Course Syllabus POL322G

The EU and military approaches to security

Number of ECTS credits: 6

Contact Details for Professor
Tel: 02/7426503
GSM: 0474/839248 (only in case of emergency)
E-mail: Koen Troch, koen.troch@mil.be

Course Description

This course provides an in-depth analysis of the use of armed forces in the contemporary globalized security environment. To understand the way armed forces are used nowadays, the course will examine more than just understanding modern warfare. Before examining how land, sea and air forces are used in crisis response operations, the central focus of the course, we will first explore security theory, as well as strategy, threats and risks. Students will explore the specificity of the military in in the joint operating environment and in crisis management.

Course Prerequisites

At least one politics/international affairs course - background knowledge in International Relations and Security is advantageous.

Learning Objectives

The overall objective of the course is to provide understanding of the use of armed forces in the changing and challenging globalized security environment. Students have to understand that armed forces can and will be used, and even sometimes misused, within the framework of national and international strategies decided by national governments and international organizations. They also have to understand the difficulties, limitations and problems military personnel will experience while working in a crisis response context.

By the end of the course, it is hoped that students will have a firm grasp of
-in terms of substantive knowledge
  a) analyze an international security problem, to determine the issues at stake and the role of the armed forces
  b) explain the interaction between the major actors in the case of a crisis response operation
  c) explain the use of armed forces in that environment

-and in terms of skills
  a) how to examine, understand, synthesize and apply core texts on warfare, strategy and crisis response operations
  b) how to carry out independent, in-depth research using a wide range of sources
  c) how to structure and compose a research essay, based on the reading of major theoretical approaches and their “critical opponents”
  d) how to use appropriate style and a correct reference system

Course Materials

Required

Main Textbook (to be purchased by students)

Cambridge University Press
Paperback
ISBN 9780521700382

Articles: can be found in the textbook or via given links.
Case Studies and Additional Readings: additional information and readings will be posted on PointCarré.

Recommended

*Strategy in the contemporary world*, 4th edition, J.Baylis, J.J. Wirtz and C.S. Gray
Oxford University Press
Paperback
ISBN 9780199694785

*Research and Writing in International Relations*, 2nd edition, L. Roselle and S. Spray
Pearson
Subscriptions to valid websites and online journals relating to your written essay

The following Websites are recommendable for information:

North Atlantic Treaty Organization [http://www.nato.int](http://www.nato.int)
NATO Libguides [http://natolibguides.info/welcome](http://natolibguides.info/welcome)
International Court of Justice [www.icj-cij.org](http://www.icj-cij.org)
Royal Institute for International Relations [http://www.egmontinstitute.be/](http://www.egmontinstitute.be/)
Netherlands Institute of International Relations [http://www.clingendael.nl/](http://www.clingendael.nl/)
Center for security studies [http://www.css.ethz.ch/index_EN](http://www.css.ethz.ch/index_EN)
Geneva Centre for Security Policy [www.gcsp.ch/Resources-Publications](http://www.gcsp.ch/Resources-Publications)
International Institute for Strategic Studies [www.iiss.org](http://www.iiss.org)
Danish Institute for International Relations [http://en.diis.dk/home](http://en.diis.dk/home)

World Politics Review [http://www.worldpoliticsreview.com/briefings](http://www.worldpoliticsreview.com/briefings)
The following serials are recommendable for information:

Comparative Strategy
Contemporary Security Policy
Defence Studies
Defense & Security Analysis
European Security
Global Security
International Peacekeeping
International Security
Journal of Peace Research
Journal of Strategic Studies
Le Monde Diplomatique
Security Studies
Strategic Comments
Studies in Conflict & Terrorism
Survival

Useful Books


*Clausewitz’s Timeless Trinity*, C.M. Fleming, Ashgate, 2013.


Course Assessment

The weighing of the grades for the assignments will be:

- In-class participation & quizzes 15%
- Mid-Term exam 25%
- Written essay 30%
- Final (oral) exam 30%

TOTAL 100%

Further description of assessment activities:

**Attendance and participation**

- Attendance will be recorded. Please notify the course instructor if you are unable to attend a lecture.

- ‘Lecture briefing’ exercise includes a short summary (about 10 minutes) of the assigned reading before the instructor begins the lecture. This will be done in pairs, taking turn between different people for each lecture. In essence, you will be asked to pretend you are this week’s professor, how would begin explaining this week’s material?

**Quizzes and short written assignments**

- Short quizzes based on a given lecture (a few questions after the lectures to check how students understood the material presented)

- ‘Question bank’ – putting together a list of questions based on the assigned weekly readings.

- ‘Summary outline’ – prepare an outline/bulleted notes based on the extra reading material assigned for that lecture.

**Mid-term exams**

The exam will include a take-home component (a short reflection paper based on lecture 4, 5 or 6, length 1500 words) and a multiple choice exam with questions based on the assigned reading and lectures. Some of the questions will be drawn from the ‘question bank’ – a list of questions submitted by students.
Written essay

You are encouraged to carry out in-depth research of one key aspect of the military’s role, function, success and failures within the context of the contemporary International Security environment.

The instructor will provide a list of suggested topics but students may propose ideas of their own as well. Proposals will be discussed in class with feedback from the instructor.

The research proposal is the first step towards the final paper. It should include:

- A clear research question: the questions should be as clear and simple as reasonably possible. The research question may be a mere empirical or factual question, it may be theoretically inspired, and above all, it should be clear and straightforward.
- The research question may change and may be adapted as your research progresses.
- Often additional empirical/theoretical information may force you to reformulate or to fine-tune the research question in line with your findings. Irrespective of eventual changes your initial research questions should be as clear as possible.
- The research proposal should also contain a paper outline. The paper outline should provide an indication of how the student is going investigate the research question.
- The student has to explain how she/he is going to research the topic at hand, this entails an identification of sources and, where appropriate, the identification of a case (an event, a policy measure, a policy domain, etc.).
- The research proposal should also include a tentative lay-out of the research paper.
- The tentative structure and headings that are likely to appear in the final paper.
- The research proposal should include a bibliography directly related to the research question or research topic.

You need to submit a research proposal for your Written Essay in week 4

The final paper should be around 4000 words in word length (+ or - 10%). It should be formatted in Times New Roman, font size 12 and double-spaced. All papers should have a title page indicating your name, the course module, the paper title and an overall word count. Each page of the text should be numbered. Every paper requires a list of academic references constructed according to a single recognized referencing system (e.g. Harvard style). It is strongly advised that the research paper builds upon the research proposal submitted earlier, taking into account the comments received on the research design.

Your Essay is due in week 12 – hand in a hard copy and via e-mail to koen.troch@mil.be with POL322G in the Subject Header.
ATTENTION!!!
If you fail to EMAIL Your Essay and Research Proposal, it will be considered as NOT submitted.

Assessment Criteria for the Research Paper are:

- Empirical precision: correct interpretation and reproduction of factual information.
- Clear statements of guiding questions and subsequent conclusions.
- Capacity to synthesize arguments and to apply theory to empirical information.
- Capacity to analyze and to develop a critical assessment of both empirical as well as theoretical materials.
- Referencing, use of academic sources (academic journals, monographs).
- Language, style, clarity, organization of papers and work.

This table shows the assessment in a different way:

<table>
<thead>
<tr>
<th></th>
<th>(0-1)</th>
<th>(2-3)</th>
<th>(4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ability to summarize a complex factual background</strong></td>
<td>Some factual information is missing or the topic is not clearly identified</td>
<td>Most relevant information is presented but the topic is not clearly identified</td>
<td>Key facts are presented in an original, succinct, and analytical manner.</td>
</tr>
<tr>
<td><strong>Understanding and capacity to apply theoretical frameworks</strong></td>
<td>Theories are simply mentioned. Cited theoretical information is not relevant to the topic analyzed. None of the explanations is convincing to explain the empirical case.</td>
<td>One theory is confusing or oversimplified. Theories are not coherently related to the selected topic. Only one explanation is really convincing to explain the empirical case.</td>
<td>Both theories are presented clearly in their full complexity. Both explanations are convincing if one shares their theoretical assumptions</td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td>Part 4 merely repeats information contained in parts 1-2-3.</td>
<td>Part 4 brings new information but no critical understanding of IR.</td>
<td>Part 4 reveals a personal and critical understanding of foreign policy analysis.</td>
</tr>
<tr>
<td><strong>Structure, bibliography and references</strong></td>
<td>The paper is loosely structured. Language is poor. References are incomplete and quoted in an improper manner.</td>
<td>The argument is not developed in a coherent way; At least 5 good references (peer-reviewed articles or published books)</td>
<td>The argument is developed in a coherent and appropriate way; Language is overall correct; At least 7 good references covering factual background and theories.</td>
</tr>
</tbody>
</table>
Final Oral exam

The final exam will be an oral exam of approximately 30 min where students should be able to answer to 2 main questions and additional questions on the subjects that have been covered. The exam will end with a discussion on the written essay.

Assessment Criteria for the Exams are:

- Capacity to grasp and convey factual, conceptual and theoretical knowledge.
- Capacity to synthesize and apply concepts and theory to concrete cases.
- Capacity to develop a systematic argument based on theory and practice.

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is stated as follows:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>0-9.9</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Additional Course Policies

- Students that are not able to attend class should warn the instructor (personally or via e-mail). One not justified absence is tolerated. A second unjustified absence will lead to a sanction.
- Once class has started, please do not leave the classroom.
- Feel free to bring drinks to class, but no food, please.
- Using laptops during class is allowed. Having computers on during class can although be distracting to other students. You should not spend class time checking email/FB or doing homework for your other classes.
It goes without saying that all students are required to come to classes well-prepared with all of their reading assignments promptly and thoroughly completed. Students are also encouraged to keep a reading-log with which they can structure their note-taking and deepen their understanding of the set texts.

Soft copies of written the essays should be sent NLT than week 12, before start of the class. The penalty for late submission is 25% of the whole value of the written assignment. Assignments that are more than a week late won’t be graded.

Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

As mentioned on the VeCO website: “The 5 EPSS courses are complemented by a series of lectures given by senior academics and policymakers from institutions such as the EU, NATO, the Standby High Readiness Brigade for UN Operations and the European Defence Agency. Lectures are interactive and provide students with the opportunity to establish and maintain contacts within the Brussels security community.” Attending the lectures is mandatory.

**Academic Honesty Statement**

Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Introduction. Overview of syllabus and requirements.</td>
<td>Maj TROCH K.</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Security and the use of the military</td>
<td>Maj TROCH K.</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Strategy: linking policy and military force</td>
<td>Maj TROCH K.</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Challenging: causes of war and conflict</td>
<td>Maj TROCH K.</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Challenging: a new role for the military</td>
<td>Maj TROCH K.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Challenging: the joint operating environment</td>
<td>Maj TROCH K.</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Mid-term exams</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>A solution: humanitarian intervention and peace operations</td>
<td>Maj TROCH K.</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Limitations: IHL and ROE</td>
<td>LtCol GS JANSSENS B.</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Reality at the Ops level: land warfare</td>
<td>Maj GS DE NEVE Y.</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Reality at the Ops level: air warfare</td>
<td>Maj GS DIERICK Y.</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Reality at the Ops level: land warfare: naval warfare</td>
<td>Captain sg GILLIS C.</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Reality at the Ops level: COIN</td>
<td>Maj GS DE NEVE Y</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>The future of conflict</td>
<td>Maj TROCH K.</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Final exams</td>
<td>Students</td>
<td></td>
</tr>
</tbody>
</table>
8. LITERATURE AND SESSION INSTRUCTIONS

Week 2: Security and the use of the military

Aim
To understand the concepts of security, risks and threats in the contemporary context and the influence of the thinking about these concepts on security issues and the security context and the influence on the use of the military.

Scope
Security is important. Every day, somewhere in the world people are killed, starved, tortured, raped, impoverished, imprisoned, displaced or denied access to fundamental goods in the name of security. The concept is present in all societies all over the world, it litters speeches of politicians, it is discussed in newspapers and on the radio and images of security and insecurity and the consequences of it flash across TV screens and the internet. This makes security a fascinating, sometimes even deadly, but always important topic. But what does it mean?

Several definitions and concepts of security exist all over the world. But most scholars agree on the fact that security involves the alleviation of threats to cherished values which makes security unavoidable political. But even then different approaches to security do exist. And armed forces are very often involved in the thinking about security. But are they always able to play a role in the different concepts on security? Or is the comprehensive approach the panacea for security problems, where the armed forces are just one of many involved actors in the pursuit of achieving security for all people in all places?

Supported learning objectives
The competences used during this activity are: analyze the international security context, to determine the issues at stake and the possible role of the armed forces.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What is security and how has it changed?
- What is the difference between risks and threats?
- How can the security concepts be applied in the future and which concept can we use?
- Which security issues are at stake at this moment?
- What are the implications for the armed forces?
Conduct
This activity starts with a preparation at home followed by a class. It will conclude with a Q&A session.

Required readings
Week 3: Strategy: linking policy and military force

Aim
To understand the role of the sovereign state as the primary actor in security and how it uses the legitimate use of force in his policy.

Scope
The seeming stability of a bi-polar system changed to a system in which sub-national groups and organizations and other actors appeared after the collapse of the USSR. Where the concept of international security traditionally has been equated with the use of force between states, with a special focus on military operations, the picture has changed now, with respect to the following:

- who should be secured
- the nature of international threats
- the kind of reactions that are authorized to manage threats

Many countries have begun to look at international security in a much broader way than during the Cold War. The events of 9/11 served as a wake-up call to the world and made clear that other threats were looming at the horizon. But not only terrorism changed our view of international security. Also the role of the different actors and the rise of new, non-state actors had an influence on the existing security environment. Traditional actors, such as states, had to adapt or at least tried to adapt their policies to these facts. This also had an influence on our thinking and on the development of future security and military policies and strategies.

Supported learning objectives
The competences used during this activity are: analyze the international security context, to determine the role of the state, strategy and the use of force.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What is strategy and why is it difficult?
- How to develop policy based on a strategy and how to use force?
- What are the different levels of warfare?
- What are the implications for the armed forces?
**Conduct**
This activity starts with a preparation at home followed by a class. It will conclude with a Q&A session.

**Required readings**
Week 4: Challenging: causes of war and conflict

Aim
Understand the importance of the amount of existing causes of war and how they can be studied.

Scope
The question ‘Why war’ attracts a lot of attention. War is definitely a source of misery and a threat to national and international security and can even, in the worst case scenario, become a threat to the entire human race in the nuclear age.

‘Strategy’ nowadays is as much concerned by the promotion of peace as with the conduct of war. In this case it is important to understand what causes all these wars and conflicts, even if each war or conflict might seem to be unique. Discovering similarities and patterns between the causes of war can help us to group them and, if possible, find policies to counter the spread of war.

Supported learning objectives
You understand the different causes of war and the national and international political actions to eliminate war and conflict.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What are the major causes of war?
- Do new causes emerge?
- How do these threaten nation-states and international organizations?
- How will the military be used to solve or mitigate the problem?

Conduct
This activity starts with a preparation at home followed by a class. It will conclude with a Q&A session.

Required reading:
Prior to the activity, the students have to read the following:
Week 5: Challenging a new role for the military?

Aim
Understand the difficulties in defining and applying a strategy and how to define the role of the military.

Scope
Many issues have not been included on national security strategies. Non-traditional security issues should not be assessed as a threat because they create the possibility of casualties, damage to personal property or threatens economic prosperity but they should be assessed because strategy and the military force can address these problems and issues in a useful way. However, this not an easy task as non-traditional security issues is beginning to influence core national security considerations in ways where anticipation is not that easy. Is the comprehensive approach a possible answer for strategists and the military?

Comprehensive approach: a vogue word that is often used and misused, a concept with limited success or the solution for all future crises? Many international organizations- UN, NATO, EU and AU to name just a few of them- have discovered that many missions and operations have become multi-faceted where planning and coordination processes of the different programmes are crucial. NATO for instance, discovered in the Balkans and in Afghanistan, that peace cannot only be provided by conducting a military operation. Sustainable peace requires development, good governance, rule of law and local ownership in all stages towards this peace.

UN, NATO and EU developed their view on comprehensive approach (often with different names), tried to cooperate with all actors in the field and all this with varying success. But also the military have to deal with this new guiding principle for current and future conflict and post-conflict complex operations, an objective that looks easy but that isn’t easy to achieve.

Supported learning objectives
You understand the non-traditional security issues and their influence, the meaning of the comprehensive approach, the difficulties to implement it and you are able to explain which role the military can/will play in the comprehensive approach.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What are these non-traditional security issues?
- What is the comprehensive approach?
- When and how can/will it be used?
• How are the armed forces involved in this approach?

Conduct
This activity starts with a preparation at home followed by a lecture that will conclude with a Q&A session.

Required reading:
Week 6: The operating environment

Aim
To understand the future trends, drivers, shocks and contexts that will/can influence the planning and execution of operations in the future.

Scope
“Every military force in history that has successfully adapted to the changing character of war and the evolving threats it faced did so by sharply defining the operational problems it had to solve.”

General J.N. MATTIS

In 2010 USJFC released the new version of the Joint Operating Environment. The message was quite clear: “It is impossible to predict precisely how challenges will emerge and what form they might take. Nevertheless, it is absolutely vital to try to frame the strategic and operational contexts of the future, in order to glimpse the possible environments where political and military leaders will work and where they might employ joint forces. The value of such efforts lies not as much in the final product, but much more in the participation of senior leaders and decision-makers in the discussion. Only by wrestling with the possibilities, determining the leading indicators, and then reading the signposts of the times will the Joint Force have some of the answers to the challenges of the future. The alternative, to focus exclusively on the here and now or to pass this mission to the bureaucracy, will certainly result in getting caught flat-footed, reacting to near-term crises as they arise, at great cost in blood and treasure.”

The military should be aware of this complex changing world and be prepared to intervene within a given framework to achieve the objectives defined by his political masters. An easy job or not?

Supported learning objectives
You understand the complexity of the globalized world and you are able to explain which trends and drivers will be influencing future military operations.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What are the major existing trends and drivers for change?
- How do these influence the design of military operations?
- How will the military adapt to these trends and drivers?
Week 8: A solution: humanitarian intervention and peace operations

Aim
To understand the different types of crisis response operations and the importance of CRO to the international community. Understand the role of the armed forces in a CRO.

Scope
Does peacekeeping work and do international interventions help to maintain peace in the aftermath of civil war or intra-state conflict? Since the end of the Cold War the international community and the UN had to move beyond the “traditional peacekeeping” between states. Most CRO have now to manage or administer various aspects of the transition to peace applying a comprehensive approach. This comprehensive approach is often used in more ‘robust’ and complex forms of peace keeping and peace enforcement which are different from the “traditional peacekeeping”.

Measuring the effectiveness of a CRO remains a tricky business. News agencies are covering more the dramatic failures of CRO without acknowledging the success stories that make less exciting news. And that is the reality where armed forces have to deal with. The absence of good political and military objectives and end-states and the lack of sufficient international commitment leads to foot dragging missions that aren’t able to show results to the international community while present armed forces have to deal with the daily reality of violence, threats and civil and military victims. Is there a solution to get out of this deadlock and which are the good examples of CRO?

Supported learning objectives
The competences used during this activity are: analyze the problem of CRO and their use.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What are CRO?
- When and how are CRO started?
- How are the armed forces involved in a CRO?
Conduct
This activity starts with a preparation at home followed by a lecture that will conclude with a Q&A session.

Required readings
Week 9: Limitations: IHL and ROE

Aim
Understand the importance of International Humanitarian Law and of Rules of Engagement

Scope
How to deal in a legal way with war and armed conflict? Although jus ad bellum and jus in bello are already well developed, there are still some dilemmas and controversies left in international public law and IHL. New developments and technologies make the whole issue even more complex. All this doesn’t mean that soldiers can use violence in an unrestricted way. Besides the existing international laws they have to respect national legal restrictions and consider the rules of engagement which describe the actions they can execute in order to achieve the preset objectives of the campaign or the mission.

Supported learning objectives
You know the importance of international humanitarian law, the use of the law of armed conflict and you understand how rules of engagement are developed.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What are the key issues in international humanitarian law?
- How important is the law of armed conflict and how is it used?
- How are ROE developed and applied?
- What is the link between IHL, LAC, ROE and CRO?

Conduct
This activity starts with a preparation at home followed by a lecture that will conclude with a Q&A session.

Required readings

**Week 10: Reality at the Ops level: Land power**

**Aim**
Understand the use of all land warfare in the twentieth and twenty-first centuries.

**Scope**
Land warfare obtains objectives by seizing them or at least tries to prevent the opponent from doing so. In Thomas Schelling’s terms it is as an exercise of brute force: resources are taken or kept by the force of arms without the consent of the opponent. The way to reach this objective has evolved in time. Key concepts of land warfare were developed and maintained but technological change could radically increase size and lethality of armies in time. Nowadays we’re not even sure that one conventional military doctrine can guarantee the desired victory or that those technological developments will have an advantage while defeating an ‘uncommon enemy’. Maybe armies should adapt themselves to a new kind of environment and enemy?

**Supported learning objectives**
You know the key ideas, concepts and principles of land warfare and understand the difficulties and problems of modern land warfare.

**Teaching points**
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What are the key concepts?
- How did modern land warfare evolve?
- How is land warfare currently used?
- What will the future of land warfare look like?

**Conduct**
This activity starts with a preparation at home followed by a lecture that will conclude with a Q&A session.

**Required readings**
Week 11: Reality at the Ops level: Air power

Aim
Understand the use of air warfare in the twentieth and twenty-first centuries.

Scope
Air warfare remains a key for success in any campaign. The nature of air power maybe contested but it is clear that the evolution of air warfare has led to a tool that is necessary for army and navy to operate effectively. Especially in surface operations is air power important and helps to enhance the effect of what can be achieved. On strategic level it becomes more confusing. Strategic air power is often synonymous with bombing away from the battlefront but it can also mean strategic air lift which is an important for modern warfare. Using air power to his best effect remains in the future the main challenge for force commanders without omitting the future technological developments which could lead to another use of air forces in the future.

Supported learning objectives
You know the key ideas and concepts of air warfare and understand the difficulties and problems of modern air warfare.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What are the key concepts?
- How did modern air warfare evolve?
- How is air warfare currently used?
- What will the future of air warfare look like?

Conduct
This activity starts with a preparation at home followed by a lecture that will conclude with a Q&A session.

Required readings
Week 12: Reality at the Ops level: naval warfare

Aim
Understand the use of all naval warfare in the twentieth and twenty-first centuries.

Scope
Naval warfare definitely fits in broader national strategies. It provides one of the keys to success in war and armed conflict or can be used in a coercive way to prevent conflict escalation. The naval environment makes that navies operate in a quite different way than land and air forces. Navies have evolved over time, have adapted their tactics to achieve the assumed objectives and have nowadays an enhanced capability to influence events ashore. This doesn’t mean that naval warfare is not facing a range of military challenges and still needs to adapt to the changing security environment they work in.

Supported learning objectives
You know the key ideas, concepts and principles of naval warfare and understand the difficulties and problems of contemporary and future naval warfare.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What are the key concepts?
- How did modern naval warfare evolve?
- How is naval warfare currently used?
- What will the future of naval warfare look like?

Conduct
This activity starts with a preparation at home followed by a lecture that will conclude with a Q&A session.

Required readings
Week 13: COIN

Aim
To understand the concepts of insurgency and counterinsurgency and how to deal with them. What is the role of the armed forces in a counterinsurgency strategy?

Scope
Insurgencies all over the world and the work of armies to contain insurgency and to defeat insurgents can be found every day in the newspapers and on the TV screens. Counterinsurgency has become an integral part of modern warfare but it is often controversial, misunderstood or even ignored.

Nevertheless insurgency, terrorism and the resulting bloodshed remain facts of life in the modern world. Armies have to face these problems but are facing difficulties in controlling as has been demonstrated in Iraq and in Afghanistan. The strategies and tactics applied to counter insurgencies range from conventional military operations to a combination of military and political strategies, including propaganda and Psy Ops. The lessons of the past could be useful to counter these prominent aspects of modern warfare but are often neglected or not applied in the right way.

Supported learning objectives
The competences used during this activity are: analyze the problem of insurgency and counterinsurgency in a critical way.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What is insurgency and counterinsurgency?
- What is a good counterinsurgency strategy?
- How are the armed forces involved in a counterinsurgency strategy?

Conduct
This activity starts with a preparation at home followed by a lecture and a Q&A session.
Required readings


Week 14: The future of conflict

Aim
Understand how future conflicts will look like and how the armed forces will be involved in these conflicts

Scope

'No matter how clearly one thinks, it is impossible to anticipate precisely the character of future conflict. The key is to not be so far off the mark that it becomes impossible once that character is revealed'

Professor Sir Michael Howard

The global strategic context is changing and it changes fast. Conflicts will change also. Strategists and the military need to understand what is going to change and how they can adapt their strategy and the capacities needed to shape events, seize the initiative and respond to the unexpected if necessary. Do we need more and greater capacities to understand emerging conflicts and a greater agility to anticipate learn and adapt, even with diverse mounting pressures and more defence budget cuts?

Supported learning objectives
The competences used during this activity are: think in a critical way about the future of conflict and the future role of the military

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

Conduct
This activity starts with a preparation at home followed by a lecture that will conclude with a Q&A session.

- What are the trends for future conflicts?
- How will armed forces need to adapt?