.D.
Associate Dean of Academic Affairs
 Hewitt 222 timothy.schultz@usnwc.edu

5761 ~ 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 four decades and its role as a competitor to the United States in a developing multi-polar world, 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.

Office: Conolly~306

kristin.mulreadystone@usnwc.edu

5766~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.

Professor Lars Saunes, RADM (Ret)
CNO Royal Norwegian Navy ~ Distinguished International Fellow

Office: Luce 117

lars.saunes.no@usnwc.edu

5770 ~ 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

Associate Professor ~ USNWC Hattendorf Historical Center

Office: Mahan M34 ~ by appointment. please

evan.wilson@usnwc.edu

5799 ~ 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 provide 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 and continue to do so?
- 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.

Office: Hewitt 338

george.satterfield@usnwc.edu

5810 ~ TECHNOLOGICAL INNOVATION & INTERNATIONAL SECURITY



Technological innovation has long had important implications for international security, from the longbow and the internal combustion engine to aircraft, aircraft carriers, and nuclear weapons. This class studies the impact of technological innovations on international security. The aim of the course is to equip students with analytical frameworks useful for thinking about the causes and consequences of technological innovation for international security, technical literacy in key legacy and emerging military technologies, and an understanding of the impact of these technologies on patterns of interstate conflict, competition, and cooperation. The course is divided into three parts.

In the first part, we will acquire foundational knowledge and tools for the study of technological innovations and their implications for international security by discussing analytical frameworks and methodologies for thinking about technologies, the drivers of technological innovation and diffusion, how military and other national security organizations adopt and operationalize technologies, and how technologies can impact patterns of interstate conflict.

In the second, we will focus on legacy technologies by discussing the impact of aircraft carriers, nuclear weapons, and missile defense systems. While many of these legacy technologies emerged decades ago, they remain key to understanding military conflict and competition as the system remain deployed and sustaining innovations continue. Studying legacy technologies can also help shed light on the potential impact of future or emerging technologies. Throughout these sessions, we will draw on the frameworks introduced in the first part of the course.

In the third, again drawing on frames introduced earlier, we will examine emerging technologies, including semiconductors, offensive cyber capabilities, remote autonomous systems, and artificial intelligence.

Throughout the course, we do not assume all innovation is beneficial. Instead, we question its causes and consequences. We study success and failure both in peacetime and under operational conditions. We explore barriers to fielding new technology, including obstacles facing innovations as they progress from RDT&E investments, to prototypes and to production at scale. We will also examine tradeoffs between advanced capabilities and legacy platforms. To help think through risks and uncertainty in and about the future, students will be asked to applying "lessons" from theory and history to prepare for future warfighting and deterrence. All, students are expected to engage with scholarly literature and leverage their professional experiences to communicate written and oral arguments on how best to respond to and effect change.

5810 qualifies for the EEMT Certificate Program

PETER DOMBROSKI, Ph.D.

Office: MLH 321B ~ by appointment please

dombrowp@usnwc.edu

5812 ~ 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' (U.S.) competitive edge against strategic adversaries.

This course explores how the U.S. military can integrate with other elements of national power to cooperate or compete strategically on the global stage through effective use of security cooperation. Below the level of armed conflict, the U.S. military-- through security cooperation-- can help to secure and advance U.S. national interests globally. At the same time, security cooperation can help increase burden-sharing and burden-shifting to U.S. allies and partners.

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 security cooperation-- can sharpen our competitive edge in strategic competition and ensure appropriate partner burden-sharing and burden-shifting in accordance with U.S. national interests. The U.S. military constantly seeks to overmatch our adversaries by sharpening our warfighting edge through a variety of means, including security cooperation.

Practical Learning Goals:

- Think critically about readings and articulate arguments through writing and discussion.
- Conduct and analyze both primary and secondary sources.
- Write analytically to clearly and concisely craft and present an argument.
- In-class state a position, make an argument, and challenge other presented arguments.
- Create an in-class presentation to advance an argument.
- Lead in-class discussions of specified topics.

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

Lt Col Patrick Dixon, USAF

Office: Conolly 305B

Foreign Area Officer & Pilot

patrick.dixon2@usnwc.edu

5813 ~ 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
Commander/U.S.Navy (Ret)
Office: Museum M30 david.kohnen@usnwc.edu
Associate Professor ~ Hattendorf Historical Center

DR. JON SCOTT LOGEL, Ph.D.
Lieutenant Colonel/U.S.Army (Ret)
Office: MLH-104 jon.logel@usnwc.edu
Professor ~ Wargaming

5815 ~ 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)

Office: MLH – 316

phil.haun@usnwc.edu

PROFESSOR MIKE POZNANSKY, PH.D.

Associate Professor ~ SORD

Office: MLH – 321

michael.poznansky@usnwc.edu

5991 ~ SPIRITUALITY, RELIGION, AND WARFIGHTING READINESS



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

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

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

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

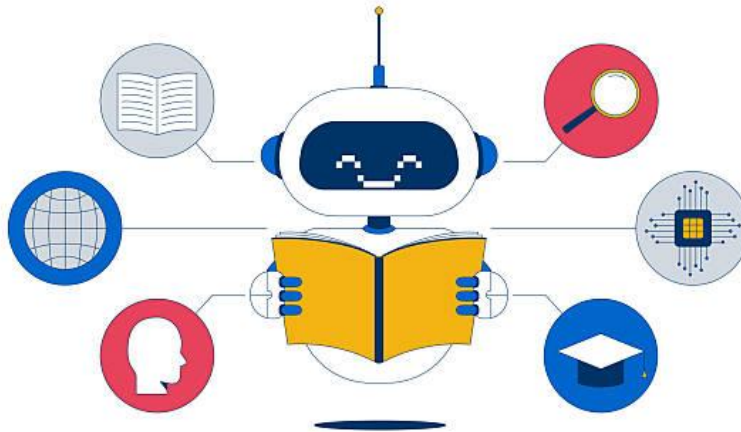
At the end of this course, students will be able to:

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

PAUL TREMBLAY, CAPT, CHC, USN
paul.tremblay@usnwc.edu
Office: Luce 231

PROF LISA KERR, EDD
lisa.kerr@usnwc.edu
Office: Luce 307

6000 ~ LARGE LANGUAGE MODELS FOR WARFIGHTERS



Overview: This course is lecture and project driven, meant to develop officer and civilian leaders' understanding of LLMs. The course will enable them to use LLMs in military contexts. Students will develop working knowledge and applied understanding rather than extensive technical knowledge.

Instruction: Students will receive instruction focused on demonstrations, projects, and guest lectures from industry, academic research, and government initiatives that leverage and govern LLMs.

Purpose: Equip officers and civilian leaders to evaluate, design, and employ LLM-enabled capabilities to improve military decision-making, operational planning, and core processes—while understanding limitations, risks, and strategic implications.

Course Learning Objectives:

- Explain how LLMs work and where they fail (capabilities vs. hallucination, brittleness, data dependence)
- Evaluate LLM use cases using a value-aware framework (ROI, cycle time, mission effectiveness)
- Design LLM-enabled workflows for military processes (e.g. planning, intel, logistics, maintenance)
- Apply prompt engineering and structured workflows to improve outputs
- Assess ethical, legal, and operational risks (LOAC, information integrity, bias, security)
- Compare LLM-enabled approaches to traditional methods in terms of effectiveness and risk

CDR JONATHAN DURHAM, PH.D.

Office: Conolly 414

jonathan.durham@usnwc.edu

6002 ~ EUROPEAN SECURITY IN TRANSITION: NATO, RUSSIA, AND LESSONS FROM THE WAR IN UKRAINE



This course examines European security through the dynamic relationships among NATO, Europe, Russia, and the United States. Framed by the theme of European security in transition, the course is anchored in the Russia-Ukraine War as a central case study, drawing out critical lessons for contemporary and future conflict. It explores how historical legacies, alliance politics, and strategic culture shape security outcomes, with particular attention to the integration of NATO's Eastern Flank into European and transatlantic institutions and its growing centrality to collective defense. The course also analyzes the strategic impact of NATO's newest members, Finland and Sweden, whose geography and capabilities significantly enhance deterrence and defense in Northern Europe. A core thread of the elective is the role of societies and cultures in national defense, emphasizing societal resilience, public will, and the relationship between civilian populations and military institutions. Another thread is the varied evolution of military professionalism across key players and the resulting effects of strategic effectiveness.

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:

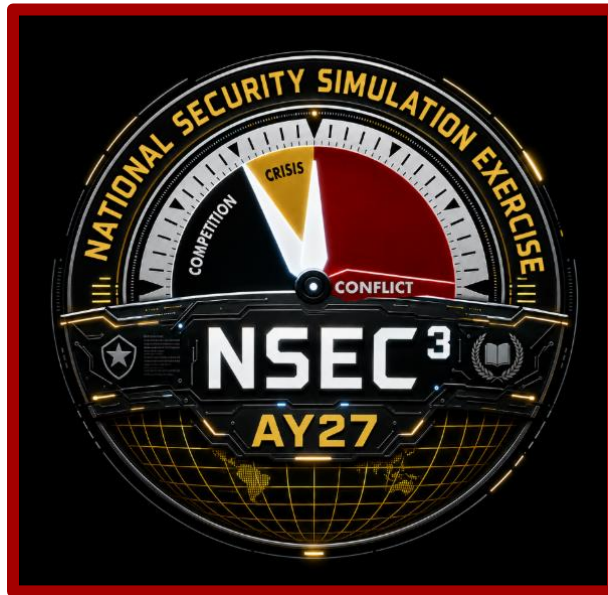
- Analyze the evolution of the European security environment and assess the roles of NATO, the United States, Russia, and key European actors in shaping the contemporary security order.
- Evaluate the strategic, political, and military lessons of the Russia-Ukraine War and apply those lessons to future security challenges, deterrence strategies, and conflict scenarios in Europe.
- Assess the significance of NATO's Eastern Flank and the accession of Finland and Sweden for alliance cohesion, collective defense, deterrence, and regional security.
- Examine the influence of societal resilience, political culture, public will, and civil-military relations on national security policy, wartime performance, and strategic outcomes.
- Compare and evaluate differing models of military professionalism and civil-military relations among NATO members, Russia, and Ukraine, and assess their implications for military effectiveness, democratic governance, and strategic success.

DR. MARYBETH P. ULRICH
Professor and Chair, Strategy and Policy Department

Office: Hewitt 331

marybeth.ulrich@usnwc.edu

NATIONAL SECURITY EXERCISE OF COMPETITION, CRISIS, AND CONFLICT



SPECIAL PROGRAM ~ NSEC3, formerly JCLASS, is a strategic-level experiential learning program conducted collaboratively by U.S. and international Senior Level War Colleges with focus on Strategic Planning and simulation of the interagency process. Planning and gameplay are based upon a fictional yet realistic scenario taking place 10 years in the future. U.S. Naval War College students roleplay as the USINDOPACOM commander and staff with other schools playing as the National Security Council, Joint Staff, and other Combatant Commands. Unlike the Halsey programs which meet all three trimesters, NSEC3 constitutes a winter and spring elective and is for SLC students only. The winter elective is designed to give the NWC NSEC3 students a better understanding of the strategic issues and environment affecting security in the Indo-Pacific through the creation of a Theater Estimate and Campaign Plan. Students then shift to Crisis Action Planning in the spring trimester, collaborating with the other schools to develop and execute whole-of-government approaches that achieve National Security Objectives while balancing Global Force Management limitations. NSEC3 culminates with a week-long collaborative execution phase at the Army War College in Carlisle Barracks, Pennsylvania during the spring. U.S. Navy participants receive AQD-247 – “Theater/National Strategic Planner.” Note: since NSEC3 does not run in the fall trimester, students take the 8-credit JMO core course and the 2-credit LPA course in the fall.

CDR ROBERT DIRGA, USN

NSEC3 Course Director

Office: Conolly 408

robert.dirga@usnwc.edu

401-856-5439

ASSOCIATE PROFESSOR KEITH PATTON

NSEC3 Course Developer

Office: S-W125A

keith.patton@usnwc.edu

401-856-5842

STOCKDALE LEADER DEVELOPMENT CONCENTRATION



“Whenever I’ve been in trouble spots—in crisis—the sine qua non of a leader has lain not in a chesslike grasp of issues . . . but in his having the character, the heart, to deal spontaneously, honorably, and candidly with people, perplexities, and principles.” ADM James B. Stockdale, USN

Named for Vice Admiral James B. Stockdale, the Stockdale Leader Development Concentration (SLDC) focuses on increasing students’ capability and capacity for senior leadership. Participation is limited to a small number of students who demonstrate proven performance, desire, and the potential for promotion to senior leadership roles. During this year-long, immersive experience students will engage in the study of ethics, self-awareness, critical thinking, and mental complexity. SLDC uses self-assessment and executive coaching to enhance cognitive readiness and prompt vertical development. The faculty measures student progress through cognitive developmental assessment.

SLDC is a 10-credit, electives-based program in which students may earn a Graduate Certificate in Leadership and Ethics. SLDC students are required to take “EL 592 Foundations of Moral Obligation” in the fall trimester and “EL 649C Cognitive Decision-Making in Complex Roles” in the winter trimester. Additionally, they meet year-round as a cohort in weekly seminars to study advanced leadership concepts with College of Leadership and Ethics faculty and guest speakers. Students work together on a project to help advance a contemporary leadership or organizational challenge of interest to the Vice Chief of Naval Operations.

The “Leader Development in the Profession of Arms” (LDPA) core course is validated by SLDC participation.

PROFESSOR SCOTT SMITH, CAPT/USN (Ret)

**SLDC Director
College of Leadership and Ethics**

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, & Angelica Alvarez 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.

timothy.schultz@usnwc.edu

jen.sheridan@usnwc.edu

patricia.duch.ctr@usnwc.edu

angelica.alvarez@usnwc.edu