

MINISTRY OF DEFENCE

NETHERLANDS DEFENCE ACADEMY

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*STUDY GUIDE (2016-2017)*

*MASTER MILITARY STRATEGIC STUDIES (MA)*

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# STUDY GUIDE MASTER MILITARY STRATEGIC STUDIES

2016-2017

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## INTRODUCTION

The interdisciplinary Military Strategic Studies (MSS) program is concerned with understanding, analyzing and explaining the military dimension of international security. The program explores the relationship between politics and military power—from the use of terror by small, non-state groups to cyber threats and the threatened use of nuclear weapons. Drawing from history, security studies, political science, sociology, psychology, law, organizational studies, engineering, ethics, and economics, the program deals with the logic, debates and dilemma's pertaining to the preparation, maintenance, threat and use of military force and forces, as one of the traditional key instruments of power. Academically it resides within Security Studies.<sup>1</sup> The MSS program provides a thorough analysis of contemporary strategic issues, the challenges of defence planning and the strategic ideas and doctrines concerning the use of force in the modern world.

## RELEVANCE

In the current challenging strategic environment, a dedicated study of this subject is required for all who seek to understand modern warfare and how military force can be used in the pursuit of policy objectives. The MSS program also provides an invaluable education for those who are currently engaged, or seek a career, in the defence profession, and/or international security organizations. Amongst the range of transferable skills, this program will provide students with the following skills necessary for employment in a field where there is requirement for exercising initiative and personal responsibility: decision making in complex and unpredictable situations and the independent learning ability required for professional development. Also, the MSS program provides students with critical analytical skills, an ability to assess complex military and defence related policy problems, from a variety of perspectives, and effectively contribute to developing advice and solutions concerning issues of international security. Latter constituting defence planning and management and military planning at the operational and strategic level.

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<sup>1</sup> For extensive discussions on the history, meaning, content and trajectory of strategic studies as an academic field, see for instance Ken Booth and Eric Herring, *Strategic Studies*, Mansell, London, 1994, chapter 1; and John Baylis, et al, *Strategy in the Contemporary World*, Oxford university Press, Oxford, chapter 1. See for discussions on the meaning of security studies, conflict studies and peace studies for instance Paul Williams (ed), *Security Studies, An Introduction* (Routledge, London, 2008), chapters 1 and 33; or Alan Collins, *Contemporary Security Studies*, (Oxford university Press, Oxford, 2007), chapter 1.

## PROGRAM FOCUS

MSS is a program deliberately focused on contemporary themes and geography. In general, the field of strategic studies, and related areas such as security studies, conflict studies or peace studies, is very broad. Built upon a solid foundation of three (out of four) compulsory core courses, the MSS program offers courses that pertain in particular to developments, theories, cases, issues, debates and challenges that have had, and continue to have, a bearing on the security context of western Europe and its armed forces since the end of the Cold War. While related to other strategic studies, the MSS program differs from programs such as conflict Studies and security Studies as it interrogates security issues and conflicts specifically from the military perspective.

Focusing in particular on the post-modern era, the MSS program aims to provide an understanding of the key problems and approaches concerning international security and the role military force plays within this context. The program addresses the contemporary security issues, the nature of war, the changing character of war, the evolution of warfare, the evolution of ideas and debates concerning the utility of military forces, the role of war in the state system, the evolution of strategic thought concerning the employment of military force, the theory and practice of the conduct of war (the art of war) in various types of conflict, and the normative dimension of war and warfare. The program also aims to provide a structural insight into the challenges of political and military decision making in crisis and into the factors that shape security and defence policy.

Specific topics that will be addressed include:

- the changing perspectives (and the debates) on the meaning of security and appropriate responses since the end of the Cold War,
- the reflection of those debates into changes in western security and defence policies,
- the role of military force in ethnic conflicts during the 1990s and the doctrinal and legal debates following those peacekeeping operations and coercive actions,
- the role of international organizations in addressing security issues, for instance the development of the R2P doctrine, but also the changing role of NATO,
- the shifting societal and political attitudes towards military force in the western world, in particular in Europe, and the impact on security and defence policies and military campaigns,
- the impact of the rapid technological developments on warfare and military organizations,
- the nature of political and military leadership in crisis under the magnifying glass of modern media,
- the trajectories of transformation processes of western defence organizations,

- the “lessons” of recent military operations in the Balkan, Afghanistan, Iraq, and the Horn of Africa, including the challenges of state-building and combating violent non-state actors,
- the debates concerning the nature of contemporary conflicts and the utility of force,
- the dynamics of managing the military as a public organization,
- the specific nature of defence economics and performance management,
- the complexity involved in military logistics and strategic military asset management in an expeditionary military organization.

## PROGRAM OBJECTIVES

Having successfully completed the MSS program, regardless of the specific track followed, all students will have gained an understanding of, can explain, and analyze:

- Key issues, debates, approaches and developments concerning contemporary international security.
- The nature of war, why war is studied and the epistemological challenges associated with its study.
- The characteristics of various types of conflict.
- The evolution of war and warfare as an historical and societal phenomenon.
- The main western strategic theories, military doctrines and academic debates informing the question of logic and utility of military force in various types of wars.
- The role of strategy at the interface between political and military activity.
- The main legal principles governing the employment of military force.
- The specific nature of modern land, air, maritime and joint warfare in various types of conflict.
- The motives, (ill) logic, conduct, effects, and impact of recent complex military operations.

The War Studies Track will, in addition, provide a deep sophisticated understanding concerning:

- The contemporary experience of, and theories, doctrines and debates informing and following,
- the employment of the military as an instrument for coercive diplomacy, interstate warfare, humanitarian intervention, counter-insurgency and stabilization missions,
- the impact of technology on war and warfare and the debates concerning recent military technological developments,

- the impact of domestic and alliance politics on strategy, security policy, and defence policy,
- the nature of political and military decision making in crisis and war,
- the methods for, and debates concerning the formulation of security policy and defence planning in a comparative perspective,
- the dynamics of military innovation in the past two decades,
- the legal context governing the use of force in a variety of conflicts and types of missions.

The Intelligence and Security Track aims to provide insight into:

- the influence of intelligence on national security,
- the role and methodologies of intelligence analysis,
- the nature and impact of intelligence failures,
- the history of intelligence organizations,
- the processes of security and military intelligence analysis,
- the legal context of intelligence operations.

The Military Management & Logistics Track offers a focus on the internal dynamics of military organizations as well as the relation between the military and society. It aims to provide detailed insight into:

- the unique challenges of managing military organizations,
- the complexity of defence acquisition and logistics processes,
- the specific nature of defence economics,
- the psychological stresses of military operations on military personnel,
- societal attitudes towards the military and the use of force,
- the nature of political and military decision making in crisis and war,
- the methods for, and debates concerning the formulation of security policy and defence planning in a comparative perspective,
- the dynamics of military innovation in the past two decades.

## WHO CAN APPLY

The target student population can be distinguished into several groups. First, the program is designed for serving (experienced) officers from NATO- or allied countries within all operational commands and supporting staffs, and civil servants with equivalent status, holding at least a bachelor degree of the Faculty of Military Sciences at the Netherlands Defence Academy (or the former four-year KMA/KIM education; *lang model*), a Dutch or foreign university or equivalent. For this group, the program will provide an enriching academic grounding which contextualizes their experience. It will also prepare them intellectually for operational planning-, military staff- and policy positions in which advice is generally developed within the dynamic field of international and inter-departmental cooperation.

Another possible group consists of senior officers that attend, or have graduated from, military staff colleges. They will find a natural fit between modules provided by the staff college curriculum on one hand and various courses offered in the MSS program on the other.

A third group consists of civilian Bachelor or Master Graduates, or professionals working for organizations who have to cooperate with MoD (like NGO's or other Ministries). The challenging MSS program will broaden the intellectual horizon by offering a comprehensive insight into the role and functioning of defence organizations in the complex environment formed by domestic and international politics. Furthermore, the program provides for a keen awareness of the complex interplay of concepts, decision making processes and debates underlying the employment of military forces in response to a variety of security problems. The yearly Class is counting 45 students at maximum; 25 % of these places is reserved for and are selected from this third group.

A last possible group consists of students interested in one or more specific courses, yet not the whole program (modular students). For example, for those working, or aspiring to work, in the field of security analysis and/or military intelligence, the Intelligence and Security Track will provide the student with critical insights as one will explore the complexities and difficulties of using intelligence in war and outside of war.

## HOW TO APPLY

In order to receive the necessary application documentation, please contact the Faculty of Military Sciences via the following e-mail account: [master.mss@mindef.nl](mailto:master.mss@mindef.nl). The program coordinator will send you an information and application package, including a detailed list of the required documents (for advance preparation, see bullet list below). All applicants must submit all required documents.

Evaluation of the application is only possible when all documents are at hand. The application deadline for the start of the program in September (Class 2016) is April 30<sup>th</sup> 2016. The admission process will take approximately 6-8 weeks and all applicants will receive notice on whether or not they have been accepted to the program.

Prospective modular students must also submit all required documents when applying for specific modules. The Proof of efficiency in the English Language (nr. 7) is not required when the prospective modular student applies for less than 3 modules. The deadline for submitting required documents is dependent upon the start date of the chosen module. As a rule, one should apply four months prior start date. See appendix A for the academic calendar.

**Upon admission, it is not necessary to register for the program in Studielink.** When desired, the Faculty of Military Sciences is able to register civilian students in DUO.

Required documents:

1. A copy of a valid identification document (Passport or Identity Card; a driver's license is not allowed).
2. A certified copy of all relevant degrees (with the exception of degrees obtained at the Netherlands Defence Academy. These copies do not need to be certified).
3. A certified copy of all relevant transcripts (with the exception of transcripts from the Netherlands Defence Academy. These copies do not need to be certified).
4. A Curriculum Vitae written in English.
5. A letter of Motivation written in English (700-1500 word count).
6. An approved rekestformulier (DF 056). This is only applicable to Active Military applicants. (NOTE: active military applicants must also inform their P&O-officer!).
7. Proof of proficiency in the English language (requirement details are to be found in the TER: Teaching and Examination Regulations, art. 7 lid 2: [www.defensie.nl/onderwerpen/defensieacademie/inhoud/opleidingen/masteropleiding-military-strategic-studies](http://www.defensie.nl/onderwerpen/defensieacademie/inhoud/opleidingen/masteropleiding-military-strategic-studies)).

NOTE 1: Proof of proficiency in the English language (bullet 7) must be submitted prior July 15<sup>th</sup> when applicant is unable to submit required documentation before the application deadline.

NOTE 2: Bullet 6 is only applicable to Active Military applicants. However, non-Military applicants need to submit a *VOG (Verklaring Omtrent Gedrag)*. More information can be found in the information and application package.

## TUITION FEE

The Master program MSS is free of charge for those students, military and civilians, who are working for a NATO Defence Organization. For all other students, the tuition fee is the same as other universities (for the academic year 2016-2017: € 1984,=-; it is *het wettelijk collegegeld*, not *instellingscollegegeld*). It is not possible to request any college funding with DUO as the master program is a part time program. Tuition fee must be paid in three parts divided over the academic year. Payment details will be provided when applicable.

As it is possible to apply for specific moduli, when not seeking a complete master degree, tuition fees can differ. Per EC tuition fee is € 100,=-. Thus, a standard 5 EC course/module is € 500,=-. When applying for several moduli within one academic year, students cannot pay more than the official yearly tuition fee. Tuition fee per module must be paid prior start of the course. Payment details will be provided when applicable.

## PROGRAM STRUCTURE

### General information:

The MSS program, which consists of a broad multi-disciplinary curriculum, is designed to be accomplished part-time within a two year time frame. The program commences in September and the employed language is English. Upon successful completion, the degree obtained is the Master Of Arts in Military Strategic Studies.

The program is structured around 60 EC: there is a compulsory part, which serves as the common foundation for three distinct, yet interrelated, tracks. And there is an elective course and a thesis research. Per course, there are ten meetings. One course is considered to be one module. All meetings are mandatory, thus attendance is required. Meetings are held on Fridays, at the Kasteel van Breda, one of the locations of the Netherlands Defence Academy. An information package will be provided when applicable.

The modular design of the program allows students to deviate from design program planning when external factors, e.g. deployments, interrupt the program. As each course is valid for six years, one must plan accordingly in order to fulfill all MSS program requirements. The modular design also invites modular students (those not seeking a complete MA degree) to take part in the program. It is not possible to deviate planning within the individual moduli.

## Course information:

The compulsory part of the program consists of four courses of 5 EC each:

- Course: Contemporary Security and Strategy
- Course: War and Warfare
- Course: Research Methods
- Course: War, Defence and Society

The three available tracks are War Studies, Intelligence & Security and Military Management & Logistics. Each track consists of four specific courses of 5 EC each. It is part of the application process to highlight one's track preference. After evaluation of all necessary application documentation by the Examination Board, a specific track is assigned to each student before the program commences.

This is mentioned in the Statement of Admission.

### - TRACK War Studies (WS)

- Course: Insurgency and Counterinsurgency
- Course: International Law of Military Operations
- Course: Peacekeeping and State Building
- Course: Coercive Diplomacy

### - TRACK Intelligence & Security (I&S)

- Course: Methods and Analytic Concepts in Intelligence
- Course: International Intelligence Cooperation
- Course: Intelligence and its Environment
- Course: Intelligence Organizations and their Cultures

### - TRACK Military Management and Logistics (MML)

- Course: Strategic HRM, Leadership and Ethics
- Course: Strategic Military Asset Management
- Course: Strategizing and Organizing
- Course: Defence Economics and Performance Management

An elective course is selected after the first academic year from a set of elective courses that are optional for all tracks. It is also possible to select a track specific course as an elective course from one of the eight other track specific courses, but actually mostly in another timeframe. The available set of elective courses is as follows and subject to change and availability each academic year. Each course is 5 EC.

- Course: Cyber Warfare

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- Course: Decision Making in Crisis and War
- Course: Managing Dynamics of Military Innovation
- Course: Selling War

The program is completed by a thesis research of 15 EC.

Thesis (15 EC)		
Elective (5 EC)	Elective (5 EC)	Elective
<u>MILITARY MANAGEMENT &amp; LOGISTICS</u> (20 EC)	<u>WAR STUDIES</u> (20 EC)	<u>INTELLIGENCE &amp; SECURITY</u> (20 EC)
Strategic Military Asset Management	International Law of Military Operations	Methods & Analytical Concepts in Intelligence
(Strategic) HRM, Leadership, and Ethics	Peace keeping & State building	International Intelligence Cooperation
Strategizing & Organizing	Insurgency & Counterinsurgency	Intelligence and its Environment
Defence Economics & Performance Management	Coercive Diplomacy	Intelligence Organizations and their Cultures
Compulsory Core Courses (20 EC)		
War, Defence & Society	Research Methods	
War & Warfare in the (post) modern world	Contemporary Security and Strategy	

## COURSE DESCRIPTIONS

**NOTE: ALL SPECIFIC COURSE DESCRIPTIONS ARE SUBJECT TO CHANGE. THE COURSE DESCRIPTIONS, AS PRESENTED IN THIS STUDY GUIDE, ARE DESIGNED TO INFORM PROSPECTIVE STUDENTS ON THE COURSES AVAILABLE AND ON WHAT CAN BE EXPECTED DURING A COURSE IN TERMS OF COURSE OBJECTIVES, STUDY MATERIAL AND ASSESSMENT.**

## COMPULSORY CORE COURSES

The aim of the compulsory core courses is to provide all students with a common understanding of international security and strategic studies within an academic field, as well as an understanding of the nature of war and warfare and the function of military force. The compulsory core courses function as a gateway to the specific focused tracks. The courses will provide essential analytical concepts, insight into important debates and knowledge concerning key theories as well as a general historical grounding concerning developments in international security, strategic thought and warfare. In addition, the research seminar will offer students the necessary tools to competently understand research, underlying philosophies, theories and methodologies.

The Compulsory Core Courses are listed below:

## Course: CONTEMPORARY SECURITY AND STRATEGY

Course Director: Dr. M. Rothman

### DESCRIPTION

This foundation course introduces key topics, concepts and debates in the fields of security studies and strategic studies. It discusses contemporary security challenges, including the problems of fragile states, terrorism, cyber-threats, resources scarcity, indeed, it deals with the very notion of security and discusses concepts such as human security and R2P. It explains the various meanings of war and introduces various types of conflict and their causes. It examines a range of issues and concepts relating to the use of force in international relations, including the main theories on the role of force, the implications of different models of international order for thinking about the use of force, the impact of domestic factors on preparations for war and its conduct, alliance formation, and the roles of regional and international organizations. It also addresses the importance of international law and of concepts such as self-determination, nationalism and human rights, and it examines theories of disarmament and arms control and their application during and after the Cold War.

This course also offers an integrated treatment of the main features of the discipline of strategic studies. It is designed to help students develop strong analytical frameworks for understanding leading strategic issues and also to examine a number of these issues in depth. Specific contents include coverage of the nature of strategy, basic schools of strategic thought, the relationship between strategy and security, the nature of and theories concerning air, land and maritime strategy, legal and ethical issues relating to the use of force. It introduces contemporary mission areas such as international peacekeeping and stabilization operations, and the impact of changing military technology.

### OBJECTIVES

At the end of the course, students should:

1	Have built a strong analytical framework for understanding the nature of strategy and investigating leading strategic ideas and issues from classical interstate conflicts to stabilization operations and small wars.
2	Have a keen understanding of different approaches to the use of force for the ends of policy (including political, historical, theoretical, geographical, and ethical standpoints).

3	Have developed an understanding of how strategy is made in theory and practice and how it is shaped by culture, geography, law, technology, and the way in which organized violence is used.
4	Have built strong academic foundations to aid them in other courses as they consider strategic issues in their future academic and professional careers.

## METHODS OF INSTRUCTION

The course consists of 8 themes that will be discussed in 8 teaching sessions.

## COURSE OUTLINE

WEEK 1	What is security?
WEEK 2	Concepts and debates in Security Studies.
WEEK 3	The instruments for security.
WEEK 4	War and international order.
WEEK 5	From security theory to security policy.
WEEK 6	The logic of force; strategy.
WEEK 7	Strategic theory, Carl von Clausewitz, the central teachings.
WEEK 8	Debating strategy & the utility of force.
WEEK 9	Security and Defence planning; the case of the Netherlands.
WEEK 10	Essays due

## STUDY MATERIAL

Required reading is provided in several text books (see below) and some articles or book chapters. A detailed course guide, including the course outline and required readings per teaching session will be made available via Moodle.

Paul Williams (ed.), *Security Studies: An Introduction*, Routledge, 2013.

Alan Collins (ed.), *Contemporary Security Studies*, Oxford, Oxford University Press, 2007.

Carl von Clausewitz, *On War*, (ed. & tr. Michael Howard and Peter Paret), Princeton University Press, Princeton, 1978, or later editions, or other publishers of this volume by the same authors.

John Baylis, James Wirtz and Colin S. Gray (eds.), *Strategy in the Contemporary World*, Oxford: Oxford University Press, 2010.

David Jordan et al (eds), *Understanding Modern Warfare*, Cambridge University Press, Cambridge, 2008.

## EXAMINATION

The formulated course objectives will be evaluated by 2 short take home essay exams. Detailed essay assignments will be handed out separately.

**Course: RESEARCH IN MSS; PHILOSOPHY, METHODOLOGY AND METHODS OF DISCIPLINE**

*Course Director: Dr. B. Klein Goldewijk*

**DESCRIPTION**

In response to the transformation of global security tasks and challenges, the views on and organization of war, peace and defense change as well. Those changes have urged a Master MSS that constitutes a multi-disciplinary domain, including Military Operational Studies, Military Law, Military History and Strategy, International Relations and Security Studies, Military Economics and Logistics and Intelligence Studies. These are academic disciplines with different objectives, varying methodologies and research methods, while offering a pluralistic approach to science and knowledge.

All three tracks of the Master MSS have gained from the developments in research as well as the methodological developments within this broad variety of disciplines, including a variety of qualitative and quantitative research methods used in social, economic, administrative, business organization and most of all military studies. However, whereas this multi- and interdisciplinary approach and methodology enable students to analyze modern and complex questions related to war, peace, strategy and the defense organization as such, they may also lead to confusion and (unintended) inferences that are not methodologically sound.

This course provides students with an overview of this methodological richness and enables them to apply different research traditions and methods by scrutinizing recent studies. The course will also consider large (ethical) questions raised by research and research design, and examines the differences between descriptive, prescriptive and normative studies. Students will be exposed to examples of research in war studies that employ a range of research methods. This course thus provides the opportunity to learn new research skills.

**OBJECTIVES**

At the end of the course, students should:

1	Have a thorough understanding of the relation between methodology and methods which supports them in building the capacity to formulate a research problem and apply the adequate method(s).
2	Be familiarized with the process of conducting advanced research in MSS.
3	Understand (empirical) research and underlying philosophies, theories and methodologies.

4	Be able to complete graduate level research, i.e. the Master Thesis.
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## METHODS OF INSTRUCTION

The course consists of 9 three-hour teaching sessions and 1 working group session.

## COURSE OUTLINE

WEEK 1	Ways of knowing: Philosophy of Science.
WEEK 2	Working group: Newspaper / Journal Article.
WEEK 3	Beyond Naturalism: A Constructivist Philosophy of Science.
WEEK 4	Bridging Methods: Conflict Databases and Evaluation Research on Peace Operations.
WEEK 5	Discourse and Discourse Analysis.
WEEK 6	Historical and Legal Studies.
WEEK 7	Case Studies and Comparative Methods.
WEEK 8	Quantitative Research Methods.
WEEK 9	Qualitative Research Methods.
WEEK 10	Where do we go from here?

## STUDY MATERIAL

One book is required and will be used throughout the course: Jonathan W. Moses, and Torbjorn L. Knutsen [2007] (2012) *Ways of knowing: Competing Methodologies in Social and Political Research*, 2<sup>nd</sup> edition. London: Palgrave MacMillan. In addition, recommended literature, which is included before each lecture, will be made available on a special reading shelf for this course at the library.

## EXAMINATION

The formulated course objectives will be evaluated by means of a preliminary research paper based upon a newspaper or journal article relating to war, defense, and/or MSS. Furthermore, students must demonstrate, through a 2000-word review essay, their ability to subject an article-length research paper to critical scrutiny.

**Course: WAR AND WARFARE IN THE (POST-) MODERN WORLD**

Course Director: Cdre Prof. Dr. F. Osinga

**DESCRIPTION**

In a broad sense, this foundation course will address the application of military force to achieve strategic ends. It will explore the conduct of operations in all operational environments – land, sea, air and cyberspace – and their combination in more recent history to constitute joint war fighting doctrines. Through a series of case studies spanning warfare in the 20th century, the course will explore issues affecting the conduct of operations and their relationship with the strategic and tactical realms. A proper understanding of modern military operations requires a prior understanding of both the material side of war, and the human or organizational side of war. This course will break apart selected past, current, and future sea, air, space, and land battlefields into their constituent parts and look at the interaction in each of those warfare areas between existing military doctrines and weapons, sensors, communications, and information processing technologies. It will specifically seek to explore how technological development, whether innovative or stagnant, is influenced in each warfare area by military doctrine. Among the issues explored will be the scope of command and the concept of command systems; logistics and sustainment; the impact of technology; combined, joint and coalition warfare; operational design; and the political-military relationship.

The course will also chart the emergence of the operational level of war as a distinct domain of military thought and highlight theories of an operational art developed by the German, Russian and United States military establishments.

**OBJECTIVES**

At the end of the course, students should:

1	Be able to identify the major trends in the conduct of military operations from 1800 to the present day and articulate the fundamentals of the major operational theories developed during this period
2	Be able to articulate the relationship between strategy, operations and tactics.
3	Be able to analyze the conduct of military operations and identify the role which command practice, command systems, logistics, technology, geography, the political-military interface, and inter-service and coalition relationships play in determining their outcome.

## METHODS OF INSTRUCTION

The course consists of 9 three-hour teaching sessions and a final examination.

## COURSE OUTLINE

WEEK 1	Strategic studies; war and military power.
WEEK 2	Towards postmodern war; the rise of modern warfare, part 1.
WEEK 3	Towards postmodern war; the rise of modern warfare, part 2.
WEEK 4	Postmodern warfare; military innovation after Desert Storm.
WEEK 5	Postmodern Conventional Warfare: OEF & OIF.
WEEK 6	Military force for Coercive Diplomacy.
WEEK 7	Irregular Warfare; the Iraqi insurgency.
WEEK 8	Military force for Statebuilding; NATO in Afghanistan.
WEEK 9	Military intervention & R2P; the Libyan case.
WEEK 10	Final examination

## STUDY MATERIAL

Required reading is provided in several text books (see below) and some articles or book chapters. A detailed course guide, including the course outline and required readings per teaching session will be made available via Moodle.

Colin S. Gray, *Peace and International relations. An Introduction to Strategic History*, London/New York: Routledge, 2008.

John Baylis, James Wirtz and Colin S. Gray (eds.), *Strategy in the Contemporary World*, Oxford: Oxford University Press, 2010.

David Jordan et al (eds), *Understanding Modern Warfare*, Cambridge University Press, Cambridge, 2008.

Keith Shimko, *The Iraq Wars and America's Military Revolution*, Cambridge University Press, Cambridge, 2010.

John Olson, *A History of Air Warfare*, Washington DC: Potomac Books, 2010.

Robert Citino, *Blitzkrieg to Desert Storm*, Lawrence: University Press of Kansas, 2004.

Geoffrey Till, *Seapower*, London/New York: Routledge, 2009.

Thomas Keaney and Thomas Mahnken, *War in Iraq, Planning and Execution*, London/New York: Routledge, London, 2007.

## EXAMINATION

The formulated course objectives will be evaluated by a final three-hour exam with essay questions which will test his/her understanding of the course as a whole.

## **Course: WAR, DEFENCE AND SOCIETY**

*Course Director: Prof. Dr. D. Verweij*

### DESCRIPTION

The inherent relation between 'war', 'defence' and 'society' is indicated by Charles Tilly's famous dictum: 'War made the state and the state made war'. Wars and states have developed since the emergence of the nation state, yet, a basic aspect of this relationship persists until today: armed forces hold the monopoly of violence, which is entrusted to them by the state. In a democratic society this also implies the people within the state. Thus violence is used on behalf of and in the name of society. The consequence of this 'violence by proxy' is clear. Society wants to have a say in the 'why', 'when' and 'how' of the actual use of violence. In that sense, military action cannot take place without justification from both ethical and judicial contexts as the Just War tradition and internationally accepted laws and regulations illustrate.

However, not all violent conflicts are between states and their armed forces; many present-day conflicts take place within so-called 'failed' or 'emerging' states and between regular and irregular armies, militias and self-proclaimed warriors and warlords. This implies that professional military personnel, sent to these conflicts on UN, NATO, or other coalitions-led operations, are often confronted with the asymmetry of the laws and regulations mentioned above and thus with illegitimate violence and human rights violations. This often results in complex and stressful decision-making and dilemmas that are not easy to deal with. Some of these dilemmas may have detrimental and even tragic consequences for military personnel as well as for the local population, which effects the human security military personnel is supposed to provide. It is clear that jeopardizing the security of the local population implies jeopardizing the civil military relations that have increasingly become important in the post-cold war comprehensive approach in which military personnel work closely together with national and international policy makers, NGO's, local leaders and powerbrokers.

The costs of the many and diverse military tasks and practices described above, and of the defence and security sector in general are considerable. Notably, it is not always clear how effective military operations in fact are and given the complexity of the tasks and the impact thereof, it is not always clear whether the costs do not outweigh the benefits. This may have a negative effect on the public support for the Defence organization and the subsequent assignment of budgets. Obviously, the role of the media is crucial in this respect. However, mass media not only influences decision making with regard to budgets, but also with regard to deployment and use of force. Given the omnipresence of the media (social media included) in present-day military operations this influence

can hardly be underestimated.

In order to understand the interplay and impact of the relationship between war defence and society in present-day military practice, the five determining factors of this interplay that were briefly described above, will be discussed in more detail in this course: 1) Legitimacy and illegitimacy, 2) the economic dimension of war and defence 3) civil military relations 4) moral and psychological effects of war and 5) war and media.

## OBJECTIVES

At the end of the course, students should:

1	Have insight and knowledge of the interplay and impact of the relationship between war, defence and society in present-day military practice.
2	Be able to voice a personal view with regard to the above mentioned interplay based on a thorough study and analysis of the literature presented in this course.
3	Be able to discuss the most important views with regard to the interplay and impact of the relationship between war, defence and society in present-day military practice as presented in the literature belonging to this course.

## METHODS OF INSTRUCTION

The course consists of 5 themes that will be discussed in 9 teaching sessions and a final examination.

## COURSE OUTLINE

WEEK 1	Legitimacy and illegitimacy: Ethical constraints on war.
WEEK 2	Legal constraints on war.
WEEK 3	“Shadows of War”.
WEEK 4	Civil Military Relations.
WEEK 5	The Economic Dimension of War.
WEEK 6	Moral and Psychological Effects of War. Stress, soldiers and society.
WEEK 7	Moral injury and PTSD.
WEEK 8	War and Media, part 1.
WEEK 9	War and Media, part 2.
WEEK 10	Final examination

## STUDY MATERIAL

A collection of academic articles will be used (to be announced). A detailed course guide, including the course outline and required readings per teaching session will be made available via Moodle.

## EXAMINATION

The formulated course objectives will be evaluated by a final exam with essay questions which will test his/her understanding of the course as a whole.

## WAR STUDIES TRACK

War Studies draws in particular from the fields of military history and security studies. Students explore the military, diplomatic, philosophical, social, political, psychological and economic dimensions of human conflict. The purpose of the War Studies track is to provide students with a sophisticated understanding of war as a societal phenomenon, the evolution of warfare and its theory and debates and the practice of the use of military force.

War Studies is focused on promoting an understanding of warfare in all its myriad forms, including, conventional wars, wars of national liberation, civil wars, counter insurgency wars, new wars, and the so-called "global war on global terror". This track examines a range of approaches to strategic studies, the strategic use of military force and the operational conduct of contemporary warfare. This includes theories and the experience of guerrilla warfare and counter-insurgency, the emergence of the 'western way of war' in the wake of the 'revolution in military affairs' of the 1990s, the 'strategic' use of airpower in support of coercive diplomacy and humanitarian interventions, the employment of land forces for peacekeeping and state building missions, new concepts involving maritime operations for anti-piracy missions, as well as cyber warfare. In addition to exploring the dynamics of military innovation, the War Studies track considers issues of security and defence policy, strategic planning and political and military decision making in crises and war.

The specific war studies track courses are listed below:

## Course: COERCIVE DIPLOMACY

*Course Director: Cdre Prof. Dr. F. Osinga*

### DESCRIPTION

This course will examine coercive diplomacy: the use of instruments of statecraft for the strategic purpose of coercing – or compelling – an opponent, and for containment of security risks. Coercion, in short, involves changing the behavior of an opponent without resorting to full scale war, or as Schelling put it, brute force. It is closely related to deterrence and indeed, understanding coercive diplomacy requires an understanding of deterrence theory.

Most wars involve an element of coercion in some form and at some stage of the conflict, indeed, even in full scale war, the process of coercive diplomacy continues. In particular in the past two decades the West has frequently initiated coercive actions, often with mixed success and/or with unanticipated results. The case studies concerning Kosovo, Iraq, Iran, Syria, and Korea suggest that the dynamics of coercive diplomacy are complex, ambiguous, and often ill-understood, and that crafting and executing effective coercive strategies is fraught with difficulties, in particular in coalition settings.

This course will explore those political and military dynamics from a theoretical perspective and subsequently critically analyze recent cases of coercive diplomacy. These not only include state versus state confrontations but also the challenge of coercing non-state actors such as terrorist groups and pirates, or at least containing the risk they may pose. An integral part of contemporary coercive diplomacy is economic and financial sanctions. Indeed, such sanctions are often employed as a prelude to, and subsequently in parallel with, military coercion. Special attention will therefore be given to the analysis of targeted sanctions, which were first introduced in the early 1990s and have become the only type of multilateral sanction currently employed by the United Nations. The conceptual issues involved in sanctions strategy are relevant also for understanding coercive strategies.

### OBJECTIVES

At the end of the course, students should:

1	Be able to explain the theoretical parameters at the political and military strategic level that influence the effectiveness of coercive strategies.
2	Be able to analyze current political interstate conflicts from the perspective of the literature on coercive diplomacy. all involved actors, their organization and their role in the conduct of (counter)insurgency warfare

3	Be able to critically approach the debate on the effectiveness and legitimacy of coercive strategies that has taken place in the past two decades, including the application of coercion concepts in counterterrorism and counter-piracy strategies.
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## METHODS OF INSTRUCTION

Seminar courses in which active participation is required. The weekly assigned readings will be discussed during the seminars, thus preparation is essential for participation.

## COURSE OUTLINE

WEEK 1	Theoretical foundation, part 1: Deterrence & Coercion Dynamics.
WEEK 2	Bosnia
WEEK 3	Kosovo
WEEK 4	Theoretical foundation, part 2: Economic Sanctions.
WEEK 5	Iraq 1991 – 2003.
WEEK 6	Libya 1986 – 2011. Concept paper due
WEEK 7	Theoretical Foundation part 3: Coercing Violent Non-State Actors.
WEEK 8	Israeli targeted killing operations.
WEEK 9	Targeted Killing in Afghanistan.
WEEK 10	Debate Coercive Diplomacy; the state of the art of our knowledge. Paper due

## STUDY MATERIAL

The course builds and expands on the literature and case studies in the courses War & Warfare in the Postmodern world and Contemporary Security & Strategy. John Olson's book *A History of Air Warfare* will be used for the case Bosnia.

In addition to articles, the following textbook will be used and needs to be purchased:

1. Daniel Byman and Matthew Waxman, *The Dynamics of Coercion*, Cambridge University Press, Cambridge, 2002.

## EXAMINATION

Course requirements will consist of active participation in the seminar discussions and taking the lead (along with one or two other students) of a portion of the discussion of one week's readings. This will be based on one or more pointpapers, which, combined, will make up 20% of the final grade. Finally, students will complete of researchpaper (80%) in which students have the opportunity to conduct empirical research on the design, utility, and consequences of military coercive actions and sanctions.

# STUDY GUIDE MASTER MILITARY STRATEGIC STUDIES

2016-2017

NETHERLANDS DEFENCE ACADEMY

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Armed with a theoretical framework, each student will develop and present a research paper of 3000-4000 words concerning a case study.

## Course: INSURGENCY & COUNTERINSURGENCY

Course Director: Drs. M. Kitzen

### DESCRIPTION

Insurgency and counterinsurgency warfare remain elusive and not particularly well understood in the armed forces despite decades' worth of experience in them. Nor have politicians demonstrated a good grasp of the vicious dynamics at work in these types of warfare. Often at heart is a fundamental different conceptualization of the nature and purpose of the struggle, in particular when ethnic, tribal, and/or religious motives are involved, as, amongst other, NATO's experience in Afghanistan once again has demonstrated.

The course consists of nine seminars divided into three conceptual groupings: theory, actors, and application. The first group of seminars looks theoretically at the logic of violence in irregular warfare and delves into the conceptual background of contemporary insurgency and counterinsurgency warfare. We will analyze the evolution of these latter concepts and discuss the value of historical notions and experiences in today's operational environments.

The second section of the course builds on this foundation and explores questions related to the actors involved in insurgency and counterinsurgency warfare. We will discuss the organization and typical problems encountered by insurgents, counterinsurgents as well as the societal landscape that constitutes the theatre of this kind of warfare.

The third and last group of seminars looks at the practical reality of insurgency and counterinsurgency warfare and reverts back to the previous groups. First a comparative analysis of multiple cases will provide an insight in successful and less successful practices as well as the way such conflicts end. The results from this analysis will be used for a critical review of the recent experiences of the US and European nations in Iraq and Afghanistan. The concluding seminar will provide a strategic outlook for insurgency and counterinsurgency warfare based on theory, actors, and the practical reality of contemporary conflicts.

### OBJECTIVES

At the end of the course, students should:

1	Be able to sketch the theoretical background of insurgency and counterinsurgency warfare and explain the fundamentals and background of contemporary concepts of these types of warfare
2	Be able to describe all involved actors, their organization and their role in the conduct of (counter)insurgency warfare

3	Be able to analyze the practical reality of (counter)insurgency warfare –aided by the obtained understanding of theory and actors- in order to explain successful practices and outcomes and sketch a future outlook for such conflicts
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## METHODS OF INSTRUCTION

The course consists of 5 themes that will be discussed in 9 three-hour seminars.

## COURSE OUTLINE

WEEK 1	Baseline understanding 1: Irregular war and the utility of military force.
WEEK 2	Baseline understanding 2: The conceptual background of contemporary insurgency.
WEEK 3	Baseline understanding 3: The conceptual background of contemporary counterinsurgency.
WEEK 4	Actor analysis 1: Insurgencies.
WEEK 5	Actor analysis 2: Counterinsurgencies.
WEEK 6	Actor analysis 3: The societal landscape.
WEEK 7	Practical Reality 1: Comparing (counter)insurgencies.
WEEK 8	Practical Reality 2: Iraq and Afghanistan.
WEEK 9	Practical Reality 3: The future of (counter)insurgency.
WEEK 10	Essay due

## STUDY MATERIAL

A collection of academic articles and textbooks will be used (to be announced). A detailed course guide, including the course outline and required readings per teaching session will be made available via Moodle.

## EXAMINATION

The formulated course objectives will be evaluated by a research paper, an accompanying problem statement and a presentation.

## **Course: INTERNATIONAL LAW OF MILITARY OPERATIONS**

*Course Director: Prof. Dr. T. Gill*

### DESCRIPTION

International Law Of Military Operations sets out the main areas of international law which shape and influence all types of contemporary military operations; ranging from classical interstate warfare, via cyber warfare, through to peace (enforcement) operations, counter insurgency and counter piracy operations. In this context both the requisite legal bases for conducting military operations outside national territory (UN mandates, self-defense, humanitarian intervention, consent etc.) and the applicable legal regimes which govern the targeting of persons or objects, the maintenance of law and order and the treatment of persons who have been captured or detained for whatever reason, will receive primary attention. These include, in particular, international humanitarian law (a.k.a. the law of armed conflict) and international human rights law. Alongside these core themes, attention will also be devoted to other areas of international law which are directly relevant and applicable to contemporary military operations, such as the law of international organizations, international law of jurisdiction and immunities, the law of the sea, air law, the law of international responsibility and international criminal law. Hybrid areas of international law, domestic law and policy, such as rules of engagement and counter insurgency doctrine will also receive some attention.

International law plays a key role in the planning, conduct and in the determination of strategic mission objectives in contemporary military operations. It also plays an important role in ensuring accountability and in promoting legitimacy and support in the international community and promoting domestic political support and legitimacy for contemporary military operations. The armed forces are organs of the State and as such are governed by international law in all situations in which they operate, in particular when operations are conducted across international borders. As such, policy makers, national legislatures and military commanders and other officers must have at least some understanding of which legal rules are applicable and how they influence their operational environment, alongside more traditional players in the legal realm, such as international organizations, international and national courts and professional (military) legal advisors. This course is intended to provide the foundation for all of those parties to identify the relevant international legal rules and principles and to apply them to contemporary military operations.

## OBJECTIVES

At the end of the course, students should:

1	Be able to identify and apply the contemporary legal bases for the use of force and the conduct of international military operations to various types of military operations and be aware of the main areas of consensus and dissension regarding their application.
2	Be able to identify and apply the principal legal regimes relating to the application of force (targeting of persons and objects), the maintenance of law and order and the treatment of persons in custody or detention, and have an understanding of how said regimes relate to each other and of the principal methods of interpreting them and resolving conflicts which may arise in their application.
3	Be able to identify other relevant areas of international law for the planning and conduct of international military operations and how they relate to each other and to the legal bases and applicable legal regimes.
4	Be able to have a basic understanding of how accountability and responsibility for violations of the applicable law apply to participating States, international organizations, armed groups and individuals.

## METHODS OF INSTRUCTION

The course consists of nine interactive lectures in which the material will be presented, analyzed and discussed. Week 10 will be used to complete and hand in the take-home final assessment and to evaluate the course.

## COURSE OUTLINE

WEEK 1	Concept, History and Function of ILMO and its relationship to other Legal Sub-disciplines.
WEEK 2	Legal bases: The UN Collective Security System: Enforcement Operations, Peace Enforcement and Peacekeeping Operations.
WEEK 3	Legal Bases: The right of Self-Defense, Self-Defense Operations and Rescue of Nationals.
WEEK 4	Legal Bases: Humanitarian Intervention, R2P and Consensual Intervention.
WEEK 5	Legal Regimes: International Humanitarian Law, International Human Rights Law and the Paradigms of Hostilities of Law Enforcement.
WEEK 6	Legal Regimes: Targeting, Targeted Killing and Operational Detention in Armed Conflict and in Law Enforcement.
WEEK 7	Aerial and Maritime Operations.
WEEK 8	ROE, Force Protection, Unit and Personal Self-Defense.
WEEK 9	Responsibility of States, International Organizations and Individuals under International Criminal Law: The oversight of operations conducted by the Netherlands.
WEEK 10	Essay due

## STUDY MATERIAL

The compulsory literature consists of the student (paperback) edition of *The Handbook of the International Law of Military Operations* (Terry D. Gill and Dieter Fleck eds.), Oxford University Press (2011), 657 pp; ISBN 978-0-19-964121-5.

## EXAMINATION

The participants will be assessed by means of a take-home examination in the form of a written assignment. The assignment will consist of completing two essays chosen from three clusters of questions relating to the main areas of the law and topics covered in the course. Each essay will consist of 2000-2400 words, exclusive of footnotes, title page and possible annexes with a total content for both essays of approximately 4200 words.

## Course: PEACEKEEPING AND STATEBUILDING

*Course Director: Prof. Dr. Ir. G. Frerks*

### DESCRIPTION

This course examines the theory and practice of peace-making, peacekeeping, and post-conflict peacebuilding, with a focus on the role of the military in such missions. Topics include the history and development of peace operations, theory development concerning peacekeeping, conflict resolution and state building and critical analysis of recent peacekeeping and state building missions that demonstrate the ongoing dialectic process between theory and doctrine development, and application and practical experience, thus highlighting the tension between ambition and the harsh realities of complex peacekeeping and state building missions.

Keeping the peace and rebuilding states in the aftermath of conflict and state failure represents one of the foremost challenges facing the international community. The post-Cold War era has shown that weak states – where the rule of law is absent and centralized authority limited or fractured – represent as great a threat to international security and stability as strong ones. Transnational criminal syndicates, terrorist organizations and guerrilla groups find sanctuary in such environments, which are also often characterized by conditions of poverty, human rights abuses, and population displacement. This course will explore contemporary strategies and approaches employed by international actors to keep and build peace and rebuild weak and shattered states. The transition from war to peace and from state failure to stability can be conceptualized as encompassing three separate but interrelated transitions, in the economic, political and security spheres. The course will deconstruct and analyze this “triple transition”, examining both its theoretical roots and practical applications with reference to a number of recent case studies.

### OBJECTIVES

At the end of the course, students should:

1	Have acquired an understanding of the broader theoretical issues and policy debates relevant to international peace operations so that they can engage these questions independently.
2	Have the ability to relate the conceptual ideas discussed in the module to specific empirical case studies.
3	Be able to discuss; The role that peace operations play within wider processes of global policies and politics. / The place of military force in addressing humanitarian and security crises. /

	The ethical and legal issues shaping peace operations and humanitarian intervention. / The role of the UN and regional organizations. / The feasibility of statebuilding missions. / The evaluation of the achievements of peacekeeping and statebuilding operations.
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## METHODS OF INSTRUCTION

The course consists of 10 three-hour seminars.

## COURSE OUTLINE

WEEK 1	Understanding Civil War and State Failure.
WEEK 2	The Intractability of Civil War and the management of Peace.
WEEK 3	Peacekeeping Operations.
WEEK 4	State-building.
WEEK 5	Power-sharing: Democracy and its alternatives.
WEEK 6	Case study: DRC.
WEEK 7	Challenges of multi-actor coordination.
WEEK 8	Case Study: Sierra Leone.
WEEK 9	Can we tell success? How to exit?
WEEK 10	Problematic aftermaths and debate on the utility of peacekeeping and peacebuilding.

## STUDY MATERIAL

The course literature comprises two books and 40 separate articles or book chapters. The books have to be purchased by the students.

Books to be purchased:

- Roland Paris and Timothy Sisk (eds.) (2009) *The Dilemmas of Statebuilding*, London and New York: Routledge
- Paul Diehl and Daniel Druckman (2010) *Evaluating Peace Operations*, Boulder/London: Lynne Rienner Publishers

## EXAMINATION

The formulated course objectives will be evaluated by a combination of a literature review, an accompanying problem statement, and a research paper. (Literature Review: 30% / Problem statement: 10% / Research paper: 60%)

## INTELLIGENCE & SECURITY TRACK

The Intelligence & Security track is designed to explore the complexities and difficulties in regards of the use of intelligence in war and outside of war. It is not explicitly a historical account of the employment of intelligence. Various intelligence theories are examined, as well as analyses on how intelligence failures occur and how they might be avoided. This track deals with theoretical issues of intelligence analysis, the intelligence organization in the Western World over the last 60 years is explored and the changed use of intelligence in conventional and unconventional warfare in this period is examined.

The Intelligence & Security track will provide a thorough understanding of the contributing role of intelligence within the realm of national and international security. The main aim is to provide students with a sound understanding on how and which intelligence is collected and analyzed, and how it contributes to national decision making. To that end, within the track courses the structure and oversight of intelligence agencies will be examined, the cases of intelligence success and intelligence failure identified and examined and the historical and contemporary use of intelligence (e.g. in the Cold War and in dealing with international terrorism) explored. The latter involves also examining the relationship between science, psychology and intelligence.

This track consists of four courses which are listed below:

## **Course: INTELLIGENCE ORGANIZATIONS AND THEIR CULTURES**

*Course Director: Prof. Dr. B. de Graaff*

### DESCRIPTION

The concepts and ideas of what constitutes secrecy and by implication (secret) intelligence have changed over time and are culturally embedded. That is one of the central perspectives of this course. Intelligence can be seen as information, as an activity, as a process and as organization. From all these viewpoints official secrecy is undergoing a major change. For a long time government remained a separate domain that tried to retain its distance from society partly through a kind of natural secrecy; intelligence was a near state monopoly. However, during the last quarter of the twentieth century all democracies have come to adopt the rule that government information should in principle be open to all citizens. This has made intelligence and security services even more peculiar institutions within democracies than they were already. Governments in both Europe and the US have come under pressure to make more information available about the inner workings and the historical documents of intelligence and security services through legislation, oversight mechanisms, judicial rulings and public scrutiny. Intelligence scandals and failures have added up to this development. Especially the failure of the US intelligence services to deliver a timely warning for the terrorist attacks of 11 September, 2001, have led to a paradigm shift from the principle of need to know to ideas of 'dare to share' or even an 'obligation to share' information, not only among intelligence and security services but also between intelligence services on the one hand and other government branches or the public on the other.

The information revolution has also reopened the debate on the dividing lines between secrecy and openness and between information and intelligence. Open sources intelligence is becoming the intelligence of first resort and less and less intelligence is based on secret information.

Technically, the costs of shielding off information from prying eyes tend to become prohibitive, as may be seen in the field of cyber security. Nevertheless, the current emphasis on cyber security, cyber-attacks, cyber war and cyber intelligence may lead to a (temporary?) setback from the process towards more openness.

This course tries to illuminate the diverse interacting and sometimes counteracting forces involved in this regard from a political, social, economic and technical point of view. The emphasis in this course will be on the inner workings of intelligence organizations. The course will use a comparative perspective, comparing synchronically between different intelligence organization as well as diachronically within one organization.

## OBJECTIVES

At the end of the course, students should:

1	Be able to reflect independently on the functionality of intelligence (as information and organizational activity) and secrecy in different time frames and in diverse cultural settings.
2	Be able to present his own position in an academic debate and to be able to present the possible policy implications that result from it.
3	Have the capability to evaluate the merits of the positions of others.

## METHODS OF INSTRUCTION

The course consists of 9 three-hour seminars and one final exam session.

## COURSE OUTLINE

WEEK 1	Intelligence ; the cycle.
WEEK 2	Whose Security?
WEEK 3	The ints.
WEEK 4	Intelligence Studies and Intelligence Theory.
WEEK 5	National cultures of intelligence and secrecy, part 1: USA.
WEEK 6	National cultures of intelligence and secrecy, part 2: U.K., Canada and Australia.
WEEK 7	National cultures of intelligence and secrecy, part 1: Europe.
WEEK 8	National cultures of intelligence and secrecy, part 1: Asia.
WEEK 9	Quality, reform and revolution.
WEEK 10	Final examination

## STUDY MATERIAL

A collection of academic articles and text book chapters will be used (to be announced). A detailed course guide, including the course outline and required readings per teaching session will be made available via Moodle.

## EXAMINATION

The formulated course objectives will be evaluated by a combination of a final exam, active participation during teaching sessions and a presentation.

## **Course: INTELLIGENCE AND ITS ENVIRONMENT**

*Course Director: Prof. Dr. B. de Graaff*

### DESCRIPTION

Whereas in the course on “Intelligence organizations and their culture’ the emphasis was on the inner workings of intelligence organizations, this course will be devoted to the interactions between these organizations and their environment, both on the input and the output side.

Traditionally intelligence dissemination is one of the most difficult and still often overlooked parts of the intelligence process. “Intelligence leaks better than it disseminates’, according to the late U.S. Admiral Elmo Zumwalt. All the investments in the intelligence process (both financial and in human lives) can still be undone if intelligence does not reach its intended consumers. Although intelligence has a policy support and force multiplier function, much of its knowledge never leaves the desks and safes of the intelligence services or if it does, it is regularly not accepted by its intended consumers.

Special attention will be paid to the (lack of) impact intelligence has on international relations and military operations. Does intelligence make a difference? And what are its effects, not only in supporting policies, strategies and tactics, but also in terms of its costs to diplomatic relations when intelligence efforts become publicly known.

Whether students will become intelligence producers or intelligence consumers they will need to develop a clear sense of all the difficulties that are involved in intelligence dissemination and of the opportunities to improve the relationship between the two categories. This implies e.g. a clear understanding of decision-making processes in order to give intelligence producers an idea of the relative importance of certain actors in the decision-making process or a sense of the right timing to produce their intelligence. Conversely the intelligence consumers should have a certain idea how intelligence is produced in order to esteem its real value and to be able to formulate sensible requirements.

New ideas have developed about intelligence dissemination. Against the backdrop that many threats and opportunities with which intelligence services are confronted nowadays and expectedly in the future will no longer be puzzles that can be solved inductively, but are mysteries or wicked problems that cannot be solved immediately and have to be approached deductively, intelligence dissemination loses its one-way direction, and tends to become part of a common process of sense-making between intelligence consumers and producers. This asks for a completely new awareness and training of both categories to fulfill their respective roles.

Another facet of this course will be the judicial and oversight setting in which intelligence organizations have to operate. Are these settings seen as limiting the operational freedom of intelligence organizations or are they viewed upon as furthering the intelligence officers' professionalism? The broader value environment will also be taken into account, especially the ethical concepts that are applied to the working methods of the intelligence community.

## OBJECTIVES

At the end of the course, students should:

1	Be able to reflect independently on the congruency between intelligence organizations and their task and value environments.
2	Have a strong sense of the historical, cultural and political embeddedness of intelligence organizations in their environments.
3	Have a strong sense of the (lack of) impact of intelligence on decisionmaking processes and on larger societal developments.

## METHODS OF INSTRUCTION

The course consists of 9 three-hour seminars.

## COURSE OUTLINE

WEEK 1	Intelligence and its Environment.
WEEK 2	Intelligence Organizations adapting to their Environment.
WEEK 3	Intelligence and its past.
WEEK 4	Intelligence and its consumers.
WEEK 5	Intelligence failures and intelligence costs.
WEEK 6	Oversight and Accountability.
WEEK 7	Intelligence and Law / Counterintelligence.
WEEK 8	Intelligence and Ethics.
WEEK 9	No seminar
WEEK 10	Research paper due

## STUDY MATERIAL

A collection of academic articles and text book chapters will be used (to be announced). A detailed course guide, including the course outline and required readings per teaching session will be made available via Moodle.

## EXAMINATION

The formulated course objectives will be evaluated by a combination of a research paper, active participation during teaching sessions and a presentation.

## **Course: INTERNATIONAL INTELLIGENCE COOPERATION**

Course Director: Dr. F. Baudet

### DESCRIPTION

Until recently it seemed almost unthinkable that intelligence and security agencies who were expected to be the last defenders of national sovereignty, could really cooperate across borders. Even in many recent handbooks on intelligence international cooperation is treated rather summarily. Often one can find very little on this topic except for the gratuitous remark that the exchange is normally done on a bilateral quid pro quo basis. Even so, foreign liaison arrangements belong to the most underexposed topics of intelligence studies. That international intelligence collaboration, even at an operational level, has been possible on a broader scale is shown by the so-called UKUSA arrangement (also known as the 'Five Eyes'), which came about in the immediate aftermath of the Second World War and by which the United States, the United Kingdom, Canada, Australia and New Zealand divided the globe amongst themselves for interception purposes.

For a long time it was rather difficult to establish an integrated structure for intelligence collaboration in the NATO alliance at the strategic level, but in the recent past plans have been drawn up for an intelligence reform of the alliance. In the first decades after its foundation the United Nations seemed to be merely an arena for espionage, not for intelligence exchange. However, due to the increase of peacekeeping and peace-enforcement operations under the aegis of the UN in the past quarter of a century practical arrangement for intelligence sharing between troop contributing nations have sprung up. The EU is another international organization which until recent times knew little intelligence cooperation and even did not have its own analytical cell for crisis situations. After the establishment of a small Joint Situation Centre, this center developed increasing intelligence capabilities and is now fittingly known as the EU Intelligence Analysis Centre. Several of these institutionalized forms of intelligence collaboration make the greatest strides forward at the working level. This applies even more to looser arrangements as coalitions of the willing and international communities of interest, which have a longer history than many would expect. Because these forms of international collaboration are even more hidden from public view than national intelligence arrangements a major question concerns the ethical and judicial aspects of such arrangements. Are there any guarantees that the nations with which collaboration takes place respect human rights to the same degree as the major western countries? This issue gained topicality in the fight against terror. As long as there are no instruments for oversight like the ones that exist at the national level criticisms of international cooperation will not only be loud but also futile.

## OBJECTIVES

At the end of the course, students should:

1	Have the capacity for detecting the problems, pitfalls and opportunities for international intelligence co-operation that present themselves in different settings and at different levels of institutionalization.
2	Be able to reflect independently on the functionality of intelligence co-operation and the desirability and possibility to enhance international collaboration in this domain.
3	Be able to present his own position in an academic debate and to be able to present the possible policy implications that result from it. He should also have the capability to evaluate the merits of the positions of others.

## METHODS OF INSTRUCTION

The course consists of 9 three-hour seminars.

## COURSE OUTLINE

WEEK 1	Foreign Liaison.
WEEK 2	UKUSA or Five Eyes.
WEEK 3	NATO.
WEEK 4	The EU.
WEEK 5	UN Peacekeeping.
WEEK 6	Coalitions of the Willing.
WEEK 7	Communities of Interest.
WEEK 8	The ethics of Intelligence Cooperation.
WEEK 9	No seminar
WEEK 10	Research paper due

## STUDY MATERIAL

A collection of academic articles and text book chapters will be used (to be announced). A detailed course guide, including the course outline and required readings per teaching session will be made available via Moodle.

## EXAMINATION

The formulated course objectives will be evaluated by a combination of a research paper, active participation during teaching sessions and a presentation.

## **Course: METHODS AND ANALYTIC CONCEPTS IN INTELLIGENCE**

Course Director: Dr. R. Lindelauf

### DESCRIPTION

Just looking at its title some may think that the purpose of this course is some kind of vocational training. It is not. This course has a twofold aim. On the one hand its goal is to introduce some of the more quantitative aspects and approaches of intelligence, which so far have had little place in this track's curriculum. On the other hand it wants to familiarize the students with some of the major dilemmas and crossroads of today's intelligence field, by approaching intelligence issues equally from an empirical, a constructivist and a normative perspective.

Indeed, essentially two logical-factual methodologies exist for understanding the world of physical things and human behavior, one involving informal methods (historiography) and the other involving formal methods. Historiography in the intelligence domain, which is strictly descriptive, can be applied as long-term analysis or short-term analysis. Intelligence however requires knowledge and foreknowledge. Next to historiography estimative forecasting based on available evidence and formal analytic methods therefore is what is required. Since the traditional methods of intelligence are known to be subjective, full of bias and error and contain insufficient analytic quality this course therefore also covers the study and critical review of a method of big data analysis, i.e., Social Network Analysis, which is fundamentally about entities and the relationships between them.

Some of these issues have already been touched upon in previous courses, but this time they will get ample attention. One way of doing so will be by asking students to prepare two theses for each class that may be the starting points for debate. Being the final element in this track this course should even more than the previous courses allow students to reflect on the dilemmas with which intelligence agencies are and will be confronted in the 21st century. This course will also demonstrate how positions and roads taken in the field of intelligence are intertwined with personal and worldviews. Ideally this course will make students aware of the way day-to-day practices in intelligence work are related to these larger issues. This course differs from other courses in the track in the number of teaching staff. This is the inevitable outcome of the ambition to show students as many scholarly, societal and policy angles as possible of the way intelligence is organized and practiced. During this course the students will have an active part in drawing their own and personal conclusions from the wide range of topics and views offered during the course. After all, this is not uncommon for intelligence analysts: to draw conclusions from different sources, narratives and scenarios.

Often it is noted that the traditional methodology of intelligence assessment and warning is obsolete. A widespread practice for producing intelligence remains the so-called intuitive method, i.e., read a bunch of stuff, think about it for a bit and then write something. Therefore considerable effort has been put in improving the methods of intelligence analysis. In this course the student will acquire state-of-the-art knowledge of this theoretical and methodological debate concerning intelligence studies.

## OBJECTIVES

At the end of the course, students should:

1	Understand the science versus art dilemma encountered within intelligence analysis and understand one of the most important methods in intelligence analysis.
2	Be able to critically assess and allocate available resources on a tactical and operational level. As such it improves the understanding of, and enables the optimization of, the throughput in an intelligence organization.

## METHODS OF INSTRUCTION

The course will consist of 10 three-hour teaching sessions, the discussion of propositions, and a paper.

## COURSE OUTLINE

WEEK 1	Intelligence Theory, Art vs. Science, Quantitative vs. Qualitative.
WEEK 2	Intelligence: A Big Data Science Perspective.
WEEK 3	Intelligence: Sensemaking.
WEEK 4	Collection and Analysis.
WEEK 5	QA approach in Intelligence 1: Weak ties, Big Data Collection and Small Worlds.
WEEK 6	QA approach in Intelligence 2: Social Network Centrality and the cases of AQ and JI.
WEEK 7	Guest Lecture
WEEK 8	Critical Intelligence Studies.
WEEK 9	Intelligence: Closed Shop or Crowd-Sourcing?
WEEK 10	Intelligence Agencies: Learning organizations or retarded bureaucracies?

## STUDY MATERIAL

A collection of academic articles and text book chapters will be used (to be announced). A detailed course guide, including the course outline and required readings per teaching session will be made available via Moodle.

## EXAMINATION

Each lecture you will prepare one or several propositions on a relevant topic in the intelligence domain of your choice, elucidating it from a scientific or approach. You will show the relevance of the network perspective and critically reflect on a method to analyze your problem. Finally a paper is written on this topic and handed in during the final session.

## **MILITARY MANAGEMENT & LOGISTICS TRACK**

This track focuses on the internal and external dynamics of military organizations. It involves defence planning issues and processes, peace time preparation and maintenance of military forces, defence economics, the position of armed forces in western society, and military innovation. Students will gain a thorough understanding of the tension between operational demands and peace time budgetary constraints, between the need for organizational stability and efficiency on the one hand and flexibility and operational effectiveness on the other. They will also gain a keen awareness of the problems of maintaining public support. In addition this track will home in on the issue of civil military relations in western society. Finally, students will gain insight into the complexity of defence planning, logistics and acquisition processes.

The four courses of this track are listed below:

## Course: DEFENCE ECONOMICS AND PERFORMANCE MANAGEMENT

Course Director: Prof. Dr. R. Beeres

### DESCRIPTION

Economists view defence as a package of services that will be produced as long as the benefits (the utility) outweigh the costs. Resources allocated for producing defence cannot be used to produce other goods and services. In this context, defence and security related expenditures are considered insurance premiums. From this perspective, it would seem only common sense for consumers already feeling secure to have little use for paying high premiums to once again obtain the feeling of being secure. After all, why spend good money on a ‘feel good’ experience already indulged in. Essentially, ever since the fall of the Berlin Wall, the effects of this economic mechanism have been observed across Europe as, relatively, in terms of their Gross Domestic Product (GDP), during the post-Cold War era, most European countries have been cutting back their defence expenditures.

The 9/11 terrorist attacks seem to have put an end to the complacency, and, driven by this reality check, consumers reacted by proving to be willing to spend their money on the actual provision of security (a tangible good). As a result, security resources that are limited due to supply constraints have had to be re-allocated.

Today, during the aftermath of the financial recession that caused severe cutbacks on Defence budgets in both the US as well as in Europe, due to the ‘hot summer of 2014’ awareness about the fragility of security and its costly consequences is, once again, increasing. Security threats on account of the rise of IS and the Ukraine conflict have prompted NATO to be highly explicit as to the 2 percent of their GDPs member states are required to spend on Defence.

In this course we look at the way modern defence economists frame “the old guns or butter question”. The course also focuses on the application of accounting and control instruments to improve the performance of the military.

### OBJECTIVES

At the end of the course, students should:

1	Be able to understand and analyze the most important theoretical frameworks and concepts that are used in defence economics and performance management
2	Be able to apply these frameworks and concepts to analyze the economic behavior and performance of (European) armed forces;

3	Be able to discuss, present and write in an academically appropriate way about the themes that are dealt with in the course.
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## METHODS OF INSTRUCTION

This 10 weeks course consists of lectures and working groups, including the deliverance of presentations, a paper, an academic debate, and an exam.

## COURSE OUTLINE

WEEK 1	Introduction to Defence Economics
WEEK 2	The European Market for Security
WEEK 3	Burden Sharing
WEEK 4	Economic Growth, Defence and the Defence Industry
WEEK 5	Economic Reasoning, Statistics and Security
WEEK 6	Economic Implications of Terrorism
WEEK 7	Military Performance Measurement and Management
WEEK 8	Defence in times of austerity. Paper Presentations
WEEK 9	Academic debate
WEEK 10	Final Examination

## STUDY MATERIAL

To be announced.

## EXAMINATION

Student results are rated on the basis of the presentation (week 2-7) (10%), the paper (week 8) (40%), the participation in the academic debate (week 9) (10%), and the take-home exam (week 10) (40%).

## Course: STRATEGIC HRM, LEADERSHIP AND ETHICS

Course Director: Dr. P. Olsthoorn

### DESCRIPTION

Starting with (Strategic) Human Resource Management, and ending with ethics and leadership, this course is all about finding and motivating the personnel the military needs, in a labor market that is increasingly fluctuant, in general tight, and furthermore characterized by an aging population and an increased participation of women and ethnic minorities. Especially in an organization in a constant flux, finding and retaining a high-quality workforce is paramount, as it is the only permanent factor. Once the right amount, and right kind, of personnel have been found, the military faces the challenge of motivating these employees to perform the military's strategic tasks in a demanding environment, often putting a strain on their private lives, without necessarily being able to offer them, for instance, the security of permanent contract in return. This poses some challenges from both a Human Resource Management and a leadership perspective, and seeing that especially some of the older HRM and leadership theories are not very well suited to address that motivational aspect. Militaries therefore have to turn to novel approaches of leading and motivating their personnel, which as a rule emphasis the importance of values and ethical leadership.

### OBJECTIVES

At the end of the course, students should:

1	Have a profound knowledge of state of the art in both (strategic) human resource management and leadership theories, and in how both these domains interrelate.
2	Understand the influence of the organizational environment and strategy on human resource policies, and the importance of these policies being internally consistent.
3	Be aware of up to date research on contemporary issues and best practices in HRM.
4	Be conversant in modern leadership theories, most notably those on charismatic and transformational leadership, and familiar with recent search on these theories in different armed forces. Furthermore, students should recognize the relationship between these modern leadership theories and notions about ethical leadership.

## METHODS OF INSTRUCTION

The course consists of ten weekly meetings of three hours, part lecture, part workshop (which include student presentations).

## COURSE OUTLINE

WEEK 1	Introduction
WEEK 2	(Strategic) Human Resource Management; the influence of the environment.
WEEK 3	(Strategic) Human Resource Management; consistent human resource management for military organizations.
WEEK 4	(Strategic) Human Resource Management; the influence of the organizational strategy.
WEEK 5	"Best Practices" in Human Resource Management.
WEEK 6	"Professional Ethics for military leaders" – "organizational ethics".
WEEK 7	"Professional Ethics for military leaders" – "operational ethics".
WEEK 8	Charismatic Leadership.
WEEK 9	Visionary and transformational leadership.
WEEK 10	Final Examination

## STUDY MATERIAL

To be announced.

## EXAMINATION

The course grade will be based on an individual presentation in which the relevant theory is applied to a specific case of the students own choosing (pass or fail), a 3000 words paper based on that presentation to be submitted in week 10 (50%), and a written exam (50%).

## Course: STRATEGIC MILITARY ASSET MANAGEMENT

Course Director: Prof. dr. P. van Fenema

### DESCRIPTION

F35, Reaper, CV90, ISR technology ... Military organizations deploy increasingly advanced technologies to face important operational challenges. They also face related asset management challenges such as ensuring comprehensive and continuous visibility of asset, aligning with military operations, and strategically managing assets' life cycle phases (design, investment, exploitation, maintenance, and disposal or divestment) in an integrated manner. Strategic asset management is defined in accordance with these areas, with a strong focus on major military assets. In this course, asset management concepts from military and non-military domains are explored, including total asset visibility, life cycle costing, and maintenance concepts, but also strategic topics such as sourcing and inter-organizational relationships. Drawing on relevant military and non-military literatures (logistics, organization, and economics), the course aims at integrating concepts to substantiate strategic-level asset management. In today's dynamic environment with strong pressure to increase operational effectiveness, efficiency and sustainability, asset management concepts demand innovation, integration and adaptation depending on shifting operational requirements and stakeholder needs. Hence, the course explores new developments such as dynamic maintenance and maintenance performance measurement.

Students will become familiar with an extended version of the core asset management model developed by Stork Technical Services, The extended version has been developed to incorporate:

- Political-strategic stakeholders
- Sourcing, managing boundaries of organizations
- Business/military users/customers; strategic service management
- Inter-organizational relationships management
- Life cycle management
- Information & knowledge management, analytics and ICT

### OBJECTIVES

At the end of the course, students should:

1	Be able to understand and analyze asset management at the strategic level in the context of life-cycle management.
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2	Be able to apply and integrate asset management concepts in the military and civilian-oriented domains to the specific case studies;
3	Be able to develop their understanding of the broader theoretical issues and debates relevant to strategic (military) asset management so that they can address these questions independently.
4	Be able to understand operational asset management and maintenance concepts, including their usefulness
5	Be able to discuss and present themes that are dealt with in the course; write about these themes in accordance with academic conventions.

## METHODS OF INSTRUCTION

The course consists of 8 three-hour teaching sessions, a session including student presentations, and a final examination.

## COURSE OUTLINE

WEEK 1	Political-Governmental and Military Stakeholders : Organizational Value Creation.
WEEK 2	Political-Governmental and Military Stakeholders : Sourcing.
WEEK 3	Commercial Stakeholders: Business models, Servitization.
WEEK 4	Asset-Centric Processes: Exploitation (Operations) and Divestments, part 1.
WEEK 5	Asset-Centric Processes: Exploitation (Operations) and Divestments, part 2.
WEEK 6	Asset Information Management.
WEEK 7	Inter-organizational Innovation: International Cooperation (e.g. Collaborative Procurement), Major Asset projects.
WEEK 8	Inter-organizational Innovation: Golden Triangle, Asset Alliances and Networks
WEEK 9	Research Presentations
WEEK 10	Final Examination

## STUDY MATERIAL

The cornerstone book for SMAM is:

Physical Asset Management by Hastings

<http://www.springer.com/us/book/9783319147765>.

In addition, a collection of academic articles will be used (details to be found in the detailed course guide that will be made available via Moodle).

## EXAMINATION

The course grade will be based on classroom participation (sufficient), student presentation of international academic SMAM paper published in a journal after 2012 (sufficient), integrated assignments (50%) and a final written exam (50%).

**Course: STRATEGIZING AND ORGANIZING**

Course Director: Dr. E. de Waard

**DESCRIPTION**

The course “strategizing and organizing” deals with the relationship between an organization and its environment. Organizations, including armed forces, are no closed systems; they are in an ongoing open relationship with their environment, and will only survive or stay relevant if they sufficiently satisfy the ‘needs’ of their environment. Yet, the increasing environmental turbulence within both the business world and public domain has resulted in doubts on the leading paradigms of successful strategic behavior. The shortening of product lifecycles, converging markets, globalization and customization have made the business environment more complex and volatile than ever before. What organizations should pursue, in a business environment that continuously changes, are capabilities that help to pro-actively shape the competition process. To be more precise, dynamic capabilities are necessary in order to repetitively break the existing competitive status-quo and create short-term consecutive temporary advantages.

Throughout this course students will explore the relationship between an organization and its environment. A comprehensive view will be offered of the military transformation process set in motion after the ending of the Cold War. Specific strategic challenges and organizational choices will be discussed against the background of the logical chain of dynamic capabilities; sensing, seizing, transforming.

**OBJECTIVES**

At the end of the course, students should:

1	Be able to reflect on the strategic management process in general, using Mintzberg’s ten schools of strategy formation as a point of reference, and to specifically discuss the relationship between organizational flexibility and dynamic capabilities.
2	Be able to relate the theoretical concept of absorptive capacity to organizational sensing, and explain why benchmarking is a useful organizational sensing tool for military organizations, taking into account the pros and cons of benchmarking.
3	Be able to explain what scenario planning is and understand why it is a useful organizational sensing tool for military organizations, and have practiced with existing exercises to learn the logic steps and stimulate the necessary creativity to build valuable scenarios.
4	Be able to explain the evolutionary process of business models from the 1920’s up till now, and be able to reflect on the contemporary military network-centric business model of bringing power to the edge.

5	Be able to explain the concept of modular design and reflect on the relationship between modular organizing and military deployment.
6	Be able to explain the relationship between governance, internal market dynamics, and the use of shared service centers, and reflect on the current governance philosophy of the Netherlands armed forces.
7	Understand the dynamics of inter-organizational cooperation and be able to relate this general theory to networking in the military domain, to be specific multinational military alliances.
8	Be able to explain the theoretical construct of ambidexterity and relate this construct to Concept, Development & Experimentation (CD&E) programs within the military domain.
9	Be able to explain relevant developments and concepts of organizational change management and relate these to the influence of individuals and teams.

METHODS OF INSTRUCTION

Seminar courses in which active participation is required. The weekly assigned readings will be discussed during the seminars, thus preparation is essential for participation.

COURSE OUTLINE

WEEK 1	Theoretical Foundations of S&O.
WEEK 2	Sensing Capabilities 1.
WEEK 3	Sensing Capabilities 2.
WEEK 4	Seizing Capabilities.
WEEK 5	Transforming Capabilities 1. Modular Design and Modular Organizing.
WEEK 6	Transforming Capabilities 2. Governance Systems
WEEK 7	Transforming Capabilities 3. Inter-Organizational cooperation and International military collaboration.
WEEK 8	Transforming Capabilities 4. Ambidexterity and Concept Development & Experimentation.
WEEK 9	Organizing change.
WEEK 10	Final Examination

STUDY MATERIAL

A collection of academic articles will be used (to be announced). A detailed course guide, including the course outline and required readings will be made available via Moodle.

EXAMINATION

The formulated course objectives will be evaluated by means of a written exam during the last class meeting.

## ELECTIVE COURSES

As mentioned before, an elective course is selected after the first academic year from a set of elective courses that are optional for all tracks. It is also possible to select a track specific course as an elective course from one of the eight other track specific courses. The available set of elective courses for the academic year 2015-2016 are as follows and subject to change and availability.

## Course: CYBER WARFARE: CYBER-SECURITY & CYBER-OPERATIONS

Course Director: BG Prof. Dr. P. Ducheine

### DESCRIPTION

This course examines the consequences of the increasing use and dependence of western societies and their militaries on well-functioning information infrastructures. The network is perhaps the dominant metaphor these days for describing how people do business, how companies see themselves and their markets, how people form communities, and how ideas spread, like ‘viruses’. Not surprisingly, this development has entered the debate on contemporary security, strategy and defence.

While accurate and timely information gathering, analysis and dissemination has always been a critical element in security policy, defence policy and military operations, with the advent of the so-called information revolution and the emergence of the information or network societies, the relative importance of the information domain has arguably increased dramatically. With the development of Web 2.0, the proliferation of social media, and an increasing employment of online services for all kinds of social activities, the assured functioning of the Internet has become a serious concern. In addition, non-state actors such as Hezbollah, Al Qaeda and the Taliban have proven skilled at exploiting social media for getting their messages out and thereby affecting public opinion locally and globally concerning their activities as well as those of their opponents.

Several analysts now see the cyber domain as a new and perhaps dominant frontline in warfare where strategic narratives are distributed, ideologies spread, supporters recruited, and through which the critical infrastructure of western societies can be threatened. The burgeoning yet often highly speculative literature on cyber-warfare and cyber-security betrays that from an academic and strategic perspective, the exact nature of this domain and the potential consequences for national and international security and for military operations is far from clear. This makes it of paramount concern to examine these developments and debates critically and, as most literature stress that “cyber” spans traditional academic, institutional and societal boundaries, from a broad perspective. That is the aim of this course.

### OBJECTIVES

At the end of the course, students should be able to explain and discuss:

1	The notion of cyberspace and how this domain is governed, how it ‘operates’ and interacts to modern society, including the military;
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2	The factors that have given rise to the new phenomena of cyber-security & cyber-war;
3	What security issues are concerning cyber threats and what the merits are concerning various argument for and against the risk of cyber-war;
4	What the problems are in harnessing the cyber-environment as a domain to employ (cyber-) instruments of state power and what strategies are used by states to ensure cyber-security;
5	What strategies are used by the Netherlands government to ensure cyber-security and the cyber roles of and institutional cyber frameworks for the NLD MoD;
6	The various modus operandi of (future) (military) cyber-operations and cyber-warfare and the legal framework (basis and regimes) applicable to cyber-operations and cyber-warfare and the military use of cyber-weapons.

## METHODS OF INSTRUCTION

The course will consist of 9 three-hour teaching sessions and a final examination.

## COURSE OUTLINE

WEEK 1	Cyberspace, Cyber Power and Cyber Security: An introduction.
WEEK 2	Cyberspace and the Internet: How it works.
WEEK 3	Cyber Security, Threats and Actors.
WEEK 4	Cyberspace and Cyber Power defined strategically.
WEEK 5	Cyber War: Follow on week 4. / Assessment Demonstration: Analysis of a designated Cyber Operation.
WEEK 6	Cyber Security Strategies.
WEEK 7	Netherlands Cyber Security Strategy, Governance and the Ministry of Defence.
WEEK 8	Analysis & Modus Operandi of Cyber operations. Presentations of the Student Analysis.
WEEK 9	The Legal Framework for Military Cyber Operations. Presentations of the Student Analysis.
WEEK 10	Research paper due

## STUDY MATERIAL

The lectures are structured around a number of articles and studies.

Students are expected to purchase the following book for required reading:

Shakarian P., Shakarian, J. and Ruef, A., 2013, Introduction to Cyber-Warfare: A Multidisciplinary Approach, Amsterdam etc.: Elsevier/Syngress.

## EXAMINATION

The formulated course objectives will be evaluated by a written analysis / research paper, in which a typical cyber operation is analyzed along the lines of a framework that is provided during the course. Prior to handing in the research paper, a presentation (max. 8 minutes) of the designated operation will be provided in class, and will count for 10 % of the overall assessment.

**Course: DECISION MAKING IN CRISIS AND WAR**

Course Director: Dr. J. Noll

**DESCRIPTION**

The aim of the course Decision Making in Crises and War (DMCW) is to broaden and deepen our knowledge about leadership, crisis, and the more often complicated than straightforward (inter)national decision-making processes during crisis and war. Central questions are: what drives leaders and groups – military and civilian/politicians – to act? Is it leaders who start, end, or intensify conflicts or is it (inter)national structures dominating the outcomes? Those structures range from the direct leadership environment, e.g. advisory groups or departments, up to international alliances. Theories and insights from among others human behavior, history, international relations, international security studies, political psychology, political science and economy will contribute to our understanding of recent developments in leadership and decision-making at political, strategic and even operational/tactical levels.

**OBJECTIVES**

At the end of the course, students should:

1	Have gained knowledge about recent theories from different perspectives about decision-making, especially in crisis and war.
2	Be able to establish relations between decision-making, crisis, and war.
3	Be able to apply the different concepts to new (similar) situations for analysis.

**METHODS OF INSTRUCTION**

The course will consist of 10 seminar sessions.

**COURSE OUTLINE**

WEEK 1	Introduction, Leader personality and Orientation.
WEEK 2	Cognitive Processes 1: Alternative Models and Naturalistic Decision Making.
WEEK 3	Cognitive Processes 2: The Rational Expert or the Intuitive Practitioner.
WEEK 4	Small Group Dynamics and Groupthink.
WEEK 5	Guest Lecture
WEEK 6	Organizational and Bureaucratic Processes 1.
WEEK 7	Bureaucratic Processes 2.

WEEK 8	National (Strategic) Culture, Identity and Domestic Politics.
WEEK 9	Analogies, Framing and the International Setting.
WEEK 10	Guest Lecture – Decisions in Crisis and War.

## STUDY MATERIAL

The lectures are structured around a number of articles and studies that will be announced via Moodle.

Literature to be purchased:

- Valerie M. Hudson *Foreign Policy Analysis: Classic and Contemporary Theory*. Lanham: Rowman & Littlefield, 2014
- Daniel Kahneman *Thinking, Fast and Slow*. Penguin Books, 2011.
- Graham T. Allison and Philip D. Zelikow. *Essence of Decision: Explaining the Cuban Missile Crisis*, New York: Longman, 1999.

## EXAMINATION

The formulated course objectives will be evaluated by several small assignments and a final take-home exam.

## Course: MANAGING DYNAMICS OF MILITARY INNOVATION

Course Director: Cdre Prof. Dr. F. Osinga

### DESCRIPTION

Military innovations have had a profound effect on the outcome of modern war. Victory or defeat on the battlefield has often times been determined by a military's success or failure at innovation either during interwar periods or during times of war. This interdisciplinary course examines the subject of military innovation or transformation from a theoretical, historical and policy oriented perspective. In a broad sense, this elective course will address the dynamics of military innovation and defence planning. Military innovation in itself is a contested concept in that it knows no authoritative definition. Suffice to say here that it encapsulates military adaptation in wartime, military change and innovation proper. It is closely related to, and in fact resides within, the theme of defence policy and defence planning. It deals with processes of change in peace time and war time, and acknowledges the various drivers of military change, or innovation if you prefer, such as the nature of the opponent, changes in the international security environment, industrial capacity, technological developments recent experience and new types of missions. It looks at variables such as civil-military relations, domestic politics, the influence of alliances, inter-services politics, intra-service rivalry and organizational culture. It will alert us to the influence of strategic culture, service identity and the perception of environmental turbulence.

The course builds on insights from international relations theory, military history and organizational theory. The literature on military innovation (and defence planning), regardless of the theoretical perspective, deals with the fundamental problem all military organizations and their political leaders face: how to prepare for future war, or put more neutrally, for future missions in an environment that is constantly in flux. In more general terms, it illuminates how security elites try to secure their polities. It aims to offer explanations for decisions concerning military force structures, doctrines, weapon system procurements, priorities in budgets, etc.

### OBJECTIVES

At the end of the course, students should:

1	Understand multiple theoretical explanations for systemic and organizational innovations in the conduct and character of modern war.
2	Be able to explain case studies of defence planning and military innovation through the prism of the major theoretical schools of military innovation.

3	Be able to assign causality to specific explanatory factors in processes of adaptation, innovation and defence planning.
4	Demonstrate appreciation of the complexity of defence planning under uncertainty.
5	Understand the ways in which defence planning differs from long range planning in commercial environments.
6	Understand the specific dynamics at play in innovation processes in peacetime and times of actual operations.

## METHODS OF INSTRUCTION

The course will consist of 8 three-hour teaching sessions, two guest lectures/forum discussion. In some of the lectures brief in class assignments will be given.

## COURSE OUTLINE

WEEK 1	Introduction & the analytical perspective, part 1.
WEEK 2	The analytical perspective, part 2: Long range Defence planning.
WEEK 3	The political science perspective: The Politics of Innovation.
WEEK 4	The Politics of Innovation: 3 Case studies (strategic bombing, adopting the aircraft carrier, the submarine)
WEEK 5	Innovation drivers 1: Technology & Organization.
WEEK 6	Innovation drivers 2: Alliances and the New Security Environment.
WEEK 7	Innovation drivers 3: The surprises of War and Adaptability.
WEEK 8	Innovation drivers 4: New Missions and Doctrines & Institutionalization.
WEEK 9	Case study: replacing the F-16 in the Netherlands, or NATO summit 2014.
WEEK 10	Alternatively; forum on military innovation in the Netherlands.

## STUDY MATERIAL

There is no single key text on military innovation available that covers the various approaches discussed in this course. There is a compilation of relevant literature that will be announced via moodle.

## EXAMINATION

The formulated course objectives will be evaluated by an essay in which students explore a case study of military innovation using one or more theoretical perspective on innovation.

**Course: SELLING WAR**

Course Director: Dr. T. Brinkel

**DESCRIPTION**

War is forbidden in international law. According to article 2 (4) of the Charter of the United Nations “All members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the purposes of the United Nations.” Since the foundation of the Organization of the United Nations, however, practice has not really lived up to this standard. Many conflicts and even outright wars have taken place, both between states, as well as within states. Inevitably, political, military and other public leaders have felt the need to justify the use of force to a domestic audience and to the international community.

This elective is about how this is done, about how war is sold to the public. This course will focus on decisions to use force and on the way political leaders justify such decisions to themselves, to their colleagues, to their voters and to the international community. Theoretical basis for the course will be the Copenhagen School, to be more specific: securitization and speech acts theories. The course will introduce students to the study of texts, the use of texts as speech acts, the localisation of speech acts within certain narratives, and the relation between the securitizing agent and his/her audience.

**OBJECTIVES**

At the end of the course, students should:

1	Have a more profound understanding of securitization and speech act theories.
2	Know and understand various narratives of justified war, such as Christian, liberal, Jihadist and others.
3	Be able to critically evaluate and deconstruct the argumentative content of security speech acts. Furthermore, students will be able to conduct research in this theoretical field and to report on that research in speech, argumentation and writing.
4	Be able to apply and assess securitization and speech act theories in real cases using texts and narratives regarding the use of organized violence.

## METHODS OF INSTRUCTION

The course will consist of 6 three-hour teaching sessions, a workshop in which students give presentations and the production of a final paper.

## COURSE OUTLINE

WEEK 1	Justifying War: Defining the subject & analogies.
WEEK 2	Speech Act and Securitization theories & Christian Just War Tradition.
WEEK 3	Discourse Analysis & Liberal Just War Tradition.
WEEK 4	Image Warfare & Jihadism.
WEEK 5	Rhetorics and Nationalism.
WEEK 6	The function of violence & Marxism.
WEEK 7	Strategic Communication / Narratives & Anti-Imperialism.
WEEK 8	Presentations
WEEK 9	Presentations
WEEK 10	Paper due

## STUDY MATERIAL

Required readings will be depicted in the detailed course guide available via Moodle.

## EXAMINATION

The formulated course objectives will be evaluated by an in class presentation followed by a debate and a paper.

## LEVEL & ASSESSMENT

The program commences at Leids level 400. The track specific courses are generally developed at 400/500 level, requiring an increasing level of independent study and research combined with regular tutoring sessions. Leids Level 400 refers to a specialized course with domain specific (academic) literature. While exams will feature in all courses, assessment during the program will increasingly be based on a combination of essays of various lengths, analytical comparisons of authors, concept or theories, point papers on specific themes, cases, theories, books or articles, in addition to class participation and student presentations. A master thesis of 10000 words is required for the completion of the program.

## E-LEARNING

The courses are supported by the use of the digital learning environment Moodle. Within the Moodle environment, students can find presentations, documentation and other course material in addition to the standard course material. Moodle is also used for communication between students and between students and teachers. Furthermore, Moodle allows for the administration of assignments. Login details will be provided when applicable.

## FACULTY RESEARCH

The architecture, track structure and thematic focus of the program are directly informed by, and built upon, ongoing research conducted by the faculty staff of the Faculty of Military Sciences. There are three Strategic Research Orientation (SRO) programs that bear a direct relevance to the MSS program and courses offered. For the tracks War Studies and Intelligence and Security, research is conducted within the SRO program: Dynamics of War & Peace Making. In regards to the track Military Management and Logistics, the research concerned is within the SRO program: Managing Military Coalitions and Deployment & Deployment ability of Military Systems.

## QUALITY

The MSS program has been developed following, and in accordance with, a benchmark of analyses in which fifteen programs offered by eight international institutions were assessed. Focus was on thematic structures and foci, course content, literatures, contributing disciplines, educational philosophy, level and standards, and mode of examination and assessment. The MSS program has been audited by an international array of experts under the auspices of the NVAO in October 2012.

The MSS program has a specific quality assurance policy to ensure program quality and is monitored at curriculum, course and track level. Many experts are involved to ensure the quality of the MSS program.

The **Examencommissie (Excom)** or Board of Examiners as per TER, is responsible for the quality of the entire program.

Furthermore, the Excom discusses exams and judges the admissibility of applicants to the program. Underlying is the TER. In the TER all regulations regarding examination, grading, student rights etc. are described.

The TER is online available at:

<https://www.defensie.nl/onderwerpen/defensieacademie/documenten/brochures/2015/08/26/teaching-and-examination-regulations>.

The following people are member of the Excom:

- BG prof. dr. P.A.L. Ducheine (president)
- Dr. F.H. Baudet
- Dr. ir. S.J.H. Rietjens

The **Opleidingsbestuur Master (OB)** manages program organization and overall program cohesion.

The following people are member of the OB:

- Cdre prof. dr. F.P.B. Osinga (president)
- Prof. dr. B.G.J. de Graaff
- Prof. dr. J.M.M.L. Soeters
- F. Thönissen MSc (student)
- Dr. T. Bijlsma (program coordinator)

The **Opleidingscommissie Master (OC)** controls the work of the OB Master and provides for a check and balance in accordance with the Teaching and Examination Regulations (TER).

The following people are member of the OC:

- Prof. dr. D.E.M. Verweij (president)
- Prof. dr. T.D. Gill
- Prof. dr. W. Klinkert
- Dr. P.H.J. Olsthoorn

There is (still) an unofficial **Alumni Committee**. Both (ex-)students and the faculty strive to build a comprehensive alumni organization.

## Evaluations

Evaluation of the MSS program and curriculum is an ongoing process. At least once a year the program is discussed by all staff involved. For the track program there are specific committees that discuss the quality of the course content.

All courses are evaluated throughout the academic year. Feedback is asked from students by a digital questionnaire. When a course content changes significantly and/or a course receives negative feedback and/or poor grades, the course will be evaluated as soon as possible.

Besides the official evaluations, students are welcome to critically evaluate the program in its full form throughout the academic year. The faculty staff and/or course organizers are available to receive proper feedback.

## Complaints

Information on how to file a complaint is available in the TER.

# STUDY GUIDE MASTER MILITARY STRATEGIC STUDIES

2016-2017

NETHERLANDS DEFENCE ACADEMY

## APPENDIX A: ACADEMIC CALENDAR CLASS 2016

		JAN 2016				FEB 2016				MRT 2016				APR 2016				MEI 2016				JUN 2016										
		1-jan	8-jan	15-jan	22-jan	29-jan	5-feb	12-feb	19-feb	26-feb	4-mrt	11-mrt	18-mrt	25-mrt	1-apr	8-apr	15-apr	22-apr	29-apr	6-mei	13-mei	20-mei	27-mei	3-jun	10-jun	17-jun	24-jun					
Class 2014		Research Seminar				Thesis research				HER	Thesis research																					
		Elective																														
Class 2015		War, Defence & Society																														
		Research Methods								Defence Economics & Performance Management				Coercive diplomacy				Intelligence Organizations and their Cultures				Strategizing and Organizing				International Law of Military Operations				International Intelligence Cooperation		
														Information Electives				Thesis Information														
		JUL 2016				AUG 2016				SEPT 2016				OKT 2016				NOV 2016				DEC 2016										
		1-jul	8-jul	15-jul	22-jul	29-jul	5-aug	12-aug	19-aug	26-aug	2-sep	9-sep	16-sep	23-sep	30-sep	7-okt	14-okt	21-okt	28-okt	4-nov	11-nov	18-nov	25-nov	2-dec	9-dec	16-dec	23-dec					
Class 2015										HER																						
											Strategic Military Asset Management				Peacekeeping & Statebuilding				Intelligence and its Environment				Research Seminar									
Class 2016										THE START OF THE MASTER PROGRAM																						
											16.00 Drink				War & Warfare in the (post) modern world				Contemporary Security and Strategy				War, Defence & Society									
														Diploma Ceremony ??								Elective										
																						Research Methods										

14-7-2015

		JAN 2017				FEB 2017				MRT 2017				APR 2017				MEI 2017				JUN 2017										
		6-jan	13-jan	20-jan	27-jan	3-feb	10-feb	17-feb	24-feb	3-mrt	10-mrt	17-mrt	24-mrt	31-mrt	7-apr	14-apr	21-apr	28-apr	5-mei	12-mei	19-mei	26-mei	2-jun	9-jun	16-jun	23-jun	30-jun					
Class 2015		Research Seminar				Thesis research				HER	Thesis research																					
		Elective																														
Class 2016		War, Defence & Society																														
		Research Methods								Defence Economics & Performance Management				Coercive diplomacy				Intelligence Organizations and their Cultures				Strategizing and Organizing				International Law of Military Operations				Intelligence and its Environment		
		JUL 2017				AUG 2017				SEPT 2017				OKT 2017				NOV 2017				DEC 2017										
		7-jul	14-jul	21-jul	28-jul	4-aug	11-aug	18-aug	25-aug	1-sep	8-sep	15-sep	22-sep	29-sep	6-okt	13-okt	20-okt	27-okt	3-nov	10-nov	17-nov	24-nov	1-dec	8-dec	15-dec	22-dec	29-dec					
Class 2016										HER																						
											Strategic Military Asset Management				Peacekeeping & Statebuilding				Intelligence and its Environment				Research Seminar									
Class 2017										THE START OF THE MASTER PROGRAM																						
											16.00 Drink				War & Warfare in the (post) modern world				Contemporary Security and Strategy				War, Defence & Society									
														Diploma Ceremony ??								Elective										
																						Research Methods										