EL 510A SMALL WARS: AN INTRODUCTION TO INSURGENCY, COUNTERINSURGENCY, GUERRILLA AND PARTISAN WARFARE

Professor J. Waghelstein

Concept: Even without a major conflict since 1945, there have been hundreds of thousands even millions of deaths due to —Small Wars. The end of the Cold War has seen little diminution in attempts to achieve changes through insurgency, subversion and terror. Conflicts continue as new nations form, failing or failed states decay and others seek to modify their forms of government. In some of these cases the interests of the United States will lead to our involvement. In turn it is probable that today's military officer will be involved in some facet of counterinsurgency warfare.

The US military despite its long history in Small Wars has only recently began to focus on insurgency or irregular warfare. As Russell Weigley noted in his seminal work *History of the United States Army*,guerrilla warfare is so incongruous to the natural methods and habits of a stable and well-to-do society that the regular army has tended to regard it as abnormal and to forget about it whenever possible. Each new experience with irregular warfare has required then, that appropriate techniques are learned all over again.

In the twentieth century, America experienced its first defeat in war. There is a case to be made that the seeds of the Vietnam defeat were sown long ago and grew to become part of the American Military's culture. The American Military has focused on the —big war || to come and refused to accept the — little war || at hand. It has prepared its leadership to fight the kind of war it preferred. This habit presents no real threat to the nation as long as the next foe meets our expectations and follows our game plan. It all works if our next opponent plays by the same rules. The problem is that there may be enemies who may not read our plan, or even worse, have and decide not to play by our rules. This elective is a modest step toward balance.

This elective addresses insurgency; counter insurgency, partisan and guerrilla warfare across the spectrum, both as an adjunct or subset of conventional war and as a stand-alone alternative to achieving power through violence.

EL 515A OPERATIONAL LOGISTICS; THE "SEALIFT EQUATION"

Professor Bill McDonald

Deploying and sustaining U.S. joint forces is central to our national strategies and, as 90-95% of the material to support such operations travels by sea, understanding the vagaries of sealift is essential for operational commanders. The —Sealift Equation, || and its reliance on Merchant Mariners, is especially relevant to Army and Marine Corps officers but Air Force and Navy officers must also understand its complexities.

The American Merchant Marine has a proud history that has been integral to joint operations and operational logistics, as well as the growth and success of the United States, since the eighteenth century. Today, Merchant Mariners play key roles in deploying/sustaining joint forces and in ensuring our nation's economic vitality. The future portends other important responsibilities for these highly skilled men and women as such concepts as Sea Basing, Short Sea Shipping, mixed crewing, etc., evolve.

For historical perspective, we will begin by following the Merchant Mariner's contributions from the first arrivals to these shores; to the evolution from sail to steam commerce; to expansion west; to wartime sealift. The impact of organized labor and disasters at sea on the evolving body of maritime law, which today regulates the industry, will be discussed, as will DOD-related programs.

We will then review today's challenges – from protecting ships and ports; to piracy; to ship breaking; to invasive species; to JLOTS, et al.

invasive species; to JLOTS, et al.
Then to the logistics challenges of recent events, Case Studies will consider:
☐ Somalia; an austere port
☐ AI Shuaiba v. Mogadishu as SPODs
☐ Shipping by foreign flag—GTS Katie
☐ Sustaining a task force atsea (NEO)
☐ And more!!

Finally a look to the future – Sea Basing; High Speed Shipping; Short Sea Shipping; Mixed Crews; etc. For those students in other than Area of Study (AOS) 10, special tailoring will ensure that requirements of that AOS are met.

The course is an overview that will fill voids in the warrior's professional tool kit and deepen his/her appreciation of joint operational logistics in general and sealift in particular. No logistics background is presumed – ideal for USA/USMC operators.

EL 526 A CRITICAL ANALYSIS OF AIRPOWER SINCE WWI

Professor A. K. Ross

This course is designed to provide the student with a comprehensive understanding and appreciation of the origins of airpower and its evolution as a crucial element of modern warfare. It traces the development of airpower thinking from the turn of the century, up through the world wars and on to today's dilemmas in the Global War against Terrorism. Particular attention is given to the ever-expanding roles that military aviation played in World War I, World War II, Korea, and Vietnam. Likewise, significant events and milestones which have impacted airpower development during the "peaceful" years of the inter-war period and the Cold War are discussed and evaluated. The course examines the pioneering work of major aviation theorists and movements not only in the United States, but also in Britain, Italy, and Germany as well. The military, governmental and industrial debates which subsequently influenced and shaped the force structure, strategies, and the tactics employed in each country are presented and analyzed. The course probes the myriad of controversies which have dogged airpower since its inception: Independent air force or not; Carrier aviation vs. battleships; the offense (bombers) vs. the defense (fighters); Area vs. precision bombing and, above all, the notion that airpower might, one day, be employed as a "stand alone" war-winning entity.

EL 556 OPERATIONAL AND INTERNATIONAL LAW ISSUES FOR COMMANDERS International Law Department Faculty

Today's complex law and policy environment presents growing challenges for operational commanders who are called upon to perform a wide variety of missions ranging from traditional international armed conflict such as Operations Enduring Freedom and Iraqi Freedom to other actions spanning the range of military operations such as peacekeeping in Kosovo and Bosnia, counter-narcotics operations in the Caribbean, and Homeland Defense related operations.

The course will address this range of legal issues facing commanders in the context of planning and executing military missions. The main areas of focus will include the law of the sea, law of armed conflict, war on terror and MOOTW. Issues regarding occupation operations, transition operations, treatment of prisoners of war, military commissions, detainees, maritime interception operations in support of Operation Enduring Freedom and the Proliferation Security Initiative, targeting of terrorists, Homeland Defense operations and other operationally related issues will be addressed.

The course will be conducted using a combination of informal lecture and seminar discussion formats. Depending on scheduling availability, guest lecturers by experts from outside the Naval War College will augment the teaching team.

EL 562 RUSSIAN HISTORY AFTER THE COLD WAR (SPONSORED BY THE N.Y. COUNCIL OF THE NAVY LEAGUE)

Dr. S. Khrushchev

This course will examine the changes and problems of post-Cold War Russia from an insider's perspective. The course will focus on the various social, economic, political, and national security problems that presently confront the "new" Russia and where this "new" Russia fits into Russian history. Attention will be especially made to the problems that Russia is experiencing changing from a state-controlled economy to one that is market-driven. Also included will be discussions on Russian style democracy, the role of the armed forces in Russia, ethnic unrest in Russia, and the future of post-Soviet states. Starting with the efforts of Gorbachev's *glasnost* campaign and continuing on to the present day,

the course will give students a very clear and credible picture of what is taking place in Russia today and what Russia may look like in the future.

This Elective is sponsored by the *Naval War College Foundation* through the generosity of the *Navy League of the US, New York Council.*

EL 570 THE AMERICAN REVOLUTIONARY WAR AND THE COLONIAL MILITARY TRADITION

Professor W. Spain

This course will focus on the military tradition that developed in the colonies following the settlement of British colonial America and culminates with the American Revolution. With North American colonial military roots as background, the course will proceed to describe how warfare changed from one that relied principally on a militia structure suited to irregular warfare to one where long-termed soldiers were eventually formed into what became known as the Continental army, designed for European-style, regular warfare. The concurrent evolution of the civil-military relations in colonial America and its influence on the drafters of the U.S. Constitution is a secondary course emphasis. The growth of the revolutionary element, principally in Boston and Massachusetts, and its wielding of economic, informational, diplomatic, political, military (in the form of colonial militia and Boston civilian gangs and mobs) as instruments of power to foment revolution and instigate the British Army's actions to win public support for the independence is a major aspect of this study. Contemporary relevance of these colonial traditions and the colonial roots of the American character are pervasive themes of this course.

This course complements the study of the American Revolution as presented by the Strategy and Policy Department. It presents colonial unrest and the War of Independence primarily from the viewpoint of the participants. The irregular warfare aspects of colonial America and the War for Independence are emphasized in this study.

EL 571 THE AMERICAN CIVIL WAR

Professor J. Waghelstein

This course explores the policy and strategy of the American Civil War. We will examine the causes of the war, the goals and policies of the respective governments, political and strategic factors affecting both sides and the respective strategies of the Union and Confederacy, leadership, civil-military relations and the "politics of command," and the operational art of war. Throughout the trimester, we will address four central questions:

- 1. What social and political conditions produced and sustained this conflict from the 1840s to 1865?
- 2. What impelled individuals to take up arms for or against the United States?
- 3. What were the political and military objectives of the United States and the Confederacy?
- 4. What strategic and operational lessons can we learn from the campaigns of Civil War? The course will use a variety of teaching formats, including lecture/discussion seminar, and TV presentation.

EL 579 VIETNAM -- THE LONG WAR

Professor A. Bergstrom / COL (ret) A. Weber

This course covers the period from the establishment of Nguyen dynasty to the present. Some enduring themes of Vietnamese history will be examined to include the legacies of colonial conquest. The Vietnam War will be analyzed in depth from 1950 to 1975 with specific aspects of military involvement given special scrutiny. The perspectives of both North and South Vietnam will also be analyzed during the course. The purpose of this course is to reflect on the complex time period of the Vietnam War and to learn in a dispassionate manner the lessons that can be gleaned from the literature that is available on the war. The course format includes readings, film clips, slides, faculty lectures and seminar discussions of specific literature. Each student will be required to present an analytical book review and to prepare a short paper on a specific aspect of the war.

EL 581 FAITH AND FORCE: RELIGION, WAR AND PEACE

Professor T. Demy

Religious beliefs affect our attitudes toward the world and our actions during times of crisis. This course focuses on the three great monotheistic religions of the Western World, Judaism, Islam, and Christianity, as their teachings bear on such issues as war and peace, church and state, land and power. Other topics include Hinduism and Buddhism; War at the Extremes; Low Intensity Conflict; and Justice, Righteousness, and War. Students are required to write brief talking papers on current events and brief opinion papers on selected questions of relevance to the overall topics of religion, war, and peace.

EL 587 GEORGE WASHINGTON: INDECIPHERABLE MONUMENT OR INDISPENSABLE MAN? AN OVERVIEW OF HIS LIFE, CHARACTER AND LEGACY

Professor W. Calhoun

Many of the multitudes of books 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 books with this type of statement, most of these writers go on to take up the challenge of finding the "real Washington," and to further explain their perspective on this difficult feat. This course will be yet another attempt to find the "real George Washington," but it hopes to give interested students an opportunity to find Washington for themselves. The course 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 essayist who have explored 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 exploration of themes of more specific interest to individual students. The course will address three central purposes as the title indicates:

- (1) to expose students to excerpts of several respected biographical writings on Washington so one can evaluate afresh the major events of Washington's life;
- (2) to explore important aspects of Washington's character by understanding some of the difficult choices he made, and what others wrote about him as well as what he wrote about himself; and
- (3) to examine portions of the legacy Washington left for his country as wartime Commander in Chief, as President of the Constitutional Convention, as first President of the United States, and as "Father of his Country."

The course will use a variety of teaching formats, including lecture, but focusing primarily on discussion seminars. As George Washington actually did sleep here (in Newport), there will likely be one field trip into town and possibly use of some video TV presentations. Each student will give a presentation (or possibly participate in a two-person team presentation, depending on the number of students) to be given in the last four to five weeks of the elective. The presentations will be approximately 30 minutes in length and will address some aspect of Washington's life, character or legacy as approved by the instructor by the third week of class. (The instructor will have a selection of topics students may choose from if they wish.) One of the purposes of the presentations will be to stimulate class discussion. Each student or team will also turn in a graduate level executive summary of their presentation, which will be the primary written requirement of the class.

EL 590 MILITARY AND THE MEDIA

Ms. D. Koelsch

You're at the christening of a new sub along with dignitaries and members of the media. After the ceremony, you see the local television crew and reporter making a b-line right for you. But instead of questions about the sub, the reporter, microphone in hand, camera rolling, wants to know your personal perspective on Don't Ask- Don't Tell. You gruffly reply no comment and turn and walk away. That night on the news, the encounter is played out, and the only way you could have looked worse, is if you'd pulled your jacket over your head and ran away. Was there another way to handle the situation? What do

members of the media want? How can you give it to them without jeopardizing your integrity? We'll look at how the media works, how to get YOUR message out, as well as some "tricks of the trade." We'll tour a local media outlet and hear from members of the media. Students will be required to practice writing press releases, holding news conferences, and formulating a media plan to deal with crisis situations.

EL 592 FOUNDATIONS OF MORAL OBLIGATION: THE STOCKDALE COURSE

Professor P. Regan / Professor T. Demy / Professor T. Gibbons/ Professor M. Cook Since Socrates, moral philosophy has been taught both as a technical discipline and as a guide to life. Basic ideas discussed in this course include right, good, honor, freedom, necessity, law, justice, and happiness, as these pertain to the human situation generally and to the military ethos in particular. Lectures focus on both classical and modern Western philosophy including the Old Testament, the Socratic dialogues of Plato and the ethical writings of Aristotle, Kant, Mill, Lenin, and Sartre. Following each lecture, the implications of the thought of each philosopher will be discussed in seminars based on readings from Nietzsche, Dostoyevsky, Conrad, Koestler, Solzhenitsyn, and writings on military ethics including Vice Admiral Stockdale's "The World of Epictetus."

Approximately half of the reading for the course will be drawn from source philosophical writings and will be challenging. Each course session consists of a lecture followed by a seminar discussion. There is a combined paper and take-home final examination.

EL 601 MODERN CHINA

Professors Bruce Elleman & Sally Paine

China is the rising power of the twenty-first century. This course will focus on the diplomatic, political, economic, historical, philosophical, and cultural factors relevant for making an informed net assessment of its intentions. The readings, presentations, and movies will help explain why the Chinese empire collapsed, why China remained a failed state for so long, how it began to rise, what are factors contributing to this rise as well as what are the impending bottlenecks.

The course emphasizes the important role of warfare in Chinese history. Far more so than in most other countries, warfare has wracked Chinese society for the last two centuries. Hostilities were not confined to a single region but devastated all provinces at different times and the unrest continued not for years but for decades. Constant warfare and internal upheavals help explain the high value attached to social order by the Chinese government and people.

Modern Chinese history also cannot be understood without a deep appreciation of the foreign influences that have bombarded China from all sides. Western analysts often give due attention to the Western European powers and to the United States, but few give adequate attention to the activities of Russia and Japan. In fact, Sino-Russian relations are central to China's national security, and Japan has had an equally important impact on China's economic development.

Finally, this course will discuss how Chinese governments have attempted to preserve Chinese unity. It will put Communist rule in the context of the cyclical pattern of imperial decline, fall, domestic chaos, and the creation of a new unifying dynasty. Discussions will examine whether or not the Communist government has broken free from this pattern.

EL 606 TERRORISM: STRATEGIC IMPLICATIONS FOR NATIONAL SECURITY

Professor Wm. Farrell

Overview: What are the strategic implications of terrorism, both domestic and international? What role will the Defense Department play in the "terror war?" What are the effects on society as we wrestle with choices between liberty and security? This course is designed to broaden individual understanding of the ever changing nature of terrorism and make some projections as to the strategic implications for defense planners.

Sessions include Definitions and the Intelligence Process; Examining Strategies for Combating Terrorism; Case Study *Battle of Algiers*; Understanding Radical Islam I; Understanding Radical Islam II; Constitutional and Legal Matters Relating to Terrorism; Domestic Counterterrorism; Human Intelligence

and Fighting Terrorism; Applying Human Factors Analysis to Understanding Terrorism; Assessing the Risk from IEDs to Nuclear. Our focus throughout the course will be on implementation of solutions. The course will follow a seminar format of lectures and discussion. Outside speakers with unique perspectives in the global war on terror will provide an opportunity to learn first-hand about ongoing counterterrorism efforts. Graduates will be included in a LIMDIS email group of former students and professionals involved in reducing the threat of terrorism.

A security clearance is NOT required. This elective is open to international students.

EL 608 CRITICAL THINKING

Professor J. Ellsworth

Course Description:

During the Cold War, the central problem of decision making was getting enough information, quickly enough, to identify the best Course of Action. Today, the leader can be DROWNED in information from the moment of opening the spigot; the key challenge is distilling from that flood the trickle that is relevant, accurate, and actionable...despite vulnerabilities in human cognition, logic errors & disdain for skills supporting rigorous analysis, and deliberate manipulation by those with competing interests (to include the enemy!). Whether we ARE the leader or are tasked with ADVISING the leader making a particular decision, the ability to organize & "unpack" problems, distinguish important from unimportant factors, deal with uncertainty & incomplete information, identify & address unintended effects, understand & properly use emotion & intuition, and, above all, tell the difference between sense & nonsense are among our keys to success. The results of FAILURE in these areas fill our daily news. These competencies comprise critical thinking: the process by which sources & arguments are validated and applied to decisions. As leaders, we have a responsibility both to be skilled at them ourselves, and to develop them among our subordinate leaders and staffs. This course will enhance your preparation to fulfill that responsibility in your future assignments.

EL 613 CHINA'S NATIONAL SECURITY

Professor J. Pollack / Professor M. Chase

The emergence of China is certain to be among the most important features of global politics in the 21st century. Naturally, this development has important implications for U.S. defense policy. Indeed, American military leaders must become increasingly knowledgeable about the historical foundations, bureaucratic processes, cultural tendencies, and geostrategic imperatives that inform contemporary Chinese national security policy. This course is designed to meet that requirement.

The first half of the course will focus on the pivotal events in the history of Chinese national security policy: the Korean War, the Sino-Indian War, the Vietnam War, the Sino-Soviet split, the Sino-American rapprochement, and the Sino-Vietnamese War. What lessons have the Chinese drawn from each of these experiences? The second half of the course will evaluate the prospects for China's on-going military modernization. Among the issues to be explored will include: civil-military relations, decision-making, aerospace and maritime reorientation, nuclear weapons, Central Asia, relations with Japan, the Korean Peninsula, the South China Sea, and the future of Taiwan. Requirements for the course include approximately 150 pages per week, a student presentation, and a research paper.

EL 633A LATIN AMERICA AND THE UNITED STATES

AMB P. Taylor

This course is designed to help students better understand Latin America and prepare for professional responsibilities related to U.S. relations and programs in the region. To this end, the course reviews salient elements in the histories and current realties of major countries and groups of countries in the hemisphere. Past and current relations and issues of interest to the United States are emphasized. The elective is taught primarily through readings and highly participatory seminar discussions.

EL 637A SURVEY IN ANALYSIS FOR THE WARFARE COMMANDER

Course Description: Where did they come up with the cost estimate for that new submarine? How do we decide between cutting \$300 million in our ASW programs or the same in CVN-21? Should we build more pre-positioning ships? Curious?

Surveys in Analysis is one of three NWC electives that make up the Joint Analysis for the Warfare Commander Elective Program. The program is sponsored by Naval Education Training Command and is a joint NWC/NPS executive education initiative. Its purpose is to provide command-grade officers the ability to direct staff to support decision making through analysis, know how to interpret analytical results, and evaluate analytical studies.

Surveys in Analysis will give a board overview of how Department of Defense uses analysis to support decision making. It will be delivered through three-hour seminar blocks with a variety of experienced instructors having personal experience with providing analytical support to the Office of Secretary of Defense, CNO staff, Department of Homeland Security and various joint commands. Required reading and supporting material will be provided via the NPS Blackboard site: http://nps.blackboard.com. The Survey in Analysis for the Warfare Commander elective fills one of three course electives to qualify for the Joint Analysis for the Warfare Commander AQD. The other two electives are Wargaming Theory and Practice, and Applying Analysis in Warfare: Sun-Tzu with a Calculator.

The elective will be taught as a combination resident, VTC and web enhanced course with a mixed schedule.

Students will be evaluated on seminar participation and one 1500 – 2000 word critique of an analytical study or paper. A list of example studies to choose from will be provided separately. A student may pick from one of these, or another cleared by the lead instructor, as long as the student did not review the study from a previous course in the program series. Students may also decide to conduct their own analytical effort to support core NWC classes in lieu of a study review.

EL 640 CHINESE CONCEPTIONS OF GOVERNANCE

Professor Peter Dutton

This elective course will provide a survey of the major factors within Chinese culture and political society that influence Chinese conceptions of East Asian regional governance and global governance. Topics of consideration will include China's ancient culture of Confucian authority and the ways that its deeply ingrained cultural patterns affects China's views of state authority and interstate relations. Other factors that will be considered include the influence of Marxism, Maoism, and today's Peaceful Rise and Harmonious Society policies. The course will take these factors and assess their impact on Chinese conceptions of the East Asian regional order, ideal patterns of global governance, and the potential for a stable and productive Sino-American relationship.

EL 657 POLITICS IN MODERN IRAN

Professor Hussein Banai

This course introduces students to the history of *political development* in modern Iran (late 19th century to now). In terms of approach, it is a combination of a lecture and discussion colloquium that aims to provide students with an understanding of the key persons and events that shaped Iran's political development and influenced its interaction with the West, especially the United States. As students examine Iranian political history through weekly topics, six themes will emerge that help to achieve the course goals:

- 1) Politics & Political Structure (autocracy, theocracy, and democracy)
- 2) Revolutions and Social Movements in Iran
- 3) Religion and Culture in Iran
- 4) Iran and the West
- 5) The Islamic Revolution and its Aftermath
- 6) The Politics of Society, Economy, and Security in Contemporary Iran

Since the course assumes no prior knowledge of Iran, the lectures, readings, and discussion topics in Weeks 1-2 provide an overview of ancient Persia, Islam, and Twelver Shi'ism, because it is necessary to be familiar with these to understand modern Iran.

EL 661 AFRICAN CULTURES AND HISTORY

Dr. R. Lobban (Department of Anthropology, Rhode Island College)

This course will survey the history and geography of the African continent to give students a foundation and context for understanding its diverse cultures and more than fifty nations. Africa is an increasing importance to the U.S. makes it a critical region for officers to understand. North Africa is part of the Middle East and, after Israel, Egypt and Sudan have been among the greatest recipients of American foreign aid, this continent is very significant. The continent's importance also lies in its wealth of natural resources, (oil, and key metals), its strategic position (with five naval _choke points'), major security dimensions (al-Qa'eda, stability, democracy and failed states); markets, and a large diasporic population to name just a few.

Yet, the study of Africa has been much neglected. Therefore this introductory course will examine some major topics in African history, language and cultural diversity including: physical geography, climate, the length of African history, state formation, the slave trades, colonialism, national liberation, African political economy, religion, African cultural practices, and contemporary African issues and developments in health, economy, democratization, and conflict resolution

EL 667 UNDERSTANDING AND RESOLVING CONFLICT

Professor L. Modisett/ G. Oliver

Conflict is universal. It arises between nations, cultures, ethnic groups, political movements, religions, economic entities, and individuals. We even encounter conflict within ourselves.

Those who occupy positions of responsibility within military commands, civilian agencies, businesses, schools - indeed, any organization or community - must deal with conflict continually. Failure to do so will jeopardize the prospects of achieving the organization's goals and possibly the survival of the organization itself. Given the unstable political, social and cultural environment in which many contemporary military operations are conducted, the ability to understand and deal with conflict at all levels has never been more important for those who lead U.S. troops and the civilian organizations that work with them.

The objective of this course is to enable students to understand conflict and deal with it more effectively wherever they encounter it. We will draw insights from political science, economics, game theory, sociology, anthropology, psychology, comparative religion, philosophy, and literature. We will consider both theoretical and practical aspects of conflict, using examples from current events, history and personal experience.

As designer and facilitator of the course, I hope it will prove of daily and lasting value.

EL 693 NUCLEAR STRATEGY

Professors Michael Chase/ Joshua Rovner

Course Overview: This seminar will examine the issues of nuclear weapon strategy, policy, doctrine, planning, operations, and force structure. In order to elucidate the full range of concepts, significant consideration will be given to how those issues played out between the United States and the Soviet Union during the Cold War, but much time will also be spent thinking through these issues as they are faced by all of the world's current nuclear powers, whether *de facto* or *de jure* or merely aspiring. Strategic deterrence, compellance, coercion, escalation, ambiguity, deception, parity, and balance have become much more complex in today's nuclear multipolar and multicultural world. Nevertheless, the basics of strategic nuclear calculus remain essentially unchanged, even if the application of those basic elements varies across the globe with each possessor (or *seeker*) of nuclear weapons. We will attempt to both understand thoroughly and apply to current circumstances, the full range of nuclear strategic theory.

This course is **REQUIRED** for students selected for the Mahan Scholars Program but is open to other students, as well. Students will be required to write an eight-page essay related to some component of nuclear strategy, and complete a novel and entertaining final exam.

EL 698 SEMINAR ON DEFENSE RESOURCE ALLOCATION

Professor S. Sullivan

The course is designed for future practitioners of Defense Resource Allocation. Each Formal Defense
Resource Allocation formal process will be studied in detail with an emphasis on process and source
documents. The course will include study of:
☐ Planning Programming Budgeting and Execution (PPBE) system
☐ Joint Strategic Planning System (JSPS)
☐ Defense Acquisition System (DAS)
☐ Joint Capabilities Integration and Development System (JCIDS)

The services participate in Defense Resource Allocation and their service specific processes for programming and planning will be reviewed. Program Objective Memorandum (POM) development is an important process for a service. POM development includes the implementation, funding and management of programs that provide service specific capabilities to the Joint Force.

Department of Defense Transformation has resulted in numerous changes to the formal defense resource allocation process. Secretary of Defense Donald Rumsfeld initiated Capabilities-based Planning into U.S. defense planning. The course discusses the foundation, intent, and result of these changes and their impact on process.

The course will also introduce the student to analysis methods and principles used in programming, decision making, and budgeting.

EL 700 COMMAND AT THE TACTICAL LEVEL

Professor J. Meyer / Professor J. Fullerton

This course is intended for unrestricted line and combat arms officers preparing for tactical command assignments. Based on the Navy model of command as described in Navy Regulations and Title 10, it will examine the key issues of leadership every Commanding Officer will face at the tactical level of warfare. Particular attention will be paid to the foundations of command in the concepts of responsibility, authority and accountability, the timeless tenets of leadership, professional military ethics, core values from the command perspective, the means of building unit cohesion and the will to win, the relationship of risk and mission readiness, and the importance of command philosophy and vision. Through the use of historical case studies including CDR Ernest Evans, Col Joshua Lawrence Chamberlain, and Vice Admiral James Stockdale, guest speakers, assessment of several important theoretical concepts and various writings from senior leaders, officers will examine and be able to apply techniques that will help foster mission readiness and success. The course facilitators are both retired Navy captains with multiple afloat command and leadership development experience.

EL 701 MARITIME HOMELAND SECURITY / HOMELAND DEFENSE

Professor I. Luke / Professor C. Schloemann

Course Description. The attacks against the World Trade Center and the Pentagon on 11 September 2001 awakened many Americans to the reality that their homeland was not as safe as once assumed. The U.S. government reevaluated its homeland security posture and made significant organizational adjustments, including creating a cabinet-level Department of Homeland Security (DHS) and a new combatant commander (USNORTHCOM) with a geographic area of responsibility including for the first time the continental United States and surrounding waters. Securing the safety of our homeland is a shared responsibility between many actors including federal, state, local governments, the private sector and others. Responsibility for securing us against from maritime domain threats in particular crosses many organizational boundaries, and as such precludes unity of command and presents significant

challenges to unity of effort. The Department of Defense (largely the Navy) and the department of Homeland Security (primarily the Coast Guard) share much, but by no means all, of the responsibility for maritime security. The challenge is exacerbated by the immensity and largely unguarded nature of our nation's coastlines. Our nation has come a long way since 9/11 in coordinating efforts to secure our homeland from maritime threats, but much work remains to be done.

During this course, students will examine the challenges of the maritime homeland security/defense mission from a variety of perspectives, looking at the characteristics of the maritime domain, the nature of the threat, the capabilities and limitations of the various services and agencies with responsibilities in this area, as well as the key policy and organizational challenges facing national leaders in securing our maritime borders. The focus of this course will be on the aspects of the topics relevant to future military leaders, but the topics themselves span far beyond the military sector.

This course is the first of a three elective track in the area of Homeland Security/Defense, intended to be taken in the sequence presented. The two follow-on electives are EL 703 *Homeland Security/Homeland Defense* and the Department of Defense, and EL 705 *Homeland Security/Homeland Defense Fundamentals and War Game*.

EL 702 LEADERSHIP DEVELOPMENT: THEORY AND PRACTICE

Professor G. Andersen

This course examines how military organizations can and do transform a diverse array of officers and enlisted personnel into a cohesive team that can accomplish the mission. It begins with the issues of whether leaders are made or born, and what the difference is between leadership and management, and leads to an integrated perspective on leadership development. Based on the application of leadership development theory, it will examine the means by which military leaders develop their subordinates and the future leaders of the force. The course examines the evolution of leadership development theory from the Great Man approach to trait theory, behavioral theory and social learning theory with particular attention to concepts of transformational leadership and competency-based development programs. Students will review and assess current and historic service leadership development doctrine and practice, and consider an appropriate balance of education, experience, training and modeling in developing future leaders at the tactical and operational levels. Students will be required to write a 10-page research paper and several short papers on selected course topics. The instructor is a retired Navy officer who headed the leadership education program at the Naval Academy 1998-2000 and helped found the Center for Naval Leadership.

EL 714 CASE STUDIES IN INSURGENCY: PAKISTAN AND AFGHANISTAN

Professor Douglas A. Perkins

This course uses cases studies from the history and contemporary experience of Pakistan and Afghanistan to provide an understanding of the dynamics of insurgency and counterinsurgency. The approach of this course is intentionally comparative. Topics covered include background on the two countries; the Soviet-Afghan War; the Kashmiri crisis, the rise and fall of the Taliban, and the ongoing insurgencies in both Pakistan and Afghanistan. Special topics covered will include models of insurgency; the development and role of Islamism; and the intelligence challenges faced in studying insurgency.

The first session of each class will begin with a review of recent insurgency-related developments in Afghanistan and Pakistan, followed by the presentation and discussion of a key concept. The second session of each class will include informal 10-15 minute presentations by selected students, based on their two-page critiques (students will sign up for presentations at our first meeting); followed by discussions based on the points raised in their critiques. The third and last session of each class will cover key points of the readings not addressed in session two.

EL-718 PEN AND SWORD: LEADERSHIP AND THE LITERATURE OF WAR

MGen. John J. Salesses, Ph.D. (USMCR ret.) / Prof. Timothy J. Demy, Th.D., Ph.D. This course will use the literature of war (classic and contemporary) to explore the relationship between the 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 imaged 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. 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. Clausewitz declared: —Theory becomes infinitely more difficult as soon as it touches the realm of moral values. || (On War 2.2) Concepts such as duty, friendship, freedom, love, hatred, and patriotism are a few of the many ideas and emotions that will be explored. For the military professional, the convergence of theory, war, and moral values can be beneficially studied through an enduring and creative medium—the literature of war.

EL-720 UNMANNED SYSTEMS AND CONFLICT IN THE 21ST CENTURY

Professor John Jackson

Technological advances in the areas of artificial intelligence (AI) and robotics 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. In 2008, there were over 5,300 unmanned aircraft systems in America's inventory, and the inventory of unmanned ground systems deployed to Iraq and Afghanistan exceeded 12,000. Sea-based unmanned/robotic systems are less fully developed, but research and development is well underway on systems to be deployed in the air, on the surface, and under-seas. Critical design considerations for the Littoral Combat Ship, for example, have been made to accommodate the use of a variety of unmanned vehicles. One further indicator of Navy interest in this subject is the Chief of Naval Operations' October 2008 tasker to Strategic Studies Group XXVIII to study all aspects of the integration of unmanned systems into Navy force structure. Many observers believe that the combination of super-computing technology and robotics engineering will drive changes within the military environment equal to the impact the invention of gunpowder had in the 16th/17th centuries and steam propulsion for ships had in the 19th century. These changes relate not only to the development and manufacture of highly-capable future systems, but also to issues regarding the ethics of their use, and the manner in which command and control will be exercised. The purpose of this course will be to acquaint students with the scientific, ethical and operational issues inherent in the employment of unmanned/robotic systems in the national security context.