

## NAVAL WAR COLLEGE ELECTIVE PROGRAM

AY 2016-2017

*Subject to change, please refer to individual trimester course offerings at time of registration*

### Areas of Study with Courses

[Click on individual links below for course description](#)

Courses marked with \* are Secret \*\* are SCI

<b>1 - GREATER MIDDLE EAST</b>		
<a href="#">EL 711</a>	Human Development and Regional Security in the Middle East	Spring
<a href="#">EL 745</a>	ISIS, Al Qaeda, Boko Haram, & Al Shabaab: Combating Modern Terrorism	Fall
<a href="#">EL 757</a>	Reconsidering the “Great Game”: Strategy, Operations and the Contemporary Influence of “Sea Power” Upon the Greater Middle East	Winter
<b>2 - ASIA –PACIFIC</b>		
<a href="#">EL 553</a>	Korean Politics and Security	Winter
<a href="#">EL 617</a>	Taiwan: Transformation and Geopolitics <b>(The van Beuren Chair Distinguished Visiting Professor)</b>	Fall
<a href="#">EL 628A</a>	Japan: Strategic Partner in Turbulent Times	Fall
<a href="#">EL 636</a>	India, Pakistan and South Asian Security	Spring
<a href="#">EL 640</a>	Governing China	Fall
<a href="#">EL 670</a>	Southeast Asian Security	Spring
<a href="#">EL 733</a>	China’s Century of Humiliation	Winter
<a href="#">EL 739</a>	US-China Relations: Past, Present and Future	Spring
<a href="#">EL 742</a>	Asian Maritime History and Current Disputes	Winter
<b>3 – WESTERN HEMISPHERE (LATIN AMERICA)</b>		
<a href="#">EL 633A</a>	Latin America and the United States	Fall
<a href="#">EL 633B</a>	Latin America: The Security Challenge	Winter
<a href="#">EL 633C</a>	Issues in International Economics: with Latin American Case Studies	Spring
<b>4 – EUROPE-RUSSIA</b>		
<a href="#">EL 524</a>	NATO - Cold War Successes to Strategic Incoherence	Spring

<a href="#">EL 562</a>	Russian History After the Cold War	Fall
<a href="#">EL 577</a>	Winston Churchill: Statesman and War Leader	Fall
<a href="#">EL 737</a>	A World Without NATO	Spring
<a href="#">EL 755</a>	Russian Navy: Yesterday, Today and Tomorrow (New 16-17)	Winter
<a href="#">EL 756</a>	Post-Soviet Wars, 1991-2016	Winter
<b>5 - AFRICA</b>		
<a href="#">EL 661</a>	African Cultures and History	Fall
<a href="#">EL 662</a>	Governance and Economics in Africa	Spring
<a href="#">EL 663</a>	Security and Transnational Threats in Africa	Winter
<b>6 - JOINT OPERATIONAL PLANNING</b> (CNC&S students only: Chosen in August)		
<a href="#">EL 597A*</a>	MAWS I – Naval Warfare and Operational Art (Secret)	Fall
<a href="#">EL 597B*</a>	MAWS II – The Navy Planning Process and the JFMCC Environment (Secret)	Winter
<a href="#">EL 597C*</a>	MAWS III – Major Operations and Campaigns-Historical Case Studies (Secret)	Spring
<b>8 – ENTERPRISE STRATEGIC PLANNING</b>		
<a href="#">EL 592</a>	Foundations of Moral Obligation	F/W/S
<a href="#">EL 698</a>	Defense Resource Allocation	Fall
<a href="#">EL 680</a>	The Royal Navy, 1870-1914: A Case Study in Naval Transformation with Modern Parallels	Winter
<a href="#">EL 539</a>	HA/DR: Improving Civil-Military Responses during Complex Crisis	Spring
<b>9- OPERATIONAL LAW</b>		
<a href="#">EL 554</a>	The Law of Armed Conflict	Fall
<a href="#">EL 655A</a>	The Law of Air, Space and Cyber Operations	Spring
<a href="#">EL 707</a>	Global Maritime Security and International Law	Winter
<b>10 - STRATEGY, OPERATIONS AND MILITARY HISTORY</b>		
<a href="#">EL 300</a>	Intermediate English as a Second Language for <b>International Officers</b>	F,W,S

<a href="#">EL 400</a>	Advanced English as a Second Language for <b>International Officers</b>	F,W,S
<a href="#">EL 515A</a>	The Commercial Maritime Industry & Strategic Sealift	Fall
<a href="#">EL 570</a>	The American Revolutionary War and the Colonial Military Tradition	Fall
<a href="#">EL 571</a>	The American Civil War	W/S
<a href="#">EL 573C</a>	The American Way of War	Fall
<a href="#">EL 576</a>	WWII in the Pacific	Winter
<a href="#">EL 579</a>	Vietnam -- A Long War	Fall/Spring
<a href="#">EL 585A</a>	Abraham Lincoln: Democratic Statesmanship in Peace and War	Winter
<a href="#">EL 587</a>	George Washington: Indecipherable Monument or Indispensable Man? An Overview of His Life, Character and Legacy	Spring
<a href="#">EL 599A</a>	Understanding Strategy and Operations through War Gaming	Winter
<a href="#">EL 605</a>	Science, Technology and Strategy	Spring
<a href="#">EL 716</a>	The Profession of Arms, Ethics, and Strategic Leadership in the Age of Grant	Winter
<a href="#">EL 720</a>	Unmanned Systems and Conflict in the 21 <sup>st</sup> Century	Fall/Spring
<a href="#">EL 727</a>	Transcultural War	Spring
<a href="#">EL 729</a>	Nuclear Arms Control, Disarmament and Nonproliferation	Winter
<a href="#">EL 741</a>	Business Perspectives for Military Leaders (New 16-17)	Fall
<a href="#">EL 744</a>	Yankees and Rebels at Sea	Fall
<a href="#">EL 750</a>	The "Great" War: The Naval War College, The American Expeditionary Force, and Combined Operations	Fall
<a href="#">EL 751</a>	Principles of Modern Sea Power (New 16-17)	Winter
<a href="#">EL 752</a>	Cultural Property in Contemporary Warfare: "Monuments Men" for the 21 <sup>st</sup> Century	Winter
<a href="#">EL 753</a>	Geo-economics and U.S. National Security (New 16-17)	Winter
<a href="#">EL 754</a>	Mahan, Corbett and the Foundation of Naval Strategic Thought (New 16-17)	Spring
<a href="#">EL 758</a>	How Navies Fight and Win	Fall
<b>11 - INFORMATION OPERATIONS</b>		
<a href="#">EL 501**</a>	Intelligence and Military Operations (TS/SCI)	Winter
<a href="#">EL 503**</a>	The CIA: Organization, Functions and Capabilities (TS/SCI)	Spring
<a href="#">EL 508**</a>	Seminar on Space Technology and Policy (TS/SCI)	Spring
<a href="#">EL 520*</a>	Ballistic Missile Defense (Secret)	Fall
<a href="#">EL 632</a>	Military Deception	Winter
<a href="#">EL 660</a>	Cyber-security: Cybered Conflict, Response to Surprise, and Emerging	Spring

	Indicators of Global System Change	
<a href="#">EL 681</a> **	Information Operations and Cyberwarfare (TS/SCI)	Fall
<a href="#">EL 682</a>	Strategic Communication	Spring
<a href="#">EL 713</a> **	Operations in Cyberspace (TS/SCI)	Winter
<a href="#">EL 720</a>	Unmanned Systems and Conflict in the 21 <sup>st</sup> Century	Fall/Spring
<b>12- IRREGULAR WARFARE</b>		
<a href="#">EL 507</a>	Special Operations at the Strategic Level	Winter
<a href="#">EL 507B</a> *	Advanced Studies in Special Operations Forces (Secret) By Invitation	Fall / Spring
<a href="#">EL 580</a>	Colonial Warfare	Winter
<a href="#">EL 627</a> *	Biological and Chemical Agents and their use in Warfare and Terrorism	Fall
<a href="#">EL 641</a>	Wars of African Independence (1881-1991)	Spring
<a href="#">EL 645</a>	Political Warfare and Counterinsurgency: Developing Innovative Tools (Guest Professor Retired Colombian CNO)	Fall
<a href="#">EL 651</a>	Coerce, Deter, Compel: Achieving Limited Aims through Force	Spring
<a href="#">EL 668</a>	Irregular Warfare	Winter
<a href="#">EL 674</a>	Non-Lethal Weapons(NLW's): Supporting the Operational Art Across the Range of Military Operations	Spring
<a href="#">EL 746</a> *	Factor Force: Innovation and the Generation of Competitive Advantage	Winter
<b>13 - LEADERSHIP AND ETHICS</b>		
<a href="#">EL 581</a>	Faith and Force: Religion, War and Peace	Spring
<a href="#">EL 592</a>	Foundations of Moral Obligation	F/W/S
<a href="#">EL 594</a>	Ethics and the Military	Winter
<a href="#">EL 604</a>	Women in Combat and War	Winter
<a href="#">EL 618</a>	Strategic Leadership	Winter
<a href="#">EL 649</a>	Critical Thinking for Adaptive Leaders	Winter
<a href="#">EL 677</a>	Self-Awareness for Leaders	Fall
<a href="#">EL 685</a>	Naval Leadership Through the Eyes of Hollywood	Spring
<a href="#">EL 686</a>	Perspectives on Operational and Strategic Leadership	Fall
<a href="#">EL 704</a>	Civil-Military Relations	Winter
<a href="#">EL 717</a>	Strategy, Leadership, and Ethics in Thucydides' Peloponnesian War	Spring

<a href="#">EL 718</a>	Pen and Sword: Leadership and the Literature of War	Fall/ Spring
<a href="#">EL 726</a>	Leadership and Statecraft	Spring
<a href="#">EL 730</a>	Ethics of Technology: Warfare, Society, and the Third Offset Strategy	Fall
<a href="#">EL 734</a>	Cross-Cultural Competence and Adaptive Leadership in the Multinational Force	Fall
<a href="#">EL 735</a>	Leading Through Everyday Conflict	Fall
<a href="#">EL 748</a>	Leadership and War Viewed through the Humanities	Winter
<b>14 - JOINT LAND, AIR AND SEA STRATEGIC EXERCISE (JLASS-EX)</b>		
<a href="#">EL 535A*</a>	Theater Strategic Planning - The Pacific	Fall
<a href="#">EL 535B*</a>	Theater Strategic Planning	Winter
<a href="#">EL 535C*</a>	Crisis Action Planning	Spring
<b>15- HALSEY A</b>	<a href="#">EL 595E</a>	F/W/S
<b>16 - HALSEY B</b>	<a href="#">EL 595F</a>	F/W/S
<b>17 - HALSEY Gravely</b>	<a href="#">EL 595G</a>	F/W/S
<b>18 - Mahan Scholars</b>		
<a href="#">EL 595B</a>	Directed Research (Mahan Scholars)	F/W/S
<b>21 – HOMELAND SECURITY AND HOMELAND DEFENSE</b>		
<a href="#">EL 701*</a>	Maritime Homeland Security/Homeland Defense ( <b>Secret</b> )	Fall
<a href="#">EL 703</a>	Homeland Security/Homeland Defense and the Department of Defense	Winter
<a href="#">EL 705</a>	Maritime Homeland Security/Homeland Defense; Fundamentals and War Game	Spring
<b>23- ADVANCED NAVAL STRATEGIST PROGRAM</b>		
<a href="#">EL 719</a>	Advanced Naval Strategy	F/W/S

## ELECTIVE COURSE DESCRIPTIONS

(Courses marked with \* are Secret \*\* are SCI)

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### **EL 300 INTERMEDIATE ENGLISH AS A SECOND LANGUAGE FOR INTERNATIONAL OFFICERS**

This course is open to all interested Naval Command College and Naval Staff College officers who are looking to improve their English skills in the areas critical to graduate level study with an emphasis on academic reading and writing. The course will focus on and address those components that are required elements for success in the three core trimesters at the Naval War College: being able to write papers specifically geared to the expected format and being able to effectively handle the significant amount of reading. This course is designed for officers wishing to increase their understanding of English and who have scores ranging from 80-89 on IMS in-country English Language testing as indicated on their Invitational Travel Orders.

The Winter trimester will offer a follow-on elective focusing on oral communications skills and the skills necessary for successful integration into the seminar format as well as aiding the student in being comfortable with his/ her presentation techniques.

ESL Instructors are also available to review papers and presentations on an availability basis. Separate seminars will be offered on Wednesday and Thursday to enable officers to take electives on the other day. Officers may only take one course (Wednesday or Thursday) per week.

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### **EL 400 ADVANCED ENGLISH AS A SECOND LANGUAGE FOR INTERNATIONAL**

This course will focus on the same objectives as EL 300 for both Fall and Winter trimesters, but will be limited to officers scoring greater than 89 on IMS in-country English Language testing as indicated on their Invitational Travel Orders. Officers with a lower score may opt to write a 1-2 page paper to demonstrate their proficiency if their score is between 85-88.

ESL Instructors are also available to review papers and presentations on an availability basis. Separate seminars will be offered on Wednesday and Thursday to enable officers to take electives on the other day. Officers may only take one course (Wednesday or Thursday) per week.

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### **\*EL 501 INTELLIGENCE AND MILITARY OPERATIONS**

**Professor Barrett Wann & Professor**

**Course Description:** The purpose of this course is to educate future commanders and staff officers on the use of intelligence to conduct military operations at the theater and operational levels. The course will discuss the nature and history of intelligence activities at the operational levels of war as distinct from the strategic and tactical levels. Through the use of appropriate guest speakers, the course will explore the resources available to provide timely and relevant intelligence to the Theater or Joint Task Force Commander, including those available from both the national and service elements of the U.S. Intelligence Community. The course will examine recent successes and failures of theater and operational intelligence through the use of case studies.

Students from both ILC and SLC and from all services are encouraged to enroll due to the increasingly joint nature of military operations and their corresponding intelligence challenges. No background in intelligence is required. The course will be conducted at the Top Secret/SCI level.

**Prospective attendees must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years.** Individuals should contact the SSO office if they have questions about their eligibility.

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**\*EL 503 THE CIA: ORGANIZATION, FUNCTIONS AND CAPABILITIES**

**Professor**

**Course Description:** This course is designed to familiarize future commanders and staff officers with the role of CIA at both the strategic and operational levels. The intent is to help students understand the level and types of support the Agency can (and cannot) provide them during times of both war and peace. The course will focus on Agency capabilities and limitations in such areas as human and technical intelligence collection, covert action, and intelligence analysis. A number of guest speakers from the CIA Headquarters will provide first-hand insight into their areas of expertise.

Classes will be a combination of informal lecture and seminar-style discussions. The instructor will try to tailor the classes to meet student interests.

**A TOP SECRET/ SCI security clearance is required for all participants.**

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**\*EL 507 SPECIAL OPERATIONS AT THE STRATEGIC LEVEL**

Dr. Negeen Pegahi and COL Joe McGraw

**Course Description:** This course explores the role of special operations forces (SOF) in achieving national objectives. We examine a series of cases in which SOF were employed, both by the United States as well as other countries, and explore a series of questions for each case – e.g., what were national objectives? How/why were SOF selected as the means of pursuing them? How were SOF expected to achieve those objectives? How well or poorly did SOF succeed and why? What lessons should we learn from the case and why? Class will be structured in seminar format, with weekly readings and discussion questions to facilitate informed analysis.

The goal of the course is three-fold: to better acquaint students with the full range of SOF missions, to familiarize students with a set of SOF efforts across a range of countries and time periods, and to help students develop their own views as to the appropriate role for SOF in the national toolkit moving forward. The class is open to all students, with preference given to officers and civilians who will work in support of strategic level planning. It will be conducted at the unclassified level and will include a 2,000-2500 word paper on a topic of the student's choosing in conjunction with the faculty members.

**\*\*EL 507B      ADVANCED STUDIES IN SPECIAL OPERATIONS FORCES (For SOF Officers)**

CDR Robert Ducote

**Course Description:** This course is directed at SOF students that wish to study the employment of SOF in an Irregular Warfare context in greater depth. The course will begin with a review of selected and relevant literature of Irregular Warfare in order to establish an understanding of the post 9/11 security setting. We will then transition to a review of organizational and organizational learning literature in order to critically examine the structure of USSOCOM and the roles and missions of its components. Using selected case studies in Irregular Warfare, students will complete a group project, paying particular attention to the integration of intelligence, technology and information operations. EL 507A is the prerequisite or upon approval by the SOF Chair.

**The course will be conducted on a TS/SCI level**

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**\*\*EL 508      SEMINAR ON SPACE TECHNOLOGY AND POLICY**

**Professor John Hanus with Guests from MIT Lincoln Laboratory**

**Course Description:** This seminar, which is taught jointly by the Naval War College and MIT's Lincoln Laboratory, seeks to explore systematically the critical space technologies, capabilities, and policies that shape how the United States uses space for military and governmental purposes. As we consider how these technologies are shaping U.S. military capabilities in the twenty-first century, this seminar seeks to encourage the student to think analytically about the effects of space technology on national security policy. It examines roles and missions, global strike, TPED, surveillance, ballistic missile defense, navigation, indications and warning, space launch, communications, and remote sensing, among other topics.

**The course will be conducted on a TS/SCI level.**

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

**Professor J. Waghelstein**

**Course Description:** 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.

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## **EL 515A THE COMMERCIAL MARITIME INDUSTRY & STRATEGIC SEALIFT**

### **Professor Christopher McMahon**

**Course Description:** The United States is currently the only nation with the ability to deploy and sustain large forces on a global basis. This capability provides U.S. leaders with unmatched flexibility in the development of effective National Security policies and the operational strategies and actions required to implement them.

While the U.S. Military through the Navy's Military Sealift Command does possess government vessels that are key assets available for strategic sealift, it is the commercial U.S. Merchant Marine and the commercial maritime industry that are essential components in the ability to project and sustain power around the world. Accordingly, it is incumbent on military and civilian personnel in all branches of the armed forces and government to understand the maritime industry and its role in military power projection.

This course will provide students with a firm understanding of the nature, history, function, and significance of the commercial maritime industry and its relation to strategic sealift, deployment and sustainment operations. We will explore the global maritime industry including types of commercial vessels and their functions, flags of registry, ports and intermodal connectors, regulatory bodies and their role, costs of marine transportation, merchant mariners and global maritime powers.

We will also review the challenges currently facing the U.S. Merchant Marine and the ability of the U.S. military to project power in future conflicts. Specific problem topics will include:

- The declining number of U.S. flag ships
- The rise of China as the major world maritime power
- The costs of building and operating U.S. flag ships
- Maritime trade warfare and its implications in future conflicts.

The course will include case studies such as:

- Deployment and support for U.S. forces during Operations Iraq Freedom and Enduring Freedom.
- Landing and sustaining forces at Mogadishu, Somalia (Operation Restore Hope).
- Delivering support equipment and humanitarian supplies to Haiti.

Also covered will be a range of additional maritime issues facing today's navies and mariners, from protecting commercial ships, cargo, and ports, to the challenges of global piracy and the opportunities accompanying the opening of Arctic shipping routes, the expansion of the Panama Canal, liquefied natural gas (LNG) transport, and Joint Logistics Over-the-Shore (JLOTS) operations.

Subject matter experts, videos, and classroom discussions will provide additional informed content and support the participation of all students – U.S. and international.

Students do not need to have previous understanding or knowledge of strategic deployment or the commercial maritime industry to benefit from the course. All those who can benefit by a better understanding and further knowledge of the maritime industry and its significance in military and world affairs will find this elective very worthwhile.

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#### **\*EL 520 BALLISTIC MISSILE DEFENSE**

##### **Professor John Hanus with Guests from MIT Lincoln Laboratory**

**Course Description:** The proliferation of ballistic missiles and weapons of mass destruction -- in particular nuclear weapons -- is profoundly influencing U.S. national security and military capabilities. In view of the fact that North Korea possesses long-range ballistic missiles and nuclear weapons, further that the United States withdrew from the ABM Treaty in June 2002; the United States is accelerating its program for developing and deploying ballistic missile defenses. The nature of ballistic missile defenses, which is an inherently complex subject in technological and operational terms, has important implications for defense policy, international security, technology programs, and operational concepts. This seminar, which is taught jointly by the Naval War College and MIT's Lincoln Laboratory, explores in a systematic fashion the critical technologies, capabilities, operational concepts, and policies that will influence how ballistic missile defenses affect the military capabilities of the United States as well as each of the military services. This seminar will encourage the student to think analytically about BMD in an historical sense as well as in terms of systems and development approaches, threats and countermeasures, radar, missile and seeker technologies, command and control, discrimination, testing, and systems under development, among other topics. Students will be required to conduct research as part of the seminar.

**The course will be conducted at the Secret level.**

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**Professor A. K. Ross**

**Course Description:** This course is designed to provide the student with a broad-based understanding of NATO as a successful example of a collective defense alliance as well as the chance to examine the relevance of such alliances in the post-Cold War environment. As a way of "leveling the playing field," it quickly traces the evolution of NATO from the ashes of WWII, through the Cold War years and into the present mission debates. The meat of the course however, will deal with the contemporary issues, with at least 80% of the course material focusing on the developments and discussion following the Rome Summit of 1991.

Nobody disputes the value of NATO during the Cold War but, as the strategic environment has changed and the collective reason for a purely defensive alliance has consequently waned, there has been little re-analysis of the fundamental alliance mission. Instead, political initiatives and collective developments have ensured not only its survival but its expansion to embrace some of the former Warsaw Pact nations. The course will explore and debate the resultant effects of this on an emerging Russia, the proffered political reasons for the expansion and ask the key question as to whether NATO strategy is still in step with its members' policies and objectives. It will necessarily examine both the modern European outlook and the American viewpoints on the relevance of NATO in the modern, post 9-11 era. Having addressed the strategic side, the course will conclude with a review of some of the more important operational developments within the alliance, looking at ways in which these might be developed for the future, whatever the final strategic direction turns out to be.

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**EL 526            A CRITICAL ANALYSIS OF AIRPOWER SINCE WWI**

**Professor A. K. Ross**

**Course Description:** 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.

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**\*EL 535            JOINT LAND, AIR AND SEA STRATEGIC EXERCISE (JLASS-EX)**

**\*EL 535A THEATER STRATEGIC PLANNING - THE PACIFIC**

**Course Description:** This course focuses on major U.S. national strategic issues in the Asia-Pacific. Upon completion, students have a sound understanding of the historical, economic, diplomatic and legal issues within the Pacific Theater, and how they relate to defense and security.

The course is a prerequisite for the winter and spring elective series---Joint Land, Aerospace, and Sea Simulation (JLASS). The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner's level course.

JLASS is a distributed planning and execution game involving all Senior Level Colleges with each institution representing a geographic or functional combatant command or Joint Chiefs of Staff in a world with developing crises. The College of Naval Warfare Students role plays the PACOM staff.

The fall elective will be conducted as a seminar with guest speakers addressing their area of expertise. Each student will be required to prepare a written research/analysis paper of approximately eight to twelve pages that addresses the strategic issues for the Pacific theater country assigned each student. The analysis will form the basis for future development of a Theater Assessment, Strategy and Security Cooperation plan.

**\*EL 535B THEATER STRATEGIC PLANNING – JLASS-EX**

**Course Description:** This elective is based on Joint Professional Military Education Phase II requirements and is allotted elective credits for the winter trimester. Those selected for JLASS will take a fall elective offered in the Asia-Pacific Area of Study. The JLASS Program leverages concepts introduced in the core Joint Military Operations course principally: Operational Art; Theater Security Cooperation; joint and coalition warfare in the theater; security, stability, transition and reconstruction operations. The program focuses on application of the adaptive planning process and theater campaign planning using the Joint Operational Planning and Execution System (JOPES). Students are issued all reading material supporting the JLASS program. JLASS provides selected CNW students, acting as members of the USPACOM staff, the opportunity to use JOPES to prepare a commander's estimate of the situation and Theater Security Cooperation Plan for the PACOM theater of operations in EL 535B.

The 535 series of electives is provided for those CNW students selected by the Provost to participate in a Theater-Strategic Planner's level course.

The written requirements for WE-535B (Theater Strategic Planning---JLASS) are the strategic concepts of a PACOM Theater Strategy, a Theater Security Cooperation Plan (TSCP), a Commander's Assessment and Commander's Estimate for a developing theater crisis. The Theater Security Cooperation Plan will be briefed to the senior JLASS mentor, a retired Flag Officer.

**\*EL 535C CRISIS ACTION PLANNING – JLASS-EX**

**Course Description:** For the Spring trimester, EL 535C, the students will receive credit for one elective during the spring term and develop a campaign plan in response to an emerging crisis, produce requisite follow on Fragmentary Orders, Requests for Forces/Capabilities and Directives in accordance with joint planning process during execution of joint and combined military operations. This plan will be tested in

a two-sided, computer-assisted, future year's war game to be played at Maxwell AFB, Montgomery, Alabama, by CNW students in collaboration with the other senior service colleges.

The written requirements for SE-535C (Crisis Action Planning---JLASS) are selected portions of a Campaign Plan, and Crisis Action planning documents as required during the exercise phase in Maxwell AFB. The Campaign Plan will be briefed to the senior JLASS mentor prior to departing to the exercise in Maxwell.

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**EL 539 HUMANITARIAN ASSISTANCE/DISASTER RELIEF: IMPROVING CIVILIAN-MILITARY RESPONSES DURING COMPLEX CRISIS**

**Professor David Polatty and Dr. Michael Lappi (Harvard School of Public Health/Harvard Medical School)**

**Course Description:** This course will focus on analyzing and understanding the challenges that U.S. and international militaries, governments, nongovernmental organizations (NGOs), and intergovernmental organizations (IGOs) face while conducting Humanitarian Assistance (HA)/Disaster Relief (DR) operations during complex crises. The magnitude, complexity, and lethality of recent natural and manmade disasters have dramatically altered the previously accepted role for international militaries in the area of HA/DR. President Obama's strategic guidance contained in the January 2012 "Sustaining U.S. Global Leadership: Priorities for 21st Century Defense" reiterates that HA/DR is a priority mission for the U.S. Armed Forces, and specifies that "U.S. forces possess rapidly deployable capabilities, including airlift and sealift, surveillance, medical evacuation and care, and communications that can be invaluable in supplementing lead relief agencies, by extending aid to victims of natural or man-made disasters, both at home and abroad."

The ability of military forces to quickly respond to major crises with a broad range of unique capabilities has directly affected strategy and operations for the international humanitarian assistance community and consequently has created confusion and inefficiencies during multi-lateral responses. Unfortunately, a clear absence of understanding exists between militaries, NGOs, and even the government agencies within the same country as their military regarding the way forward for this potential collaboration of critically important organizations.

Class discussions will focus on strategic and operational level HA/DR issues, with a balanced examination of both theory and practical application of the planning, execution, and assessment competencies required to succeed on a U.S. military staff. During academic discussions and case study analysis, Dr. Lappi's extensive specialized civilian and military medical background will enable the class to focus on some of the distinctive emergency response, acute care, and healthcare response considerations that considerably impact relief operations. Professor Polatty's numerous experiences as an operational planner on sub-unified combatant command, Navy numbered fleet/component command, and interagency staffs will complement Dr. Lappi's knowledge and expertise to provide students with a sound foundational understanding of the challenges and opportunities they may face during future humanitarian crises. The overarching goal of this elective is to empower students with the background knowledge and critical analytical skills they need to improve civilian-military HA/DR responses in the future.

Students will use case studies to analyze and discuss historical HA/DR operations that were conducted in response to some of the most significant natural disasters of the past fifteen years, including the 2004 Indian Ocean Tsunami, the 2005 Pakistani Earthquake, the 2010 Haiti Earthquake, and 2013's Typhoon Haiyan/Yolanda.

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## **EL 553            KOREAN POLITICS AND SECURITY**

**Dr. Terry Roehrig**

**Course Description:** Despite the end of the Cold War, the Korean Peninsula has remained a legacy of that conflict and continues to be a concern for peace and stability in the region. North Korea continues to be a serious security challenge. The Democratic People's Republic of Korea (DPRK) is one of the last surviving communist states with a faltering economy that struggles to feed its people. North Korea maintains a large conventional military force, hundreds of ballistic missiles, and in 2006 and 2009, tested nuclear weapons adding to an already serious security concern. Since 2008, North Korea analysts have been watching intently as the DPRK regime attempts to pass power once again from father to son. Across the demilitarized zone, South Korea has developed into a thriving global economy ranking 15th in the world and democratic U.S. ally. The Republic of Korea (ROK) is the 7th largest U.S. trade partner and a world leader in the production of semiconductors, automobiles, electronics, shipbuilding, and nuclear energy technology among others. The United States and South Korea maintain a formal security alliance and the peninsula is home to 28,500 U.S. troops. Developments in Korea have an important impact in the region and in the world making knowledge of the Koreas and their challenges vital for national security professionals. This course will explore the history, politics, economics, and security of North and South Korea and their role in the larger security situation of East Asia.

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## **EL 554            THE LAW OF ARMED CONFLICT**

**International Law Department Faculty**

**Course Description:** The elective is designed to assist operational commanders and their staffs in understanding the framework of international law that applies across the range of military operations, providing concrete examples from recent and ongoing operations. This course will address a range of legal issues facing commanders and their staffs in the context of planning and executing military operations. Main areas of focus will include international law and the use of force, the law of armed conflict, and operational law.

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## **EL 562            RUSSIAN HISTORY AFTER THE COLD WAR**

**Dr. S. Khrushchev**

**Course Description:** 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.

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**EL 570 THE AMERICAN REVOLUTIONARY WAR AND THE COLONIAL MILITARY TRADITION**

**Professor W. Spain**

**Course Description:** 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.

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**EL 571 THE AMERICAN CIVIL WAR**

**Professor David Kelly**

**Course Description:** The American Civil War was a watershed event in the history of the United States, many aftershocks from which are felt today - one and a half centuries later. This course will cover the underlying causes of the war and the conduct of the North and South during the war from the outbreak of hostilities to its transformation into the first modern experience with "total war" to the eventual defeat of the Confederacy. Emphasizing the strategic and operational levels of war, particular attention will be paid to how both sides set their objectives, undertook actions to achieve them, and then, due to internal and external forces were compelled to alter them over time. The overarching objective of this

course is two-fold: (1) to gain a better and deeper understanding of the American civil War and (2) to identify lessons that can be learned from it and applied today.

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## EL 573C THE AMERICAN WAY OF WAR

Dr. John Waghelstein

**Course Description:** Every nation has a predisposition for how it fights wars, as the result of its own culture and experience. For the United States, there has been dependence on mobilization, a penchant for technology, a tendency toward rapid action once engaged, a willingness to use a high level of violence, and an acceptance of precipitous demobilization and rapid return to “normal” peacetime activities. We have been warlike but unmilitary, with nearly unbroken history of military activity and involvement in at least one form of warfare since colonial times. This occurred without the presence of a large peacetime military until the Cold War broke the pattern. Since the “Wall” came down we have reverted to type.

Ours is a uniquely American approach to national defense, based in part upon a pioneer spirit, aggressive action, and a prejudice against standing armies and long-term conflicts. One of the constants has been the almost perfect record of unchallenged civilian control over our military. Another constant from the early years of the republic to the end of the 20th century has been the disconnect between U.S. military doctrine and education and the missions our armed forces were actually called upon to accomplish—a gap that often led to problems in the conduct of military operations, particularly when dealing with “small wars.” We have also oscillated between splendid isolation and engagement around the globe.

These military characteristics have helped to foster a distinctly American cultural heritage. Examining our historic approach to war helps us understand our political, social and cultural evolution, and the way we may fight in the future.

The objective of this course is to develop an understanding of "*The American Way of War.*" **Within the general framework of national defense, the student should understand the historical relationships between the civilian leadership, the regular establishment and the various militia systems. How Americans wage war is the driving theme of the course.**

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## EL 575 WWII IN EUROPE

Dr. Timothy Schultz & Professor Leonard Wildemann

**Course Description:** This course provides a comprehensive overview of World War II in the Atlantic and European theaters. It has been developed for those interested in the multifaceted personalities, strategies, operational considerations, battles, and ideologies that prevailed in this struggle. While national and military strategies will be a key focus of the course, consideration will be given to the campaigns and operations that defined the war. Accordingly, the course will progress along two parallel lines or themes: specific phases or geographic areas of the conflict and considerations of the national and military leadership of the combatant nations.

The course will be conducted in true graduate seminar fashion. It will emphasize 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. Some seminars may include guest professors with particular expertise to further enhance the seminar. Thus, it is imperative that students read and contemplate the material in order to engage the professors and each other. Your views on the “game-changing” events, the influence of personality and ideology, the role of chance, the subsequent myths, the institutional dimensions of the conflict, the applicability to 21st century conflict, etc., will be especially important. Consider also what the Second World War teaches us about human nature, cultural and national passions, and how technological advances reshape the domains and boundaries of human conflict. You should thus emerge from this course with a much-improved understanding of Europe’s second great conflagration as well as new insights as modern strategists.

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## **EL 576            WORLD WAR II IN THE PACIFIC THEATER**

**Professor Ronald Oard & Professor David Fuquea**

**Course Description:** This course will provide a comprehensive overview of World War II in the Pacific and East Asia at both the strategic and operational levels. The course is designed to take advantage of Naval War College Staff and distinguished visiting professors who have done primary research and/or have published in subject areas relating directly to the material they will present in the course. Military members of the faculty will also lead sessions relating to personal areas of interest and expertise. One to one and one-half hours of each seminar will be reserved for presentation of material by the seminar moderator(s) for each session. This will be followed by seminar discussion on the day's topic. Frequently, several seminar moderators will be available at the seminar discussion sessions to facilitate consideration of material falling within several areas of expertise.

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## **EL 577            WINSTON CHURCHILL: STATESMAN AND WAR LEADER**

**Dr. John Maurer**

**Course Description:** Winston Churchill stands out as one of the most famous and admired statesmen of the twentieth-century. His historical reputation today rests largely on the role he played as Great Britain’s prime minister during the Second World War. When Churchill became prime minister in 1940, Britain appeared on the verge of defeat. The downfall of France during the spring of 1940 threatened the humiliation of Britain as well. Churchill’s determined leadership played a key role in preventing defeat, stemming the onslaught of Nazi Germany. His wartime speeches continue to inspire, being justly celebrated for the way they stirred the people of Britain, Europe, and the United States to resist aggression and fight on for total victory over monstrous tyrannies. To achieve this victory, Churchill provided strategic direction to the enormous war effort made by Britain and its allies. Always the historian as well as a participant of major world events, Churchill produced a monumental and indispensable history, *The Second World War*, about this desperate global struggle.

The crisis year of 1940 was not the first time that Churchill found himself tested as a leader. Before becoming Britain’s prime minister, Churchill had already served in a number of high-ranking government positions dealing with the preparation or making of war. As civilian head of the Royal Navy during the years immediately before the outbreak of the First World War, Churchill was the minister responsible for ensuring Britain’s naval security against the growing threat posed by Germany’s rapid buildup of its battle fleet. After Germany’s leaders provoked war, Churchill sought strategic alternatives to the stalemate on the Western Front and its costly battles of attrition. In the period between the two

world wars, he also took an active part in the contentious policy debates about how Britain might best protect itself from the growing international threats posed by Japan and Germany. Churchill had the courage to speak out about the darkening international scene during the 1930s, warning of how Hitler's Germany endangered Europe's peace and Britain's security. These warnings, however, proved unpalatable to Britain's leaders, who sought to keep Churchill from holding government office. The outbreak of a new war with Germany confirmed Churchill's warnings and brought him back into a position of leadership. Churchill's long experience with the politics of making strategy helped prepare him for the mantle of leadership that he would assume during the Second World War.

Throughout Churchill's long period of government service, he was at the center of controversy. To govern, said Churchill, is to choose. This course is about the political and strategic choices made by Churchill. His political and strategic decisions during the Second World War remain the subject of considerable debate. Churchill's admirers see him as providing an exemplar of how a wise political leader guides a democracy in wartime. His critics, on the other hand, maintain that Churchill's foreign policy and strategic prescriptions were sometimes dangerously flawed. Churchill's colleagues in government, both civilian and military, as well as the leaders of Britain's allies, would at times strenuously disagree with the strategies proffered by him. Was Churchill's political and strategic judgment as flawed as his critics maintain? Or, does he deserve the accolades of his admirers? In this course, we will seek to evaluate Churchill as a strategist by examining his policy views and strategy decisions. By investigating Churchill as a strategist, this course also offers a window on the high politics and strategy of the two world wars.

The story of Churchill's life is that of a leader guiding the fortunes of a world power in decline. Did Churchill's policy and strategy choices accelerate Britain's decline? Or, is it the case that his strategies, if they had been followed as he intended, would have better enabled Britain to uphold its international position? By examining these questions, this course will attempt to understand the driving forces—domestic political, economic, international, and military—that undermined Britain's standing as a world power during the first half of the twentieth century.

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## **EL 579 VIETNAM – A LONG WAR**

**Professor A. Bergstrom & COL (ret) A. Weber**

**Course Description:** 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.

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## **EL 580 COLONIAL WARS: 1841-1918**

**Dr. Richard J. Norton**

**Course Description:** One of the most interesting periods in military history will be examined. Our course of study will focus on the years 1841 - 1918, or roughly the years in which Victoria reigned as

Queen in Great Britain. The International Political System of the time may be described as dominated by a maritime Superpower in competition with a variety of other continental Great Powers. This period marks a time of explosive military development. It began with Napoleonic tactics and weapons and ended with almost all the devices and thinking that would accompany European Armies into the Second World War. Issues relating to imperial expansion, colonial constabularies, insurgencies and asymmetric warfare were commonly encountered. It was also a time of intense, if sporadic, territorial expansion and the near constant involvement by European powers in a remarkable variety of small wars. Africa, more than any part of the world was profoundly affected by this experience, indeed, this period was so important that it is impossible to understand fully Africa of the 20th / 21st centuries without having an appreciation of the last two thirds of the 19th.

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## **EL 581 FAITH AND FORCE**

**Dr. Tim Demy**

**Course Description:** 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.

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## **EL 585A ABRAHAM LINCOLN: DEMOCRATIC STATESMANSHIP IN PEACE AND WAR**

**Chief Justice Frank Williams**

**Course Description:** As the inaugural train, carrying President elect Abraham Lincoln wound its way to the nation's capital, the country stood poised at a great divide. In those final hours before his Presidency began, standing under the American flag, Lincoln sealed his vow to unify and preserve this "new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." No president in American history has faced a greater crisis than Abraham Lincoln confronted in 1861. But was he prepared as a war leader and strategist? After all, he had only served as a captain of the militia during the Black Hawk War during which he had seen no action.

Did Lincoln know that war was to be the only option or did he hope to resolve the issues separating the North and South through political statesmanship?

How did he justify the steps he took to save the Union and preserve the Constitution?

Are there lessons we learned from Lincoln which apply to modern day justice in war?

This course explores both the public and private Lincoln and his leadership in both war and peace. It examines the nature of American democracy and the place of equality in American politics. Finally and most importantly, it examines the role of "prudence," the virtue Aristotle calls most characteristic of the statesman, in democratic politics.

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

**CAPT Erik Wright**

**Course Description:** 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 592                    FOUNDATIONS OF MORAL OBLIGATION**

**Dr. George Lucas & Dr. Thomas Gibbons**

**Course Description:** This course provides an opportunity read and discuss some of the classics of philosophy, literature and religion. These readings raise fundamental questions regarding the nature of moral obligation, human nature, right, justice and law. The method for the course is the so-called "Great Books" approach. In this method, the book is the teacher.

At the conclusion of this course, students should have a good grasp of some of the major schools of thought regarding the foundations of morality. We will have examined the roots of Jewish, Christian and Hindu thought on these fundamental questions. We will have explored several major philosophical schools that have deeply influenced Western Culture (Platonic, Aristotelian, Stoic, Christian/Aristotelian, Kantian, and Utilitarian). We will have examined the US Declaration of Independence, the US Constitution, the UN Charter and several of Admiral Stockdale's own written pieces in which he articulates the importance of these explorations for thoughtful military officers.

The main requirement of the course is careful reading of the assigned texts in preparation for class. The course will maintain a Blackboard website and each student will post at least a page of questions, comments, criticisms or points to be explored further to that website NLT 1600 two days before each class. Students are required to read each other's comments and to respond to at least some of them. This will enable us all to come to class prepared to engage on the points raised by their colleagues.

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## **EL 594 ETHICS AND THE MILITARY**

**Dr. Thomas Creely & CDR Michael Riordan**

**Course Description:** Ethics in the Military is a foundation of the profession of arms, which reinforces the social contract with the American people and upholds our Constitutional obligation. Increasing ambiguity politically, socially, economically, culturally, and religiously on the world stage, requires a deeper understanding and probing examination of current realities and anticipated conflicts, with complex dilemmas. In order to have breadth and depth to ethical capacity, it is important to study ethics from a multidisciplinary approach. It is through the lenses of different disciplines that we increase our knowledge, inform our decision making skills, and develop a holistic experience. Philosophy, Arts, Technology, Religion, Just War, and Anthropology are interconnected disciplines that build intellectual capital and prepare leaders at higher levels of thinking.

An overview of ethical theories and terms will lay the foundation for analysis, discussion, and reflection of one's moral decision making responsibility. The military as a profession is examined through the lenses of trust, power, and decisions. How do we leverage and protect our power? What is the cost-benefit of courageous leadership? How do I navigate moral dilemmas? Does art inform our ethics? Is technology value laden? Case studies, film, video cast, and journal articles will provide the background for contemplation and debate. Because of these and other questions, you will expand your ethical capacity across disciplines

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## **EL 595 DIRECTED RESEARCH**

### **Faculty Sponsors**

**Course Description:** This elective permits the individual student to pursue directed research alone or in combination with others under an appropriate faculty sponsor. Because of the special nature of this elective, the student must present in person a written research proposal, with the written endorsement

of a proposed faculty sponsor, to the Associate Dean of Academics for Electives and Directed Research for permission to enroll. A one or two page abstract of the project's results, and a brief faculty evaluation, must be submitted with the final grade report. This elective is a suitable choice for a student who wants to pursue a special project on a limited basis; it could also be a preliminary research effort for an Advanced Research Project; or it could be used to expand a project undertaken in the prescribed curriculum.

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## **EL 595B DIRECTED RESEARCH (MAHAN SCHOLARS)**

**Dr. Negeen Pegahi**

**Course Description:** The Mahan Scholars Program provides an opportunity for selected members of the College of Naval Command and Staff and the College of Naval Warfare to acquire a firm grounding in the concept of deterrence and related “ways” of applying instruments of national power at the strategic level as well as those ways’ applications to and implications for the nuclear realm. Depending on student cohort composition and interest, the program may also examine additional domains and/or tools of strategic importance, such as space, cyberspace, and/or special operations. Students selected at the start of each academic year participate in the Mahan Scholars program for the entire academic year as a research elective. Mahan Scholars spend the fall in seminar working through key concepts and debates, the winter in seminar shaping and starting their individual research projects, and the spring primarily engaged in independent research and writing under the director’s guidance to complete their final 30-page paper and associated products. Mahan Scholars also have the opportunity to participate in a wargame of a regional contingency in a potentially nuclear environment, to go on funded class and individual research trips in furtherance of their projects, and to brief their work to relevant leaders at the end of the academic year. The work is focused primarily at the strategic level and involves a mixture of unclassified and classified sources and activities.

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## **EL 595 E/F/G DIRECTED RESEARCH (HALSEY)**

**Professor James FitzSimonds & Craig Koerner (Halsey Alpha)**

**Professor William Murray & Dr. Hank Kamradt (Halsey Bravo)**

**Dr. William Bundy & Professor Walter Bonilla (Gravelly Group)**

### **Halsey Program Description:**

The Halsey Program provides an opportunity for selected members of the College of Naval Warfare and College of Naval Command and Staff to participate in focused, war fighting analysis projects dealing with near and mid-term operational challenges of interest to the CNO, the Navy Component Commanders, the numbered fleet commanders and Joint force commanders. Selected students participate in the Halsey program for the entire academic year. One of the three academic trimesters is devoted to full-time research in lieu of one of the core curriculum courses. During the other two trimesters, the student participates in the Halsey research elective. The

Halsey groups employ individual research, visits with theater and agency experts, modeling, simulations, interactive wargaming and team assessments. The final output of each project is the opportunity to brief the CNO at the end of the academic year. The following is a brief description of the three Halsey Program projects that will be ongoing during the academic year from August 2010 to July 2011.

**The Halsey Alfa project examines a set of specific, real-world operational challenges in the PACOM AOR. The project involves extensive individual and group research with an emphasis on two-sided, interactive wargaming.**

**The Halsey Bravo project examines a set of specific, real-world operational challenges in the CENTCOM AOR. The project involves extensive individual and group research along with modeling, simulation, and wargaming.**

**The Gravely Group (formally Charlie) project examines Integrated Missile Defense. The project involves extensive individual and group research along with an emphasis on real-world scenario assessments, operational planning and wargaming.**

Members of the College of Naval Warfare and College of Naval Command and Staff may apply for no more than one of the projects. Students interested in participating in the Halsey program should contact the director of the relevant Halsey group.

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**\*EL 597      NAVAL OPERATIONAL PLANNER COURSE ELECTIVES (MAWS)**

**Director- Robert Gardner**

**\*EL 597A      NAVAL WARFARE AND OPERATIONAL ART**

This elective provides fundamental knowledge of operational planning, specifically addressing the operational art and its application within & throughout the Navy Planning Process. As an essential component of the Naval Operational Planner Course (NOPC) curriculum, this elective provides NOPC students with a solid foundation of generic operational-level planning, from which naval and joint planning skills will be derived and honed.

**\*EL 597B      THE NAVY PLANNING PROCESS AND THE JFMCC ENVIRONMENT**

This elective examines operational planning considerations at the functional component level of a Joint Task Force, specifically investigating the Joint Force Maritime Component Commander (JFMCC). As the second of three Naval Operational Planner Course (NOPC) electives, WE-597B provides NOPC students with firm comprehension of a JFMCC's unique operational-/tactical- level force employment considerations, from which feasible, suitable, and acceptable courses of action can be developed.

**\*EL 597C      MAJOR OPERATIONS AND CAMPAIGNS- HISTORICAL CASE STUDIES**

This elective examines operational planning considerations at the Joint Task Force level, specifically at the command element of the Joint Task Force Commander (JTFC). This third Naval Operational Planner Course (NOPC) elective provides the students with firm comprehension of a JTF Commander's organization, functions, and operational force employment considerations. Activation of a JTF command element is studied through the lens of the Standing Joint Force Headquarters (SJVHQ)

construct, with practical application exercised by NOPC students acting as a SJFHQ core element during the Joint Maritime Operations (JMO) core course capstone exercise.

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## **EL 599            WARGAMING THEORY AND PRACTICE**

**Professor M. Martin**

**Course Description:** This course will provide students with an in depth understanding of the role of War Gaming in strategic thinking and operational warfare and analysis, sufficient to make the student an intelligent and critical consumer of war games. The course will address war gaming theory and principles as they relate to the practical issues of designing, executing and analyzing war games through readings, discussion, and war game play. The students will design a war game to deal with a set of operational/strategic problems chosen during the course under instructor guidance, and test their design by playing and analyzing it both during the session and during the week between sessions. Students will deliver a paper analyzing the chosen problem, how their war game design attempted to solve that problem, and the critical problems with war gaming that interfered with solving that problem. Required readings are kept to a critical minimum to provide students time during the week for war game play.

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## **EL 599A            UNDERSTANDING STRATEGY AND OPERATIONS THROUGH WAR GAMING**

**Dr. Nicholas Murray**

**Course Description:** This course provides students with the opportunity to examine historical and contemporary decision making through war gaming; and this will take the form of terrain exercises, decision exercises, table-top and board wargames. This is in order to gain a better understanding of how strategy and operations have evolved over time and how tactical actions are connected to them. The wars and problems studied complement the curricula of the college and reflect several of the cases used for the strategy and war, and strategy and policy courses. Students will develop courses-of-action, including alternate COAs, and make decisions based upon them in order to discuss the ramifications of their choices and to get a better understanding of the changes in warfare over the last 200 years. As such, students will improve their reasoning and decision-making. Ultimately, the course fosters a better understanding of decision-making, the problems of developing strategy and conducting operations, and the evolution of war fighting over time.

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## **EL 604            THE HISTORY OF WOMEN IN WAR AND COMBAT**

**Dr. Mary Raum**

**Course Description:** The female in the military has a long history from ancient to modern times and is found in the stories of considerable cultures and nations. Students will read about, analyze and discuss

a variety of biographies and autobiographies and articles as well as utilize art and watch films related to ancient and modern women and their roles in the profession of arms. The studies will cover many nationalities and periods in the history of war.

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## **EL 605 SCIENCE, TECHNOLOGY AND STRATEGY: FROM STIRRUPS TO SLBM'S**

**Dr. Timothy Schultz & Professor Michael A. Dennis**

**Course Description:** What role does technology play in the development and transformation of strategic thought? At one extreme, some argue that technology is no more than strategy's handmaiden; others argue that technology transforms strategic thought by inventing new forms of action and destruction. This course eschews both extremes, arguing that new ways of understanding the history and sociology of science and technology demand new ways of understanding the dynamics of technology, strategy, and state power. Rather than study these domains separately, the course will use historical and contemporary materials to examine how new forms of scientific and technological knowledge shape, and are shaped by, strategic concerns. We aim to provide students with a toolkit to better understand the incorporation of technical knowledge into the modern state's strategic focus.

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## **EL 612 THE EU: IMPLICATIONS FOR INTERNATIONAL SECURITY**

**Dr. Andrew Michta**

## **EL 617 TAIWAN: TRANSFORMATION AND GEOPOLITICS**

**Dr. Grant Rhode: The Van Beuren Chair Distinguished Visiting Professor**

**Course Description:** Students in this course will come to understand the transformations that Taiwan has undergone over the past five hundred years, and arrive at an understanding of geopolitics affecting Taiwan today.

We will survey the series of transformations that shaped Taiwan as it evolved from an aboriginal society to a Dutch colony in 1624, then to a Ming loyalist outpost in 1662, to a Qing prefecture in 1683, and finally to a Japanese colony from 1895 until the end of World War II.

After World War II, Taiwan reverted to a China deeply immersed in civil war. We will survey the oscillating place of Taiwan in the geopolitics of the post-war era, including the Chinese Civil War, the Cold War, the normalization of U.S. relations with China, and the subsequent rise of China. While the People's Republic of China has become a rising and economically thriving power still under single party rule, the Republic of China on Taiwan has become a more equitable "economic miracle" coupled with development of a pluralist democracy, yet it suffers from diplomatic isolation. In the early twenty-first century Taiwan citizens have created a vibrant civil society, but continue to struggle with seminal questions of identity and finding a viable political formula for resolving Cross-Strait relations.

Taiwan relations with the United States have alternated periodically between embrace and abandonment, the two potential sides of every alliance relationship. The course will conclude with analysis of the current geopolitical relationship between China, Taiwan, and the United States. The complexities faced by the United States include balancing U.S. support for democratic Taiwan, U.S. relations with China, and U.S. broader interests in the region. The course instructor will bring materials from recent field work in Taiwan for discussion.

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## **EL 618            STRATEGIC LEADERSHIP**

**Professor Thomas Bayley, Admiral James Kelly, Admiral Guillermo Barrera & Professor Gene Andersen**

**Course Description:** The skills required to lead at the unit level (the skills that officers studying at the Naval War College have mastered or are mastering) are inadequate to perform effectively at the flag- and general-officer levels of command. Additionally, a knowledge of those higher skills is most helpful to those serving and supporting senior officers who must exercise strategic leadership (defined here as the challenges of leading large, complex organizations). The course examines leadership at the strategic level and considers how the leaders of large organizations succeed. The course includes an analysis of the leadership of senior officers who have prominently influenced their services since WW I. We will draw upon insights from biographies and autobiographies, sociology, organizational theory, and academic and corporate studies of leadership to explore why and how leaders at the strategic level succeeded. The faculty team for this course includes two retired admirals, and distinguished visitors will be invited to participate. Extensive reading, intensive research, a term paper, and oral presentations make this a demanding elective.

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## **EL 627            BIOLOGICAL AND CHEMICAL AGENTS AND THEIR USE IN WARFARE AND TERRORISM**

**Prof. Albert Shimkus**

**Course Description:** This course will focus on the identification of biological and chemical warfare agents and their use by individuals, military, and terrorist organizations. The history of the earliest uses of various chemical and biological agents will be discussed from the first known uses up to modern applications. Modern descriptions and applications well known chemical and biological agents will be discussed as well as symptoms, lethality, and ease of manufacture, environmental contamination issues, personnel protection, and overall defense. The course will proceed to describe how biological/ chemical warfare has changed from one that relied principally on a strictly military organization and control as a weapon of mass destruction to that of irregular warfare where science educated individuals can create WMD materials with little cost or sophistication. The concurrent evaluation of ongoing developments in biological and chemical agents and their advanced delivery systems is a secondary course emphasis. The growth of these capabilities, principally in poor third world nations, and among terrorist organizations, as an instrument of power to foment economic, informational, diplomatic, political, and military control is a major aspect of this course. Contemporary relevance of existing conditions, future scientific and technological developments, and the ability to defend against the use of such agents are pervasive themes of this course.

This course complements additional coursework in the area of Irregular Warfare and introduces the student to a major segment of Weapons of Mass Destruction. It builds from the foundational readings and study in the core curricula.

The course will require a SECRET clearance.

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## **EL 628A JAPAN: STRATEGIC PARTNER IN TURBULENT TIMES**

**Professor William Farrell**

**Course Description:** From World War I ally, to World War II enemy, to economic competitor then strategic partner today, the US-Japan relationship has been a key component of world politics. Growing changes in the Pacific: The Rise of China; South Korea and North Korea, Territorial Disputes and Challenging Economic Developments significantly impact the region.

The US-Japan alliance is also quite complex. Japan's long historic legacy in Asia influences its Pacific role. As we recognize the 70th Anniversary of the end of World War II, calls for more apologies from Japan by China and the Koreans, (often generated by each countries domestic politics) threaten peace and stability in the region.

Japan's constitutional restraints and domestic politics also impact its position on the world stage.

Understanding Japan's modern historical development, its economic myths and reality as well as its strategic interests are critical to appreciating its capabilities as America's ally.

This course will focus on the issues that underpin the development of today's Japan. The organization will be chronological mostly covering the period from the mid-nineteenth century to the present. Themes will include: traditional foundations of Japan; opening to the Western powers; domestic and international features of the Meiji Restoration (thru Sino-Japan War, Russo Japan War to 1912); the Road to Pearl Harbor, World War II; the US Occupation and its critical impact on Japan today; the post-war "economic miracle;" Japanese government decision-making and policies; and security policy involving China, Korea and the US.

This course will make use of visual material. The rationale is to "bring alive" some of the more distant historical chapters. Further, there was significant propaganda material about Japan and the nations it confronted. This helped form opinions of allies and enemies, bolster morale and shape positions at the negotiating table. One needs to review this material in the context of the times. By today's standards, some of the vocabulary and visuals would not be deemed "politically correct." But our goal is to understand the thinking of the day and the actions that ensued. This is especially true of propaganda prior to and during conflicts.

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## **EL 632 MILITARY DECEPTION**

**Professor Eric J. Shaw**

**Course Description:** This course introduces the theory and practice of deception. As old as warfare itself, nonetheless, history demonstrates interest in deception waxes and wanes. Cultural considerations affect how readily deception is practiced. The most successful military commander

understands the value of deception and in particular its ability to create surprise on the battlefield. While tactical and strategic deception will be considered, this class concentrates on the operational level of warfare and the considerations of applying deception at that level. Historic and contemporary use of deception will be presented to illustrate the application of deception.

The course is offered within two Areas of Studies (AOS), Strategy, Operations, and Military History (AOS 10) and Information Operations (AO 11). As such, it complements the course material covered primarily by the Strategy and Policy and the Joint Military Operations departments. It also supports the curricula of the National Security Affairs department. The course augments the readings and study in the core curricula.

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### **EL 633A            LATIN AMERICA AND THE UNITED STATES**

**AMB Paul Taylor**

**Course Description:** 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 realities 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.

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### **EL 633B            LATIN AMERICA: THE SECURITY CHALLENGE**

**Professor Laurence McCabe**

**Course Description:** The course will build on the Latin America and the United States elective and look closely at specific security issues in Latin America and the Caribbean to include terrorism, illegal drug trafficking, transnational crime, corruption, immigration, regional conflict, military build-up, anti-American attitudes, peer competitor influence, natural disasters, and the COCOM's approach to these challenges in the context of the Theater Security Cooperation Plan.

The elective will be taught primarily through readings, seminar discussion and guest speakers.

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### **EL 633C            ISSUES IN INTERNATIONAL ECONOMICS: WITH LATIN AMERICAN CASE STUDIES**

**Professor Richmond Lloyd & AMB Paul Taylor**

**Course Description:** This course examines major contemporary issues of international economics from a strategic perspective, with relevant, illustrative cases primarily from the Latin American region. It considers the world economic system and its major trade, financial and developmental institutions. International trade patterns and policies; investment flows, monetary issues and the international monetary system; multinational corporations and labor are studied. Students also examine international

strategies for development and economic strategies of developing countries. The course assesses issues of energy and natural resources, cartels, and the use of sanctions and other methods of economic coercion. Finally, the seminar considers international aspects of the environment, population, famine and disease. Throughout, the course considers features of Latin American economies that make them unique and explores issues they currently face.

The course is conducted as a highly participatory seminar. No previous study of economics is required.

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## **EL 636 INDIA, PAKISTAN AND SOUTHEAST ASIAN SECURITY**

**Admiral Nirmal Verma**

**Course Description:** War, terrorism, nuclear crises, great power rivalry! South Asia has it all. This seminar focuses on the political, security, social, and economic dynamics of this increasingly volatile region from the independence of India and Pakistan to the present. Particular attention will be paid to the Indo-Pakistani rivalry, its nuclear dimensions, and its connection to Islamist-inspired terrorism. Afghanistan, its ties to Pakistan, and the South Asian region's role in the U.S.-led global war on terrorism will also be covered. Finally, China's role in the region – including its rivalry with India and support for Pakistan – will be addressed.

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## **EL 640 GOVERNING CHINA**

**Professor Peter Dutton**

**Course Description:** 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.

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## **EL 641 WARS OF AFRICAN INDEPENDENCE (1881-1991)**

**Dr. Richard Norton**

**Course Description:** Welcome to this elective! During this semester we will examine one of the most important periods in African history. Our course of study will focus on efforts of national liberation/independence movements from the first efforts of Egyptian nationalists to wrest control of their state from both the Ottomans and European powers to the final dissolution of Portuguese colonies on the African continent. These wars were often messy, protracted affairs and the outcomes (such as

in the case of The Rif war and Biafra's attempt to gain independence from Nigeria) were not always successful. Tactics ranged from efforts to achieve force on force battles to protracted insurgencies and guerilla war. Some of these conflicts involve the use of mercenary forces; others featured significant religious and cultural components and all took place amidst of background of power politics and international rivalries. More importantly, it is impossible to have a complete understanding of Africa today without having a grasp of the history and legacies of these conflicts.

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## **EL 645            POLITICAL WARFARE AND COUNTERINSURGENCY: DEVELOPING INNOVATIVE TOOLS**

**Admiral Guillermo Barrera**

**Course Description:** This course will examine non-violent strategies and actions employed in irregular warfare and counterinsurgency. Non-violent actions comprise more than 70% of the total number of activities in irregular warfare. The study of these strategies provides us with a theoretical framework to understand not only why some insurgencies succeed and why others fail, but also, how insurgencies can be defeated in their own methods.

We will begin with an overview of political warfare. Political warfare focuses primarily on Psychological, Organizational, Intelligence, Mass Movement, Moral, Strategic and Ideological activities that are used to achieve political and military objectives. While violence plays an important role in political warfare it is not always the determining factor in the outcome of many conflicts. Using political warfare as a framework, we will study several contemporary cases to assess the relative strengths and weaknesses of political warfare strategies. Finally, students will produce a short paper based on their own case study that assesses the utility of political warfare strategies. Students will present their findings to the class in a twenty-minute presentation.

This Course will complement the study of Irregular and Asymmetric Warfare both for Operations and Strategy & policy.

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## **EL 649            CRITICAL THINKING FOR ADAPTIVE LEADERS**

**Dr. Olenda E. Johnson & Prof. John Meyer**

**Course Description:** This course is designed to stretch (and, in some cases, shake-up) students beyond their logic and reasoning comfort zones; intentionally engaging non-military topics and non-structured analysis. The broad aim is to inspire adaptive and anticipatory leadership by challenging inherent paradigms, intellectual biases, and problem-solving defaults. A specific focus will be perspective taking from the vantage point of non-military components of the D.I.M.E (Diplomatic, Informational, and Economic), while also experientially developing the reflective ability to think beyond immediate and/or generally known solution sets. Drawing on organizational and leadership theories, the course utilizes the Harvard Case Method as a primary learning tool. Integrated within the course are opportunities for students to assess and evolve their leadership styles, within an emphasis on preparing students for higher-order leadership.

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**EL 651 COERCE, DETER, COMPEL! ACHIEVING LIMITED AIMS THROUGH FORCE**

**Professor F. Douglas & Dr. Phil Haun**

At its heart, beneath the words of diplomats and other actions of state, international relations are built on an appreciation of force. Even when hostile states will not speak to each other, they communicate - and change each others' behavior -- through the language of force. However, total wars are the exception, not the norm, and in confrontations between states the aims and means of most conflicts are limited - in a word, this is the arena of coercion. This was the bedrock of the Cold War nuclear stand-off, and the inner mechanics of conventional US actions from Kosovo to the Taiwan Straits.

This course will look at the problems and opportunities of using force to achieve limited political aims in highly restricted environments. It will seek to match theory to practice in two ways. First, each week's reading will pair a short piece on coercive theory with a case study illustrating the themes in action. Secondly, the weeks' cases will vary widely in context. For example, we will deal with deterrence in a superpower nuclear environment one week, examine coercive conventional air power against a weaker state in the next week, and perhaps naval "presence" used to deter a rising power the next.

The course will also put a premium on student participation and discussion, to include the use of several in-class decision exercises. The ultimate goal will be a student who is comfortable envisioning the political utility of limited force and is capable of articulating a course of action in a complex future setting.

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**EL 655A THE LAW OF AIR, SPACE, AND CYBER OPERATIONS**

**International Law Department Faculty**

**Course Description:** This elective is specifically designed to introduce the areas of international and operational law applicable to the air and space domains as well as cyber activities. Topics include the zones of air warfare and the status of aircraft; military activities in space during peacetime; and the application of self-defense when subjected to cyber operations. The course will address the law of armed conflict unique to air, space and cyber operations.

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**EL 660            CYBERSECURITY: CYBERED CONFLICT, RESPONSE TO SURPRISE, AND EMERGING INDICATORS OF GLOBAL SYSTEM CHANGE**

**Dr. Chris Demchak**

**Course Description:** The course will be an overarching look at cyber world threat development and examine wider issues where cyber space and other trends are likely to intersect to produce surprises for the U.S. and other civil digitized societies. The course will push the envelope to explore not only what exists today but what can be foreseen as likely sources of future surprise, and what trends we should follow to continuously recalibrate our anticipation of both technological and societal developments associated with cyber threats. This course provides the opportunity for students to apply the critical thinking frameworks provided in the core curricula to the events and indicators of the emerging cybered world and its evolving forms of conflict.

Along with readings and class discussions, students will join into teams to develop a cybered threat scenario and provide Red (adversary) strategies and Blue (government) responses. Team presentations will be conducted during class session nine. Students will turn in their presentation and associated research as their graded written work for the class. Final grades will be based on class participation, team presentation and briefing materials.

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**EL 661            AFRICAN CULTURES AND HISTORY**

**Dr. Richard Lobban (Department of Anthropology, Rhode Island College, Professor Emeritus)**

**Course Description:** 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-Qaeda, 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

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**EL 662            GOVERNANCE AND ECONOMICS IN AFRICA**

**Dr. John Fobanjong (Department of Political Science, UMass Dartmouth)**

**Course Description:** Governance and Economics are the two most enduring challenges facing Africa. Both are extremely important factors in African security which security practitioners need to understand to operate effectively. This course provides a detailed understanding of the nature of these challenges, and develops insights to overcoming them. Juxtaposing theory and practice, we will examine the vulnerabilities that are present in a theater that is replete with economic resources but devoid of political management know-how, and explore the role the military can play in bringing about peace, stability and economic prosperity.

The weekly readings will vary widely ranging from a look at historical ties between Africa and the United States, to current U.S. interests in the region, the growing Chinese presence, failed and failing states, poverty, hunger, AIDS, civil wars, child soldiers, oil and mineral resources, and the region's vulnerability to terrorism. This course places a premium on student participation in classroom discussions and in-class simulation exercises. The goal is to develop students' ability to articulate a course of action in a complex future setting. This course provides an opportunity to develop a secondary expertise in Africa. Demand is growing for officers with backgrounds in African governance and economics. Furthermore many retired officers have gone on to pursue second careers in the growing number of American companies – public, private and nonprofit – that are doing business in Africa."

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## **EL 663 SECURITY AND TRANSNATIONAL THREATS IN AFRICA**

**Dr. Richard Lobban (Department of Anthropology, Rhode Island College, Professor Emeritus)**

**Course Description:** Welcome to the Security and Transnational Threats in Africa elective. This elective is designed to promote thinking and discussion about security in an African context and the nature of the African security environment with particular emphasis on non-state transnational security threats. Strategic, policy, and security cooperation options available to the United States and African countries to address these security concerns will also be considered. Threats examined will include terrorism (indigenous and global), small arms and light weapons proliferation, health and disease, the environment and demographic trends, and transnational crime.

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## **EL 668 IRREGULAR WARFARE**

**Dr. John Waghelstein**

....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.

Russell F. Weigley

**Course Description:** Guerrilla or irregular warfare is to warfare as NCAA Lacrosse is to Indian Lacrosse. The former is played under a set of rules regarding number of players in a defined arena with a time

limit. There are accepted constraints on the players' conduct. The game's outcome is measured in the number of goals and the results usually accepted as final. Indian Lacrosse was played without any of the above rules on the size of the arena, on the numbers of and on what was permitted by the players. There was no time limit.

In the 19<sup>th</sup> & 20th centuries, the United States and other powers were, and apparently into the 21<sup>st</sup>, are confronted by a wide array of challenges including irregular, guerrilla or partisan warfare. This is nothing new. Since our own colonial experience we have been challenged by irregular foes and by foes using both conventional or regular and irregular methods. We have used irregular warfare in war as an adjunct to our conventional warfare.

This course examines how armies have done when confronted by these threats and how armies have used irregulars as force multipliers.

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## **EL 670            SOUTHEAST ASIAN SECURITY**

**Professor Al Shimkus**

**Course Description:** Home to more than 300 million people, Southeast Asia is important. It produces vital resources that fuel the world economy and has one of the world's most crucial sea lanes of communication, the Straits of Malacca. It is home to more Muslims than live in the Middle East. While much of the region is relatively stable and peaceful, it features a widely diverse cross section of "haves" and "have nots" including three of the world's more vulnerable states: Burma, Laos, and Cambodia. Islamist terrorists also are active in the region, including virulent acolytes of al Qaeda. It is also characterized by one of the world's most enduring and successful regional organizations, the Association of Southeast Asian Nations (ASEAN).

This course looks closely at Southeast Asia in order to help students appreciate the region's importance internationally and to the United States. Explicitly, this course attempts to partially explain the United States rebalance to Asia. Rather than a strictly country-by-country survey approach, the course examines the region historically and thematically. It considers political and military history, including factors of empire, colonialism, and post-independence nation building. Students will learn to identify the web of organizations that have emerged in the region and understand why the multiple economic, social, and security-like bodies have emerged.

After developing an appreciation for important regional issues, such as religion, economic histories and systems, energy, and regionalism, students will take a thematic look at the driving forces that shape the political, economic, and social views in the countries of maritime and mainland Southeast Asia. The course will also examine the maritime security issues that challenge the region including territorial disputes and transnational threats that propagate through the maritime domain.

While the implications for U.S. interests of regional dynamics will be explored in each session, the principal focus will consistently be on the region and what makes it a unique object for study and the interest of future military and civilian leaders. Students need not possess any prior knowledge about the topic or the region of the Middle East. This elective welcomes international students.

**EL 674            NON-LETHAL WEAPONS (NLW's): SUPPORTING THE OPERATIONAL ART ACROSS THE RANGE OF MILITARY OPERATIONS**

**Professor Ron Madrid**

**Course Description:** The operational challenges faced by the US military during the current period of global social, economic, environmental and political chaos are significant. One of the biggest military challenges is asymmetric warfare among civilian populations. In this environment, having the ability to discriminate between friend and foe and have other escalation of force alternatives other than lethal force is critical.

This course is a combination of integrated lectures, in-class exercises and a range period that provides field commanders, staff planners and those who support the warfighter with information on the utility and limitations of NLWs to support current and future maritime, land and air operations. The course provides information on all NLW technologies being assessed, developed and fielded by the Department of Defense and provides insight on how NLWs can support complex and irregular warfare operations. The lectures and seminar discussions focus on how NL technologies support commanders and staffs "...to design, strategies, campaigns and major operations and organize and employ military forces." [i]

The course provides the opportunity for students to analyze NL technologies and their medical, legal, ethical, political and public perception issues. The analysis facilitates an appreciation for the planning factors that must be considered prior to employing NLWs. Subject matter experts who are NL program managers or recognized experts in their fields will support the course and provide first-hand information on NL technologies. Their expertise and experiences will stimulate student curiosity and help dispel the belief that NLWs are only tactical tools that have little or no impact on operational and strategic operations.

**EL 677            SELF-AWARENESS FOR LEADERS**

**Dr. Liz Cavalarro & Professor Bud Baker**

**Course Description:** "Know thyself" is often considered the first imperative of leadership. But how well do you really know yourself? How well do you understand your strengths and weaknesses as a leader? And how well do you understand how others perceive you as a leader? This course explores those key questions via a battery of self-assessments and a series of reflective activities, including a capstone paper defining the student's leadership philosophy in light of who they are as a leader.

**EL 680 THE ROYAL NAVY, 1870-1914: A CASE STUDY IN NAVAL TRANSFORMATION WITH MODERN PARALLELS**

**Professor Angus K. Ross**

**Course Description:** Listening to all the current “hype” about the alleged revolutionary impact being created by the onset of the information age, one could be forgiven for imagining that this is somehow the first point in historical time where such a broad and far-reaching set of changes have had to be confronted. In naval terms, the legacies of the Cold War era, with its emphasis on sophisticated platforms and global presence, has given way to an age where the threats are less certain and where the consequent justification for expensive “legacy” systems is harder to find. The emphasis has fallen instead on reactivity and rapid global power projection. The net result of all of this has been a perceived need to “transform” the whole ethos of what we understand by the exercising of sea power.

As an entering argument, this course takes the view that the changes that followed the Industrial Revolution over 100 years ago were equally as bewildering to the strategists and planners of the time, and that the study of this period is therefore useful to us in attempting to chart a course through the current upheavals. Almost overnight, vast fleets of expensive battleships were made obsolescent by the perfection of yet another radical weapons system or the successful coupling of weapon and speed in a single new capability that was likely to be within the reach of even the poorest powers of the day. The potential impact that this had on the naval balance of power of the day was incalculable, not to mention its effects on the costs of remaining on the “cutting edge.” Using a historical approach, this course will chart the appearance of the different technologies; steam propulsion, lightweight armor, quick-firing guns, steam turbines, the all-big-gun ship, mines and submarines, and look in turn, at the response of the politicians, the naval theorists, the planners and the industrialists to the dilemmas that they posed. In essence, we will be examining the changes wrought on the naval mission – just what did it mean to exercise naval power in the industrial age; how did this differ from the previous era, and did the navies of the day ever grasp the significance of what was happening around them? As befits a course at the NWC, the emphasis will necessarily fall on the impact that these “transformational eras” can have on the larger, well-established naval powers.

Students completing the course will be able to articulate some of the key pressures that face naval planners in a transformational age and, with the benefit of a broader historical background, should be better placed to ensure that the tenets of naval theory and practice remain at the forefront of the advances; “driving the train,” as opposed to simply reacting to technology and the actions of others. The course will follow a seminar format of presentations and discussion. In addition to participating in all classroom discussions, students will be required to research a particular topic that interests them from within the course material. They are to summarize their findings and present them to the seminar by way of an informal, 20 minute presentation which should lead naturally into deeper seminar discussion. Using the research conducted and, if necessary, the feedback gained during the class discussions, the written requirements are met by way of an accompanying, short, 4-8 page “think piece,” which should document the main arguments presented and the sources used.

**\*EL 681 INFORMATION OPERATIONS AND CYBERWARFARE**

**CAPT Connie Frizzell**

**Course Description:** This course examines Information Operations and Cyberwarfare in the contemporary environment. Topics of interest include legal and doctrinal guidelines, DoD policy initiatives, planning strategies and the appropriate integration of Information and Cyber capabilities across the range of military operations. Information related military capabilities will be examined in depth. This course will familiarize students with Service and Joint centers of excellence through various guest speakers.

Each student is required to write and present two 5 - 7 page papers on some aspect of Information Operations and Cyberwarfare (1 each).

The course includes an overnight trip to US Cyber Command. Prospective students must have a Top Secret security clearance and must have had access to Sensitive Compartmented Information (SCI) based upon a Single Scope Background Investigation (SSBI) favorably adjudicated within the last 5 years. Individuals should contact the Security Office if they have questions about their eligibility.

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## **EL 682            STRATEGIC COMMUNICATION**

**Professor Stephanie Helm**

**Course Description:** This course examines concepts, institutions, and practices in strategic Communication. We will explore its meaning and central issues in the U.S. government's use of an instrument vital to national security and 21st century statecraft. Topics include: (1) analysis of "strategic communication" and its relationship to public opinion, mediated politics, public diplomacy, public affairs, propaganda, and related concepts; (2) the impact of globalization and information technologies on open communication in diplomacy and armed conflict; (3) the power of media defined to include varieties of web-based communication; (4) communication strategies of terrorists and other non-state actors; (5) methods and approaches of political leaders, military commanders, and diplomats; and (6) challenges in strategic direction, coordination, and change in institutions and interagency process. The course assumes a mutual commitment to learning and shared knowledge. Students will be required to read course materials in preparation for each class, participate in class discussions and prepare and present to the class a strategic communication plan. Discussion and constructive critique will be encouraged throughout the course.

### Course Objectives

1. Develop strategic knowledge and critical thinking in conceptual, structural, and professional practice issues in the public dimension of national security.
2. Develop skills for analysis of central questions and issues in the field, and ability to express views effectively orally and in writing.
3. Develop an ability to relate strategic communication issues to challenges facing military commanders in planning and executing military operations.
4. Become familiar with relevant literature and the availability of web-based resources.

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## **EL 685            NAVAL LEADERSHIP THROUGH THE EYES OF HOLLYWOOD**

**Dr. Ivan Luke**

**Course Description:** Students taking this course will study naval leadership through the lens of popular cinema. This is worthwhile because good naval leaders, leaders of skill and character, develop their leadership through a continuum of education, training, personal development and experience, with experience being the most important, but often the hardest to get. This is especially true regarding leadership at sea, particularly in combat. This is why we study history. We learn vicariously through the experience of others in situations that we may not have the opportunity to experience ourselves; with due reflection, that vicarious experience contributes to both educational and personal development activities.

Historical sources useful for gaining vicarious experience are not limited to books or other scholarly works. We can also gain valuable insights from history as it is depicted in popular dramatic works, even works of fiction. Some of the most compelling depictions of naval leaders can be found in movies. This course will take advantage of the rich body of naval warfare themed movies to expand the students' vicarious leadership experiences. Hollywood films cannot replace real world experience, but they can provide a valuable opportunity to examine the unique challenges and demands of leadership at sea via compelling dramatic interpretation.

This course will be conducted as follows. Each week, students will read selected leadership readings and watch a naval warfare themed movie, then critically discuss in seminar. Students will also write two 6-8 page reflection papers which will be read and discussed by their seminar-mates. Through critical discussion and writing assignments students will analyze the cinematic leadership examples portrayed in the movies in light of the selected readings and their own personal experiences to synthesize leadership insights useful for the future. Analysis will include consideration of issues of core values, ethics, integrity, the impact of Navy and shipboard culture, and the importance of character as they contribute to the success or failure of naval leaders in difficult situations. Movies chosen will cover the breadth of the genre, ranging from the Age of Sail to the Cold War, involving both historical and fictional figures. Some films will be familiar, others obscure. Movies will be watched in seminar, for homework or a combination of the two.

In the end, students will gain valuable vicarious experience in leadership at sea and will have the opportunity to process, reflect and internalize new perspectives on leadership challenges and opportunities to come.

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## **EL 686                      PERSPECTIVES ON OPERATIONAL AND STRATEGIC LEADERSHIP**

**Dr. Thomas Gibbons & Professor John Meyer**

**Course Description:** This seminar examines leadership at the operational level of war and the impact that success or failure at this level can have on a nation's overall strategy. The course makes use of key leaders and their management of operations in order to discern the qualities that the successful military commander must exhibit in planning and executing operations (as well as those that he must avoid). The course also considers the distinction in leadership that emerges in the transitions from a peacetime military to a warfighting one.

The course will have weekly seminars structured around one or more leaders and will include both U.S. and foreign leaders as well as land and naval commanders. Students will be given introductory lectures and readings in order to equip them for the week's discussion. Students will be expected to choose a leader and write a research paper that analyzes that commander's qualities at the operation level.

**EL 698            DEFENSE RESOURCE ALLOCATION**

**Professor Sean Sullivan & Professor James Cook**

**Course Description:** 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 701            MARITIME HOMELAND SECURITY / HOMELAND DEFENSE**

**Dr. Ivan Luke**

**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*.

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## **EL 703            HOMELAND SECURITY / HOMELAND DEFENSE AND THE DEPARTMENT OF DEFENSE**

**Dr. Stanley Carpenter & Professor Steve Pierce**

**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/Homeland Defense (HS/HD) 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 the country against threats, whether natural or man-made, as well as providing disaster response and mitigation support to civil authorities (Defense Support of Civil Authorities or DSCA), cross many organizational boundaries, and as such precludes unity of command and presents significant challenges to unity of effort.

In the realm of DSCA, The Department of Defense is able to provide many unique capabilities and assets as well as significant resource support for disaster recovery if called upon once the capabilities of the local and state authorities are exceeded or not available. This mission requires Joint and Interagency coordination and cooperation at a high level. Working with the Department of Homeland Security (primarily the Federal Emergency Management Agency or FEMA), DoD responds to a disaster through a highly structured and integrated system to identify, resource, and task DoD capabilities, resources, and assets for a disaster response.

In terms of Homeland Defense, USNORTHCOM coordinates all DoD activities in response to emerging and realized threats to the homeland. In this role, the combatant commander must operate within the Joint Service, Title 32 (state National Guard forces) and non-DoD Federal Agency realm to coordinate a robust military defense and appropriate response.

During this course, students will examine the challenges of the DoD's HS/HD mission from a variety of perspectives. These include DoD's DSCA role and the procedures for employing DoD in a disaster response, the Interagency process in DSCA, HS/HD guiding instructions and philosophy as encompassed by such directives at the National Response Framework (NRF), the nature of the threat, the capabilities and limitations of the various Services and Agencies with responsibilities in this area, the key policy and organizational challenges facing national leaders in securing the nation against threats

both natural and man-made, and so forth. 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 second of a three elective track in the area of Homeland Security/Defense, intended to be taken in the sequence presented. The three electives are: FE 701 *Maritime Homeland Security/Homeland Defense*; WE 703 *Homeland Security/Homeland Defense and the Department of Defense*, and SE 705 *Maritime Homeland Security/Homeland Defense Fundamentals and War Game*.

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## **EL 704            CIVIL-MILITARY RELATIONS**

**Dr. Lindsay Warrior & Dr. Jessica Blankshain**

**Course Description:** The primary problem of Civil-Military Relations (CMR) is how a society, which creates experts in the use of force in order to protect its interests and its way of life, can keep those experts in force from turning their expertise against society in order to advance their own special interests and way of life. After all, a military that has been given the material, financial, and human resources to be effective in carrying out whatever defense and security tasks the government may desire is also strong enough to seize power so as to rule for itself, or at least to eat up more resources than the society would choose to spend. But if, on the other hand, the military is kept small, weak, and marginalized so it will not pose a threat to society, will it be capable of carrying out the national security policy?

Does this problem become more acute as civilian society loses its connection with the military? How distinctive must the culture and institutional setting of the military be from its host society—especially if that society is a liberal democratic one—to fulfill its special mission? Does the military’s focus on the management of violence require military culture to stand apart from or even contrary to the civilian society from which it springs? Or should the military, particularly in a democracy, adapt to the culture of civilian society, reflecting civilian values and norms of behavior? Should the military be made up of conscripted “citizen-soldiers,” or of volunteer professionals? What responsibilities do the government and the general public have with respect to those who serve in uniform? What does society “owe” the soldiers?

This course will examine these issues primarily in the context of the United States, but will be looking at theoretical concepts that could be applied to advanced democracies in general. However, the U.S. is in many ways an exceptional case for CMR, and thus we will take every opportunity to compare and contrast it with other states whose political systems and/or geopolitical position is very different.

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## **EL 705            MARITIME HOMELAND SECURITY/ HOMELAND DEFENSE AND THE INTERAGENCY**

**Professor Steve Pierce & LTC Jamison Hines**

**Course Description:** The attacks on 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 they had once assumed. The U.S. government reevaluated its homeland security posture and made significant organizational changes, including creating a cabinet-level Department of Homeland Security (DHS) and a new combatant commander (USNORTHCOM) with a geographic area of responsibility. This included, 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, tribal, and local governments and the private sector. Responsibility for securing the homeland against threats and responding to disasters, whether manmade or natural, crosses many organizational boundaries, and as such presents significant challenges to unity of command and effort.

During this course, students will examine the challenges of HS/HD from a variety of perspectives, looking at the responsibilities of the DoD, primarily in terms of the Defense Support of Civil Authorities (DSCA) mission. Primarily, the course will look at the Interagency process at all levels--Federal, state, tribal, and local—to determine 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. The primary focus of this course will be on the aspects of the topics relevant to future military leaders and staff officers, but the topics themselves span far beyond the military sector.

This course is the third in a series of three electives in the Area of Study (AOS) in Homeland Security-Homeland Defense. Although these three electives are designed to be taken in the sequence presented, the content of the course is provisioned to enable students to complete the courses out of sequence. The preceding and follow-on electives are FE -701 Maritime Homeland Security-Homeland Defense and WE- 703 Homeland Security-Homeland Defense and the Department of Defense.

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## **EL 707            GLOBAL MARITIME SECURITY LAW : TYRANTS, TERRORISTS AND TRAFFICKERS AT SEA**

### **International Law Department**

**Course Description:** This interdisciplinary seminar focuses on the interaction between international law, international security, and strategy in the maritime domain. As a capstone discussion forum, the seminar is concerned with the formation and impact of oceans law, naval strategy, and maritime security. Using a number of case studies, shorter lectures and ample class discussion, we will examine how international rules and institutions help to promote peace, as well as serve to generate conflict at sea. The seminar will study the political and strategic underpinnings of international oceans law and policy, mostly through a series of contemporary case studies involving maritime and naval conflict, including the Gulf of Tonkin incident (1964), the North Korean attack on the USS Pueblo (1968), the Cambodian seizure of the M/V Mayaguez (1975), the “Black Sea Bumping Incident” (1985), and the Israeli interdiction of the Mavi Marmara (2010), the hijacking of the Achille Lauro cruise ship (1987), contemporary Arctic Oceans security issues, and several incident between the United States and China concerning U.S. Navy ships and aircraft operating in the East China Sea (2000-2010). We also will discuss the concept of “lawfare”—or the use of law as a political weapon to shape the legal order of the oceans. These case studies will illustrate the rules of the international law of the sea, as embodied in the law of the sea, as well as some aspects of the law of armed conflict and international humanitarian law that arise during peacetime and wartime conflicts in the oceans.

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## **EL 711            HUMAN DEVELOPMENT AND REGIONAL SECURITY IN THE MIDDLE EAST**

### **Dr. Hayat Alvi**

**Course Description:** The year 2011 has seen a “democracy tsunami” in the Middle East reverberating across the region, with hundreds of thousands of people in respective countries demanding regime change and democratization, along with their rights and freedoms. These have been true “bread and

butter” revolutions and uprisings, starting in Tunisia and Egypt, ongoing in Libya, Algeria, Morocco, Jordan, Syria, Iraq, Bahrain, and Yemen.

For many decades the region has suffered from socioeconomic stagnation, authoritarianism and violent repression, poverty, illiteracy in some parts, poor education, and serious deficiencies in intellectual productivity, women’s rights, and overall human development. This course examines the human development variables leading up to the 2011 revolutions and uprisings in the Middle East, and specifically, the course analyzes the regional security implications for the continuation of authoritarianism versus sustainable democratization.

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**\*\*EL 713 OPERATIONS IN CYBERSPACE**

**Professor John Hanus with MIT Lincoln Laboratory Guest Lecturer’s**

**Course Description:** This course examines in detail what net-centric operations means for U.S. military capabilities, including the full range of systems, platforms, and individuals that will be integrated. Since it is clear that national security and military policy will be dominated by rapid technological and operational changes in the field of information technology, this course focuses in detail on what net-centric operations and architectures mean and how these will be integral to how the United States uses military force for dealing classic military challenges as well as terrorism and insurgencies.

In every sense, net-centric operations will be fundamental to U.S. military capabilities and national policies.

This seminar, which is taught jointly by the Naval War College and MIT Lincoln Laboratory, explores systematically the technologies, capabilities, and policies that shape how the United States and other states use information technologies to create what is known as net-centric operations. Whether for space, ground forces, maritime forces, or air forces, net-centric operations will constitute the backbone for military operations. As essential instruments of military capabilities and battlespace awareness, net-centric architectures directly shape how the United States will use military power.

**The course will be conducted at the TS/ SCI level.**

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**EL-716 THE PROFESSION OF ARMS, ETHICS, AND STRATEGIC LEADERSHIP IN THE AGE OF GRANT**

**Dr. Jon Scott Logel & COL. Gregory Bell**

**Course Description:** The rise of the American profession of arms in the nineteenth-century was evident from the founding of the United States Military Academy in 1802. From West Point, American officers led the nation in the Mexican War, both sides of the Civil War, and in the post-bellum era. U.S. Grant, class of 1843, embodies this development of the military Profession as well as its effect on American strategic thinking and national leadership. This course will use the life and career of Grant and those of his generation to explore the foundation of the military profession in the United States, its relationship to the evolution of the American Way of War, and the nexus between military and civilian leadership in

nineteenth-century America. Specifically, students will understand the world in which Grant lived and examine how his military education shaped his actions in war and peace. Students will be able to reconsider Grant's Civil War decisions and legacy as a President and apply them to operational leadership challenges and excel when placed in positions of strategic leadership.

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## **EL-717 STRATEGY, LEADERSHIP, AND ETHICS IN THUCYDIDES' PELOPONNESIAN WAR**

**Dr. Mike Pavkovic & Dr. Patricia Cook**

**Course Description:** This elective combines over sixty years of experience from an historian, a philosopher, and a political scientist at teaching one of their favorite books, Thucydides' Peloponnesian War. The method is Socratic. 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 with your professors taking turns leading the discussions. This elective should be valuable for any War College student, but perhaps especially for those taking or waiting to take the Strategy and Policy course, for which Thucydides offers a superb introduction. The elective may be even more valuable for those who have finished the Strategy and Policy course and desire a capstone integrating all of our course themes, with a special focus on the relation of strategy, leadership, and ethics in war, thus also making this elective a nearly ideal case for those pursuing the leadership track in the electives program.

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 v. 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, some even say, of Western political philosophy, so we will ascend to these perennial issues too, especially as they pertain to justice and ethics in war, as they come up in our conversations.

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## **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.**

**Course Description:** 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.

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**EL 719                    ADVANCED NAVAL STRATEGY**

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**EL-720                    UNMANNED SYSTEMS AND CONFLICT IN THE 21<sup>ST</sup> CENTURY**

**Professor John Jackson & Professor Michael Sherlock**

**Course Description:** 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. (tasker attached).

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.

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## EL 726 LEADERSHIP AND STATECRAFT

**Dr. Carnes Lord**

**Course Description:** This course is intended to provide a broad historical and theoretical introduction to statecraft, understood as the practical art or science of political leadership. Using a variety of highly diverse texts drawn from philosophy, history, literature, and contemporary social science, the course will explore the relationship of statecraft to the political order, its chief instrumentalities, its fundamental tasks or preoccupations, its operational characteristics, and its intellectual and moral requirements. In cutting across domestic and international affairs and the boundaries of a number of academic disciplines, the course attempts to provide an integrated overview of the practice of politics as seen from the vantage point of senior government officials or politicians. It is intended to offer students a deepened understanding of the factors that condition the international behavior of states, as well as a perspective and a set of benchmarks that can help in evaluating the performance of contemporary political leaders. Particular attention will be given to the role of statecraft in circumstances of national crisis and war, when the social and political fabric of states is most stressed and skilled statesmen most needed.

Thematic consideration will be given to the following concepts or issues: the idea of statecraft and the problem of democratic statecraft; the setting of statecraft—states, regimes, ways of life; the tasks of statecraft—security, prosperity, domestic order, national and transnational missions; the tools of statecraft—law, administration, economics, diplomacy, intelligence, force, communication and political action; operational statecraft—strategy and decision making, crisis management, systems of advice; and the mind and character of the statesman.

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## EL 727 TRANSCULTURAL WAR

**Dr. Montgomery McFate**

**Course Description:** What can analysis of how non-Western, non-State societies fight tell us about the nature of war itself? This course begins by considering a variety of theories about the causes of war. Is war a result of conflict over resources, politics, resistance to colonial occupation, human nature – or

none of the above? We then consider the use of force and lethality in 'tribal' warfare, with attention to how these patterns may influence insurgency and guerilla warfare. John Keegan wrote in the History of Warfare that "war is always an expression of culture, often a determinant of cultural forms, and in some societies the culture itself." If war is indeed an expression of culture, how does this manifest in different societies at different times? We will consider the influence of cultural values, narratives, and fantasy ideologies on warfare, and evaluate whether the games that different cultures play (backgammon, go, and football) represent an underlying grammar of strategic thinking in different societies. We will then examine the social and cultural effects of war, including territorial expansion, social stratification, and (as some scholars have argued) development of the state itself. We will then consider war as a form of cultural contact between different societies and explore the question: what happens when two 'culturally distant' societies go to war, each having their own ideas of role/status, norm/sanction associated with the organized deployment of military force? Two different processes in 'transcultural wars' will be discussed: the development of symmetry between belligerents and creation of images of the enemy. The final session of the course will consider the concept of the 'warrior ethos' and its meaning for the warrior elite.

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## **EL 729 NUCLEAR ARMS CONTROL, DISARMAMENT AND NONPROLIFERATION**

**Dr. David A. Cooper**

**Course Description:** This course explores the theory, history, and future challenges of employing nuclear arms control, disarmament and nonproliferation tools as elements of U.S. national security policy. Although focusing primarily on the "demand side" approach of negotiating and implementing bilateral and multilateral treaties and agreements, it also touches on "supply side" nonproliferation approaches including interdiction, export controls, and sanctions. U.S. pursuit of bilateral nuclear disarmament with the Soviet Union was a major national security preoccupation throughout the Cold War era. This interest quickly receded, however, once the Soviet Union disappeared as an existential adversary. Especially in the wake of the 1991 Gulf War, U.S. attention began to focus increasingly on the prophylactic goal of preventing the spread of nuclear weapons to new countries, rather than reducing or eliminating existing arsenals including its own. This shift in emphasis accelerated when the terrorist attacks of September 11, 2001 created an overriding imperative to prevent terrorists or their state sponsors from obtaining the means to inflict mass destruction. However, although President Obama has maintained this focus on preventing nuclear proliferation, he has also sought to reinvigorate a parallel nuclear disarmament agenda with the ambitious goal of eventually eliminating all nuclear weapons everywhere. These interrelated goals will face daunting challenges in the years ahead that will be explored.

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## **EL 730 ETHICS OF TECHNOLOGY: WARFARE, SOCIETY, AND THE THIRD OFFSET STRATEGY**

**Dr. Thomas Creely and Dr. Lewis Duncan (Provost)**

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

An overview of ethical theories and technology terms will lay the foundation for analysis, discussion, and reflection of one's moral decision making responsibility. Leaders need to ask and debate questions because of their short range – long range consequence on their own and other societies. In what ways does technology challenge and possibly reconfigure our ethics? What additional challenges will exist as new technologies in the third offset strategy are developed rapidly outpacing our existing ethical frameworks? Is the human element too far removed from drone or autonomous warfare? Does technology generate greater freedom or does it constrict freedom of citizens, of leaders, or of states?

After reviewing enduring ethical dilemmas, students address these dilemmas through technology and societal lenses in reading, film, video cast, journal articles, and guest lecturers. Because of these and other questions, you will expand your ethical capacity in engaging emerging technologies.

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## EL 732                    GLOBAL U.S. NAVAL OPERATIONS AND WARFIGHTING IN THE 21<sup>ST</sup> CENTURY

**Professor Steven Kornatz, Professor David. Polatty & Dr. Dave Kohnen**

**Course Description:** This course will focus on analyzing and understanding the challenges presented in the maritime domain at the operational level of war (OLW). Through the Second World War, the U.S. Navy operated predominantly as a stand-alone armed service in a unique domain, and tightly controlled by civilian leadership in Washington, D.C. This drove tactical level actions to be controlled directly by strategic level leaders. The alliance with Great Britain and global scope of operations during the Second World War inspired the development of the Joint Chiefs of Staff, and in the maritime domain, served as the doctrinal basis for the contemporary OLW concept. The OLW evolved from the need for critical decision-making and organized planning to synchronize massive tactical-level forces in the achievement of theater-strategic objectives while understanding the associated risks and uncertainties. Inherent in the advent of OLW staffs was the development of complex resource (material and manpower) planning concepts and reorganization of maritime forces to solve the difficult problems facing the Navy.

The major operations and campaigns planned and fought in the maritime domain of the Pacific Ocean are legendary. Lesser known, but of absolute critical importance to the Allied success in the Second World War, are the maritime campaigns and major operations conducted in the European Theater of Operations. Two of these operations (Battle of the Atlantic and Operation NEPTUNE) will serve as case studies for our analysis of the OLW in the maritime domain. Far different maritime and political settings from our World War II studies will be analyzed in a case study based on the Tanker War in the mid 1980's in the Persian Gulf. This case study is valuable for its timing (toward the end of the Cold War),

location (Mid-East), and political and economic objectives. Additionally, the post-Cold War environment will be discussed by analyzing maritime OLW actions surrounding U.S. intervention in Libya during Operation ODYSSEY DAWN. In particular, the command and control, fires, and coalition aspects of modern day operations will be analyzed.

About five years ago the U.S. Navy reorganized Naval Component Commands/Numbered Fleets around the Maritime Operations Center (MOC) concept at all Fleet headquarters. This reorganization was designed to support OLW decision-making in the maritime domain in support of theater-strategic objectives. While proving beneficial to OLW maritime commanders, movement to the MOC construct has had manpower and procurement challenges. We will use the three case studies to understand the range and complexity of OLW challenges inherent in the maritime domain still today. We will also examine how the U.S. Navy got to its contemporary MOC blueprint, how the MOC fits into the U.S. national security system, and analyze the MOC's value in future joint warfare.

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## **EL 733 CHINA'S CENTURY OF HUMILIATION**

**Professor Peter Dutton**

**Course Description:** This elective course will advance the student's understanding of the relationship between China's history of invasion from the sea and its current thinking about maritime strategy and political order. This course provides the opportunity for students to apply the critical thinking frameworks provided in the core curricula to the unique strategic environment presented by a rising China. Specifically, this course provides an opportunity for students to assess how outside powers altered the strategic dynamics of Asia by invading China from the sea and changed Chinese conceptions of national defense and strategic security in ways that continue to affect China's internal politics, its regional politics, its maritime strategy, and its maritime development today.

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## **EL 734 CULTURAL COMPETENCE FOR ADAPTIVE LEADERS**

**Dr. Yvonne Masakowski**

**Course Description:** The battlespace of the 21st century presents a wide range of cultural, social, and political challenges. Military leaders must be prepared to understand cross-cultural impacts, influences and behaviors. There is evidence to suggest that subtle differences in the organizational and national cultures of the countries that contribute personnel to missions can have an impact on the overall operational effectiveness of the multinational force. This course will explore fundamental connections between war and culture. Moreover, it will highlight the importance of being an adaptive leader and developing cross-cultural competence.

This course will introduce students to the importance of cultural diversity and the influence of cultural differences on multinational military operations. It will foster greater awareness of the influence and impact of cultural diversity, values and beliefs on the military domain. Lastly, this course will emphasize the significance of culture on military operations and its relation to policy making, public opinion and military operations.

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## **EL 735            LEADING THROUGH EVERYDAY CONFLICT**

**Professor Julia Gage**

**Course Description:** As leaders ascend to higher levels of responsibility, their primary efforts shift from tactical and technical expertise to a more nuanced art of leadership- building and maintaining relationships across service, interagency and multinational domains. Successful leaders understand and are adept at resolving conflict, transforming contentious relationships into productive ones.

This course is not about power posturing or negotiating to “win”. Instead, we will look past the transactional paradigm and examine conflict resolution as a transformational opportunity. By understanding the sources of everyday conflict, students will develop skills, strategies and frameworks for gaining influence, obtaining consensus and working across (or in the absence of) organizational authority.

Class sessions will feature experiential learning exercises (i.e. learning by doing) where students will have the opportunity to practice and refine their individual communication strategies, styles and skills. The professors will challenge each individual to work on skills outside their preferred style. Students will also prepare and present a personal case study, applying the lessons of the course to their own experience.

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## **EL 737            A World Without NATO**

**Dr. Rebecca Schiff**

**CourseDescription:**

The course offers a historical and practical understanding of NATO--its creation, structure and operations. The course also focuses on several hypothetical scenarios or case-studies that students will take part in with the goal of resolving international crises in a world where NATO exists and in a world where it does not.

The initial part of the course centers on NATO's history, significance, and current issues facing the organization. The rest of the course involves discussion and interactive role play. Students are required to role play as country representatives according to the crisis scenario to achieve resolution. For

example, one scenario might be: Russia invades Estonia. In a world with NATO, representatives of Estonia, other Baltic states, the United States and other NATO members may decide on a course of action vis-a-vis Russia. In the same scenario, without NATO, students will approach the situation from a different international context that could lead to resolution or war. The purpose of the course is to understand the historical and current roles of NATO and participate in the international decision making process.

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## **EL 739 U.S.-China Relations: Past, Present, and Future**

**Dr. Lyle Goldstein**

**Course Description:** U.S.-China relations are now in the headlines on a daily basis. Today's national security professionals require a sophisticated understanding of this complex relationship that goes beyond the headlines. This course will offer a deeper understanding by focusing on two essential areas. First, it will endeavor to give students a thorough grounding with respect to the pivotal historical events that shaped this relationship well before 1972 and indeed many years before 1945. Many of these historically determined issues, such as Taiwan, remain at the heart of U.S.-China relations to this day. Another focus of this course will be to set issues in U.S.-China relations within a concrete, but diverse set of regional circumstances, including for example, the crucial U.S.-India-China and U.S.-Japan-China strategic triangles. Such regionally focused discussions of U.S.-China relations will help to define a constructive framework for examining cooperative and conflicting interests across the Asia-Pacific and beyond. Students will also make a close examination of some of the most important books written on the subject of U.S.-China relations. Students will emerge from this course with an ability to better understand the enormous impact of U.S.-China strategic interaction on the future of world order.

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## **EL 741 BUSINESS PERSPECTIVES FOR MILITARY LEADERS**

**Professor Richard Powers**

**Course Description:** A critical component and necessary framework for effective decision-making, policymaking and governance in Corporate America and in the government is having a broad business and financial perspective. This perspective is also vitally important to military leaders for addressing the accelerating growth of US debt. In 2010, Joint Chiefs of Staff Michael Mullen stated that the "most significant threat to our national security is our debt."

Business Perspectives for Military Leaders ("Perspectives") is being taught for the first time in the Fall of 2015 and provides students with the opportunity to gain an understanding of what is transpiring in the business world today and what will be unfolding tomorrow. Perspectives will progress along two parallel lines: current events making today's headlines and future issues which will make tomorrow's news.

Perspectives will be conducted in a graduate seminar fashion. The first half of the class will be an open and free flowing conversation about current events in business. This conversation will be informed by the daily reading of the Wall Street Journal and the Financial Times. Students will study, analyze and discuss the important business events of the week which are capturing the headlines. The second half of the class will focus on critical business issues which will shape tomorrow's economic and business environment. Topics include tax policy, energy policy, unfunded pension liability, Social Security and the Veterans Health Administration. The causes, consequences, and cures for the growth of the US debt will also be addressed in this section.

Utilizing the Case Method, students will be immersed into real business situations and be provided with the reality of managerial decision-making. The Case Method will also help students foster and refine their thinking and develop their own positions on the most important business and public policy issues facing our nation. From time to time, classes may feature a guest speaker who typically has been a Chief Executive Officer ("CEO") of a major company and has a particular expertise or experience in the subject matter.

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## **EL 742 ASIAN MARITIME HISTORY AND CURRENT MARITIME DISPUTES**

**Dr. Grant Rhode (Distinguished visiting Professor, Sponsored by the vanBeuren Chair)**

**Course Description:** This course provides an overview of maritime Asian history from the Qin through Qing dynasties (200 BCE through 1900CE). This grounding in the maritime history of the region will be followed by a review of maritime disputes that evolved during the course of the twentieth century, and that continue to be unresolved in the early twenty first century. The course provides a framework for understanding the disputes against the background of Asian maritime history.

The current disputes are corollaries of the complex reshaping of Asia during the twentieth century. Both twentieth century history and more ancient historical narratives of the parties involved have made these disputes difficult to solve in recent decades. The course will conclude with a discussion of U.S. policy and prospects for managing these disputes in the context of the international system.

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## **EL 744 YANKEES AND REBELS AT SEA: THE MARITIME BATTLEFIELDS OF THE AMERICAN CIVIL WAR, 1861-65**

**Dr. Dave Kohnen & Prof. Steve Kornatz**

**Course Description:** This course explores maritime strategy, operations, and tactics employed by the Union and Confederate navies during the American Civil War. We will examine aspects of political,

operational, and strategic factors affecting both the Union Navy and Confederate Navy, naval leadership on both sides as well as decisions they made, naval innovations and technology in the war. Through classroom discussions and written work, this course will offer students unique opportunities to revisit the Civil War and explore the underlying historical trends which remain germane to contemporary questions of joint and combined U.S. Navy operations.

Land operations dominate the popular historiography of the Civil War. With few exceptions, historians have largely ignored the naval dimension. The lessons found in the postwar studies by U.S. Navy veterans of the Civil War influenced American conceptions of “sea power” within a global maritime context and shaped America’s future as a global seafaring power.

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## EL 745      ISIS, AL QAEDA, BOKO HARAM & AL SHABAAB: COMBATING MODERN TERRORISM

**Dr. Richard Lobban**

**Course Description:** The recent rise of the Islamic State (ISIS/ISIL) is a stark reminder of the incessant threat from terrorist organizations to the United States and the international community. This course examines this threat of modern terrorism from groups in the Middle East and the Horn of Africa. It is a deep dive into the scope and scale of these armed groups and the governments’ response.

Specifically, this course will study *Al Qaeda central*, *Al Qaeda in the Islamic Maghreb (AQIM)*, *Al Qaeda in the Arabian Peninsula (AQAP)*, *Islamic State (ISIS/ISIL)*, *Boko Haram* and *Al Shabaab*. For every terrorist group the course will examine the following questions:

- *What were the underlying grievances and how did they change over time?*
- *Who were the major leaders, and what were the demographic and ideological characteristics of membership?*
- *What was the theory of victory and strategy? What were/are their major strategic mistakes?*
- *What types of tactics and innovations did they use?*
- *What was the scope and scale of domestic and external support?*
- *How well did they adapt (or not), and why?*

For every government response (US-NATO & host countries) the course will examine the following questions:

- *What was the Counterinsurgency/Counterterrorism doctrine (written or applied); and if, how and why it evolved?*
- *What strategies and tactics were used and were they successful?*
  - *Why and how were they successful? What was the impact (short and long-term) on the targeted armed group?*
  - *Why did it fail?*
- *What potentially relevant strategies and tactics were not used but might have proved more effective?*
- *How was success defined and measured? Were the metrics useful? Did they focus more on output or outcome? How could the government have improved its metrics?*

**EL 746                    FACTOR FORCE: INNOVATION AND THE GENERATION OF COMPETITIVE ADVANTAGE**

**Dr. Thomas Sass**

**Course Description:** Special Operations Forces (SOF) and General Purpose Forces (GPF) identify technological overmatch as a critical component of American military superiority and the competitive advantage that it holds over all adversaries. However, it is also argued that today, American technological superiority is challenged by the accelerating pace of technological proliferation to and adoption by non-state and state actors. The “Defense Innovation Initiative,” now commonly accepted as the “Third Technology Offset,” was announced in 2014 by the then Secretary of Defense (SecDef) and accelerated with the current SecDef. This course explores broadly the role of technological innovation, resource allocation, and the generation of military forces that possess a competitive advantage in order to operate across the spectrum of conflict. It specifically addresses the 3rd Technology Offset and its implications on SOF, GPF, and the relationship between them. We are at the Naval War College, so particular attention is paid to the maritime domain: Special Operations, Irregular and complex operations.

The course begins with a theoretical and historical survey of military innovation and presents several lenses through which the course follows. The course quickly moves to the contemporary and the practical. We will examine the strategic environment, the defense establishment, the infrastructure and the process through which technology is developed and adopted. Additionally, the course provides the opportunity to gain hands on exposure of contemporary technology and actual force problem sets. The course includes both a field trips to put hands on emerging technology and iterative practical exercises with the Special Operations Forces that examine warfighter payoff and demonstrate the trade offs associated with leveraging technology that generates competitive advantage for Factor Force of the future.

**EL 747                    SOFT POWER: A COMPONENT OF NATIONAL POWER**

**Admiral Nirmal Verma IN (Retired)**

**Course Description:** The genesis of the term Soft Power goes back to an article penned by Harvard University professor Joseph Nye Jr. in 1990 for the magazine Foreign Affairs. Thereafter he has also authored a number of books on the subject.

Professor Nye’s thesis is “the ability to get what you (a nation) want through attraction rather than coercion or payment” which includes “culture, values and foreign policies.” It is also seen as “the ability to co-opt others through framing the agenda, persuading, and eliciting positive attraction in order to obtain a preferred outcome.”

Hard Power, namely the use of military or economic coercion to get others to change their positions, has been the traditional form of foreign policy. However in the 21st century, the utility of Soft Power is gaining ground rapidly. Though Nye's focus was primarily on the United States, the concept is being increasingly incorporated by nations around the world in the execution of their foreign policy.

The elective will examine the concept of Soft Power and its nuances. In the process the elective will also examine the arguments by political analysts who emphasize the limitations of Soft Power. Some refer to the appropriate mix of Soft and Hard Power as 'Smart Power'.

After understanding the concept of 'Soft Power' the elective will examine its practice by different countries around the world, and evaluate the effectiveness thereof. The countries would include the US, Europe, UK, Japan, East Asia, China, India, Australia, Russia and the Middle East, among others

## **EL 748            LEADERSHIP AND WAR VIEWED THROUGH THE HUMANITIES**

**Dr. Yvonne Masakowski**

**Course Description:** This course provides an overview of perspectives on war through the Humanities. In so doing, it combines art, music and literature and historical information to better understand the role of the humanities across the spectrum of military operations, in international relations, and in light of cultural values.

**Introduction:** Consciously and unconsciously the humanities (i.e. art, music and literature) reflect and often shape our values, beliefs and our attitudes toward the world, and our actions during times of crisis. In today's world, the humanities (e.g. art, movies, plays) play a significant role in shaping our societal and cultural values which often affect foreign policy and international relations. Indeed, one cannot adequately understand contemporary international relations without studying the cultural views of the world and their effects on national and international political processes. This is especially true of those involved in current military operations, for as General Zinni (USMC, Ret.) has noted: "We have to have a deep understanding of the culture because it affects our decision-making. 'Cultural intelligence' is the greatest initial need of the commander on the ground and the one that leads him into more problems."

In this course, attention is focused on the three aspects of the humanities including art, music and literature and their respective influence on diverse cultures and their impact on war and peace. Two questions will be asked of each of the humanities we will study: (1) What is the impact of the humanities in shaping cultural perspectives and decision making? (2) In what ways does art, music and literature reflect and shape individuals to pursue war and peace? Every nation has their individual culture and their views, beliefs and sets of values that are influenced by the humanities.

We will explore the way in which psychological and political actions are reflected through the cultural prism of the humanities. Throughout this course, the effect of the humanities will be examined as a contributing factor toward pro and anti-war activities and as a powerful force for peace. Specific topics to be addressed during the sessions include: Art reflecting societal changes during times of war; Music that inspires nations for war and peace, and Literature that reflects on the nature of war itself and embodies the sentiment of compassion of the costs of war.

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**EL 749                    CENTRAL CHALLENGES OF AMERICAN NATIONAL SECURITY**

**Dr. Jessica Blankshain**

**Course description:**

From ISIS and Iran’s nuclear ambitions to the rise of China and Putin’s provocations in Europe, this course examines the central challenges of American national security. Through a series of case studies, students address these issues as if they were professionals on the National Security Staff working for the President. In response to specific assignments, students write Strategic Options Memos that require analyzing the challenge, assessing the current strategy, and identifying alternative strategies for protecting and advancing national interests.

Assignments require strategic thinking: analyzing dynamics of issues and developing feasible strategies. In the real world of Washington today, this means thinking clearly about what the US is attempting to achieve in the world in the midst of a swirl of a government whose deliberations are often discombobulated by leaks and press reports. A sub-theme of the course explores ways in which pervasive press coverage intrudes, for example in decision making in cases that include.

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**EL 750                    The “Great” War: The Naval War College, the American Expeditionary Force, and Combined Operations – 1914-1919**

**Dr. David Kohnen**

The first “great” war of the twentieth century remains an underlying influence upon global strategic trends into the twenty-first. For example, the Sykes-Picot Agreement and Balfour Declaration of the First World War era created the modern borders of Syria, Iraq, Iran, and Afghanistan. Britain and France established a military presence in these regions under the “mandate” established within the League of Nations. Almost immediately, the native populations within the greater Middle East revolted against the dominion of European empires. As early as 1923, studies conducted at the Naval War College concluded that the collapse of the Ottoman Empire inspired social dynamics in the greater Middle East which “has created great difficulty for England ... the U.S. Navy cannot rely upon the Royal Navy to protect American interests in Arabia and Persia.”

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.

Ultimately, our course examines the origins of contemporary conflict by focusing upon the social trends which characterized the face of battle in the First World War. Given their wartime experience, veterans struggled to understand the full significance of such new technologies as machine guns, chemical weapons, submarines, strategic airpower, and wireless communications. The carnage and industrial scale of the war inspired some to suggest that the “Great War” could have been the “war to end all wars.” Similar to other wars of the past, the problems which fueled the First World War fester within the subtext of discussions of war and peace into the twenty-first century.

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## **EL 751            PRINCIPLES OF MODERN SEA POWER**

**Dr. Bruce Elleman & Dr. Sally Paine**

### Course Description:

This class will examine one hundred case studies devoted to maritime operations in order to understand the strengths and limitations of traditional sea power as well as new principles governing the high seas. This course will begin by studying seven core types of naval operations: 1) Mutiny; 2) Blockades; 3) Naval Coalitions; 4) Expeditionary warfare; 5) Piracy; 6) Commerce Raiding; and 7) Non-military naval operations, sometimes called “soft power” operations, including diplomacy, humanitarian aid missions, assistance after manmade and natural disasters.

In addition to looking at historical examples of sea power, this class will also examine how the legal framework has changed over time, from the “freedom of the seas” as advocated by Grotius, where any water further than 3 nautical miles (nm) from shore was considered to be high seas, to the 1982 UN Convention on the Law of the Seas (UNCLOS), which recognized a 12 nm territorial limit, a 12 nm contiguous zone, and grants coastal states the right to exercise resource control over an exclusive economic zone (EEZ) up to two hundred nm. Coastal states can also apply to the UN for continental shelf rights up to 350 nm.

This course will be set up as a graduate seminar, and each week students will be responsible for summarizing in class one of the case studies in a 4-5 minute presentation. After discussing in great detail the seven core elements of sea powers, plus relevant legal restrictions, the final sessions will be devoted to an evaluation of three enduring capabilities of sea powers: 1) sea control; 2) sea denial; and 3) competition between sea and land powers. The last two sessions will also be devoted to student presentations, while the concluding class will attempt to propose a new hierarchy for examining the core principles of sea power.

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**EL 752                    CULTURAL PROPERTY PROTECTION IN CONTEMPORARY WARFARE: “ MONUMENTS MEN” FOR THE 21<sup>ST</sup> CENTURY**

**Dr. Christopher Jasparr**

**Course Description:** The destruction of cultural heritage (intentional and collateral) has become a prominent feature of 21st century warfare which has been brought to light most recently by ISIS depredations against cultural sites and icons, but the issues expands well beyond ISIS to other conflicts and actors. Although cultural property protection (CPP) has been a military mission for U.S. forces since the “Monuments Men” of World War II it is a little understood dimension of military operations and strategy outside a few specialized communities. Meanwhile for many of our adversaries the destruction, occupation, and manipulation of cultural materials and landscapes have become important actions in the contemporary battlespace. For the most part, US (and other western militaries) take a defensive approach narrowly focused on minimal adherence to legal obligations (under the Hague Convention) and avoiding bad publicity hence missing significant opportunities while ceding initiative, momentum, and key elements of the battlespace to adversaries.

This elective will take a comprehensive look at CPP starting with a general and historical overview of the topic and the role of cultural property and heritage in contemporary warfare. It will then examine current legal and the ethical issues and requirements as well as existing approaches, capabilities, and best practices for CPP. Then the elective will address the potential for CPP to be employed more expansively and offensively at the operational and strategic levels to counter contemporary threats and adversaries including: terrorists, insurgents, states, and transnational criminal organizations. Among the topics to be addresses will include security cooperation and assistance, information operations, training, operational and strategic planning and cultural preparation of the battlespace.

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**EL 753                    GEO-ECONOMICS AND U.S. NATIONAL SECURITY**

**Dr. Nikolas Gvosdev**

**Course Description:**

Edward Luttwak, who coined the term “geo-economics”, describes it as expressing the logic of war in the grammar of commerce. In other words, a country’s economic position—its endowment of natural resources, its manufacturing capabilities, its human capital, and its dependencies on other nations and regions for resources, energy and components—is critical to its ability to sustain its national security. This course examines the broad overview of global and regional economic geography—the distribution of resources and capacities and the natural/geographic and political factors which facilitate or inhibit trade and development among countries. It will examine the economic imperatives behind setting national security goals and determining which countries are best positioned to be allies and partners of the United States or of any other country. It will discuss how governments and national security establishments attempt to develop and implement geo-economic strategies. It will examine some of the key geo-economic projects around the world (notably, the various Silk Road/One Belt/One Road initiatives that seek to tie together East, South and Central Asia with the Middle East and Europe) and discuss the role of public and private sector interests and companies in facilitating them.

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**EL 754 MAHAN, CORBETT, AND THE FOUNDATION OF NAVAL THOUGHT**

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**EL 755 RUSSIAN NAVY: YESTERDAY, TODAY AND TOMORROW**

**Dr. Thomas Fedyzyn**

**COURSE DESCRIPTION**

This course seeks to equip students with new perspectives on the Russian Navy. This relationship less meaningful to the United States until the period of the Cold War when the two navies were the preponderant military forces on the planet, with their fleets of nuclear-powered submarines and aircraft carriers, as well as their second-strike ballistic missile forces aboard their SSBNs. While each nation's fleet posed an existential threat against the other during the Cold War, the legacy of Russian-American rivalry has been reawakened today as the (now) Russian Federation Navy (RFN) is making a slow resurrection and is increasingly being used as the spearhead of an adventurous Russian foreign policy under President Vladimir Putin.

The course will start with an historical look at the Russian Federation Navy (RFN). While the history of our rivalry is both interesting and exciting, students of national security benefit from understanding how these navies have been used to not only interact with one another over the years, but also how they affect the foreign policies of their respective nations. Lessons can be learned about the importance of land power – seapower rivalries as well as fundamental laws of geopolitics and balance of power politics. Understanding the interactions of two of the world's most powerful naval forces in the 21st Century sheds light on the likelihood of future cooperation, competition or even war. For the best part of the last century these two naval forces have fed off one another's strengths and vulnerabilities.

This course will also make these comparisons as it analyzes Russian naval activity in all the world's maritime regions: The Arctic and Pacific Oceans, as well as the European theater, encompassing the Atlantic Ocean, and the Mediterranean, Baltic and Black Seas. In each area there is a renewed naval competition, each with its own particular flavor. This analysis will allow the student to make reasonable prognostications as to how the RFN will deploy to support Russian national security strategy. Given the assertion by General Dunford, USMC, CJCS, that Russia is America's greatest existential threat, this will be very useful information for any War College student.

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**EL 756            POST-SOVIET WARS, 1991-2016**  
**Dr. David Stone**

**Course Description:** This course will examine war and armed conflict in the former Soviet Union, ranging from improvised wars between armed militias through insurgencies to force-on-force conflicts between professional militaries. Cases will include the Tajik Civil War, the Chechen Wars, the Russo-Georgian War, and the ongoing Russia-Ukraine conflict.

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**EL 757            RECONSIDERING THE "GREAT GAME": STRATEGY, OPERATIONS, AND THE  
CONTEMPORARY INFLUENCE OF "SEA POWER" UPON THE GREATER MIDDLE EAST**

**Dr. David Kohnen**

**Course Description:**

Our course will examine the historical trends, which shape contemporary conflict in the greater Middle East. By examining the economic connections between Europe and Asia, we will initially follow the "silk road" to examine how centuries of conflict have shaped the cultural landscape of the greater middle east. By the 1600s, the European empires circumvented the landlocked lines of communication with sea power -- using navies to facilitate maritime commerce. In what became known as the "great game" for control, our course provides a primer for contemporary military and naval strategists to reconsider the greater middle east within a global cultural context. Through this approach, we will also examine the critical historical foundations which influenced contemporary conflict in the region into the twenty-first century and beyond.

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**EL 758            HOW NAVIES FIGHT AND WIN**

**CAPT Anthony Cowden and Professor Jeff Cares**

**Course Description:**

This course will re-examine the foundational tenets of naval operations found in three classics on the topic (Fiske's The Navy as a Fighting Machine, Wylie's Military Strategy, and Hughes' Fleet Tactics) to show how each contributes to a coherent theory of Naval Operational Art. In addition, the course will present original research that links the classics and the theory with well-established results from naval operations research, providing the student with a deeper understanding of the mechanisms of advantage in protracted war at sea.

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