

VIRTUAL WINTER ELECTIVES FAIR

*You will take two electives during your year
at the college as you work on your
master's degree. This presentation introduces
the courses that will be offered during the*
WINTER 2026-27 TRIMESTER

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

MEET THE PROFS ONLINE

Tuesday ~ November 3rd

Available between 14:00 ~ 15:30

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

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

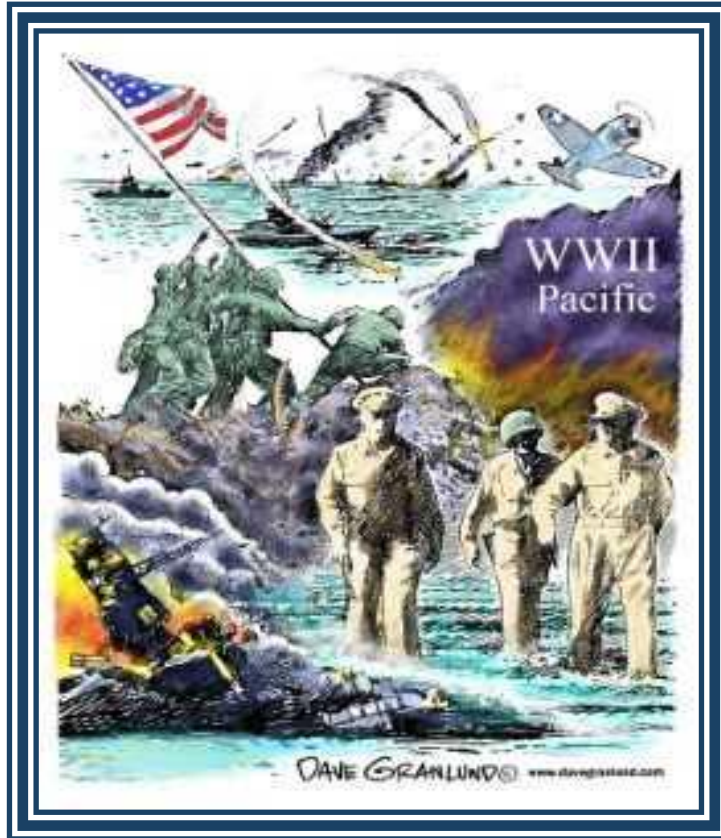
WINTER ELECTIVES 2026-27

AM Session: 0830-1130

PM Session: 1330-1630

COURSE#	AOS	COURSE TITLE	PROFESSORS	CERTIFICATE	ROOM
5576	2	World War II in the Pacific Theater	Oard, R. & Hernandez, E.		1
5577	4	Churchill: Statesman and War Leader	Maurer, J.		2
5594	13	Ethics in the Military: A Multi Disciplinary Approach	Creely, T.	EEMT	3
5605	10	Science, Technology, and Strategy	Schultz, T. & Dennis, M.	EEMT	4
5681	11	Information Warfare (TS/SCI)	Griffin, M. & Kelley, S.		5
5704	10, 13	Civil-Military Relations: U.S.	Blankshain & Milonopoulos		6
5716	10	The Age of Grant and Leadership	Logel, J.S.		7
5717	10,13	Strategy, Leadership, and Ethics in Thucydides' Peloponnesian War	Pavkovic, M. & Hammond, J.	EEMT	8
5750	10	The “Great” War of 1914-1919: Historical Foundations for Contemporary Practitioners and Future Strategy	Kohnen, D.		9
5789	8	Introduction to Logistics in National Security	Gannon, J.		10
5802	2	America's China Game since 1949: The Past and Future of U.S. China Relations	Smith, P.		11
5803	12	Irregular Warfare and Strategic Competition in the 21st Century	Mooney, M. & Faulkner, C.		12
5811	10, 13	Diplomacy for a Dangerous World	Peters, M (Adjunct)		13
5814	10	The Influence of the Space Environment on Military Operations	Goldizen, D.	EEMT	14
5816	10	Nuclear Deterrence and Coercion in a Multipolar Age	Bowen, T. & Hunt, J.		15
5992	10	Drone Warfare: Digitally Simulating the Navy’s Future Dominance (SECRET-U.S. Only)	Sass, T. & Drake, T.		16
6004	13	Foundations of Moral Obligation, Contemporary Applications	Eubanks, K.	EEMT	17
6005	9	International and Operational Law for Military Commanders	Pedrozo, Hutton, L., Higson, & Hutton, C.		18
6006	13	Leadership at the Point of Consequence	Harts, Bott, & McCarthy		19
Zoom Link will be emailed prior to the FAIR.					

5576 ~ WORLD WAR II IN THE PACIFIC



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

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

Additionally, there are two "offsites" scheduled for the class to take advantage of unique resources related to the War in the Pacific available in the War College area. While it will be necessary to maintain the focus on the Pacific due to time constraints, strategic and operational decisions made in the war within a world-wide context will also be discussed. Therefore, students should not feel constrained to limit their discussion where to do so would prevent full consideration of the context within which events took place in the Pacific War.

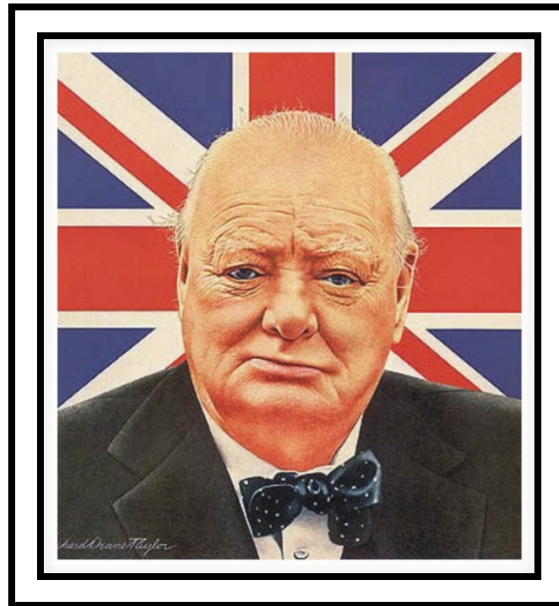
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5577 ~ WINSTON CHURCHILL STATESMAN & WAR LEADER



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

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

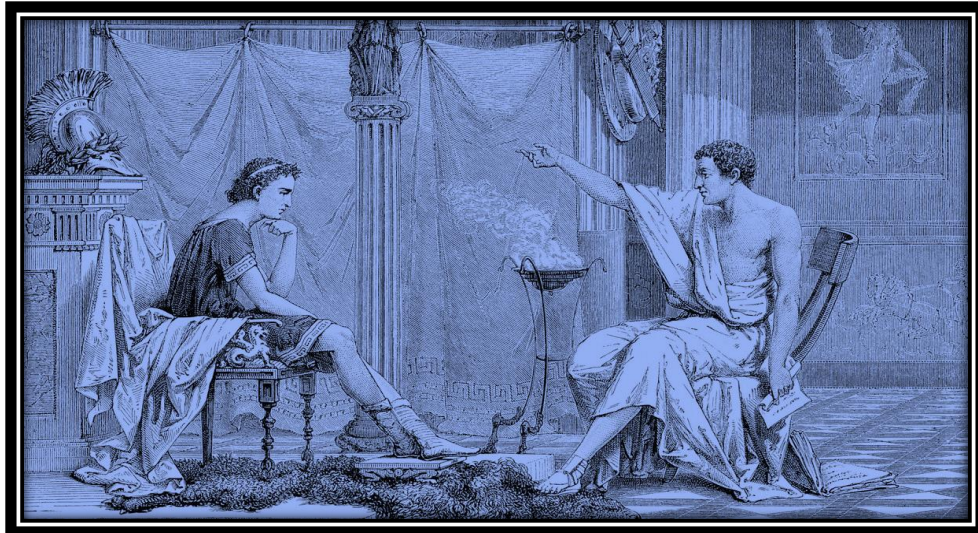
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5594 ~ ETHICS IN THE MILITARY: A MULTIDISCIPLINARY APPROACH



Free speech and reflective thought are essential to the examination of complex ethical challenges we face in life. Academic freedom is crucial in Ethics in the Military: A Multidisciplinary Approach. There is no room for censure, cancellation, or retaliation in the ethical debate. We will discuss controversial issues. With Chatham House Rules, what is said in seminars stays in seminars. Participants may use the information discussed, but they may not reveal the identity or affiliation of the speaker or any other participant.

Ethics in the Military is foundational to the profession of arms and reinforces the social contract with the American people while upholding our constitutional obligations. This course explores the ethical challenges faced by military professionals in increasingly complex political, social, and technological landscapes. Using a multi-disciplinary approach, we will delve into ethics from various lenses—Philosophy, Arts, Technology, Religion, Just War, and Anthropology—to enhance decision-making and leadership in the military. The Elective Course 5594 provides students with the opportunity to develop critical thinking skills that help them analyze real-world military scenarios, consider alternative perspectives, and weigh the ethical implications of various decisions and actions that are practical realities of warfare.

The objectives below outline the specific knowledge, skills, and values that students will gain with the intent to expand personal inquiry, critical reflection, and the exploration of a military within the Profession of Arms.

- Understand and apply ethical theories to real-world dilemmas and assess their relevance to case studies provided via subject matter experts, films, webcasts and readings.
- Assess relevance of applied ethics theories to readings, films, and webcasts in order to develop critical thinking skills and view issues through different lenses.
- Examine moral dilemmas in the context of power, leadership, and war.
- Explore the role of emerging technologies in shaping ethical decisions.
- Foster personal reflection on ethical leadership and decision-making.

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5605 ~ SCIENCE, TECHNOLOGY, & STRATEGY



This course seeks to equip students with new perspectives on the relationship between strategic aspirations and technical and scientific knowledge. It tackles fundamental questions vital to strategists, such as:

- How do a society's perspectives on science shape its strategic priorities?
- What role does technology play in the development and transformation of strategic thought?
- Are certain scientific discoveries, technologies, and strategies inevitable, or are they governed by less predictable factors such as culture, politics, geography, economics, personalities, and chance?

You should emerge from this course with a much greater—and more useful—understanding of such questions.

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

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

COME JOIN US!

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5681 ~ INFORMATION WARFARE



This course examines the importance of the Information Environment (IE) and its three dimensions in contemporary warfare. The *informational*, *physical*, and *cognitive* dimensions shape how information is created, shared, protected, and acted upon, creating both opportunities and challenges for joint military operations. Students will explore how the Navy conducts Information Warfare (IW)—the integrated employment of information-based capabilities to enhance friendly operations within the IE or affect an adversary's use of the IE—to help the Joint Force gain and maintain an advantage over competitors and pacing threats.

Today's operating environment requires commanders and their staffs to think beyond traditional military approaches. Warfighting concepts continue to advance, technology changes at an unprecedented pace, and operational experience integrating IW into military operations continues to evolve across the Joint Force. Throughout this course, we will examine how to integrate IW into operational planning and execution to create decision advantage and support the commander's objectives.

The course combines lectures, seminar discussions, a written research paper, and student presentations over the ten-week term. Guest speakers will complement the curriculum by sharing their expertise and engaging students in discussion on key IW topics.

5681 is conducted at the Top Secret/Sensitive Compartmented Information (TS/SCI) classification level. Students must be TS/SCI indoctrinated to participate.

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5704 ~ U.S. CIVIL-MILITARY RELATIONS



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

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

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

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5716 ~ THE AGE OF GRANT & LEADERSHIP



The purpose of this course is to refine student critical and creative thinking skills by exploring one of the most fascinating military characters in history: Ulysses Simpson Grant (1822-1885). Like any of the Great Captains, he defies simple categorization as a commander or leader. A brave yet unremarkable junior officer, unschooled in the operational art, he nonetheless provided the strategic vision, fixation of purpose, and relentless drive to victoriously end the costliest war in U.S. history. By his own admittance, he was a man of modest intellect. He rarely spoke publicly and wrote even less for public consumption—yet his written operational dispatches and exhaustive *Personal Memoirs* qualitatively rank as equal or superior to any others past and present.

Detractors excoriate Grant's supposed disregard for casualties—yet his impact on strategy and military operations introduced annihilation into the American Way of War that thundered throughout the 20th century and into the 21st. His political career is mostly misrepresented by historians, and usually misunderstood. Curiously, his private life remains an enigma, except for his overwhelming lifelong devotion to his wife, Julia Dent. In this course, students will explore how 19th Century America and a newborn American Profession of Arms shaped and produced Grant and his peers in order to evaluate the military, ethical, and political decisions by the leaders of Grant's generation. Students will use their conclusions not only to critically assess today's Profession of Arms, but also to consider the development and role of the senior military leader within the current and future American security environment.

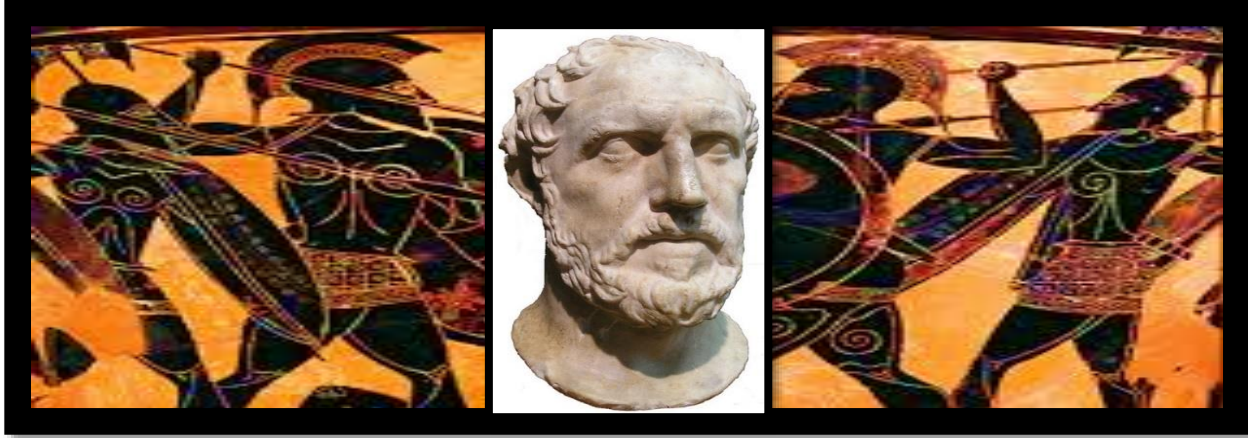
This course will enable students to critically answer the question: "Why study Grant? What can his generation offer to the military leader in the 21st century?" It will also provide a framework to describe the Profession of Arms in 2023 while exploring and discussing contentious issues such as the type of officers we should expect the Profession of Arms to produce for senior strategic leadership. It will allow students to explore and discuss the uncomfortable relationship between military professionals and political necessities. It will provide a point of departure for a discussion on professional military ethics and how they may be influenced by social change, opinions of war, and political realities.

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



This elective focuses on Thucydides' *War of the Peloponnesians and Athenians* and combines the disciplines of ancient history and strategic studies. The elective will be run as a seminar and employs the Socratic method. We will read Thucydides' account of the Peloponnesian War as slowly and carefully as time permits and try to discuss four or five big questions per seminar about Thucydides and the Peloponnesian War thus deeply diving into the text. This elective should be valuable for any War College student: in the summer of 1972 Admiral Stansfield Turner proclaimed that the study of strategy at the College would be through the use of historical case studies and said "We will not be concerned with history as chronology, but with its relevancy and application to today and tomorrow. We will start with Thucydides' *History of the Peloponnesian War*."¹ For those currently taking or waiting to take the strategy course, Thucydides offers a superb introduction to the study of strategy. The course may be even more valuable for those who have completed one of the strategy courses and desire a capstone integrating all of their course themes, with a special focus on the relation of strategy, leadership, and ethics in war.

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

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

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¹ Stansfield Turner, "Convocation Address", *The Naval War College Review* 51, no. 1 (1998), 76.

5750 ~ THE “GREAT” WAR OF 1914-1919

HISTORICAL FOUNDATIONS FOR CONTEMPORARY PRACTITIONERS & FUTURE STRATEGY



Understanding the history of the First World War remains of central importance for contemporary practitioners to consider efforts to develop future strategies in the global maritime arena. The First World War punctuated the progressive erosion of European empires and set the stage for a new global order. Despite these trends, Winston S. Churchill struggled to maintain the European imperial system during the First World War and into the Second World War. He fought to maintain the traditional supremacy of the British Empire, keeping London at the center of global affairs. Churchill nurtured the British notions of a Near East, Middle East, and Far East. To his great chagrin, President Woodrow Wilson insisted upon the dismantlement of the European imperial system, favoring the vision of a “League of Nations” after the First World War. Within this context, the Assistant Secretary of the Navy, Franklin D. Roosevelt, framed a strategy for developing a U.S. Navy “second to none” – first to defend an American “sphere of influence” and then to protect the international economic interests of the United States.

Churchill and Roosevelt completely disagreed about the traditional role of empires in framing combined Anglo-American strategy. As President of the United States, Roosevelt continued efforts to dissolve empires altogether by focusing combined Anglo-American strategy upon the establishment of a “United Nations” during the Second World War. Building from foundations established during the previous world war, they overcame their differences to establish an Anglo-American “special relationship,” which persisted after the Second World War and defined the Cold War era. By accident, or perhaps ignorance, the issues which fueled the first “great” war of the twentieth century persisted to influence the military policy of the United States into the twenty-first century.

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5789 ~ INTRODUCTION TO LOGISTICS IN NATIONAL SECURITY

"The battle is fought and decided by the quartermasters before the shooting begins."

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



"Every war, after about five or six days, becomes about logistics."

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

Joint logistics encompasses many of the essential ways and means for designing and executing effective military operations. Logistics has been called an arbiter of strategic opportunity and is a critical element of military success. One cannot win a war with logistics alone, but one can lose a war without it. Colin Gray argues that "logistics is, inter alia, what enables armies to function as armies . . . that which is logistically infeasible is strategically infeasible." Logistics therefore establishes possibilities and imposes constraints on strategy, campaigning, and operations. Concepts for generating, deploying, positioning, and sustaining military power must be designed into strategies and operations from the outset.

At its core, logistics provides the capabilities and requirements necessary to generate combat power, deploy forces, create and maintain positions of advantage, sustain operations, and achieve military objectives. These activities extend from the defense industrial base and global commercial supply chains, through strategic deployment and theater distribution, to the operational and tactical distribution networks that sustain forces at the point of employment. Logistics is therefore not simply a supporting activity conducted after an operational concept has been developed. **Logistics is an integral part of operations.** Properly conceived and executed, it provides commanders with readiness, responsiveness, operational reach, freedom of action, and endurance while reducing the risk of culmination and unplanned operational pauses.

The contemporary operating environment makes these relationships increasingly important. U.S. military operations depend heavily upon the defense industrial base, commercial providers, global supply chains, transportation networks, infrastructure, allies, and partners. At the same time, potential adversaries can contest these systems from the homeland and strategic deployment network through the theater and forward operating areas. Commanders and planners must therefore understand logistics not only as a problem of sustainment, but also as a problem of posture, capacity, access, distribution, resilience, protection, risk, and operational design.

This course explores the evolution of defense logistics from industrialization and the campaigns of World War II through the present strategic environment. We will examine recurring themes that shape strategy and operational decision making, including force design, defense planning, industrial capacity, strategic mobility, theater posture and distribution, commercial support, risk, organizational responsibilities, and emerging changes in the defense industrial base and global supply chains. The course is not designed solely for logisticians. It is intended for officers and national security professionals who seek to understand a joint function that permeates military operations and shapes what commanders can accomplish at the strategic, operational, and tactical levels.

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5802 ~ AMERICA'S CHINA GAME SINCE 1949:



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

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

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

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

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5803 ~ IRREGULAR WARFARE & STRATEGIC



COMPETITION IN THE 21ST CENTURY

The renewal of strategic competition has seen adversaries of the United States increasingly utilize irregular (or “gray zone”) methods below the threshold of armed conflict. As author Elisabeth Braw states in her 2022 work, *The Defender’s Dilemma: Identifying and Deterring Gray-Zone Aggression*:

“National security threats facing the West are fundamentally changing. Turning away from the military as an omnibus tool of aggression, hostile governments are instead frequently using tools—including subversive economics, coercion of foreign companies, gradual border violations, and arbitrary detention of foreign citizens—that are often difficult for targeted countries to immediately identify, let alone tackle. The aggression in the gray zone between war and peace dangerously weakens liberal democracies, which are open societies by definition and intimately connected to the rest of the world through globalization.”

The objective of such activities is to negate the advantages and strengths afforded the United States by our traditional conventional military power, and “to undercut our [U.S.] global influence, degrade our relationships with key allies and partners, and shape the global environment to their advantage,”¹ in order to achieve their policy objectives. Simply put, our strategic competitors aim to use irregular warfare (IW) to “win without fighting”.

Currently, both state and nonstate actors pose multiple immediate threats to the Homeland and U.S. national interests. Russia, China, Iran and North Korea - individually and collectively - are challenging U.S. interests in the world by directly targeting the United States or threatening other states in their regions. This is accomplished via both asymmetric and conventional hard power tactics and promoting alternative systems to compete with the United States, primarily in trade, finance, and security. They seek to challenge the United States and other countries through deliberate campaigns to gain an advantage, while also trying to avoid direct war. Terrorist and transnational criminal organizations are also directly threatening our citizens using the same tactics.

Of course, IW is not a new phenomenon; “gray zone” activities were frequently part of the arsenals of the opposing sides during the Cold War. However, the reality of 21st century IW - with expanded capabilities and effectiveness due to emerging technology - makes it imperative that all Joint Professional Military Education (JPME) graduates can apply IW knowledge across the spectrum of conflict at the operational and strategic levels.

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

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¹Department of Defense. Irregular Warfare Annex to the 2018 National Defense Strategy. Washington, DC: Department of Defense, October 2020.

811 ~ DIPLOMACY FOR A DANGEROUS WORLD



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

LEARNING OBJECTIVES

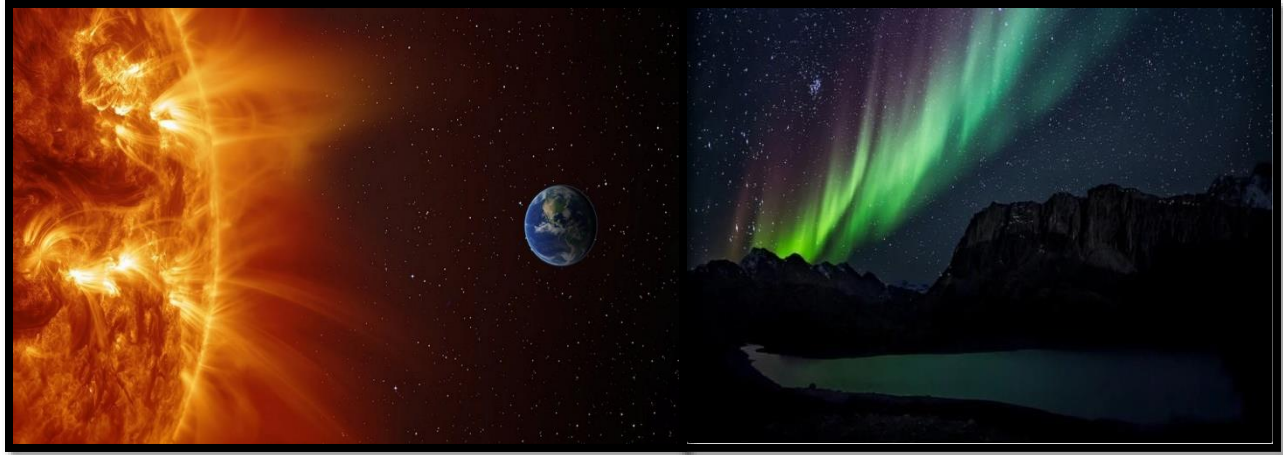
- ❖ To understand diplomacy as an instrument of statecraft and international problem-solving.
- ❖ To understand how diplomacy functions, including the roles of foreign ministries and embassies.
- ❖ To appreciate the relationship between diplomacy and the use of force.
- ❖ To assess the utility of different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

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5814 ~ THE INFLUENCE OF THE SPACE ENVIRONMENT ON MILITARY OPERATIONS



This 10-week elective course will introduce the student to physical characteristics of the space environment from the solar surface to the edge of our solar system that can affect the space warfighting functions, through their impacts on military systems and operations. Students synthesize data from a variety of on-line resources to derive near-real-time forecasts of “space weather” events and their effects on space-based and ground-based systems vital to the military, civil, and commercial space sectors. The course will be descriptive and qualitative in nature.

Solar Cycle 25 officially reached solar maximum two years ago, and solar activity is on the decline for now. But as a recent article suggests, a catastrophic 100-year “solar storm” could happen at any time, and we’re due; hence, now is an excellent time to learn how “space” as a physical domain influences the warfighting functions. As the military relies increasingly on the civil and commercial space sectors to accomplish some of those functions, the attendant “space weather” risks increase as well. Viewed from the scientific/engineering, strategy/policy, or operations/warfare perspectives, the military utilization and exploitation of “space” as a warfighting domain is ripe for investigation through this unclassified elective. This course endeavors to address how the physical characteristics of the space domain influence space systems, space operations, and space warfare.

LEARNING OUTCOMES Students will be able to:

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

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

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5816 ~ NUCLEAR DETERRENCE & COERCION IN A MULTIPOLAR AGE



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

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

After this course, you should:

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

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5992 - DRONE WARFARE:

DIGITALLY SIMULATING THE NAVY'S FUTURE DOMINANCE



Headlines loudly proclaim that Naval Drones have changed naval warfare forever based on the Ukrainian success in the Black Sea. New entrant start-up companies in the United States assert that the US Navy and the Joint Force will be ill prepared to meet the strategic threats and operational demands of the future unless they innovate and rapidly adopt Unmanned Systems (UxS). Meanwhile, the US Navy issued multiple strategic documents over that last decade describing its concept of an “Hybrid Fleet” that integrates manned and unmanned systems into its Naval Force Structure. Yet in 2026, Congress continues to question the execution of that framework and the Navy’s reluctance and inability to introduce unmanned systems into its force structure at scale to achieve a more distributed fleet architecture. Congressional oversight issues include the analytical basis of the envisioned fleet architecture, the concept of operations, costs, implications for the industrial base and the market demand that it signals the defense industry.

The United States Naval War College and its student body have helped the Navy meet its challenges throughout its history and today is no different. This is the second iteration of this course and with it comes with an updated software suite that enables us to conduct multi-domain operations in a simulation environment. This course offers the class the unique opportunity to participate in a collaborative effort with the US Naval War College (USNWC), the Office of Naval Research (ONR), Industry, and select Fleet formations focused on separating out fact from fiction and generating data for the Navy to consider as it introduces unmanned systems into US Naval Force Structure.

This course leverages ongoing investments ONR, the Naval Acquisition community, and Industry have made in Science and Technology (S&T) and Research and Development (R&D) programs. The course will explore the impact of Unmanned Systems on Fleet performance, the impact of design trade-offs in the development of technologies, and the impact of the ocean environment on those technologies. We will employ an environmentally sensitive physics based digital modeling and simulation capability to re-run two historical case studies. However, we will add unmanned systems to the Order of Battle. The students will employ a planning tool with graphic user interface and employ a “hybrid fleet” to solve six engagements across the two historical case studies. We will analyze the data generated during the simulation to postulate the role unmanned systems play in an hybrid fleet and the impact that they make on fleet performance at the operational levels of war. Translated into an Operational Art context; we will explore unmanned systems’ role as a Critical Capability within a maritime Center of Operational Gravity and identify the demands on Operational Functions and the vulnerabilities that they generate.

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6004 ~ FOUNDATIONS OF MORAL OBLIGATION



CONTEMPORARY APPLICATIONS

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

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

LEARNING OUTCOMES:

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

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6005 ~ INTERNATIONAL AND OPERATIONAL LAW



FOR MILITARY COMMANDERS

This elective is designed to assist commanders in understanding the international and operational legal frameworks that govern military operations in peacetime and armed conflict. While the course has a strong naval and maritime focus, it also provides substantive treatment of general law of armed conflict principles and their application to joint operations in all domains.

The course begins with international law and the law of the sea, including maritime zones, navigational rights and freedoms, excessive maritime claims, and maritime security operations. It then examines the resort to force and the conduct of armed conflict, including conflict classification; military necessity, humanity, distinction, proportionality, and precautions; means and methods of warfare; targeting on land and at sea; the status and protection of persons, vessels, and aircraft; detention; neutrality and prize law; rules of engagement; adherence and enforcement; and emerging issues such as unmanned systems, artificial intelligence, and critical underwater infrastructure.

The course is designed as an applied seminar rather than a traditional lecture course. Students will use debates, exercises, real-world and fabricated vignettes, and student-led engagement to apply the law and work through difficult operational problems. Readings and instructional videos establish a common baseline before class, allowing seminar time to focus on applying rules, identifying competing interpretations, and locating relevant authorities. Particular emphasis is placed on the Commander's Handbook, the Newport Manual, and other operational references students can continue to use in future command and staff assignments.

STOCKTON CENTER FOR INTERNATIONAL LAW

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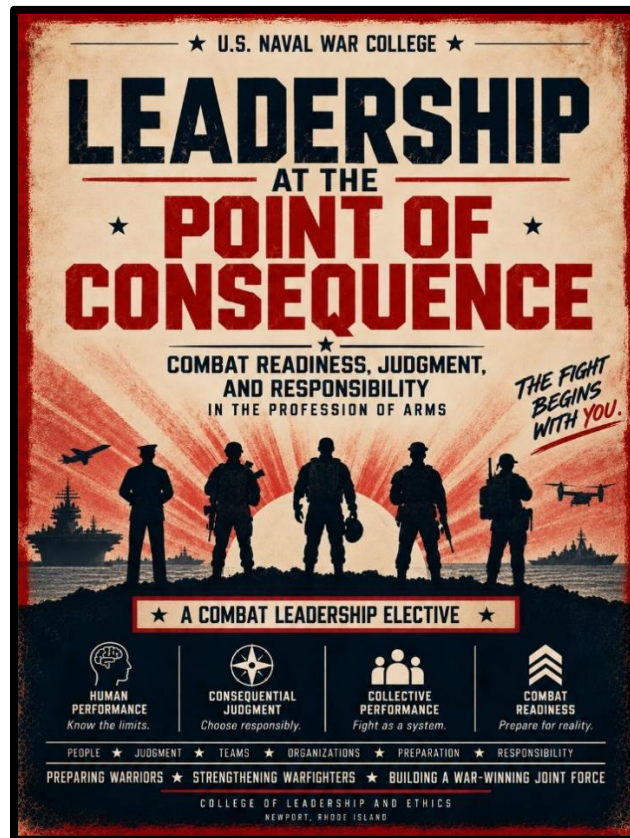
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6006 ~ LEADERSHIP AT THE POINT OF CONSEQUENCE



Combat Leadership is often discussed in terms of traits, maxims, and exemplary commanders. This course instead examines the human, cognitive, social, ethical, and organizational mechanisms through which leadership succeeds, degrades, adapts, and remains responsible when lives are at stake. Students use combat narratives to identify problems and scholarly evidence to explain, challenge, or bound the claims those narratives invite. The course develops cumulatively from a dangerous context and human degradation through perception, expertise, leader effects, collective cognition, consequential judgment, preparation, organizational protection, and recovery. It culminates in an evidence-based analysis of observed combat leadership under human constraint.

This course addresses combat, death, serious injury, civilian harm, sexual violence, wartime atrocity, moral conflict, grief, moral injury, psychological degradation, and organizational failure. These subjects are integral to the course and will be discussed directly and professionally. You may temporarily step out of a screening or discussion when needed without publicly explaining why; reconnect with faculty promptly to arrange an equivalent way to meet the learning requirement. You are never required to disclose personal trauma or operational experience. Contact the course faculty or the appropriate college office as early as practicable when support or accommodation may be needed.

The course asks you to test a proposition rather than memorize a leadership formula. Combat leaders and their organizations remain human: danger can alter attention, judgment, emotion, coordination, ethical perception, and recovery, while no amount of preparation can remove uncertainty or vulnerability. Your task is to determine what disciplined preparation, leadership, team design, and organizational action can realistically improve—and where responsible claims must stop. Preparation cannot eliminate human constraint. It can improve recognition, adaptation, compensation, judgment, and recovery when those constraints appear.

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FAQs ~ FREQUENTLY ASKED QUESTIONS

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

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

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

Can I choose the trimester for LDPA? NO

LDPA 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 LDPA 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.

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