

MINISTRY OF DEFENCE

NETHERLANDS DEFENCE ACADEMY

STUDY GUIDE (2024 - 2025)

MASTER MILITARY STRATEGIC STUDIES (MA)

Version 1.0



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INTRODUCTION: WHY STRATEGIC STUDIES

Terror attacks in European capitals, ballistic missiles launched by North Korea, Russian military aircraft buzzing dangerously close along NATO Navy vessels, drones strikes hitting key Al Qaeda and ISIS leaders, transatlantic tensions in NATO about the low level of defence spending by European member states and the recent Russian invasion in Ukraine and the subsequent full-scale armed conflict. These are just some events that recently hit the news, along with discussions about cyberwar, hybrid warfare, troll armies, fake news, refugee flows with societal unrest as a result, and the renewed relevance of nuclear weapons and recognition of the neglected concept of deterrence. Not surprisingly there is a pervasive sense that Western societies face a future in which their security will increasingly be challenged. The EU already warns Europe is facing an existential crisis, the US is fearing the rise of China as a new peer competitor, and the US National Intelligence Council forecasts increasing problems for western states to govern and provide security for their citizens. Other leading analysts fear the international order is breaking down and the risk potential of crises flaring up is increasing fast, not only in remote regions but also along the borders of the European continent, end perhaps even within it. Across the political spectrum, politicians realize their militaries exist not only for humanitarian interventions, but once again also for national and alliance security.

That is precisely the focus of the multi-disciplinary MA programme in Military Strategic Studies (MSS): it is concerned with understanding, analysing and explaining the military dimension of international security. Drawing from history, security studies, political science, sociology, psychology, law, organizational studies, ethics, and economics, the programme deals with the logic, debates and dilemmas pertaining to the preparation, maintenance, the threat and actual use of military force and forces, as one of the traditional key instruments of power. Academically it resides within Security Studies.¹

While in general the field of strategic studies, and related areas such as security studies, conflict studies or peace studies, is very broad, the MSS is a programme deliberately focused on the contemporary era and Western Europe. It provides a thorough analysis of contemporary strategic issues, the challenges

¹ 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.

of defence planning and the strategic ideas and doctrines concerning the use of force in the modern world. While related to other strategic studies, the MSS programme differs from programmes 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-Cold War era, the MSS programme aims to provide an understanding of the key problems and approaches concerning international security and the role military force plays within this context.

The programme has been designed in particular for experienced officers who aspire to become 'officer-scholars' (see below) and contextualize their experience in a broader political, strategic and intellectual framework. But the MSS programme certainly also provides an invaluable education for all those who are currently engaged, or seek a career, in the defence profession, and/or international security organisations. It equips all students with a solid foundation concerning recent developments in international security, defence policies and military operations.

Amongst the range of transferable skills, this programme will also 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 programme 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, defence policy and planning, defence management as well as planning at the military operational and strategic level.

Goal of master programme Military Strategic Studies

Main goal of the master programme MSS is that, from a European perspective, students analyse and reflect on contemporary strategic challenges and controversies, fundamental to the use of military force as a traditional key instrument of power. MSS intends to prepare students for a role in a knowledge-intensive Defence related environment, with special attention to the context of operations.

OFFICER SCHOLAR

(ref FMS/NLDA Education Quality Manual, p. 9)

At the Master's degree level, NLDA students are educated to be 'Officer Scholars'. This metaphor is used to describe the interconnectedness between the scientific exit qualifications and the officer's competencies needed in the military field and defence related institutions.

Officer Scholars are expected to operate effectively in decision making processes in environments that are both knowledge intensive and stressful. To this effect, in addition to the characteristic of the Thinking Soldier, Officer Scholars will be:

- Capable of being analytical in their work, on the basis of a broad and deep scientific knowledge;
- Able to synthesise knowledge and to solve problems in a creative way when dealing with complex issues in the military field;
- Possess the qualities needed in circumstances requiring sound judgement, personal responsibility, and initiative in complex, conflict ridden and unpredictable military and defence related environments;
- Be able to assume leading roles, including management roles, in defence organisations and related institutions, and be able to contribute to innovation;
- Be able to work in an international environment, helped by their social and cultural sensitivity and language and communication abilities, partly acquired through experience of team work, international operational experiences, officers competencies and/or any study periods abroad;
- Be aware of ethical, social, political, legal, technological, economic and managerial implications of their work and the insight to act accordingly
- Be aware of the need to update their knowledge and skills.

PROGRAMME DESIGN

Structure

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

The programme is structured around 60 EC (see table 1).² It consists of a compulsory part of four core courses, which serves as the common foundation for the three distinct, yet interrelated, tracks of which students choose one. Each track consist of four courses. The tracks are followed by an elective course. A thesis research period completes the programme.

Each course (or module) typically is structured in 10 lecture sessions. All lectures take place on Fridays with one course being taught in the morning and one in the afternoon. Attendance to all lecture sessions is mandatory. Lectures take place at the Faculty of Military Sciences, or elsewhere at one of the locations of the Netherlands Defence Academy in Breda.

The programme benefits from a very positive student-teacher ratio. Approximately 45 students are allowed to enrol in the programme annually and this is the maximum of students that will attend a lecture. During the track phase, the class size will typically range between ten to eighteen maximum. This enables lively discussions, active participation of students and direct engagement with the faculty. It also allows individual feedback on essays and supervision of thesis development.

Between courses, which are typically concluded by either a written exam or an essay (or more), generally, a no-lecture period of two to three weeks is scheduled. During this period guest lectures may be scheduled by senior policy makers and military commanders, tactical experts or leading national and international academics. While attendance is not compulsory, these guest lectures invariably provide additional in-depth and recent insights into academic and societal debates, current policy or military developments or recent operational experiences.

The programme follows a modular design allowing students to temporarily interrupt their studies because of e.g. planned, or instance, military deployment. The modular design also invites modular students (those not seeking a complete MA degree) to take part in the programme. While it is not possible to mix course of the different tracks, students may request to add additional courses on top of the courses in their chosen track.

² The volume of the courses is indicated by the European Credit Transfer System (ECTS, or EC), where one EC represents a study-load of 28 hours

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Thesis (15 EC)		
Elective (5 EC)		
Track <u>MANAGING & ORGANISING IN THE MILITARY</u> (20 EC)	Track <u>WAR STUDIES</u> (20 EC)	Track <u>INTELLIGENCE & SECURITY</u> (20 EC)
Leadership and Ethics	Irregular Warfare	Data & Technology in Intelligence
Technology Management and the Military	The Future of War	International Intelligence Cooperation
Defence Economics & Performance Management	International Law of Military Operations	Intelligence and its Environment
Strategizing & Organizing	Deterrence and Coercive Diplomacy	Intelligence Organizations and their Cultures
<u>Compulsory Core Courses</u> (20 EC)		
Research Methods in Military Strategic Studies	War, Defence & Society	
War & Warfare in the (post) Modern World	Contemporary Security and Strategy	

Table 1: Design of the Programme

The Core Courses

The first phase of the programme comprises four core courses (20 EC) and is attended by all students. As a whole, the core courses provide insight into the evolution of contemporary warfare, the nature of security and strategy and societal perspectives on the use of force. In addition, they offer an introduction to the tracks. The course on research methods completes the series of core courses. The compulsory part of the programme consists of four courses of 5 EC each:

- Contemporary Security and Strategy
- War and Warfare in the (Post-)Modern World
- Research Methods
- War, Defence and Society

The core courses of the programme address the contemporary security issues, the nature of war, the changing character of war, the evolution of warfare since 1989, the evolution of ideas, and debates concerning the utility of military force through analyses of recent military interventions, the role of war in the state system, the evolution of strategic thought, and the societal perspectives 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 compulsory courses also highlight the challenges of political and military decision making in crisis and the dynamics at play in military innovation processes and the development of security and defence policy.

The Tracks

The second phase of the programme consists of three specialized tracks, from which students select one. Choosing a specialization enables students to concern themselves in greater depth with a particular area, related to particular learning outcomes, within the multidisciplinary MSS domain. The tracks consist of four courses (20EC). The three tracks offer differing perspectives on the military dimension of international security. Selected controversies and challenges that are studied within the tracks are based on 1) the different disciplines that feed into the multidisciplinary programme and 2) themes that are central to the research programmes of the FMS departments of Management Studies and War Studies. Each track course is developed at *Leids* Level 400/500.

The three tracks offer the opportunity to focus on three related but distinct areas of study. Students select their preference for a specific track while filling out the application documents. After evaluation of all necessary application documentation by the Examination Board, a specific track is assigned to each student before the programme commences. Students will be placed in their preferred track as much as possible. They will be informed of this in the Statement of Admission. Each track consists of four courses of 5 EC each:

- **Managing & Organising the Military (MOM)** is informed by an (inter)organizational perspective and focuses more on the internal organization and functioning and organisational effectiveness of armed services that are confronted with challenges caused in their strategic environment. MOM consists of the following four courses:
 - Leadership and Ethics
 - Technology Management and the Military

- Strategizing and Organizing
- Defence Economics and Performance Management
- **War Studies (WS)** aims to develop an understanding of the theories, debates, doctrines, and experiences regarding the use of the military instrument. Students develop the ability to critically analyse controversies and challenges related to the employment of the military in the context of coercive diplomacy, peace keeping and stabilization, and irregular warfare. A course on the legal issues surrounding such employments completes this track. WS consists of the following four courses:
 - Irregular Warfare
 - International Law of Military Operations
 - The Future of War
 - Deterrence & Coercive Diplomacy
- **Intelligence and Security (I&S)** examines the general functioning of and main developments in intelligence organizations, in particular in light of the changes that occurred in the security environment during the past decades. This environment is characterized by new threats, technological developments and increased political and public interest in (and scrutiny of) the activities of intelligence and security services. I&S consists of the following four courses:
 - Data and Technology in Intelligence
 - International Intelligence Cooperation
 - Intelligence and its Environment
 - Intelligence Organizations and their Cultures

The Electives

An elective course offers an additional opportunity to either broaden or deepen insights into strategic issues and developments, regardless of the track a student has chosen. Each elective is 5EC. An elective course is selected after the first academic year from a set of elective courses that are optional for students of 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 due to scheduling (courses are only offered once every year) this can generally not be accomplished during the elective period. The currently available set of elective courses is as follows and can be subject to change each academic year.

- **Cyber Security & Cyber Operations:** this course will examine the fundamentals, development, and evolution of information, cyberspace, and cyber power, as potential security and military risks, and as potential new instruments of state power. It aims to foster critical thinking about the underlying concepts, strategies, and issues. It contextualizes the contemporary debate on cyberspace/security and warfare, and compares it to other security and warfare domains. The course explores to what extent activities in cyberspace can actually be labelled war or military.
- **Terrorism and Counter-Terrorism:** this course identifies the main strategies to tackle terrorism and will explore the diverging reactions by security authorities, such as police, intelligence and the military. The course also critically examines why there appears to be an increased need for cooperation and coordination of counter-terrorist approaches at the local, regional, national and global level and how this plays out in different institutional settings.**European Stratego:** this course focuses on the role of European (institutionalized) security and defence cooperation amidst the current geopolitical tensions. In particular it examines the way in which the European security architecture has evolved and how different actors continue to shape this European security architecture. This course discusses the emergence, processes of change and continuity, and future challenges of the European security architecture.
- **From Peacekeeping to State-building:** this course examines how the ‘liberal conscience’ influenced the armed humanitarian interventions the West has undertaken since the end of the Cold War. This course investigates how critical this conscience is to the framing of European and North American ideas about the use and utility of armed force(s) since the French Revolution and the emergence of modern liberal democracies. With the end of the Cold War, when the West seemingly saw off its last major ideological competitor, liberal ideas and

values were offered an unprecedented opportunity to assert themselves and finally make Western military establishments a truly global ‘force for good’. The course will examine these claims in their conceptual and historical context and consider how liberal norms and values have fared in the exposure to building peace since 1989 — up to and including Ukraine.

Course levels are indicated using the ‘*Leids Register*’ which places the BA/MA education on a scale of 100-600, where course levels of 100-400 are used for Bachelor level education and course levels 400-600 are used to indicate the level and complexity of Master level programmes.³

The Thesis

The thesis is a core requirement for the MA and represents one fourth of the assessment overall. It is therefore an important element of the MA programme, since it provides the opportunity to demonstrate specialised understanding and engagement with associated scholarly debates, and exercise independent critical judgement. This makes the thesis a major project, which demands considerable time, effort, and organizational ability, but which also provides the opportunity to individually explore a relevant aspect of military strategic studies.⁴

Researching and writing a thesis is one of the most challenging and rewarding tasks for an MA student. In contrast with the mode of study in the taught modules it is the student’s responsibility to:

- identify a viable topic;
- conduct the necessary research;
- produce a sustained and coherent argument with a volume of 10,000 to 15,000 words.

³ For an example see: <http://www.leidenuniv.nl/legacy/kaderdocument-leids-register.pdf> , accessed 24 April 2017

⁴ Additional information on course assignments, rules for referencing, plagiarism etc., can be found further in the document on *Course Assignments*

LEARNING OUTCOMES

MSS graduates are able to:

1. understand and explain the evolution of contemporary Western security policy and the perspectives of Western (European) societies concerning the use of force;
2. understand and explain dominant trends and characteristics of contemporary conflicts and modes of warfare;
3. understand and explain the role of strategy at the interface between political and military activity in general and in various types of conflict in particular;
4. understand, analyse and reflect on contemporary strategic challenges Western (European) states and military organizations are confronted with, using relevant insights derived from a multidisciplinary body of knowledge;
5. relate the outcomes of analysis and reflection (in)to problem solving strategies that are relevant to the military interventions and the management of defence organizations;
6. communicate ideas, perspectives and results in an international context in constructive dialogue, in oral presentation and in cooperative workgroups;
7. (independently) conduct research to develop the capacity to contribute to the body of knowledge in the MSS domain.

WHO CAN APPLY

The target student population can be distinguished into several groups. First, the programme 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 programme will provide an enriching academic grounding which contextualises 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 programme 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 programme will broaden their 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 programme provides for a keen awareness of the complex interplay of concepts, decision making processes and debates underlying the employment of military power in response to a variety of security problems. The yearly class is counting 45 students at maximum; 25 per cent of these places is reserved for selected applicants from this third group.

A last possible group consists of students interested in one or more specific courses, yet not the whole programme (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 address: master.mss@mindef.nl. The programme coordinator will send you an information and application package, including a detailed list of the required documents (for advance preparation, see numbered 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 programme in September (MSS Class 2025) is May 31, 2025. 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 programme.

Prospective modular students must also submit all required documents when applying for specific modules. The proof of proficiency in the English Language (nr. 8) is not required when the prospective modular student applies for 3 modules or less. The deadline for submitting required documents is dependent upon the start date of the chosen module. As a rule, one should apply not later than one month prior to the start date of a particular module. See appendix A for the academic calendar. Participation in a specific module depends on availability and is determined in consultation with the course coordinator.

Upon admission, it is not necessary to register for the programme 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 (Dutch) military applicants. (NOTE: active military applicants must also inform their P&O-officer!).

7. A 'Verklaring Omtrent Gedrag' (VOG), applicable for Dutch civilian students not working for the MOD. International students should contact the course coordinator for an equivalent.
8. Proof of proficiency in the English language (requirement details are to be found in the TER: Teaching and Examination Regulations, art. 7 :
www.defensie.nl/onderwerpen/defensieacademie/inhoud/opleidingen/masteropleiding-military-strategic-studies.

NOTE 1: Proof of proficiency in the English language (nr 8) must be submitted prior Sept 1st when applicant is unable to submit required documentation before the application deadline.

NOTE 2: Item 6 is only applicable to active military applicants.

TUITION FEE

The master programme MSS is free of charge for students, military and civilians alike, working for a NATO Defence Organization on the basis of a permanent contract. For all other students, the statutory tuition fees (*'het wettelijk collegegeld'*) apply as determined each year by the Netherlands Ministry of Education, Culture and Science. The statutory tuition fee for the academic year 2024 - 2025 amounts € 2,530.

When not seeking a complete master's degree it is possible to apply for specific modules. If a student enrolls for specific modules only, tuition fee amounts € 100 per EC. A standard 5 EC course/module thus amounts € 500.

Students who have already obtained a master's degree will be charged a mandatory institutional tuition fee (*'instellingsgeld'*). The institutional fee for the academic year 2024 - 2025 is set at € 5,060. If a student enrolls for specific modules only, tuition fee amounts € 200 per EC. A standard 5 EC course/module then amounts € 1,000.

It is not possible to request any college funding with DUO as the master programme is a part time programme. Tuition fee may be paid in three parts divided over the academic year. Payment details will be provided when applicable.

When applying for several moduli within one academic year, students shall not pay more than the official annual tuition fee. Tuition fee per module must be paid prior start of the course. Payment details will be provided when applicable.

The Netherlands Defence Academy will not provide assistance in obtaining visas, housing or any other non-education related issues for students.

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 TO EXPECT IN TERMS OF OBJECTIVES, FOCAL AREAS, STUDY MATERIAL, AND ASSESSMENT. STUDENTS WILL FIND MORE DETAILED COURSE INFORMATION ON THE ELECTRONIC LEARNING ENVIRONMENT (MOODLE), ACCESS WILL BE PROVIDED ONCE ENROLLED TO THE PROGRAMME OR INDIVIDUAL COURSES.

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 Core Courses are listed below:

Course: CONTEMPORARY SECURITY AND STRATEGY

Course Directors: Dr. M. Rothman and Prof. Dr J.W. Honig

Course Level: 400

DESCRIPTION

This foundation course introduces key topics, concepts and debates in the fields of security studies and strategic studies. It discusses contemporary security challenges, beginning with the meaning of 'security', including the importance of 'human security' and R2P, and extending to the problems of terrorism, cyber-threats, resource scarcity, geopolitics and great power competition. It furthermore 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 will discuss how such academic concepts and theories relate to policy development by exploring recent official national and international security and defense policy papers and think-tank reports. Finally, the course explores the importance of strategy, the complex nexus between politics and the use of force.

Upon completion of this course, students will have built a strong analytical framework for understanding the challenges of international security and the role of the military instrument as one of the tools for promoting security. The course will also result in a solid understanding of the nature of strategy and an understanding of how strategy is made in theory and practice, how it is shaped by culture, law, geography, and technology. It includes a critical exploration, grounded in an understanding of contemporary strategic cultures, of European and US security policies. It concludes with a discussion of the Netherlands security and defence policy as it has evolved since 1989.

This course runs in parallel with War & warfare in the (post-)modern world. In combination, these two courses offer a solid understanding of the evolution of warfare since 1989 and the perspectives on the utility of force in dealing with the evolving security environment of the West.

OBJECTIVES

At the end of the course, students are able to:

1	understand the challenges of international security and the role of the military instrument as one of the tools for promoting security
2	understand of the nature of war and strategy
3	understand how strategy is made in theory and practice and how it is shaped by culture, law, geography and technology
4	analyse the most salient issues of war, politics and strategy in the contemporary world
5	evaluate a range of key concepts, theoretical explanations and historical events/trends insofar as they relate to important questions about war, peace, politics, security, force, military power and strategy
6	reflect critically on pressing questions of international security in today's world
7	understand the evolution of the concept of security and the dominant schools of thought in international relations concerning war and security; the characteristics of the contemporary security environment; the factors underlying the differences in strategic cultures and security policies in European countries and the US and perspectives on the utility of force
8	explain the factors underlying changes in the security environment since the end of the Cold War; explain the dominant factors influencing the development of security and defence policies in the West
9	produce and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences in the form of class discussion as well as short essays.

EDUCATIONAL FORMAT

The course consists of 8 themes that will be discussed in 9 teaching sessions.

COURSE OUTLINE

WEEK 1	What is security, what is power?
WEEK 2	The logic of war: strategy and politics
WEEK 3	Perspectives and theories
WEEK 4	Relations between the academic and policy worlds
WEEK 5	Security policy: instruments & institutions
WEEK 6	Theory & Issue 1: globalization, China
WEEK 7	Theory & Issue 2: return of geopolitics, Russia
WEEK 8	Theory & Issue 3: terrorism, extremism
WEEK 9	Theory & Issue 4: informal power structures, intervention
WEEK 10	Theory & Issue 5: emerging technologies: cyberspace & security
T + 9	Essay due

STUDY MATERIAL

The lectures are structured around a number of selected articles and book chapters, which are provided in the reader and in a limited number of textbooks. Please read carefully what the required reading is precisely for each lecture. This may save you time spent on reading material that was actually not required. Each lecture details what the objectives are as well as the key issues that need to be discussed. These guidelines also help when reading the literature, allowing you to focus on specific insights, themes, discussions and arguments.

As some of the required readings and many of the suggested readings are taken from well-known textbooks in the field, we advise you to purchase the following books (some of which are also required reading for the course War & Warfare in the Postmodern World):

- Paul D. Williams and Matt McDonald (eds), *Security Studies: An Introduction*, 3rd ed., London: Routledge, 2018.
- John Baylis, James Wirtz and Colin S. Gray (eds.), *Strategy in the Contemporary World*, 5th ed., Oxford: Oxford University Press, 2016, or later editions
- Carl von Clausewitz, *On War*, ed. & tr. Michael Howard and Peter Paret, Princeton, N.J.: Princeton University Press, 1978, or later editions, or other publishers of this volume by these same authors. A good (or better?) alternative is the edition translated by J. J. Graham and introduced by Jan Willem Honig, New York: Barnes & Noble, 2004. Or perhaps read it in the original German: <https://www.clausewitz.com/readings/VomKriege1832/TOC.htm?> Purchase of this book is not required but should occupy a prominent place in the bookshelves of every serious student of strategy.

EXAMINATION

The student will be assessed by 2 short take-home essay exams (weight 50% each). Each will consist of an answer to a single question, which you choose from 3 options. One question concerns security and the other concerns either strategy or the utility of military force. The answers consist of a 1000-word essay. The detailed essay assignments will be handed out separately.

Course: RESEARCH METHODS IN MILITARY STRATEGIC STUDIES

Course Director: prof dr. F.H. Baudet

Course Level: 500

DESCRIPTION

During the last few decades, the study of war has developed greatly. This is especially so with regard to research strategies. Systematic thinking about which research methods are the most appropriate for problem-driven research has evolved and the number of international journal articles and edited book publications on research methods in the military domain has been expanding considerably. This course involves a relevant selection from this burgeoning field.

The MSS course Research Methods focuses on critical thinking, fresh knowledge, and consistent study of primarily social science research methods in the specific military context. The term military-strategic studies is used here to delineate four main research areas: 1) war and conflict; 2) international security; 3) strategy; and 4) the military institution. These areas comprise numerous military and defence related topics for research and challenge the use of research methods in MSS.

The core of this course consists of an effort to link research methodology and methods to topics from these four yet broad areas. An example of the fourth area could be: the researcher's work for the military institution (subject being integrated into the research context) and whether/how such an engaged position affects the objective analysis of research data. Though the course focuses on research methods in the military domain, the lectures are in no way limited to the field of military strategic studies only. They have a much broader reach by involving multidisciplinary methods and perceptions. Research methods involve five core elements: 1) problem-setting and research philosophy; 2) research design and approaches; 3) the process of data collection; 4) coding and analysing the data; and 5) interpretation and evaluation of the results, involving broader aspects of relevancy. The course takes these as an inspiration.

The course starts with an exploration of critical thinking and innovative debates on research methods in military studies. This will be illustrated with various approaches in (for example) critical security studies and war studies. Such approaches regard research practices and methods as a means of intervention in international security and warfare but also the ultimate purpose for which such research is conducted, i.e., descriptive, exploratory and theory-testing. Lastly, the apparent disconnect between theory-driven academics and military practitioners will be examined and discussed.

As researchers hope to further knowledge in a given field, they invariably engage with other research: correcting it, expanding on it, contradicting it, refining it, etc. A key issue therefore is to identify emerging topics and productive approaches and to establish how one's own position relates to this. For this we have to turn to the existing literature.

Following this the course discusses quantitative and qualitative approaches in two series of three lectures. The first will be a lecture on the historical method that may involve both approaches but is primarily qualitative. The historical method assumes that it is possible to derive valuable and in fact truthful insight into past thought and actions. Given that most of our assumptions about the present are rooted in ideas that developed in or on the basis of an understanding of the past, some knowledge about its possibilities and limitations in strategic studies is necessary. Building on this, separate classes discuss case studies and process tracing. The quantitative approach is represented by lectures on quantitative desk research, network analysis and databases. Recent insights from quantitative research in the field of peace and conflict studies will be discussed, as well as the utility of large-N datasets compiled by the Correlates of War Project (COW), the Uppsala Conflict Data Program (UCDP), and the Armed Conflict Location & Event Data Project (ACLED). These and other datasets are increasingly being used for theory-testing, trend-analysis and forecasting in conflict research, as such improving our understanding of the causes, dynamics and consequences of violent conflict. These approaches tend to be preferred by scholars and policymakers that hope to gain foresight or even predict a certain development. As time is of the essence in strategy-making, this is a perfectly natural reflex. At the same time it is imperative to remember that correlations are not necessarily causations. An understanding of both qualitative and quantitative approaches is therefore advisable. This ties in with recent trends in military strategic studies where researchers increasingly turn to a combination of these methods, in a so-called mixed methods approach.

In the first hour of each session, the lecturers will provide introductions focusing on how specific methods can be handled and worked out in the practice of research. They discuss why specific methods might be used and offer concrete suggestions on how they have been (or should be) applied to their field. In the second hour of a session, the four permanent seminar groups get to work independently (without a supervising lecturer). To stimulate lively student participation, for each research method the groups will explore, through practical activities and discussions, how it can be implemented ... The third hour is a plenary response session, where individual students bring up questions and results that have emerged from the seminar groups. This will offer an opportunity to plenary discuss

methodological issues and to further exchange views and perhaps experiences with the fellow students and lecturers.

In sum, the course provides students with a synopsis of methods and methodologies in military strategic studies. Its curriculum identifies and analyses research questions and methods while distinguishing different research designs, approaches, and philosophies.

COURSE OBJECTIVES

This course is designed to provide thorough advanced education in the overall research process. It focusses on a number of available options for research methods and methodology in military-strategic studies. The main course objectives link to the development of competencies in research methods in MSS:

1	Equip students to advance their ability to identify the central research question and objectives in international academic publications. This implies: reviewing research problem-statements, research designs and approaches;
2	Enable students to analyse an author's main arguments (not just describe or summarise them) and assess the quality of such arguments in response to the central research question, the objectives and conclusions of publications (academic journal articles, books, research-based papers). This implies understanding data collection, analysis and interpretation, and being able to recognise and distinguish advanced (MA) research methods in strategic studies;
3	Endow students to become acquainted with interpreting and evaluating the use of specific methods and methodology in academic work and assessing the conclusions reached in such work. By evaluating how specific methods are used, students develop their statements on whether the research outputs are valid/plausible or not and discuss the potential implications. This implies: examining the research philosophies and foundations of strategic studies.
4	Finally, this results in the capacity to develop new research and explain how this might contribute to the developing body of knowledge.

COURSE OUTCOMES

These objectives intend to produce the following course outcomes:

1	Knowledge of how to conduct advanced (MA) research in military-strategic studies, by building the capacity to formulate a research problem, use adequate method(s) and exercise them. The course will implement this by supporting students to develop the necessary tools and instruments for collecting and analysing empirical data competently;
2	Ability to identify, recognise and scrutinise specific methods and methodology in military strategic studies. The course will implement this by advancing a thorough understanding of different research methods, the relations between such methods and the methodologies used in scholarly military research.
3	Insights gained into research philosophy and the philosophical foundations of academic literature. The course will implement this by developing a distinguished set of research skills to increase the understanding of underlying assumptions, philosophies and theories in support of an evaluation of specific methods and methodology in MSS.

Based on these course objectives and course outcomes, various opportunities will be provided to develop learning outcomes (see below) and transferable research skills in the field of military sciences.

MAIN LEARNING OUTCOMES AND TRANSFERABLE SKILLS

- Able to: analyse and review research problem-statements, research designs and approaches; understand data collection, analysis and interpretation; select advanced (MA) research methods in military-strategic studies;
- Skilled to: analyse, review and discuss research publications (academic journal articles, books, research-based papers); assess research philosophy and philosophical foundations military-strategic studies;
- Acquainted with: evaluate specific methods and methodology in military-strategic studies
Also, specific transferable skills are relevant and helpful for career changes and much broader across various areas of life.

The skills this course enhances are:

- Ability to unravel multifaceted problems and find adequate approaches;
- Capacity to identify appropriate research methods to respond to complex problems, explanations and solutions.

EDUCATIONAL FORMAT

The course will be given at an academic level of 500 and is 5 EC. The course consists of 8 three-hour sessions. Attendance at all sessions is compulsory.

Interactive pedagogical-didactical model: The model covers peer review and ongoing-formative assessment, and involves concrete exercises during each session, the writing of papers, and the delivery of presentations.

The meetings are structured as follows. In the first hour of each session, the lecturers expose specific research methods and present key points and their own practical experiences when using such methods. In the second hour, four permanent seminar groups work in different rooms. This work involves an exercise on the specific method; and the individual collection of crucial issues and questions that emerge.

The third hour is a response session, where the four seminar groups join in a plenary with the lecturer and course coordinator. Individual students bring up questions and observations for in-depth exchange that have appeared from the lecture and the seminar groups. This model highly facilitates the required learning outcomes and skill training.

Seminar groups: The four seminar groups do not have a supervising lecturer. On the contrary, it is part of the pedagogical-didactic concept of this course that the groups run independently and organise the work by themselves: One from the seminar group will be asked to coordinate the work during each session (exercises, discussions). Coordination may rotate per session. The results of the seminars may be addressed in the plenary in the third hour. This may require preparing a brief presentation.

COURSE OUTLINE

WEEK 1	Critical research methods/strategies and military-strategic studies: The alleged disconnect between academics and military practitioners
WEEK 2	Conducting a literature review
WEEK 3	Historical Methods and Military Approaches: Source Criticism, Battlefield Research and Memoirs

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WEEK 4	Case Studies and Comparative Methods in the Military Context
WEEK 5	Process Tracing, Causality & Causal Inference
WEEK 6	Quantitative Approaches
WEEK 7	Game Theory and Network Analysis: Warfare Modelling, Network Data, and Military Operations
WEEK 8	Quantitative Research & Conflict Data
WEEK 9	No class scheduled; students are invited to work on their assignment.
WEEK 10	No class scheduled; students are invited to work on their assignment. Course coordinator is available for questions. Make an appointment.

STUDY MATERIAL

REQUIRED READINGS: Required and recommended literature is mentioned below (see under Course Outline) and will be made accessible on the course website. One or more readings per session explain a specific method, whereas the other readings apply such a method. Both types of readings complement each other, as the sessions will show.

HIGHLY RECOMMENDED READINGS: Four books will be frequently referred to throughout the course as highly recommendable. However, students are not required to purchase them: some chapters from these books, or limited parts, will be made available under the standard rules for the use of copyrighted material.

- Delphine Deschaux-Dutard, (ed.) (2020), *Research Methods in Defence Studies: A Multidisciplinary Overview*. Abingdon, Oxon, Routledge, 242p. (available as EBook)
- Christopher K. Lamont, and Mieczyslaw M. Boduszynski (2020), *Research Methods in Politics and International Relations*, London, Sage Publ. (available as EBook)
- Joseph Soeters, Patricia M. Shields and Sebastiaan Rietjens (eds.) (2014), *Routledge Handbook of Research Methods in Military Studies*. London/New York: Routledge (336p., SOFTCOVER)

- Jonathon W. Moses, and Torbjørn L. Knutsen [2007] (2012) *Ways of Knowing: Competing Methodologies in Social and Political Research*, 2nd ed., London: Palgrave MacMillan (348p.)

EXAMINATION

The Research Methods course will be assessed on the basis of a literature review in which you analyse the current state of affairs in military strategic studies in terms of methodology. You are required to

- select a topic from one of the two previous core courses, i.e., *War and warfare in the Post-modern World* and *Contemporary Security and Strategy*;
- search additional literature – ranging between 100 and 120 pages – on this topic;
- position (compare, contrast) this new literature vis-à-vis your chosen topic's compulsory literature.

The paper will be assessed on the basis of the following set of criteria (here in an abbreviated form, detailed in the Course Guide):

- (1) identify the dominant philosophical approach (realist, constructivist, and the like) to the topic, and discuss the presence and validity of the research method;
- (2) analyse the quality of the arguments. Do the arguments bring forth the conclusions, or do you consider the latter unlinked, and how?;
- (3) interpret and evaluate the methodological relevance of the articles/chapters under review (regarding the above points 1 and 2). Evaluation involves consideration of alternative methods;
- 4) your writing skills: quality and style, including proper referencing

The paper will comprise of 3200 words maximum and will earn you 100% of the final grade.

Resit:

If the paper is not turned in in time you can submit it at the resit. If the paper fails to meet the assessment criteria and was deemed “insufficient”, the resit implies not a 'rewriting' of the earlier submitted paper but re-doing the assignment as a whole.

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

Course Director: BGen Dr. AJH Bouwmeester

Course Level: 400

DESCRIPTION

In a broad sense, this foundation course will address the application of military force to achieve strategic ends in a variety of conflict types. It will explore the conduct of operations in all operational domains – land, sea, air, space and cyber – as well as in the information environment and in joint cohesion in recent history to constitute doctrine. The strategic settings are coercion & conventional warfare, insurgency & counterinsurgency, and peace operations. These have been the dominant contexts for employment of European and US militaries during the past decades. The lectures will cover strategic theories, academic debates and doctrines pertaining to those contexts, including political perspectives and doctrinal developments.

Combined the series of lectures will offer insight into the complexity of the operational and strategic contexts in which Western armed forces have had to operate, an evolution which includes the rise of violent non-state actors and increasing media and legal scrutiny. The course gives students an understanding of military campaigns and operations with a particular focus on the post-Cold War period and the evolution of the so-called Western Way of War. It equips students to engage critically with scholarly debate about the conduct and nature of contemporary warfare, and it develops their understanding of the contexts in which modern military operations have taken place. The course also offers students the opportunity to engage with the most pertinent strategic issues in international relations in the twenty-first century, considered from a military perspective, and acquire an in-depth knowledge of the application of military force in contemporary global affairs. In particular it will foster understanding of the challenges Western military organizations face in their attempt to translate political aims into tangible results.

OBJECTIVES

At the end of the course, students are able to:

1	identify the major trends in the conduct of military operations in the past decades till present day and articulate the fundamentals of the major operational theories;
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2	articulate the relationship between strategy, operations and tactics.
3	analyse the conduct of recent military operations in all domains and explain the causes for the military and political outcomes of campaigns.
4	explain the evolution of the contemporary Western Way of War as the interplay of technological, geopolitical, theory developments and experiences, and the impact of changes in the societal and operational environment.
5	explain the utility, strategic approaches and limits of the use of force in the dominant strategic contexts of the post-Cold War era.

EDUCATIONAL FORMAT

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

COURSE OUTLINE

War & Warfare in the Postmodern World		
Week 1	Strategic Studies, War & Strategy	Bouwmeester
Week 2	Coercion, Air- & Space Power	Hoeben
Week 3	Land & Information Warfare	Bouwmeester / Pijpers
week 4	Maritime Warfare	Warnar
Week 5	Post-Modern Conventional Warfare: Desert Storm and its legacy	Bouwmeester
Week 6	Humanitarian Intervention: from Bosnia to Libya	Sellmeijer
Week 7	Irregular Warfare: COIN in Iraq & Afghanistan	v/d Vorm
Week 8	Stabilization & State-building: NATO in Afghanistan	v/d Vorm
Week 9	Images of current warfare: from hybrid to Ukraine and Gaza	Bouwmeester
Week 10	Exam	

STUDY MATERIAL

The lectures are structured around a number of text books and selected articles which can be accessed through the NLDA library website, as well as book chapters and studies that will be made available through moodle or, alternatively, that can be downloaded from websites.

You are expected to purchase the following books:

1. John Baylis, James Wirtz and Colin S. Gray (eds.), *Strategy in the Contemporary World*, Oxford: Oxford University Press, 2010 or later editions, preferably the 5th edition, 2016, or later editions.
2. David Jordan et al (eds), *Understanding Modern Warfare*, Cambridge: Cambridge University Press, preferable the 2016 edition or later

EXAMINATION

The formulated course objectives will be evaluated by a final three-hour exam with essay questions (90%) which will test his/her understanding of the course as a whole. A point paper presentation during the course counts for 10%.

Course: WAR, DEFENCE AND SOCIETY

Course Director: Dr. J.E. Noll

Course Level: 400

DESCRIPTION

What is, in a democracy, the relation between society and armed forces, and how do we deal with the use of military force as a political instrument? This is the central question in the course “War, Defence, and Society”.

As its title says, the course has three main components:

- War: the use of force in the sense of armed conflict between states, societies, groups that is abhorrent to most but sometimes inevitable or even necessary.
- Defence: the ability, the institutional structure as well as the means to protect society against aggression.
- Society: a large social group sharing the same spatial or social territory, typically subject to the same political authority and dominant cultural expectations.

The course deals with the coming about of security and defence policy, and the factors that inform it: politics, law, morality, armed forces, defence intellectuals, media, and technology. We will discuss the military as a political instrument, the role of EU and NATO in decision-making as well as defence-planning. As security and defence policy may consider the use of force, we will discuss moral and legal considerations that informed the just war doctrine or the law of armed conflict. We will discuss the role of strategic culture in policy development and decisions regarding military deployment and national defence. What is a militaristic or non-militaristic society? And, related to this, under what conditions can we speak of total defence, with or without total war, whole-of -society/government and related concepts? How does academic, strategic, and public debate influence security and defence policy? In this era of fake news and information warfare, we must investigate the role of the media and the use of images of war and the war of images. Finally, what influences political and military decision-making regarding the use of force?

The course is divided in two parts. The first part deals roughly with the theoretical basis for further research into the question how we deal with the use of force as a political instrument. Subjects such as ethical and legal considerations, strategic cultures and total war and defence will be presented. In the second part, the application of theoretical notions will be presented and practiced in relation to the role of the media, as well as the coming about of security and defence policies within the framework of NATO, the EU and the Netherlands as a separate case. Classes will take the form of a seminar.

Apart from political considerations, the use of force is subject to ethical and legal considerations as well in order to get support in the body politic. The application of the just war tradition and internationally accepted rules provide ample illustrations of this need for justification. Apparently, the use of force needs to be legitimized. The ethical perspective tries to establish where the just war theory (*ius ad bellum* and *ius in bello*) relates to conventional warfare whereas *ius post bellum* and *ius ad vim* (deployments short of war) relate to irregular warfare. The legal perspective takes legal considerations on war, as they are embedded in international law and the law of armed conflict, as its point of departure.

Decisions to deploy military force are informed by the strategic culture in a body politic. Strategic culture is used in theory as a context that helps to explain the specific strategic decisions of governments. As such, it needs to be included in our endeavour to find out how we deal with the use of military force. In this course we will discuss the strategic cultures of different countries that will be compared in order to assess the impact of strategic culture on policy choices in relation to the use of force.

In the second half of the course we will try and get a better grasp of the application in current issues of the theoretic approaches we encountered during the first half of the course. The first debate will focus on the decision making process: who decides what when and under which circumstances? The second debate will concentrate on the impact of (social) media and the decision to use force. Finally, at the end of the course we attempt to answer the question we posed at the beginning: What is, in a democracy, the relation between society and armed forces, and how do we deal with the use of military force as a political instrument? In week 8 we will commit ourselves to analysing the security and defence policies of NATO and EU. We will look at and compare the decision-making procedures of these two international organisations. Finally, we will take the case of the Netherlands for analysing its security and defence policy and look at the practical side (either guest speakers or excursion).

OBJECTIVES

At the end of the course, students are able to:

1	understand the contemporary interplay and impact of the relationship between war, (national) defence and society.
2	evaluate the most important contemporary perspectives concerning the interplay and impact of the relationship between war, defence and society.
3	Understand ethical and legal considerations pertaining to the use of force
4	Understand the impact of the nature of civil - military relations on the control and employment of the military.
5	Explain the impact of modern media on societal and political debates concerning the use of force.
6	Assess contemporary ethical and legal debates concerning the use of force.

EDUCATIONAL FORMAT

The course consists of 7 themes that will be discussed in 9 teaching sessions. Attendance in the teaching sessions is compulsory as required by the TER.

COURSE OUTLINE

WEEK 1	Civil-military relations: controlling the military
WEEK 2	Ethical considerations and war: just war theory
WEEK 3	Legal considerations and war: international law on the use of force
WEEK 4	Total defence
WEEK 5	Strategic cultures compared
WEEK 6	Who decides?

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WEEK 7	War and social media
WEEK 8	NATO and EU security and defence policy
WEEK 9	Security and defence policy: the case of the Netherlands – guest speaker and/or excursion
WEEK 10	Assessment

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 student will be assessed by a final exam with essay questions, which will make up 100% of the total assessment for the course. The answers consist of a 2.500-word essay on topics directly related to the themes and debates we covered during classes. The assessment will be based upon the required literature of the course as well as the content of the lessons presented and discussed in the PowerPoints. The detailed essay assignment will be handed out separately. With the assignment, we hope to find out whether the student meets the course-objectives as formulated above. We look forward to a critical and problem-solving analysis and independent and original answers to problems raised. The resit provides the opportunity to take a second chance at doing the original assignment.

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, irregular 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, irregular warfare, 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 courses of the war studies track are listed below:

Course: DETERRENCE & COERCIVE DIPLOMACY

Course Director: (Cdre rtd) Prof. Dr. F. Osinga

Course Level: 500

DESCRIPTION

This course will examine deterrence and coercive diplomacy: the use of instruments of statecraft for the strategic purpose of coercing – deterring or compelling – an opponent, and for containment of security risks. Coercion, in short, involves influencing the behavior of an opponent without resorting to full scale war, or as Schelling puts it, brute force. Coercion Theory generally distinguishes deterrence and compellence as two distinct yet related concepts. Understanding coercive diplomacy therefore requires knowledge of both.

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. Particularly in the past two decades the West has frequently initiated coercive actions, often with mixed success and/or with unanticipated results. In contrast to the Cold War context which spawned the first two waves of coercion theory, the immediate post-Cold War period saw efforts to apply insights from the Cold War era for very different purposes: peace operations such as NATO's operations in the Balkan. In the wake of the terrorist attacks of 9/11 authors have explored to what extent coercion theories can be applied effectively to inform and/or explain counter-terrorism strategies. The Russian annexation of the Crimea in 2014, the ongoing war in Ukraine and the aggressive Russian policy towards NATO have reawakened the West to the continuing relevance – and the complexity - of conventional and nuclear deterrence.

Experiences during past three decades 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, especially in coalition settings. They also indicate that deterrence often failed requiring a subsequent compellent strategy.

This course will explore those political and military dynamics from a theoretical perspective and subsequently critically analyze recent cases of coercive diplomacy. An integral part of contemporary coercive diplomacy are 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 are able to:

1	explain the theoretical parameters at the political and military strategic level that influence the effectiveness of coercive strategies
2	analyse contemporary political interstate conflicts from the perspective of the literature on coercive diplomacy
3	appraise 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.

EDUCATIONAL FORMAT

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

Wk 1	Theoretical foundation part: Fundamentals of Coercion Theory
Wk 2	Case study Bosnia
Wk 3	Case Study Iraq 1991-2003
Wk 4	Economic Sanctions (by Dr. Francesco Giumelli)
Wk 5	Case Study Libya 1986-2011
Wk 6	Ultimata & Brinkmanship (Dr Tim Sweijs)
Wk 7	Nuclear coercion (by Dr. Paul van Hooft)
Wk 8	Non-Western Deterrence Concept: Russia, (by Dr. Dima Adamsky)
Wk 9	Deterring Russia & China: roundtable discussion
Wk 10	No lecture: time to work on your essay
D + 9	Final date for paper hand-in

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. All articles that are required reading for lectures as well as most suggested reading articles can be found on the electronic journals pages of the NLDA library website. You are expected to download those articles yourself.

The following books and reports are useful to obtain for further study (if still available). Relevant chapters will be made available for specific lectures:

- Daniel Byman and Matthew Waxman, *The Dynamics of Coercion*, Cambridge University Press, Cambridge, 2002.
- Peter Viggo Jakobsen, *Western Use of Coercive Diplomacy After the Cold War*, MacMillan, London, 1998
- T.V. Paul, Patrick Morgan and James Wirtz, *Complex Deterrence, Strategy in the Global Age*, Chicago University Press, Chicago, 2009.
- Andres Wenger, Alex Wilner, *Deterring Terrorism*, Stanford University Press, Stanford, 2012.
- Peter Krause (eds), *Coercion, the power to hurt in international politics*, Oxford University Press, Oxford, 2018

EXAMINATION

The course is given at Leids level 500. While not contributing to the final grade, course requirements will – of course- consist of active participation in the seminar discussions and taking the lead of a portion of the discussion of one week's readings. This will be based on one or more point papers, which, combined, will make up 20% of the final grade. Prior to the course a list will be provided which assigns specific articles to specific students. The point papers form an integral part of the lectures. If you are unable for whatever reason to produce a point paper for a specific lecture, you need to 'trade' your assignment with a fellow student.

While not a graded element of the course, the course will include 1 group assignment in which 3-5 students will be tasked to focus on one particular aspect of the deterrence challenge the West is facing currently vis a vis Russia.

Finally, students will complete a research paper (80%). Armed with a theoretical framework, each student will develop a research paper of 3000-4000 words (excluding footnotes, bibliography)

concerning a case study or a critical examination of elements within the literature on coercion theory. The course faculty may help out with the initial search for relevant literature, but students are expected to contribute to the research on coercive diplomacy by finding and using relevant original material. Students can suggest a case study to the course director.

Course: IRREGULAR WARFARE

Course Director: Prof. Dr. M. Kitzen

Course level: 500

DESCRIPTION

Irregular warfare remains elusive and not particularly well understood in the armed forces despite decades' worth of experiences. Nor have politicians demonstrated a good grasp of the vicious dynamics at work in this type 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 Western armed forces for instance experienced during the first two decades of the 21st century in Iraq and Afghanistan.

The course consists of nine seminars divided into three conceptual groupings: theory, actors, and practice. The first group of seminars looks theoretically at the logic of violence in irregular warfare and delves into the conceptual background of irregular warfare by studying how both irregular actors (I) and regular armies (II) seek to fight irregular wars. We will analyse the evolution of these 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 irregular warfare. We will, therefore, first explore the societal landscape that constitutes the theatre of this kind of warfare and consequently discuss the organization and typical challenges encountered by both irregular actors and regular armed forces.

The third and last group of seminars looks at the practical reality of irregular warfare and builds forward on the previous groups. First the analytical tools obtained thus far will be employed to better understand some of the formative experiences in 20th century irregular warfare. Subsequently, the wars in Iraq and Afghanistan as part of the Global War on Terror will be scrutinized. The concluding seminar will provide a strategic outlook for the near future by analysing how irregular warfare now has become embedded in concepts like hybrid warfare and strategic competition.

OBJECTIVES

At the end of the course, students are able to:

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1	Explain the theoretical background of irregular warfare and explain the fundamentals and background of contemporary concepts of this type of warfare.
2	Analyse all involved actors, their organization and their role in the conduct of irregular warfare.
3	Evaluate the practical reality of irregular warfare –aided by the obtained understanding of theory and actors- in order to explain (successful) practices and outcomes and sketch an outlook for such conflicts.

EDUCATIONAL FORMAT

The course consists of 3 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: Theories and concepts of irregular warfare I.
WEEK 3	Baseline understanding 3: Theories and concepts of irregular warfare II.
WEEK 4	Actor analysis 1: The societal landscape.
WEEK 5	Actor analysis 2: Irregulars.
WEEK 6	Actor analysis 3: Regular forces in irregular war.
WEEK 7	Practical Reality 1: Formative experiences.
WEEK 8	Practical Reality 2: The Global War on Terror.
WEEK 9	Practical Reality 3: Hybrid Warfare and Strategic Competition.
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, max 4500 words (70%);
- an accompanying problem statement, max 1000 words (10%);
- and a presentation (20%).

Re-examinations

If a student fails to pass one or more assessment elements, a corrected version of the original work needs to be re-submitted before the end of the next examination period. In case students opt not to submit the problem statement or research paper on the given deadline, this is considered a fail. The assignment then is treated as a re-examination which should be submitted before the end of the next examination period. Please note that as a consequence of the design of the course it is not an option to skip the presentation during the original period.

Course: THE FUTURE OF WAR

Course Director: Dr. Tim Sweijs

Course Level: 500

DESCRIPTION

This course is about the future of war. At a time when many longstanding assumptions about international security and contemporary conflict are disintegrating rapidly, it is more important than ever to consider the evolution of humankind's motives and capabilities for organised violence. In the decades to come, how will wars be fought, and for what reasons? Where is conflict most likely to occur, and why? Who will be the primary combatants, and how will technological innovation change the essence of war-fighting? How should states and populations prepare for this future conflict landscape?

These questions are not new. A long history of predictions about future war and warfare is evident within military establishments and popular culture, a testament to an inherent fascination with the future as well as an enduring belief in 'forewarned is forearmed'. This practice has only intensified as the destructive potential of modern warfare has advanced exponentially; today, a lack of adequate foresight may lead to death and devastation on a previously unimaginable scale. Yet the often erroneous conclusions of predictive efforts do not bode well for our attempts to divine a trajectory for contemporary warfare. New approaches are necessary.

In this course, we will embark upon a wide-ranging and multidisciplinary investigation into the character of war in the 21st century. Drawing upon the breadth of research within the War Studies discipline, we will reflect on the ontological and epistemological assumptions underlying the study of future war, examine key strategic and technological innovations driving the evolution of war and warfare, and explore the political and social foundations of future conflict scenarios. We will evaluate the potential for new types of conflict actors and battlefields, and the possible effects of environmental catastrophe. In the end, we will consider whether any model or methodology can predict the future of war – and the implications of this very human failure to anticipate our capacity for violence.

The following books and reports are useful to obtain for further study:

Lawrence Freedman, *The Future of War: A History* (PublicAffairs, 2017).

Tim Sweijs & Jeffrey H. Michaels (eds.), *Beyond Ukraine: Debating the Future of War* (Hurst: 2024)

OBJECTIVES

The goals of the course are to provide advanced (graduate level and beyond) students both with new knowledge and skills. These include:

1.	knowledge of contemporary debates about the present and the future of war and warfare including its frequency, its geographical manifestation, and its character.
2.	understanding of the most important ontological, epistemological and methodological questions involved in future war studies.
3.	understanding of the different roles ascribed to political, economic, social, technological factors in shaping the future of war and warfare.
4.	awareness of the range of psychological, sociological and professional factors that shape our perceptions of the present and the future.
5.	the ability to critically reflect on the role of future war studies and its use and utility in defence and security planning.
6.	the ability to apply the insights gained over the course through critical engagement with scholarly, professional and popular discussions about the future of war.
7.	the ability to apply insights gained over the course through their application in a foresight exercise about the future of war.

EDUCATIONAL FORMAT

The course will consist of nine three-hour teaching sessions and the final assignment.

COURSE OUTLINE

Tabel 1

WEEK 1	Anticipating the Future of War: - Course introduction - The perils of prediction Myths and methods
WEEK 2	The Character of War and Warfare: - What is war in the 21st century? - Current conflict trends: The case for optimism/pessimism
WEEK 3	Substate Ecosystems of Violence - Non state actors and war
WEEK 4	War and Political Order - Great powers and global order
WEEK 5	Technology and War - Technological innovation and the evolution of war - Tools, technologies and future war - The role of discontinuity in the evolution of war

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WEEK 6	The Future of Primordial Violence - Why will we fight? Causes of conflict, reasons for war
WEEK 7	Future Scripts: - The Role of Decisionmakers and Images of War
WEEK 8	The New Geography of War - The future battle space - Space and space warfare - AI and the future of war
WEEK 9	Thinking the Unthinkable - Apocalyptic war - The use and utility of worse case scenarios
WEEK 10	- No Class _ Work on Final Assignment

STUDY MATERIAL

The syllabus contains both required, recommended and additional readings. Articles that are required reading for lectures can be found on the electronic journal pages of the NLDA library website or online.

EXAMINATION

Assessment is based on an foresight exercise assignment to be submitted by each student individually. In the foresight exercise students will prepare a foresight report on a theme that is pertinent to future armed conflict. The assignment will be handed in as a 20 slide Power Point presentation with more elaborate details in a referenced Office Document of between 1,000-3,000 words in length (footnotes are not included in word count). Students are expected to start thinking about the content at the beginning of the course and to start working on it from week 1 onwards. Throughout the course we will allot time to discuss potential challenges students encounter and any questions that they raise. In case of a re-examination the student may either improve the first assignment or submit work on a new topic.

Course: INTERNATIONAL LAW OF MILITARY OPERATIONS

Course Director: Prof. dr. M.C. Zwanenburg Course Level: 500

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, and counter insurgency and counter piracy operations. In this context both the requisite legal bases for conducting military operations outside national territory (UN mandates, self-defence, 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, space law, the law of international responsibility and international criminal law. Hybrid areas of international law, domestic law and policy, such as rules of engagement 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 are able to:

1	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 understand the main areas of agreement and dissension regarding their application.
2	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 understand how said regimes relate to each other and the principal methods of interpreting them and resolving conflicts which may arise in their application.
3	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 regime
4	understand how accountability and responsibility for violations of the applicable law apply to participating States, international organizations, armed groups and individuals.
5	Apply different areas of law in a coherent and creative fashion and resolve conflicts between obligations arising from different legal sub-disciplines.
6	Analyse a realistic scenario using the legal basis and legal regimes identified.
7	Determine which application of legal bases and legal regimes is most suited to a particular situation in a realistic scenario
8	Independently weigh and evaluate alternative solutions and provide a well-grounded and considered opinion on which solution is most in conformity with the law, taking all relevant sources and interpretation methods into account.

EDUCATIONAL FORMAT

The course consists of ten interactive lectures in which the material will be presented, analysed and discussed. The fifth lecture will be devoted to discussing an example of a paper based on a scenario, to obtain a better understanding of what is expected for the final papers.

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COURSE OUTLINE

WEEK 1	Concept, History and Function of ILMO and its relationship to other Legal Sub-disciplines. Introduction to Public International Law (I): Nature and Function of International Law, Sources of Legal Obligation and Participants in the Legal System.
WEEK 2	Introduction to International Law (2): The State and its Competence, Territory, International Sea and Airspace, Jurisdiction & Immunities, International Responsibility for Breaches of International Law and Settlement of Disputes.
WEEK 3	Legal Bases: The UN Collective Security System: Enforcement, Peace Enforcement and Peace Operations and Command & Control.
WEEK 4	Legal Bases outside the UN Collective Security System: The Right of Self-Defence: Self-Defence Operations, Rescue of Nationals, Humanitarian Intervention and Consent.
WEEK 5	Discussion on example of final paper.
WEEK 6	Legal Regimes: International Humanitarian Law, International Human Rights Law and the Normative Paradigms of Hostilities and of Law Enforcement.
WEEK 7	Legal Regimes: Targeting, Targeted Killing and the use of UAV's for Conducting Strikes.
WEEK 8	Legal Aspects of Maritime, Air and Cyber Operations and Military Operations in/concerning Space
WEEK 9	Rules of Engagement, Force Protection, Unit Self-Defence and Personal Self-Defence.
WEEK 10	Responsibility of States, International Organizations and Individuals under International Law.

STUDY MATERIAL

The compulsory literature consists of the student (paperback) edition of *The Handbook of the International Law of Military Operations 2nd Edition* (Terry D. Gill and Dieter Fleck eds.), Oxford University Press (2017), 743 pp; ISBN 978-0-19-874462-7. For Weeks 1 and 2 it is recommended to study an introductory textbook in Public International Law.

EXAMINATION

The participants will be assessed by means of a take-home examination. Two scenarios will be provided, with four questions relating to each scenario. In each scenario, the student is given the role of a legal advisor who must provide advice to a military or political leader by providing answers to the four questions. For each of these two scenarios, the student will write a paper in which the four questions are addressed in the form of advice to the military or political leader.

Each paper will consist of 2400-3000 words. Each of the two papers counts for 50% of the final result. Each paper will be assessed separately, and forms one component of the examination. This means that if only one of the two papers receives a passing mark, no resit is necessary for that paper. The papers must be submitted before the deadline, which is nine days after the last Friday of the ten-week course, at one minute to midnight.

For the re-sit, two new scenarios with each four questions will be provided. Students who wish to take the re-sit should inform the course coordinator as soon as possible and must register in Osiris. The deadline for submitting the resit for the first essay is the day of the eighth lecture in the course, at 23:59. The deadline for the resit of the second essay is the date set for the re-sit examinations in the academic calendar, at 23:59.

INTELLIGENCE & SECURITY TRACK

The Intelligence & Security track is designed to explore the complexities and difficulties in regards of the use of intelligence in as well as outside war and conflict. 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 organization of intelligence in the Western World as well as in several non-western countries such as China and Russia and the use of intelligence in conventional and unconventional warfare.

The Intelligence & Security track will provide a thorough understanding of the contributing role of intelligence within the realm of national and international security, including military missions. The main aim is to provide students with a sound understanding on how and which intelligence is collected and analysed, and how it contributes to (national) decision making. To that end, the track courses examine the structure, workings and oversight of intelligence agencies , the cases of intelligence success and intelligence failure, the characteristics of international intelligence cooperation as well as the future use of intelligence, including its challenges.

This track consists of four courses which are listed below:

Course: INTELLIGENCE ORGANIZATIONS AND THEIR CULTURES

Course Director: Prof. dr. ir S.J.H. Rietjens

Course Level: 500

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 are able to:

1	Reflect on the functions of working methods of intelligence organisations
2	Reflect on the great diversity of (national) intelligence cultures and the embeddedness of these in broader strategic and political national cultures

EDUCATIONAL FORMAT

The course consists of 9 three-hour seminars.

COURSE OUTLINE

WEEK 1	Introduction
WEEK 2	The Intelligence collection disciplines
WEEK 3	Counterintelligence
WEEK 4	Covert Action
WEEK 5	Cultures of intelligence and secrecy: defence organizations
WEEK 6	Cultures of intelligence and secrecy: USA
WEEK 7	Cultures of intelligence and secrecy: Europe
WEEK 8	Cultures of intelligence and secrecy: China
WEEK 9	Cultures of intelligence and secrecy: Russia and Israel

STUDY MATERIAL

A collection of academic articles and textbook chapters will be used. 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 take-home exam and a presentation. The exam will count for 80% of the final grade and the presentation will contribute for the remaining 20%

Course: INTELLIGENCE AND ITS ENVIRONMENT

Course Director: Dr. P. de Werd

Course Level: 500

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. For example, how does intelligence - as information and/or knowledge - relate to other forms of knowledge in academia, politics, or news and social media?

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. Many threats and opportunities with which intelligence services are confronted nowadays - and expectedly in the future - are increasingly

difficult to characterize as inductively solvable puzzles. It is more accurate to think of them as mysteries, complexities, or wicked problems that cannot be solved immediately and have to be approached abductively. In addition, 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 fulfil 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 are able to:

1	explain the historical, cultural and political embeddedness of intelligence organizations in their environments
2	analyse the (lack of) impact of intelligence on decision-making processes and on larger societal developments
3	evaluate the functions of intelligence in the broader society and the interplay between intelligence organizations and society at large
4	reflect on the contingency between intelligence organizations and their task and value environments

EDUCATIONAL FORMAT

The course consists of 9 three-hour seminars.

COURSE OUTLINE

WEEK 1	Intelligence in a complex environment
WEEK 2	Reviewing debate in intelligence studies

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WEEK 3	Sensing and interacting with the environment
WEEK 4	Intelligence transformation: past and future (lecture is combined with IOC)
WEEK 5	Intelligence and its consumers
WEEK 6	Intelligence analysis, intelligence failures and intelligence costs
WEEK 7	Intelligence and law: more special powers and more oversight
WEEK 8	(Trans)national oversight and accountability
WEEK 9	Ethics in intelligence
WEEK 10	Research paper due

STUDY MATERIAL

A collection of academic articles and textbook 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 (in the form of an argumentative essay, with a volume of approximately 3,700 words), counting for 70% of the course grade, and two assignments of 800 words each, comprising 2 x 15% of the overall grade. In case of a re-examination, the initial paper or 800 word assignment can be reviewed and resubmitted.

Course: INTERNATIONAL INTELLIGENCE COOPERATION

Course Director: Dr. T.W. Brocades Zaalberg

Course Level: 500

DESCRIPTION

Of all the work of intelligence services, international cooperation has long been amongst the most secretive activities. Some details about operations, methods and intelligence alliances have nevertheless leaked in recent decades. In particular, the breadth and depth of international cooperation has been demonstrated by the so-called UKUSA arrangement and the 'Five Eyes'. This alliance came about in the immediate aftermath of the Second World War and allowed the United States, the United Kingdom, Canada, Australia and New Zealand to divide the globe amongst themselves for interception purposes.

Despite a recent surge of scholarly and media attention, the many handbooks on intelligence still treat international intelligence cooperation (IIC) rather summarily. Until quite recently, little more could be found on the topic than gratuitous remark that the exchange is normally done on a bilateral 'quid pro quo' basis, that there are no friends but only partners in intelligence and that the 'Fives Eyes' alliance is the holy grail of institutionalized IIC.

In this course, we examine the various forms, functions, drivers and pitfalls of international intelligence co-operation in different bilateral and multilateral settings and at different levels of institutionalization. What challenges have there been to establishing an integrated structure for intelligence collaboration in NATO and what recent past plans have been drawn up for alliance intelligence reform? How have United Nations peace operations moved from radically intelligence-adverse to embracing operational peacekeeping intelligence during missions such as in Mali? The EU is another international organization which until recent times knew little intelligence cooperation, but has moved rapidly from establishing a small Joint Situation Centre to developing increasing intelligence capabilities that is known as the EU Intelligence Analysis Centre. However, many more secretive 'clubs' and communities exist, some of which have been exposed only very recently. The drivers and functions of increased exposure of intelligence cooperation, partly intentionally as for instance in the case of the war in Ukraine, will also be discussed in the course.

However, as most forms of international collaboration are obviously still hidden from public view, a major question concerns the ethical and judicial aspects of such arrangements. Are there any

guarantees that the nations with which collaboration takes, for instance in counter-terrorism, place respect human rights to the same degree as the major western countries? Will there ever be effective instruments for international oversight like those at the national level?

OBJECTIVES

At the end of the course, students are able to:

1	evaluate the forms, functions, drivers and pitfalls of international intelligence co-operation.
2	evaluate the functionality of intelligence co-operation and the desirability and possibility to enhance international collaboration in this domain.

EDUCATIONAL FORMAT

The course consists of 9 three-hour seminars.

COURSE OUTLINE

WEEK 1	Introduction: mapping international intelligence cooperation (IIC)
WEEK 2	The historical angle: the ‘Five Eyes’ and beyond
WEEK 3	NATO intelligence cooperation
WEEK 4	Intelligence cooperation in the European Union
WEEK 5	Intelligence during UN Peacekeeping
WEEK 6	Smaller intelligence ‘clubs’ and communities
WEEK 7	Conditions for success
WEEK 8	Ethics and oversight (includes in-class assignment)
WEEK 9	Roundup: the functions, drivers, pitfalls and opportunities of IIC
WEEK 10	Feedback on introductions to academic papers

STUDY MATERIAL

A collection of academic articles and textbook 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 course will be graded by means of an academic paper on international intelligence cooperation with a maximum of 3500 words (80%) and a presentation discussing academic literature (20%). Resit will be in the form of an adapted paper.

Presentations:

Students are required to give a 15-minute presentation on the literature that is part of the compulsory reading material of a given week. In this presentation – preferably aided by PowerPoint – the student will give his or her analysis of the literature’s content and position within academic discussions. They are encouraged to include personal experiences (when relevant). The other students are invited to discuss the analysis of the presenter, who will may add at least one proposition as a basis for further discussion. Students are expected to take actively part in discussions.

Research paper:

Students are required to write a research essay on a subject relating to the course. This essay may deal with any aspect of the subjects under discussion. It should however be based on verifiable, i.e. open sources. The volume of the paper is maximum 3500 words. Papers will be judged primarily by the rigor of their analysis. It is understood this analysis is presented in the proper academic form.

Course: DATA AND TECHNOLOGY IN INTELLIGENCE [DATI]

Course Director: Prof. dr. ir. R. Lindelauf

Course Level: 500

DESCRIPTION

The digitization of our society provides the intelligence community (IC) with new opportunities to uncover information, insights, and hidden patterns on an increasing scale. Intelligence professionals need timely and accurate information to safeguard (inter)national security in a complex and rapidly changing environment. Current developments show the utility of data scientific and AI algorithms in all sorts of domains relevant to the IC, ranging from speech recognition in noisy environments, automated methods to forecast and detect cyberattacks, computer generated sentiment analysis using social media, deep-fake detection, socio-cultural modelling, or computational models of terror groups, to name just a few. The structural integration of these new technologies within the IC is relatively new and requires a paradigm shift. In addition to acquiring the right technology a lot of other different factors come into play; think of obtaining the right mix of human capital (data scientists, data engineers, analysts, etc.), restructuring analytic processes and the intelligence cycle, ethical challenges with respect to privacy, transparency and fairness, data poisoning attacks and the creation of data governance structures. In this course these issues, opportunities, challenges, and possible roads forward will be discussed.

Intelligence requires knowledge and foreknowledge. Next to historiography estimative forecasting based on available evidence, data and formal analytic methods therefore is what is required. Since the traditional methods of intelligence are known to be subjective, full of (cognitive) bias and error and contain insufficient analytic quality this course therefore covers subjects as the psychology of intuition and its biases, mental models, explicit models, analytic modelling, big data analysis, (organizational integrative aspects of) data science, social network science, game theory in security, computational models and their relation to datamining.

Since intelligence products are geared to providing a decision-making advantage to its consumers, we additionally explore recent developments in computational solutions to problems of exploiting or mitigating vulnerabilities within organizational decision making. A range of computational techniques that can help to guide attacks on an adversary's organization or the defence of one's own will be

described. In addition, the rapid advancement of specific technologies such as Artificial Intelligence and Quantum Computing and their implications for defence and intelligence are discussed.

The course is constructed along several avenues of approach. First, we discuss the challenges and opportunities of the integration of data science and technology within the Department of Defence in general and within the Intelligence Community in particular, both from an Intelligence Studies and data scientific perspective. Next the state of the art of data and technology relevant for the IC on both the tactical, operational, and strategic level is presented. Third we present IC oriented data analytic approaches and the implications they hold for the IC, ranging from the usage of Big Data to social network analysis and game theory. Finally, the course ends with two lectures that peek into the future regarding AI and technological developments as they pertain to intelligence analysis.

OBJECTIVES

At the end of the course, students should:

1	Understand the scientific modelling process and its viability for intelligence analysis.
2	Differentiate the different roles of mental, explicit and computational models in intelligence analysis.
3	Appraise and critique the applicability of explicit static and dynamic models and simulations of social, physical and hybrid targets.
4	Appraise and understand the benefits and limits of models, data analytic and science applications, games and simulations applied to intelligence analysis.
5	Appraise and understand the relevant emerging technologies within the Intelligence Community on a tactical, operational, and strategic level.
6	Argue about the implications of future artificial intelligence and quantum computing on defence and security.
7	Value and weigh quantitative methodology as it pertains to intelligence.

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EDUCATIONAL FORMAT

The course will consist of 9 three-hour teaching sessions and a graphic design workshop. In general, the lectures consist of a one-hour lectures of that week’s topic, an in-class exercise, and a feedback/presentation/individual work hour, each of which is described in the course guide.

COURSE OUTLINE

A general and detailed lecture overview is presented below.

Lecture	1	2	3	4	5	6	7	8	9	10
	Basics 1	Basics 2	AI 1	AI 2	AI 3	AI 4	AI 5	Organizational	Future dev.	
1 st hour <i>Lecture</i>	Scientific method	Models	Lecture with interactive instructions					Lecture Maturity Models [Tess]	Quantum in Defense guest lecture	Workshop graphic design
2 nd hour <i>Instruction</i>	Podcast	In-class exercise (3.1)						MM exercise (3.2)	Future AI/DS exercise	
3 rd hour <i>Feedback</i>	Q&A	In-class exercise	Podcast prep time	Podcast prep time	Podcast prep time	Podcast prep time	Podcast prep time	MM presentation	Q&A	
Examinations:		Written (25%)			Podcast (50%)			Graphic design (25%)		

STUDY MATERIAL

A collection of academic articles and textbook 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

Written exam on the scientific method and intelligence analysis in week 2-3 (25%), podcast exam⁵ (50%) and graphic design exam (25%) hand in 7 days after week 10. Rubrics will be provided once the course starts. In case of a resit the initial work may be improved.

⁵ We use Utrecht University's Podcast assessment criteria (see attached document).

MANAGING & ORGANISING IN THE MILITARY 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

Course Level: 500

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.

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 seemed to have put an end to the complacency, and, driven by this reality check, consumers appeared more 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.

Moreover, during the aftermath of the financial recession that severely impacted defence budgets in both the US as well as in Europe, the ‘hot summer of 2014’ once again increased awareness about the fragility of security and its costly consequences. Security threats on account of the rise of IS and the Ukraine conflict have prompted NATO to be highly explicit as to the two percent of their GDPs member states are required to spend on Defence.

From 2014, most NATO member states have increased their defence budgets and from February 2022, due to the war in Ukraine, they have intensified economic sanctions against Russia, provided Ukraine with military, economic and humanitarian support, whilst investing in their armed forces. Although some more abundantly than others. Meanwhile, Finland joined NATO, Sweden is on the verge of doing so, and Ukraine aspires to do likewise. What constitutes the right economic strategic answer by NATO to counter Russian aggression in Ukraine?

In this course we look at the ways modern defence economists frame “the old *guns or butter* question” in the spirit of Dickens’ Christmas past, present and yet to come. The course also focuses on the application of instruments to monitor and improve the performance of the military.

OBJECTIVES

At the end of the course, students are able to:

1	understand and analyse the most important theoretical frameworks and concepts that are used in defence economics and performance management
2	apply these frameworks and concepts to analyse the economic behaviour and performance of (European) armed forces;
3	discuss, present and write in an academically appropriate way about the themes that are dealt with in the course.

EDUCATIONAL FORMAT

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

COURSE OUTLINE

WEEK 1	Introduction: the economic dimension of war (and peace)
WEEK 2	Defence economics (internal): organising defence as a public good
WEEK 3	Defence economics (external): burden sharing
WEEK 4	Military economics: economic growth, defence and the defence industry
WEEK 5	Conflict economics: economic reasoning, statistics and security
WEEK 6	Paper discussions
WEEK 7	Security economics: economic warfare
WEEK 8	Military performance measurement and management
WEEK 9	Academic debate

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WEEK 10	Final Examination
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STUDY MATERIAL

To be announced through Moodle.

EXAMINATION

Student results are rated on the basis of the presentation (week 2-7) (20%), the paper with a volume of 3500 words (week 8) (40%), and the take-home exam (week 10) (40%).

Course: LEADERSHIP AND ETHICS

Course Director: Dr. P.H.J. Olsthoorn

Course Level: 500

DESCRIPTION

Defence organizations see leadership as a core task and therefore devote a great deal of attention to training and educating their (future) leaders. But also outside of the armed forces, we see a constant fascination with leaders and a call for better leadership when things don't go our way. This is at least partly justified: by looking away, issuing dubious orders, or setting a bad example, bad leaders create a climate that makes it possible for people who are potentially not good or bad to do bad things. In a positive sense, leaders have an important role in recognizing factors that can lead to a blurring of norms, and then acting accordingly. Ethics is therefore an important aspect of leadership. This is especially true for the armed forces because it is one of the few organizations that can legitimately use force. Military leaders may have to deal with personnel who have used or experienced violence. This intertwining of leadership and violence distinguishes military leadership from leadership in other professions. It is good leadership that can help ensure that the military does not cross the fine line between just use of force and excessive force.

Although most handbooks on leadership pay attention to ethics, this will generally be in a separate (often the last) chapter. This testifies to the fact that leadership and ethics are habitually treated as related though separate domains. At the same time, we see an increasing attention for leadership approaches that profess to be ethical, such as transformational, authentic, and servant leadership. But it is not always clear, to say the least, what exactly the ethical component of these theories consists of. This course aims to provide insight into leadership and ethics as a single domain; ethics is an aspect of leadership, and not a separate approach that exists alongside other approaches such as the trait approach, the situational approach, etc..

At present many militaries see virtue ethics as the best way to underpin the ethics education of military personnel. The main drawback of this approach is that it presupposes a rather straightforward relation between character and conduct. It is for that reason that the course curriculum and literature will also pay due attention to the fact that it has been argued over the past few decades that the situation determines our conduct to a far greater extent than we tend to think. In combat, situational forces – just think of sleep deprivation, military training and culture, (racial) ideology, and the role of the primary group – are much stronger than those that we experience in normal life. According to

proponents of this view, the idea that atrocities (but the same goes for exemplary behavior) are the result of the actions of morally inferior (or superior, in the case of good conduct) individuals mistakenly suggests that individual soldiers can be held morally responsible if they behave unethically (or heroically). If correct, this so-called situationist challenge would imply that militaries have to pay more attention to the ethical climate, and promote awareness of the factors that determine our conduct. It would also mean that the current emphasis on character formation and instilling virtues in military ethics education is betting on the wrong horse, at least to some extent. It is also the ethical climate as created by (especially) senior leaders that influences the chances of military personnel crossing the thin line between legitimate force and excessive violence.

Finally, the centrality of violence to military leadership has also implications for other aspects of leadership within the military – it will, for instance, make centralization of leadership more likely to occur – and we will study these aspects too.

OBJECTIVES

At the end of the course, students:

Tabel 2

1	Have a profound knowledge of leadership theories and ethical theory, and of how both these domains interrelate in the context contemporary defence organizations have to function in
2	will understand the influence of the organizational environment and strategy on leadership and ethics.
3	have insight in the psychological challenges leaders face, and are able to reflect on those challenges.
4	are familiar with modern leadership theories, such as those on charismatic and transformational leadership, and with recent research on these theories in different armed forces, but are also able to identify the shortcomings of these theories when applies to modern military operations.
5	recognize the relationship between these modern leadership theories and notions about ethical leadership.

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EDUCATIONAL FORMAT

The course consists of ten weekly meetings of three hours, part lecture, part workshop (which include student presentations). The course is on Leids level 500, and the workload of the course is 5 ECTS.

COURSE OUTLINE

WEEK 1	Setting the stage.
WEEK 2	Overview of approaches in leadership studies and ethical theories.
WEEK 3	Situational Ethics.
WEEK 4	Senior and indirect leadership.
WEEK 5	Charismatic/visionary leadership and Transformational leadership.
WEEK 6	Centralised vs. decentralised leadership.
WEEK 7	Team leadership; servant leadership.
WEEK 8	Toxic and destructive leadership/Narcissist leaders.
WEEK 9	Leading a diverse military
WEEK 10	Conclusion: bringing together leadership and ethics.

STUDY MATERIAL

To be announced.

EXAMINATION

The assessment will be made on the basis of an individual presentation (pass/fail) in which the relevant theory is applied to a specific case of the students own choosing and a 3000-4000 words paper (100%) based on that presentation, to be submitted in week 10. The grade for that paper is the grade for the course. The rationale behind the presentation is that the class and the teacher can provide feedback to the presenter and point to ways to move forward with the paper. The paper itself should take the form of a (short) journal article. In that article, the relationship between leadership and ethics should

play a role, of course. This does not mean, however, that all aspects of leadership and ethics elaborated on in this course have to be addressed in the paper.

Course: TECHNOLOGY MANAGEMENT AND THE MILITARY

Course Director: Prof. dr. P.C. van Fenema

Course Level: 500

DESCRIPTION

TMM addresses the management of decisive technologies within the military considering the dynamic and insecure environments in which military units are commonly deployed. More specifically, TMM addresses pivotal technology management processes (procurement, sourcing, updating and renewing of military technological assets), with a specific focus on actual and future use and deployments. For instance, the war in the Ukraine, digitization and sustainability have a major impact on processes pertaining to military technology and technology-related logistics. TMM reflects on these processes. We engage with rapid development of new professional concepts in the military and business environment, using insights from organization studies and from science and technology studies.

It is undisputable that technology and technological development are of the utmost importance to a military organization especially given the present security situation. In the past, technological developments intended for military use were often groundbreaking and led to widespread acceptance for civilian use. After the Cold War, we see a reduction in groundbreaking technology developments specifically aimed at military use. Defense organizations, especially within NATO countries, are becoming followers of technology developments in a number of technology areas. The rapid proliferation of technology concepts such as smart/intelligent networks, autonomous technology, and (Industrial) Internet of Things, in conjunction with new concepts for performance and service management as well as the already stated rapidly changing global security situation makes it even more important to invest in new ways of thinking about and reflecting on the technological dynamics within our military organizations.

This course starts from the insight that technological development and the management of technology are not merely technological issues. Technology is always used as a force multiplier in order to support capabilities or assets that create value. Technological development does not determine (in a direct way) what technologies an organization uses and how these should be managed across multiple levels of organizing and in cooperation with other military and commercial organizations. On the other hand, organizations cannot operate from a blank sheet. In fact, present day insights propose a reciprocal relationship between technological development and organizational and societal characteristics.

Because of the interactions described here, organizations require a deep understanding of the nature and impact of their organizational arrangements, their embeddedness in relevant ecosystems (e.g. radar systems, quantum computing, drones and logistics), and other contextual characteristics surrounding technologies. Such an understanding is crucial for managing technologies effectively. After all, characteristics mentioned above have a far-reaching influence on the way technology functions in an organization. For instance, specific assumptions used in management tools may affect which technologies will be procured and which not, and which operational sourcing concepts will prevail. An example of this is Life Cycle Costing: the way this tool is implemented can make a huge difference in this regard. Furthermore, a strategic choice for submarines rather than frigates, or a political stance on whether or not to procure the F-35 as a fixed wing multi role capability as well as additional performance-based services, inevitably affects how technology-related logistics lines are managed and organized in the defense organization, as will interoperability demands from NATO.

Moreover, an organizational choice for operating in a networked mode has significant impact on perspectives on required technology. Apart from “organizational” factors that impact the management of technology, also societal developments such as changes in environmental law can have major consequences for technology-related processes such as maintenance schedules and arrangements. One could say, all in all, that both the technologies used in an organization, and the organizational arrangements surrounding these technologies, are embedded within their larger social structures (context(s)) with which they interact. Understanding change calls for studying the evolution of this embeddedness. The management of technologies in the military especially requires not just a thorough understanding of its organizational arrangements, but also of its contextual dynamics. This is in particular so because defense organizations tend to deal with multiple contexts, such as the national political and societal arena, industry, international relations and multiple theatres. The interactions of the management of military technologies with and within all these different contexts are the dynamics that TMM aims to explore and that students will be challenged upon. We focus on the bridging between the industrial base and deployed forces, aimed at sustaining operations in dynamic and insecure environments. Recent development in the Ukraine conflict offer obviously an urgent backdrop for this course.

The course combines three paradigms:

- Business concepts ('how to' questions); Organization science ('why' and 'how' questions); Systemic reflection ('slow' questions)

with three degrees of dynamics:

- (1) Foundations of military business studies and technology (static TMM, adapting technologies in a steady state, past Cold War, government environment); (2) Transformation: digitization (transformative TMM, adapting to fast changing decisive new civilian technologies); (3) Hyperadaptive networks: fast rethinking on military use of technologies in war type scenario (disruptive TMM)

OBJECTIVES

On satisfying the requirements of this course, students are updated on management of technologies and technology-related logistics in military organizations. Specifically, they can:

1	Explain and differentiate between the professional, organization science, and socio-technological perspective.
2	Engage with a variety of professional and academic models pertaining to technology and technology-related logistics.
3	Interpret the three core themes through the lens of the three perspectives.
4	Discuss trends with potential impact on management of technology for the military
5	Analyse and assess a research theme in the area of management of technology for the military.

EDUCATIONAL FORMAT

The course consists of 9 three-hour teaching sessions and a final session including student presentations.

COURSE OUTLINE

Weeks 1-4-7, 2-5-8, and 3-6-9 elaborate each time a unique perspective.

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Paradigms:	Themes: (1) Foundations of military business studies and technology	(2) Transformation: digitization	(3) Hyperadaptive networks: rethinking military technology
Business concepts (‘how to’ questions)	Meeting 1 Asset mngt, life cycle, business processes and technology intense organizations, alignment and digitization	Meeting 4 Importance of IT, IT life cycle Digital maturity, boundary conditions Tech project management, innovation journey Strategic innovation role/ appetite, DIS	Meeting 7 Shock acceleration/ innovation, scaling, industry policy
Organization science (‘why’ and ‘how’ questions)	Meeting 2 Introducing organization science; technology implementation, routines, servitization, performance-based contracts, long-short term innovation	Meeting 5 Hierarchy and network Algorithmic organizing, warfare and technology-related logistics, situated-linked AI Tech project failure	Meeting 8 Innovation process management in networks and ecosystems, revisiting COTS/MOTS, prioritizing, innovation overload

Systemic reflection (‘slow’ questions)	Meeting 3	Meeting 6	Meeting 9
	Technology and organizational practices, institutions, governance Conclude static TMM	Systemic change, practice bundles, technology promises, imaginaries Conclude transformative TMM	Paradox management under pressure: routines and acceleration, edge of chaos Conclude disruptive TMM
	Meeting 10 presentations and discussion		

STUDY MATERIAL

Literature consists of content provided by the NLDA-library of which hyperlinks are posted at Moodle.

Literature for each week will be communicated a few weeks before the course commences.

EXAMINATION

Students will

- Individually conduct a research project fitting themes included in TMM; this encompasses one interview with a professional within or outside the Dutch Ministry of Defence. The research project must result in an essay of 3500-4500 words fitting the course’s domain of study (100%).
- In case of a resit, the initial work may be improved.
- Present an international academic TMM paper in association with the research paper.
- Presentation of an early version of the research paper.
- Perform a buddy review of the research paper, consisting of giving and receiving-processing comments.

Course: STRATEGISING AND ORGANISING

Course Director: Prof. dr. E.H. Kramer

Course Level: 500

DESCRIPTION

The course “strategising and organising” focuses on various challenges the strategic environment confronts the military organisation with. The challenges in the strategic environment require “organising”, that is they demand the development of structured responses. The premise of this course is that the different challenges related to the strategic environment require an integral perspective on “organising”. In the contemporary military organisation, issues of organization design, various concrete technological innovations, issues of training & education are very much interrelated. Technological innovations influence organisation design, which subsequently influences selection, training and education. While understanding the details of specific challenges requires specialized knowhow, the main challenge of the military organisation is that of “organising” in an integral way.

An integral perspective on organisations is central in the sociotechnical paradigm in business administration. This course discusses the central concepts in the sociotechnical paradigm and its foundations in systems theory. Both the topics of sociotechnical organisational analysis (STOA) and -design (STSD) are discussed here, that is, both a conceptual framework that can be used to analyze the ability of organizations to tackle its strategic challenges and frameworks that can be used to design alternative organisational responses. On top of that, specific approaches – based on the action research approach – are discussed in order to reflect on how organisational change and development can be organized. This conceptual framework is applied to contemporary challenges in the military organization, specifically when it comes to the issue of transition and innovation. The sociotechnical approach connects challenges located at both macro level (for example, developing a “scientific way of warfare”) as well as a meso level (for example, technological innovation within an operational command) and micro level (for example developing “self-organising” groups).

OBJECTIVES

At the end of the course, students are able to:

1	reflect on how the different historical “scientific ways of warfare” are related to dominant metaphors in scientific understanding in certain periods.
2	understand the framework for integral sociotechnical organisation analysis and its basis in systems theory.
3	reflect on the possibilities and limitations of the sociotechnical framework for analysing organisations.
4	apply the framework to reflect on different contemporary organizational challenges in the military organisation
5	understand the sociotechnical framework for organizational redesign and the way it applies to different kinds of organisations located in different strategic contexts
6	apply the sociotechnical frameworks for analysis and redesign to reflect on different contemporary technological and organisational innovations in the military organisation
7	apply the conceptual framework to autonomously research a contemporary organisational challenge that is relevant for the military organization.

METHODS OF INSTRUCTION

Seminar courses in which active participation is required. The weekly assigned readings will be discussed during the seminars; preparation is essential for participation. During the course, time will be used to present different ideas for the final paper and to use feedback from the group for reflection.

COURSE OUTLINE

WEEK 1	Introduction; “The scientific way of warfare”
WEEK 2	Sociotechnical Organisation Analysis (1): basic concepts
WEEK 3	Theme (1): Expeditionary organising and taskforce design
WEEK 4	Theme (2): Demand Management
WEEK 5	Sociotechnical Organisation Analysis (2): Organisation Design

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WEEK 6	Theme (3): Netcentric perspectives as a design solution
WEEK 7	Theme (4): New Technology and Innovation
WEEK 8	Strategies for Sociotechnical Innovation (1): Action Research
WEEK 9	Theme (5): Human Resource Innovation
WEEK 10	Individual Paper

STUDY MATERIAL

- Kuipers, H., Van Amelsvoort, P. van, Kramer, E.H. (2020). *New ways of organizing: alternatives to bureaucracy*. Leuven Acco
- Selected articles and bookchapters

EXAMINATION

The formulated course objectives will be evaluated by an individual paper, the volume of the paper is 2700 – 3000 words. In case of a resit the original work may be revised / improved.

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 2024-2025 are as follows and subject to change and availability.

Course: CYBER SECURITY & CYBER OPERATIONS

Course Director: BG Prof. Dr. P. Ducheine LL.M.

Course Level: 500

DESCRIPTION

This elective will examine the fundamentals, developments, and evolution of information, cyberspace and cyber power, as potential security and military risks, and as potential new instruments of state power. It aims to foster critical thinking about the underlying concepts, strategies, and issues. It contextualises the contemporary debate on cyberspace/security and warfare, it compares it to others security and warfare domains, and it will explore to what extent activities in cyberspace can actually be labelled war or military.

OBJECTIVES

At the end of the course, students are able to:

1	Explain the notion of cyberspace and how this domain is governed, how it 'operates' and interacts to modern society, including the military.
2	Understand the factors that have given rise to the new phenomena of cyber-security & cyber-war.
3	Analyse what security issues are concerning cyber threats.
4	Analyse what strategies are used by states to ensure cyber-security.
5	Appraise 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	Judge/reflect on the cyber roles of institutional cyber-frameworks for the NLD MoD.
7	Understand the legal framework (basis and regimes) applicable to cyber operations and cyber warfare and the military use of cyber operations.

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8	Compare and contrast the various modus operandi of (future) (military) cyber-operations and cyber-warfare.
9	Evaluate the merits concerning various arguments for and against the risk of cyber war and cyber operations.

EDUCATIONAL FORMAT

The course will consist of 9 three-hour teaching sessions.

COURSE OUTLINE

WEEK 1	Cyberspace, Cyber Power and Cyber Security: An introduction.
WEEK 2	Technology: (Cyberspace and) the Internet: How it works.
WEEK 3	Cyber security threats (and Actors).
WEEK 4	Cyber Operations: Modalities & Modus Operandi & 2 model cases (Stuxnet and Influence Operation tbd)
WEEK 5	Power: Cyberspace and its strategic implications.
WEEK 6	Policy: Cyber Security Strategies & Attribution & Responses
WEEK 7	Dutch Policy: Netherlands Cyber Security Strategy, Governance and the Ministry of Defence
WEEK 8	Legal: Framework for Military Cyber Operations: legal bases and legal regimes compared (incl. decision-making)
WEEK 9	Operations: Analysis of (Military) Cyber Operations.
WEEK 10	Research paper.

STUDY MATERIAL

The lectures are structured around a number of articles and studies that will be available through Moodle (and a reader).

Students are expected to get access to the following book for required reading:

- Whyte, C., & Mazanec, B. (2023). Understanding Cyber-Warfare: Politics, Policy and Strategy (2nd ed.). Routledge. <https://doi.org/10.4324/9781003246398>.

Students will require (parts of)(issued in hardcopy):

- Haaster, Jelle van, 2019, *On cyber - [The utility of military cyber operations during armed conflict](#)* (diss. UvA), Breda: NLDA. It may be retrieved from: <https://pure.uva.nl/ws/files/37093787/Thesis.pdf>

A voluntary 'light' introduction into the course's themes can be found in:

- Ducheine, P, Inaugural Lecture UvA, 'Je hoeft geen zwaard en schild te dragen om ridder te zijn' - Mythen over digitale oorlogsvoering en recht <webcolleges.uva.nl/Mediasite/Play/bca07f4a8a77401d96da8bc0e8de090d1d> from 5' onwards. Issued in hard copy week 1.
- (Dutch) Benschop, A., *Cyberoorlog – Slagveld Internet*, Tilburg: Uitgeverij de Wereld (2013), and the related website: www.sociosite.org/cyberoorlog.php by the same author (also in Dutch)

Or:

- Singer, P.W. and Friedman, A. (2014), *Cybersecurity and Cyberwar: What Everybody needs to Know*. Paperback OUP. Hardcopy at the library of the NLDA, KMA 468,150 S8 (+others)

EXAMINATION

The assessment will be based on a written analysis / research paper, in which a typical cyber operation is analyzed and evaluated along the lines of the various perspectives covered in the course, such as:

- A. Technical & operational modus operandi and actors involved,
- B. Motivation and strategic context,
- C. Security threat paradigm and response responsibilities/measures, including the strategic-legal-governance issues.

Together these perspectives will provide a comprehensive description, analysis and evaluation of the designated operation. The research paper should comprise no more than 4500 words. The paper will count for 75% of the overall assessment.

As of session 5 or 6, students will present in class:

- The cyber operation designated.
- The technical & operational modus operandi and actors involved (perspective A) of the designated operation.
- the aim of the research (paper).

The substantive component of the presentation will count for 25% of the overall assessment.

Course: EUROPEAN STRATEGO

Course Director: dr. S.N. Mengelberg

Course Level: 500

DESCRIPTION

The course European Stratego focuses on the role of European (institutionalized) security and defence cooperation amidst the current geopolitical tensions. In particular it examines the way in which the European security architecture, involving NATO and former Warsaw Pact states, has evolved and how different actors continue to shape this European security architecture. This course discusses the emergence, processes of change and continuity, and future challenges of the European security architecture.

Central questions of the course are: What are the key concepts and academic debates on geopolitics, international world order and international/regional security and defence cooperation?

How did the multilateral world order and European security architecture evolve since the end of WWII? What factors contribute to continuity and change in (institutionalized) security and defence cooperation? And finally, how should the European security architecture adapt to different scenarios of the world order?

These questions will be analysed using different theoretical approaches from history, international relations theory, security studies, foreign policy analysis, alliance politics, institutionalism, integration theory, intergovernmentalism and inter-organizationalism which give students the tools to critically reflect on the complex processes of continuity and change of the different European security organizations.

OBJECTIVES

At the end of the course, students are able to:

1	Describe the emergence and processes of continuity and change in the European security architecture – and the role and position of articulate state (e.g. Germany, France and UK) and organizational actors therein.
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2	Describe the workings of the organizations in the European security architecture, their decision-making processes, mandates and procedures.
3	Distinguish between different theories and concepts on international security cooperation and international security organizations.
4	Apply those different theoretical approaches to <i>analyze</i> the security policies & actions of the different European security organizations in relation to other actors, such as Russia and China, and specific subdomains, such as the internal-external security nexus, cybersecurity, intelligence, deterrence, non-proliferation etc.
5	Critically evaluate and reflect on different ways of international security and defence cooperation at the political, strategic and operational level.

EDUCATIONAL FORMAT

The course consists of eight two-hour teaching sessions, in which theory and practice will be combined. This will be followed by a one-hour seminar session in which students present their work to receive feedback as a preliminary stage for their final paper. The ninth week will consist of a simulation game. If possible, in the tenth week we will visit Brussels.

COURSE OUTLINE

WEEK 1	Theorising continuities and change of global and regional security and defence cooperation
WEEK 2	Development of the European security architecture (UN, OSCE, CoE, CSTO, NATO, EU)
WEEK 3	Rules of the game: international relations within an international legal framework
WEEK 4	Cooperative security and the OSCE
WEEK 5	Alliance theory and NATO
WEEK 6	Integration theories and the EU: external policy (CSDP) and internal policy
WEEK 7	Inter-organizationalism and European security and defence cooperation in specific domains: Intelligence, hybrid, cyber

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WEEK 8	Europe and global power politics: US, China, Russia
WEEK 9	Simulation Game – Decision-Making in Brussels
WEEK 10	Visit Brussels: NATO-EU (alternative: Research paper due)

STUDY MATERIAL

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

EXAMINATION

The assessment of the European Stratego course will be evaluated by:

- A student presentation (students individually prepare a presentation as part of the theme lectures) (30%).
- An individual research paper (70%).
- In case of an unsatisfactory mark the student can choose the first resit for repairing the paper. In case of a second resit one has to take a new case/event.

Course: TERRORISM AND COUNTER-TERRORISM

Course Director: Prof. dr. ir. S.J.H. Rietjens, mr. drs. H.J.W.B. Lathouwers & T.S. Horlings MA

Course Level: 500

DESCRIPTION

Terrorism is an elusive concept, fraught with political, legal and social complexities. Nonetheless, it is perceived as one of the most pressing security concerns by many nations, and (international) organizations around the world today. Although it is not a new phenomenon, terrorism has manifested itself in new or changed ways. Terrorist groups have, for example, sometimes become more fluid, and use technological developments for recruitment, propaganda, and attack purposes (social media, Unmanned Aerial Systems).

State and non-state actors are involved in countering and combating terrorism. States have a variety of means they can use in this respect ranging from social programs, foreign policy initiatives to law enforcement, intelligence and military force. With respect to non-state actors, civil society actors such as schools or mosques can help to prevent and signal radicalization, while parent initiatives can discourage travelling to conflict zones. This course explores the different forms of terrorism, possible counter terrorism responses, and the opportunities and threats of technological advances in this domain.

The aim of this course is to give students an understanding of the central ideas and issues related to terrorism and responses to the threat of terrorism. Students will explore the complexities of defining terrorism, its causes and the circumstances under which terrorism thrives. They will also look into the means available to counter terrorism. The course will examine theoretical frameworks emerging from the literature on terrorism and counter-terrorism. Throughout the nine sessions, students will learn to identify the main strategies to tackle terrorism and will explore the diverging reactions by security authorities, such as police, security and intelligence services, and the military. Using illustrative examples, the course examines why states decide to use 'softer' (non-kinetic) or 'harder' (kinetic) forms of fighting terrorism in a particular historical and political context. Attention will also be given to terrorist financing as well as the ethical and legal implications of counter-terrorism. This also includes the concept of 'knowing your enemy', i.e., gaining insight in why individuals or groups choose to pursue terrorist activities.

OBJECTIVES

On completion of this course, students should be able to:

1	Reflect on key concepts such as terrorism, radicalization and counter-terrorism and apply these concepts to contemporary cases.
2	Identify the various types of terrorism, the main actors involved in terrorism and counter-terrorism and analyse their primary objectives.
3	Evaluate the strategies, tools and resources available to (counter-)terrorist actors and discuss the rationale behind each strategy and (the effects of) the use of certain strategies, tools and technology.

EDUCATIONAL FORMAT

The course consists of 9 three-hour seminars.

COURSE OUTLINE

Tabel 3

WEEK 1	Terrorism: An elusive phenomenon
WEEK 2	Types of terrorism
WEEK 3	Let's Talk: Political Engagement as a response to terrorism
WEEK 4	Counter-Radicalization Strategies
WEEK 5	Know your enemy: Intelligence and Counterintelligence
WEEK 6	Dilemmas of fighting terrorism
WEEK 7	Fighting terrorism: Military Responses to Terrorism

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WEEK 8	The price of terrorism: Combating Terrorist Financing
WEEK 9	Technology and Counter-terrorism

STUDY MATERIAL

A collection of academic articles and textbooks will be used. 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 take home exam consisting of five essay questions (total of max 3000 words (70%);
- a student presentation of a terrorist organization aided by PowerPoint (30%);
- A re-examination of the take home exam takes a similar form (with different questions) and a re-examination of the presentation takes the form of a project report on a different organization.

COURSE: FROM PEACEKEEPING TO STATE-BUILDING

Course Directory: Prof. Dr Jan Willem Honig

Course Level: 500

COURSE DESCRIPTION

The course examines how the ‘liberal conscience’ (Michael Howard) influenced the armed humanitarian interventions the West has undertaken since the end of the Cold War. This course will investigate how critical this conscience is to the framing of European and North American ideas about the use and utility of armed force(s) since the French Revolution and the emergence of modern liberal democracies. With the end of the Cold War, when the West seemingly saw off its last major ideological competitor, liberal ideas and values were offered an unprecedented opportunity to assert themselves and finally make Western military establishments a truly global ‘force for good’. The course will examine these claims in their conceptual and historical context and consider how liberal norms and values have fared in the exposure to building peace since 1989 — up to and including Ukraine.

This course stands out in terms of both objectives and approach among the modules offered as part of the MA in Military Security Studies. Rather than using the currently existing range of academic theories to analyse contemporary security issues or seeking to deepen student knowledge of a range of operational practices through case studies, this course focuses on teasing out the ideological assumptions we (you, as students, and I, as teacher), make about war and warfare as representatives of Western liberal societies. Or to put it differently, we focus on why we define war in particular (limited) ways, why we ascribe a certain (limited) utility to it and, if it must be fought, why we desire for it to be conducted in very particular ways against special kinds of people and things.

The approach means that we will not make a distinction that is often made by security specialists and militaries, and that is also made in the MA programme: that the range of operations from peacekeeping to state-building involve a special form of war which is distinct from ‘regular’ war and warfare. Or, to put this in a highly topical context, we will question the claim currently made by the Dutch MoD leadership that, with the war in Ukraine and the rise of China, we must move back to a focus on ‘Hoofdtaak 1’, instead of concentrating, as we supposedly did over the past thirty years, on ‘Hoofdtaak 2’.

In terms of method, first of all, the process of questioning assumptions and ideas means that classes will be set up as investigative discussions. As a result, they will be more free-wheeling than may be customary in other modules. Do not expect a short list of literature to be read every week which covers the range of ideas discussed every week. Tight structure and clear outcomes for each class may furthermore not always be present. It is not a module that can be squeezed into PowerPoint, for example. To adapt a memorable quote from some critical intel officers in Afghanistan: those who expect that 'PowerPoint storyboards and color-coded spreadsheets are adequate for describing ... conflict and its complexities have some soul searching to do. Sufficient knowledge will not come from slides with little more text than a comic strip. [Students] must demand substantive ... narratives and analyses from their [teachers] and make the time to [digest] them. There are no shortcuts. Second,⁶ fundamental to the course is a reflexive intellectual process. It is not simply about acquiring knowledge on important issues and critically reflecting on this as if knowledge were something that is external to student and teacher. Instead, the investigative discussions are meant to make ourselves part of the analytical process. Third, the course engages not only with written sources, but also with material artefacts. In class, we will study and discuss visual representations of armed conflict, including paintings, films and documentaries. Fourth, the course is interdisciplinary and thus takes its inspiration from a wide and rich range of literatures. These include writings on the 'ideology' or political philosophy of 'liberalism', theories of international relations, the causes and nature of war, the ethics of just war, international law, European history and, last but not least, strategic studies. Finally, relying on such a range of literatures requires an ability to read quickly while picking up what you need. In other words, the course will pay attention to the development of strategic reading skills which are tested through debate in class and the writing of a problem statement and a final essay.

COURSE OBJECTIVES

At the end of the course, students are able to:

⁶ Adapted from: Major-General Michael T. Flynn, US Army, Captain Matt Pottinger, US Marine Corps, and Paul D. Batchelor, Defense Intelligence Agency, 'Fixing Intel: A Blueprint for Making Intelligence Relevant in Afghanistan' (Washington, DC: Center for a New American Security, January 2010), p. 23.

1	understand, at an advanced level, the main theoretical and empirical debates on contemporary Western humanitarian interventions from a multi-disciplinary perspective
2	engage critically with a range of approaches to the analysis and evaluation of the place of military force in addressing humanitarian and security crises
3	exercise informed independent judgement on fundamental issues related to contemporary armed conflict and humanitarian interventions
4	relate the conceptual ideas discussed in the module to specific empirical case studies
5	deploy a range of intellectual, practical and transferable skills commensurate with taught postgraduate study, acquired through participation in classes and through the preparation and submission of course work

EDUCATIONAL FORMAT

The course consists of 10 three-hour seminars.

COURSE OUTLINE

Week 1	THE LIBERAL CONSCIENCE AND WAR AND INTERVENTION
Week 2	HOW SHOULD PEACE BE BROUGHT ABOUT? AN ICONOGRAPHY OF PEACE
Week 3	ARE ALL WARS THE SAME, OR DOES INTRASTATE WAR CONSTITUTE A BREED OF ITS OWN?
Week 4	THE CAUSES OF INTRASTATE CONFLICT OR WHO OR WHAT ARE OUR ENEMIES?
Week 5	HOW ARE WESTERN ARMED FORCES SUPPOSED TO BE 'A FORCE FOR GOOD' AND FIGHT FOR PEACE?

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Week 6	FROM PEACEKEEPING AND PEACE SUPPORT
Week 7	TO PEACE-ENFORCEMENT. ...
Week 8	AND STATE-BUILDING OPERATIONS, OR FROM WARS OF CHOICE TO WARS OF NECESSITY
Week 9	THE INTRACTABILITY OF INTRA-STATE CONFLICT AND THE MAINTENANCE OF PEACE
Week 10	THE END OF WESTERN HUMANITARIAN INTERVENTIONS AND THE RETURN OF POWER POLITICS?

STUDY MATERIAL

Michael Howard, *War and the Liberal Conscience* (Oxford: Oxford University Press, 1981); 2nd ed. (London: Hurst, 2008)

Michael Howard, *The Invention of Peace & the Reinvention of War* (London: Profile Books, 2002)

Michael W. Doyle, *Ways of War and Peace: Realism, Liberalism and Socialism* (New York: Norton, 1997)
—esp. Part Two: ‘Liberalism’, pp. 203–300

Christopher Kutz, *On War and Democracy* (Princeton, N.J.: Princeton University Press, 2016)

In addition, weekly suggested readings will be listed on Moodle. These you are advised to read strategically.

EXAMINATION

Achievement of the course objectives will be evaluated by the writing of a 1,000-word problem statement, which forms the preparation for a final 4,000-word paper. The weighting of the final mark is 20% for the problem statement and 80% for the final paper.

Course: RESEARCH CIRCLES & THESIS IN MILITARY STRATEGIC STUDIES

Course Director: Prof. dr. ir. S.J.H. Rietjens

Course Level: 600

DESCRIPTION

The Master Thesis at the Faculty of Military Sciences (NLDA) can be defined as a piece of scholarship written under the supervision by faculty staff: it is a monograph written in the English language, by one individual student on a subject belonging to the domain of MSS. The thesis provides students with the opportunity to develop and demonstrate their research capacities and learning outcomes at the graduate level in military strategic studies.

The MSS-thesis is 15 ECTS: the thesis covers a quarter (25%) of the 60 ECTS of the MSS Programme. Therefore, the thesis is a core requirement for the MSS Master's degree and a decisive element of the MSS Programme. The thesis comprises an independent research effort, supported by a research circle with peers and under supervision by qualified course faculty. Usually, researching and writing a thesis is one of the most exciting experiences as an MA student. The added value of the MSS-thesis for the development of research capacities is highly valued, as it provides an excellent opportunity to further specialise on one or more research areas in the domain of MSS and engage with scholarly debates.

OBJECTIVES

The academic 600-level explicitly links to the final and concluding Learning Outcome (seventh attainment target) of the MSS Programme: "(independently) conduct research to develop the capacity to contribute to the body of knowledge in the MSS-domain" (Study Guide 2024-2025, p.14). This implies two major components of capacity building: (a) to conduct autonomous research; and (b) to become constructively involved in the set of concepts and theories, knowledge, standards and activities that make up the professional MSS-domain.

The main objective of the thesis explicitly connects to the mentioned final Learning Outcome of the general MSS Programme: upon completion of the MSS-thesis, the student is expected to be capable to independently conduct research and contribute to the body of knowledge in the MSS-domain.

Under this broader objective, the main aims of the course Research Circles & Thesis (RC&T) are:

1. Develop the capacity to design academic research at a graduate level in a research area relevant to the domain of MSS;
2. Develop the ability to conduct independent and systematic research, involving the skills to understand and explain, theoretically analyse and reflect on a research area relevant to the domain of MSS;
3. Develop the capability to present and discuss the research findings in a clear and orderly way and demonstrate how these results contribute to the body of knowledge in the MSS-domain.

EDUCATIONAL FORMAT

Thesis research is developed in three stages through RC&T:

- (1) PREPARATORY STAGE, resulting in the Individual Research Proposal (IRP);
- (2) RESEARCH PROCESS AND THESIS WRITING, resulting in a full Draft Thesis;
- (3) DELIVERY OF MSS-THESIS: final product and assessments.

First, there is a preparatory stage, which is achieved with a successful assessment of the IRP. The second stage comprises the operational process of research and thesis writing, resulting in a first full Draft Thesis for feedback comments. The third stage delivers the MSS-thesis and the final assessments.

Research circles:

- The main aim of each research circle is to: (a) prepare the Individual Research Proposal (IRP), and (b) realise guided research and thesis-writing towards the end-product, the MSS-thesis;
- The composition of the circles is based on: (a) research areas of interest and the related basics, as in the Preliminary Research Proposal, and (b) available staff capacity and expertise;
- There is, as much as possible, an overarching research area per circle;
- The circle is under supervision of one supervisor, with three interventions by a co-examiner. In principle, only supervisors and co-examiners involved in a Master programme with a doctorate (PhD) will fulfil this role. The supervisor is continuously involved in the thesis process, encompassing the preparatory stage (the drafting of the IRP), the operational stage of actual thesis research, and the stage of thesis writing (drafting the final research report);
- The student undertakes thesis research and is responsible for its completion: he/she must inform the supervisor of the circle and the course coordinator about delays or deviations from the thesis process or absence from the circles, as well as about proposed adjustments;

- The circle's performance benefits from peer feedback and the comments given by the supervisor and the co-examiner: active participation of all in the circle meetings is, therefore, an essential requirement.

The basic educational concept for the thesis-circles in the course RC&T consists of four components:

- **Student-centred** thesis-process: this enables continuous learning in conformity with the concept of the 'scholar-officer' in the MSS Programme;
- **Peer-review**: students discuss each other's proceedings, including the research design, the use of research methods, the dilemmas at hand, with support by a supervisor;
- **Ongoing formative assessment**: this is structured via circles that advance the academic skills trajectory as launched in and consistent with the core course Research Methods in MSS;
- **Joint thesis supervision**: management by the staff of thesis-supervision through circles that facilitate a sharing of progress (staff time reduction).

COURSE OUTLINE

Preparatory Stage: Planning the IRP

Week 1	General introduction (all present, incl. students)	MSS-thesis coordinator
	First circle meeting + students	All supervisors
Week 2	Circle meeting + students	Supervisor
Week 3, 4, 5	Circle meetings (one or two optional) + students	Supervisor
Week 6	Circle meeting + students: <u>Assessment IRP</u> by supervisor and co-examiner	All supervisors Co-examiners
	-> Go-No-Go Decision; * Students write a <i>summary</i> of the comments by supervisor and co-examiner and <i>indicate how</i> they will respond to these comments (within two weeks).	

Research Proceedings: Planning Thesis Work

Circle meeting	The first chapter with elaboration of appropriate theories and literature review	Supervisor + students
Circle meeting	Next chapters (involving reports on data collection and data analysis)	Supervisor + students
Circle meeting	Research findings	Supervisor + students
Circle meeting	Conclusions	Supervisor + students
Final circle meeting	<i>Presentation</i> of complete Draft of MSS-thesis to supervisor and co-examiner. Feedback and comments by supervisor and co-examiner	Supervisors and co-examiners
Submit thesis	Work on finalizing the thesis. Deliver the thesis at Moodle in PDF-format. Assessment by supervisor and co-examiner	Supervisors and co-examiners

STUDY MATERIAL

This course is not based on specific literature: separate routes will be taken while doing thesis work. However, the literature provided in the course Research Methods may be valuable and re-assimilated.

PERMISSION FORM: PUBLIC DISCLOSURE MSS-THESIS NLDA

All Master-theses in the MSS Programme are publicly disclosed within and outside the NLDA (as per TER MSS). The thesis is recorded and saved in the WorldCat catalogue via the NLDA Library. This proceeding makes the theses available to users inside and outside the NLDA.

Pursuant to copyright obligations, each student must sign the Consent Form, which is on the course website RC&T and added to this Course Guide (last Appendix). With the signed Form, permission is given for the publication of the thesis for at least seven years, subject to the student's withdrawal or modification/limitation of its accessibility.

EXAMINATION

The thesis will be assessed by the supervisor and the co-examiner. Detailed information on thesis level and assignment can be found under COURSE ASSIGNMENTS below.

COURSE ASSIGNMENTS

Throughout the programme, students are required to communicate their observations, analysis and synthetic processes in writing and/or presentations. The assessment of these assignments can be formative or summative. Papers and Essays are a common method of summative examination for many of the courses, where presentations are sometimes used as a tool for formative assessment.

Formative assessment refers to work that is a requirement of the programme, but which will not contribute towards your final grade awarded for a module. This includes participation in discussion forums as well as exercises set in some learning objects.

Summative assessment refers to work that contributes to your final grade awarded for a module.

Length

Written assignments, essays, and theses must not exceed the maximum word-length stipulated in the TER.

Format

All assessed work must be submitted via Moodle. You may include illustrations, maps, etc. but you must indicate the source from which they were obtained.

Errors in spelling or grammar may be penalised. If your computer has a spellcheck then you should use it before printing out your work but be warned! A spellcheck will not always recognize whether something is correct.

Please use fonts which are easy to read. Do not use single spacing; use 1.5 spacing instead.

References style

There are several different styles for the presentation of references etcetera, as you will notice during your reading. However, authors writing for publication have to follow the preferred house style of the publishers and journals for which they write, so you need to get into the habit of using such a house style. It is also important that there be a 'level playing field', with all students working under the same restrictions, for example concerning how many words footnotes absorb. Hence, you are expected to follow the guidelines below in all your coursework, and if you fail to do so, there may be a penalty in terms of marks. We have deliberately chosen a footnoting convention which minimises the number of

words taken up by references, so that you do not face awkward trade-offs between adequate referencing and staying within the word limit.

The most important consideration in your use of references is whether you have provided all the required information to your reader. In your assessed work you may follow one of the established styles (Chicago- or APA-style). Whatever style you follow, you must use it consistently throughout each piece of work.

Footnotes and endnotes

The purpose of notes is twofold: they provide room for making a point that is peripheral to the main argument and they provide a home for your bibliographic references (see below).

Notes which contain peripheral information should be used sparingly, as they tend to be distracting for a reader and may lead you off into the wilderness of irrelevance. You should always make an effort to include all information except references in the main text. If something does not fit into your main text, it is often better to leave it out entirely.

Since much of the information you present will be based on the research and writings of other authors, you have to accept a basic rule in academia: that you credit the authors you use. Failure to do so may constitute plagiarism. Whether you borrow an argument, paraphrase a section, or provide a direct quotation, all forms of derivation must be supported by references.

The Faculty prefers footnotes, that is, notes situated at the bottom of the page to which they refer. Some word-processing packages do not allow for footnotes. In such cases, endnotes (that is, notes gathered at the end of your piece of work) are allowed.

Note numbers are usually placed at the end of a sentence, behind all punctuation marks. In exceptional circumstances, the note number can appear within a sentence. An example of where this is permissible is when the note refers to a statement you reject or qualify in a further part of the sentence and ambiguity would result if it were placed at the end of the sentence. Note, however, that it still has to appear at the end of a clause – after a punctuation mark – it is never inserted directly behind a word.

References

All essays and the dissertation must have proper academic references. Assistant plug-ins to assist you in formatting your references correctly are allowed and even encouraged.

Bibliography

All your assessed work should include a bibliography. This should be placed at the end of your work and contain all the articles and books you consulted in alphabetical order. The format for citation is more complex than that required in your footnotes and endnotes. It is as follows:

References to books should contain the following: author, year of publication, title (including subtitle), place of publication, publisher. The name of the publisher is optional, but desirable. Capitalise all nouns and adverbs in the title, as well as the opening article or preposition, and the article or preposition preceding the subtitle (which follows a colon). For example:

Bond, Brian (1977), *Liddell Hart: A Study of his Military Thought* (London: Cassell) van Creveld, Martin (1989), *Technology and War: From 2000 B.C. to the Present* (New York: The Free Press)

Delbrück, Hans (1991), *History of the Art of War in the Framework of Political History, Vol. IV: The Modern Era*, tr. Walter Renfroe (Lincoln, Neb.: University of Nebraska Press)

Zielonka, Jan (1992), *Security in Central Europe*, Adelphi Papers, No. 272 (London: Brassey's for the International Institute for Strategic Studies)

Unlike American authors, British authors often do not give their first name, only their initial(s). Follow whatever the title page of the book tells you. The title appears in italic: do not use underlining. Also, note carefully the use of punctuation marks in the above citations, the position of the volume number, the inclusion of the name of a translator, and the position of the name of a series. If the book you consulted notes on the title page or copyright page that it is a new edition, note this as well in your citation. For example:

Freedman, Lawrence (1989), *The Evolution of Nuclear Strategy*, 2nd ed. (London: Macmillan)

An edited book should be cited as follows:

Freedman, Lawrence, ed. (1994), *War* (Oxford and New York: Oxford University Press)

If there is more than one editor list them all and write 'eds.' after their names.

A chapter from an edited book is cited as follows:

Waldron, Arthur (1994), 'Chinese Strategy from the Fourteenth to the Seventeenth Centuries', in Williamson Murray, MacGregor Knox and Alvin Bernstein, eds., *The Making of Strategy: Rulers, States, and War* (Cambridge: Cambridge University Press), pp. 85–114.

References to an article should contain the following

information: author, year of publication, title of the article, name of the journal, volume number, issue number, and page numbers. Capitalisation of titles applies in the same way that it does to book titles.

For example:

McGlynn, Sean (1994), 'The Myths of Medieval Warfare', *History Today*, Vol. 44, No. 1, pp. 28–34.

If the article appeared in an edited volume, cite it as follows:

Paret, Peter (1986), 'Clausewitz', in Peter Paret, ed., *Makers of Modern Strategy from Machiavelli to the Nuclear Age* (Oxford: Clarendon Press), pp. 186–213.

Plagiarism

Plagiarism is a form of cheating, and a serious academic offence. All allegations of plagiarism will be investigated and may result in action being taken under the Teaching and Examination Regulations (TER). A substantiated charge of plagiarism will result in a penalty being ordered, ranging from a mark of zero for the assessed work to expulsion from the programme.

Collusion, the unacknowledged use of material prepared by several persons working together, is another form of cheating.

All written assignments should be uploaded in Moodle and are automatically subjected to a plagiarism scan. The Faculty uses *TurnItIn* as their plagiarism scanning engine.

A summary of the main points:

Students are reminded that all work that they submit as part of the requirements for any examination or assessment of the Faculty of Military Science of the Netherlands Defence Academy must be expressed in their own words and must incorporate their own ideas and judgments. Direct quotations from the published or unpublished work of others, including that of other students, must always be identified as such by being placed inside quotation marks with a full reference to the source provided in the proper form. Paraphrasing - using other words to express another person's ideas or judgments

must also be acknowledged (in a footnote or bracket following the paraphrasing) and referenced. In the same way, the authors of images and audio-visual presentations must be acknowledged.

Additional guidance for the Thesis

When finally handing in your Thesis, a declaration has to be incorporated.

Declaration

On the front page of your Thesis, the following text is to be included:

“Thesis submitted to the Faculty of Military Science of the Netherlands Defence Academy, as partial fulfilment of the requirements for the degree of MA in Military Strategic Studies.”

On the first page of your dissertation, you are required to insert and sign the following declaration:

“This thesis is the sole work of the author and has not been accepted in any previous application for a degree; all quotations and source information have been acknowledged.

Signed

Date

_____”

LEVEL & ASSESSMENT

The programme 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 programme 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 programme.

DIGITAL LEARNING ENVIRONMENT

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 and the check for plagiarism for uploaded assignments. Login details will be provided when applicable.

FACULTY RESEARCH

The architecture, track structure and thematic focus of the programme 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) programmes that bear a direct relevance to the MSS programme and courses offered. For the tracks War Studies and Intelligence and Security, research is conducted within the SRO programme: Dynamics of War & Peace Making. In regard to the track Military Management and Logistics, the research concerned is within the SRO programme: Managing Military Coalitions and Deployment & Deployment ability of Military Systems.

QUALITY

The MSS programme has been developed following, and in accordance with, a benchmark of analyses in which fifteen programmes 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, like all universities, is subjected to regular audits by the NVAO. The programme has last been audited by an international array of experts under the auspices of the NVAO in January 2018.

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

The **Degree Programme Board (DPB)** (*Opleidingsbestuur* Master - Master.MSS@mindef.nl) manages programme organization and overall programme quality and cohesion.

The following people are member of the DPB:⁷

- Prof. dr. R.J.M. Beeres (Chair)
- Prof. dr. M.W.M. Kitzen
- Prof. dr. F.H. Baudet
- Dr. P. de Werd
- S.I. van Uitert BSc (student member)
- M. Hogendoorn BA (student member)
- LtCol K.L. Arnold EMSD MSc (programme coordinator)

The **Board of Examiners (BoE)** (*Examencommissie* - Excom.mss@mindef.nl) responsible for the quality assurance of the testing and assessment procedures and is delegated the function of Board of Admission.

The BoE assesses the results of teaching for individual students in accordance with the TER of the MSS. Furthermore, the BoE discusses exams and judges the admissibility of applicants to the programme.

⁷ The composition of the various organizational bodies may vary. Indicated is the status as of the release date of this document

Underlying is the TER. In the TER all regulations regarding examination, grading, student rights etc. are described.

The TER is available online at:
<https://www.defensie.nl/onderwerpen/defensieacademie/opleidingen/masteropleiding-military-strategic-studies>.

The following people are member of the BoE:

- Dr. J. Noll (chair)
- Dr. T. Bijlsma
- Drs. J.J.M. Geurts MIM

The **Programme Committee (PC)** issues advice to the DPB concerning the TER and its implementation (WHW, Art 9, 18 a and b) With the entry in force of the Enhanced Governance Powers (Educational Institutions) Act of 1 September 2017, the Programme Committee, with or without the Faculty Council, has acquired *right of consent* regarding certain TER matters.

- Dr. T.W. Brocades Zaalberg (chair)
- Dr E. de Waard
- Dr P.H.J. Olsthoorn
- E. Engelbrecht BSc (student)
- K. Camara MSc (student)
- V. Fokkens BSc
- D. Ricciuto LLB
- T. Schalkx BA
- F.A.C. van der Zanden MA (student)

There is an official **Alumni network** (Pallas Athena). Both (ex-)students and the faculty strive to build a comprehensive alumni network.

Evaluations

Evaluation of the MSS programme and curriculum is an ongoing process. At least once a year the programme is discussed by all staff involved. For the track programme 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 re-evaluated as soon as possible.

Besides the official evaluations, students are welcome to critically evaluate the programme 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.

COLOFON

This study-guide will be updated twice per academic year. An updated version will be available as from 1 September and from 1 March each year. Suggestions or comments on the contents of the study-guide can be mailed to master.mss@mindef.nl

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NETHERLANDS DEFENCE ACADEMY

Annex A: Academic Calendar 2024 - 2025

		JAN 2024					FEB 2024					MRT 2024					APR 2024					MEI 2024					JUN 2024				
		05-jan	12-jan	19-jan	26-jan	02-feb	09-feb	16-feb	23-feb	01-mrt	08-mrt	15-mrt	22-mrt	29-mrt	05-apr	12-apr	19-apr	26-apr	03-mei	10-mei	17-mei	24-mei	31-mei	07-jun	14-jun	21-jun	28-jun				
Class 2022		Elective										HER TRIM 1	Thesis research																		
		Research Circles					Thesis research						16.00 Social Event																		
		Research Methods												Strategizing and Organizing Irregular Warfare Intelligence Organizations and their Cultures Defence Economics & Performance Management International Law of Military Operations Intelligence and its Environment																	
		War, Defence & Society												Information Electives Thesis Information																	
INFORMATIEBIJENKOMST MASTER MSS:																															
		JUL 2024					AUG 2024					SEPT 2024					OKT 2024					NOV 2024					DEC 2024				
		05-jul	12-jul	19-jul	26-jul	02-aug	09-aug	16-aug	23-aug	30-aug	06-sep	13-sep	20-sep	27-sep	04-okt	11-okt	18-okt	25-okt	01-nov	08-nov	15-nov	22-nov	29-nov	06-dec	13-dec	20-dec	29-dec				
Class 2023												HER TRIM 2 + 3	Technology Management and the Military Future of War International Intelligence Cooperation Leadership & Ethics Deterrence & Coercive Diplomacy Data and Technology in Intelligence																		
													16.00 Social Event																		
														War & Warfare in the (post) Modern World Contemporary Security and Strategy																	
														16.00 Social Event Elective Research Circles and Theses Research Method War, Defence & Society Christmas lunch																	
Class 2024												THE START OF THE MASTER PROGRAM																			
													16.00 Social Event																		
		INZAGE TENTAMENS/PAPERS					COLLEGEVRIJ																								

		JAN 2025					FEB 2025					MRT 2025					APR 2025					MEI 2025					JUN 2025				
		03-jan	10-jan	17-jan	24-jan	31-jan	07-feb	14-feb	21-feb	28-feb	07-mrt	14-mrt	21-mrt	28-mrt	04-apr	11-apr	18-apr	25-apr	02-mei	09-mei	16-mei	23-mei	30-mei	06-jun	13-jun	20-jun	27-jun				
Class 2023		Elective										HER TRIM 1	Thesis research																		
		Research Circles					Thesis research						16.00 Social Event																		
		Research Methods												Strategizing and Organizing Irregular Warfare Intelligence Organizations and their Cultures Defence Economics & Performance Management International Law of Military Operations Intelligence and its Environment																	
		War, Defence & Society												Information Electives																	
INFORMATIEBIJENKOMST MASTER MSS:																															
		JUL 2025					AUG 2025					SEPT 2025					OKT 2025					NOV 2025					DEC 2025				
		04-jul	11-jul	18-jul	25-jul	01-aug	08-aug	15-aug	22-aug	29-aug	05-sep	12-sep	19-sep	26-sep	03-okt	10-okt	17-okt	24-okt	31-okt	07-nov	14-nov	21-nov	28-nov	05-dec	12-dec	19-dec	26-dec				
Class 2024												HER TRIM 2 + 3	Technology Management and the Military Future of War International Intelligence Cooperation Leadership & Ethics Deterrence & Coercive Diplomacy Data and Technology in Intelligence																		
													16.00 Social Event																		
														War & Warfare in the (post) Modern World Contemporary Security and Strategy																	
														16.00 Social Event Elective Research Circles and Theses Research Method War, Defence & Society Christmas lunch																	
Class 2025												THE START OF THE MASTER PROGRAM																			
													16.00 Social Event																		
		INZAGE TENTAMENS/PAPERS					COLLEGEVRIJ																								

Annex B: Code of Conduct

1. Objective

This section is based on the declaration A984 *'Integriteitsbeleid Defensie'* of the Secretary General of the Ministry of Defence and tailored for use in the master programme Military Strategic Studies. This Annex does not replace the declaration but should be read as an abstract of that document and it also contains more detailed information. This Code of Conduct is applicable for all students, staff, and faculty of the Faculty of Military Science.

The Code of Conduct (CoC) is, of course, also applicable for personnel of the MoD. The CoC forms the foundation for the concept of integrity within the MoD: “the respectful interaction between people, taking into account the rights, stakes, and desires of all involved.”

In this Annex, the PB of the MSS intends to:

- Foster professionalism and responsibility in the education realm;
- Promote manners supporting a safe learning environment.

Infringements to the CC can be reported according the A984 and subsequently researched.

2. Code of Conduct Ministry of Defence.

Every employee and supervisor/superior with the MoD, and all hired for various reasons by the MoD, is bound to the CoC. This code stimulates colleagues to address (un)wanted behaviour. This implies that everyone can be held accountable based on this CoC. The CoC consist of five basic standards. This does not limit the capacity of supervisors and employees to generate additional rules of conduct and it does not limit the maintenance of the *'tuchtrect'* for military personnel or the measures taken in relation to misbehaviour by military or breach of duty by civilian personnel.

- 2.1. **I am part of a professional organisation.** I keep my knowledge and skills, professional as well as social, at the required level. This allows me to fulfil my tasks even under difficult circumstances.
- 2.2. **I am a member of a team with a common task.** I work together with colleagues and am co-responsible for them and for the team. I approach others on their behaviour and accept that others can address me on my behaviour.

- 2.3. **I am aware of my responsibility.** I will not harm the interests of the MoD and will lead by example. I will use governmental goods responsibly and legitimately.
- 2.4. **I am an integer person and treat everyone with respect.** I will not accept unacceptable behaviour such as discrimination (sexual) intimidation and bullying, aimed at me or others. I will obey the law and applicable rules and I will not misuse my power or position.
- 2.5. **I will create a safe working environment.** I accept responsibility to provide safety for others and myself. This includes operational safety, information safety, and working conditions. I will not engage in drug-use, and alcohol will not have an impact on my functioning.

3. Basic rules of integrity

In addition to the CoC MOD some basic rules have been established to address the educational environment of the master programme for Military Strategic Studies.

- 3.1. Wanted behaviour. The MOD is responsible for creating and maintain a safe and secure working environment for its employees and students alike. The way co-workers interact is laid down in the CoC. One of the items described is the respect and dignity staff and students exercise in their interaction.

A safe learning environment is inseparable from a safe teaching environment. The MSS strives for interaction on intellectual content, in which student and lecturer both need to fulfil their role.

Within the MoD organisation (affectionate) relationships can occur. The persons involved are to ensure no boundaries are crossed without consent. The following guidelines are to be adhered to:

- Be open and honest about relationships;
- Relationships within a department should be reported to the supervisor;
- In case of a hierarchical relation between the persons involved, sexually tainted advances and sexual relationships are not allowed.

- 3.2. Handling of confidential information. Every member of the faculty (students and staff alike) should have their privacy protected and this warrants all involved to carefully handle personal information as laid down in the General Data Protection Regulation (GDPR). This limits the use of personal data to the purpose of the initial collection. The GDPR also limits the access to the data and provides guidelines on how personal data is to be stored.

4. Preserving integrity

For students, faculty and supporting staff within the master MSS the following bodies have been established to address unwanted situations:

- Every cohort/track/class has a class representative chosen from and by the students;
- The class representatives can be used as first point of contact ;
- Student members of the Programme Committee or the Programme Board can also be approached concerning concerns on integrity;
- The Programme Coordinator is – as a mentor – the first point of contact for the class representatives, he can either consult the confidants of the Netherlands Defence Academy himself or refer to the body of confidants;
- Students are free to contact and address members of the faculty;
- Faculty can consult the programme coordinator, the Programme Board or one of the confidants of the Defence Academy;
- The *Centrale Organisatie Integriteit Defensie* (COID), as the MoD centre of expertise, can be used as well.

5. How to report

5.1. Within the MoD the starting point for reporting issues concerning integrity or unwanted behavior is one's supervisor or the supervisor of the person being reported on. If the person reporting wishes to address the issue higher up the command line, he is free to do so.

5.2. Reporting to the COID. If, for any reason, the reporter does not want to contact any of the supervisors, the situation can be reported to the COID directly. An employee of the COID will discuss the steps to follow with the reporting colleague. Externals can address unwanted behavior or a breach of integrity to the supervisor of the defendant or directly to the COID.

5.2.1. Reporting to the COID through the service desk MoD: 0800-2255733 or *06 733 option 4. (From abroad +31704143300) To contact COID directly, call +31613710276 or use email: COID@mindef.nl

5.3. If an employee of the MoD feels the MoD failed not follow up on the reporting adequately, the situation can be reported with the *Huis voor Klokkeluiders* or in case of any wrongdoing the *Nationale Ombudsman*. Both organisations will first evaluate the steps taken by the MoD before starting an investigation themselves.

Annex C: Privacy Regulations

The Faculty of Military Sciences (FMS) of the Netherlands Defence Academy respects the privacy of students and staff of the FMS and will treat personal information in accordance with the General Data Protection Regulation (GDPR), or the *Algemene Verordening Gegevensbescherming* (AVG).⁸ This regulation describes how the FMS handles personal information of her students and what the student's rights are concerning his personal data.

The FMS handles and treats (special) personal information of its students in accordance with the GDPR and AVG.⁹

The Security Officer/ Coordinating Officer AVG of the Netherlands Defence Academy will supervise the handling of personal data by the FMS is in compliance with the GDPR/AVG.

1. Types of Personal Data

The following (special) personal data can be handled by the FMS:

- Name and address, email address, telephone number, data and place of birth, passport photograph, correspondence number OC&W, Social Security Number (BSN), a copy of an identification document, diploma of undergraduate and graduate education, VOG/VGB.¹⁰
- Study results and progress data;
- Special personal data (concerning health and wellbeing) required for providing an adequate learning environment of the student;
- Insurance information of students in case of travel abroad related to the study;
- Additional legally obligatory personal data based on specific legislature, i.e. *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek* (WHW)

⁸ Ratified per 25 May 2018

⁹ The AVG differentiates between personal information (Name and address data) and special data, i.e. concerning data on a student's health

¹⁰ VOG: *Verklaring Omtrent Gedrag*, a Statement of Conduct, provided by the local municipality. VGB: *Verklaring Geen Bezwaar*, a Statement of Conduct, provided by the National Intelligence Community.

2. Purpose of Administration

The FMW uses personal data only for the following purposes:

- Enrolment into the master programme and registration of study progress and study results;
- Administration of study results, study progress and information related thereto;
- The dissemination of requested education information;
- The implementation and improvement of educational services;
- Information on congresses, seminars with a relation to the field of study;
- Generation of educational statistical data;
- Evaluation and accreditation of the programme;
- The support of faculty, Board of Examiners, Programme Board, and FMW management.

The personal data provided by students will only be used for the above described purposes. Other use of personal data can only occur after consent from the student. Special personal information concerning health and wellbeing can only be shared with faculty and others after consent of the student involved.

3. Rights of Students

The students involved have the following rights in accordance with the GDPR/AVG:

- Right of inspection: students can forward a request to the Head of the Faculty Administration to get a statement of the personal data kept on record;
- Right of correction: if personal data is used incorrectly, the student can submit a request to correct with the Head of the Faculty Administration;
- Right 'to be forgotten', former student can request the Head of the Faculty Administration delete their data from the FMS administrative systems. Some technological and/or legal restrictions may apply (i.e. archive laws);
- Right on transfer of data, students can request the Head of the Faculty Administration to transfer their personal data to an organisation or institute provided by the student.

4. Sharing Personal Information Externally

For the administration of personal data the FMS can make use of external service providers, contracted by the FMS (i.e. educational support like Moodle and/or OSIRIS). These contractors provide their services based upon a contract, specifying the handling of personal data. Other than these providers will personal data not be shared unless obligated based on the law (i.e. WHW)

The FMS ascertains, together with its contractors, an adequate organisational and technological architecture to safeguard the personal data. This will guarantee the personal data is only available to

those who need access based on their function and limited only to specific and necessary elements of the personal data. The FMS guarantees the personal data will only be used for purposes related to the reason on collection, based on legitimate grounds.

5. Reporting Data Breach

If someone suspects that unauthorised persons have access to personal data of the FMS, this is to be reported by the Security Officer / AVG Officer of the Netherlands Defence Academy. This will initiate the procedure to analyse, solve, and report a breach of data