MINISTRY OF DEFENCE

STUDY GUIDE (2019-2020)

MASTER MILITARY STRATEGIC STUDIES (MA)

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Contents

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. 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 of defence planning and the strategic ideas and doctrines concerning the use

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[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 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.

OFFICER SCHOLAR

(ref FMS/NLDA Education Quality Manual)

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 process in environments that a 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 predominantly take place at the *Kasteel van Breda*, one of the locations of the Netherlands Defence Academy.

The programme benefits from a very positive student-teacher ratio. Only 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 often guest lectures are 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. Course grades are valid for six years which allows students to temporarily interrupt their studies because of, 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.

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[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

Thesis (15 EC)		
Elective (5 EC)		
MANAGING & ORGANISING IN THE MILITARY (20 EC)	WAR STUDIES (20 EC)	INTELLIGENCE & SECURITY (20 EC)
Technology Management and the Military	International Law of Military Operations	Methods & Analytical Concepts in Intelligence
Leadership and Ethics	Peace keeping & State building	International Intelligence Cooperation
Strategizing & Organizing	Insurgency & Counterinsurgency	Intelligence and its Environment
Defence Economics & Performance Management	Coercive Diplomacy	Intelligence Organizations and their Cultures
Core Courses (20 EC)		
War, Defence & Society	Research Methods	
War & Warfare in the (post) Modern World	Contemporary Security and Strategy	

Table 1: Design of the Programme

The 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 three tracks offer the opportunity to focus on three related but distinct areas of studies. 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 and Organising in the Military (MOM)**, focuses especially on the internal dynamics of military organizations. It consists of the following four courses:

    o Leadership and Ethics

    o Technology Management and the Military

    o Strategizing and Organizing

    o Defence Economics and Performance Management

- **War Studies (WS),** explores the employment of military force in different strategic contexts as well as the issues of legitimacy surrounding the use of force. It consists of the following four courses:

    o Insurgency and Counterinsurgency

    o International Law of Military Operations

    o Peacekeeping and State Building

    o Deterrence & Coercive Diplomacy

- **Intelligence & Security (I&S)**, critically examines the functioning of intelligence organizations. This track consists of the following four courses:

    o Methods and Analytic Concepts in Intelligence

    o International Intelligence Cooperation

    o Intelligence and its Environment

    o 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 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 Warfare**; this course offers an in depth treatment of the rapidly increasing militarization of the cyber environment.

- **Decision Making in Crisis and War**; this course discusses in depth the theories of crisis decision making and how high stakes political settings have affected decision-making concerning interventions in practice.

- **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.

- **Selling War**; this course deals with the question what rhetorical, ethical and legal methods politicians in various civilizations – Christian, Islamic, Communist for instance - employ to

convince and to justify to domestic audiences their decision or intent to engage in military interventions.

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 you with an opportunity to explore an aspect of military strategic studies that interests you.[4]

Researching and writing a thesis is one of the most challenging and rewarding tasks you will face as an MA student. In contrast with the mode of study in the taught modules it is your 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.

LEARNING OUTCOMES

MSS graduates are able to:

- understand and explain the evolution of contemporary Western security policy and the perspectives of Western (European) societies concerning the use of force;
- understand and explain dominant trends and characteristics of contemporary conflicts and modes of warfare;

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[3] For an example see: 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*

- 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;
- 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;
- 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;
- communicate ideas, perspectives and results in an international context in constructive dialogue, in oral presentation and in cooperative workgroups;
- (independently) conduct research to develop the capacity to contribute to the body of knowledge in the MSS domain.

PROGRAMME OBJECTIVES

Having successfully completed the MSS programme, regardless of the track followed, all students will have gained an understanding of:

- Key issues, debates, approaches and developments concerning contemporary international security;

- The nature of war, why war is studied and the epistemological challenges associated with its study;

  - Students should have a thorough understanding of the relation between methodology and methods which supports them in the building the capacity to formulate a research problem and apply the adequate method(s);

  - Students should be familiarised with the process of conducting advanced research in MSS;

  - Students should understand (empirical) research and underlying philosophies;

- The characteristics of various types of conflict;

- The evolution of war and warfare as an historical and societal phenomenon;

- o Students should be able to identify the major trends in the conduct of military operations from 1989 to the present day and articulate the fundamentals of the major operational theories developed during this period;

- The main western strategic theories, military doctrines and academic debates informing the question of logic and utility of military force in various types of wars;

  - o Students should have built a strong analytical framework for understanding the nature of strategy and investigating leading strategic ideas and issues from classical interstate conflicts to stabilisation operations and small wars;

  - o Students should have developed an understanding of how strategy is made in theory and practice and how it is shaped by culture, geography, law, technology,, and the way in which organised violence is used;

- The role of strategy at the interface between political and military activity;

- The main legal principles governing the employment of military force;

  - o Students should have a keen understanding of different approaches to the use of force and the ends of policy (including political, historical, theoretical, geographical, and ethical standpoints;

- The specific nature of modern land, air, maritime and joint warfare in various types of conflict;

- The motives, (ill) logic, conduct, effects, and impact of recent complex military operations;

  - o Students should have insights and knowledge of the interplay and impact of the relationship between war, defence and society in military present day practice.

Having successfully completed the MSS programme, regardless of the track followed, all students can explain:

- Key issues, debates, approaches and developments concerning contemporary international security;

- The nature of war, why war is studied and the epistemological challenges associated with its study;

- The characteristics of various types of conflict;

- The evolution of war and warfare as a historical and societal phenomenon;

- The main western strategic theories, military doctrines and academic debates informing the question of logic and utility of military force in various types of war;

- The role of strategy at the interface between political and military activity;

  o Students should be able to voice a personal view with regard to the above mentioned interplay based on thorough study and analysis of the literature presented;

  o Students should be able to articulate the relationship between strategy, operations and tactics;

- The main legal principles governing the employment of military force;

- The specific nature of modern land, air, maritime, and joint warfare in various types of conflict;

- The motives, (ill) logic, conduct, effects, and impact of recent complex military operations;

  o Students should be able to voice a personal view with regard to the above mentioned interplay based on thorough study and analysis of the literature presented;

Having successfully completed the MSS programme, regardless of the track followed, all students can analyse:

- Key issues, debates, approaches and developments concerning contemporary international security;

- The nature of war, why war is studied and the epistemological challenges associated with its study;

- The characteristics of various types of conflict;

  o Students should be able to analyse the conduct of military operations and identify the role which command practice, command systems, logistics, technology, geography, the political-military interface, and the inter-service and coalition relationships play in determining their outcome;

- The evolution of war and warfare as a historical and societal phenomenon;

- The main western strategic theories, military doctrines and academic debates informing the question of logic and utility of military force in various types of war;

- The role of strategy at the interface between political and military activity;

- The main legal principles governing the employment of military force;

- The specific nature of modern land, air, maritime, and joint warfare in various types of conflict;

  o Students should be able to analyse the conduct of military operations and identify the role which command practice, command systems, logistics, technology, geography, the political-military interface, and the inter-service and coalition relationships play in determining their outcome;

- The motives, (ill) logic, conduct, effects, and impact of recent complex military operations;

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

- The contemporary experience of, and theories, doctrines and debates informing and following;

- the employment of the military as an instrument for coercive diplomacy, interstate warfare, humanitarian intervention, counter-insurgency and stabilization missions;

- o Students should be able to explain the theoretical parameters at the political and military strategic level that influence the effectiveness of coercive strategies;

- o Students should be able to sketch the theoretical background of insurgency and counterinsurgency warfare and explain the fundamentals and background of contemporary concepts of these types of warfare;

- o Students should be able to describe all actors involved, their organisation and their role in the conduct of (counter)insurgency warfare;

- o Students should be able to discuss:

    - ▪ The place of military force in addressing humanitarian an security crises;

- the impact of technology on war and warfare and the debates concerning recent military technological developments;

- the impact of domestic and alliance politics on strategy, security policy, and defence policy;

    - o Students should be able to discuss:

        - ▪ The role of the UN and regional organisations;

- the nature of political and military decision making in crisis and war;

    - o Students should have acquired an understanding of the broader theoretical issues and policy debates relevant to international peace operations so that they can engage these questions independently;

- the methods for, and debates concerning the formulation of security policy and defence planning in a comparative perspective;

- the dynamics of military innovation in the past two decades;

- the legal context governing the use of force in a variety of conflicts and types of missions;

    - o Students should be able to identify and apply the contemporary legal bases for the use of force and the conduct of international military operations to various types of

military operations and be aware of the main areas of consensus and dissension regarding their application;

- o Students should be able to identify and apply the principal legal regimes relating to the application of force (targeting of persons and objects), the maintenance of law and order and the treatments of persons in custody or detention, and have an understanding of how said regimes relate to each other and of the principal methods of interpreting them and resolving conflicts which may arise in their application;

- o Students should be able to identify an apply 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 regimes;

- o Students should be able to have a basic understanding of how accountability and responsibility for violations of the applicable law apply to participating States, international organisations, armed groups, and individuals;

- o Students should be able to discuss:

  - ▪ The ethical and legal issues shaping peace operations and humanitarian intervention.

The Intelligence and Security Track, in addition to the overall objectives aims to provide insight into:

- the influence of intelligence on national security;

- the role and methodologies of intelligence analysis;

  - o Students should understand the science versus art dilemma encountered within intelligence analysis and understand one of the most important methods in intelligence analysis;

- the nature and impact of intelligence failures;

- the history of intelligence organizations;

- the processes of security and military intelligence analysis;

- the legal context of intelligence operations.

The track **Managing and Organising in the Military** offers a focus on the internal dynamics of military organizations as well as the relation between the military and society. It aims to provide detailed insight into:

- the unique challenges of managing military organisations;

  - Students should have profound knowledge of the art in both (strategic) human resource management and leadership theories, and, in how both these domains interrelate;

  - Students should understand the influence of the organisational environment and strategy on human resource policies, and the importance of these policies being internally consistent;

  - Students should be aware of up to date research on contemporary issues and best practices in HRM;

- the complexity of defence acquisition and logistics processes;

- the specific nature of defence economics;

  - Students should be able to understand and analyse the most important theoretical frameworks and concepts accepted in defence economics and performance management;

- the psychological stresses of military operations on military personnel;

- societal attitudes towards the military and the use of force;

- the nature of political and military decision making in crisis and war;

- the methods for, and debates concerning the formulation of security policy and defence planning in a comparative perspective;

- o Students should be able to explain what scenario planning is and understand why it is a useful organisational sensing tool for military organisations, and have practiced with existing exercises to learn the logic steps and stimulate the necessary creativity to build valuable scenarios;

- the dynamics of military innovation in the past two decades;

  - o Students should be able to explain the concept of modular design;

  - o Students should be able to explain the relationship between governance, internal market dynamics, and the use of shared service centres.

Students are able to understand, analyse, discuss and reflect on the positioning of the military organisation in the field of organisational studies.

Additionally, they are able to understand, analyse, discuss, and reflect on strategic challenges and controversies with regard to organising (for) military deployment.

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 (Class 2018) is April 30th 2018. 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, this proof of proficiency can also be waivered if the applicant has followed a complete undergraduate or graduate programme in a native English speaking nation. The deadline for submitting required documents is dependent upon the start date of the chosen module. As a rule, one should apply four months prior start date. See appendix A for the academic calendar.

Upon admission, it is <u>not</u> 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 r*ekestformulier* (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 lid 2: 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. For all other students, the tuition fee is the same as for other Dutch universities (for the academic year 2018-2019: € 2060,=; it is '*het wettelijk collegegeld*', not '*instellingscollegegeld*'). The NLDA does not charge '*instellingscollegegeld*' as part of the tuition fee. It is not possible to request any college funding with DUO as the master programme is a part time programme. Tuition fee must be paid in three parts divided over the academic year. Payment details will be provided when applicable.

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

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 Director: Dr. M. Rothman

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, including the problems of terrorism, cyber-threats, resource scarcity, and geopolitics. Indeed, it deals with the very notion of security and discusses concepts such as human security and R2P. It examines a range of issues and concepts relating to the use of force in international relations, including the main theories on the role of force, the implications of different models of international order for thinking about the use of force, the impact of domestic factors on preparations for war and its conduct, alliance formation, and the roles of regional and international organizations. It will discuss how such academic concepts relate to policy development by exploring recent official national and international security and defense policy papers and think tank reports. Finally it will explore the complex nexus between politics and the use of force: strategy.

This course also offers an integrated treatment of the main features of the discipline of strategic studies. 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, geography, law, and technology. It includes a critically exploration European and American security policies, grounded in an understanding of contemporary strategic cultures. It concludes with a discussion of the Netherlands security and defence policy as they have evolved since 1989.

This course runs in parallel with War & Warfare in the (post-)modern world. Combined these two courses offer a solid understanding of the evolution of warfare since 1989 and the (perspectives on) utility of force in dealing with challenges of 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 strategy
3	understand how strategy is made in theory and practice and how it is shaped by culture, geography, law, technology, and the way in which organized violence is used.
4	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 on pressing questions of international security in the world today.
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 among 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.

METHODS OF INSTRUCTION

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	perspectives and theory
WEEK 3	Relations between academic and policy worlds
WEEK 4	Security Policy: instrumnets and institutes
WEEK 5	Issues 1: terrorism , migration, populism
WEEK 6	Issues 2: climate change, globalisation
WEEK 7	Issues 3: return of geopolitics , China
WEEK 8	Issues 4, return of geopolitics, Russia, Nuclear detterence
WEEK 9	Issues 5: emerging technologies & security
WEEK 10	Security and the shape of the international liberal order (optional)
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 text books. 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 (ed.), *Security Studies: An Introduction*, third edition, Routledge, 2018.
- John Baylis, James Wirtz and Colin S. Gray (eds.), *Strategy in the Contemporary World (5th edition)*, Oxford: Oxford University Press, 2016, or later editions
- Carl von Clausewitz, *On War*, (ed. & tr. Michael Howard and Peter Paret), Princeton University Press, Princeton, 1978, or later editions, or other publishers of this volume by these same authors. 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. Each will consist of answering 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: Dr. B. Klein Goldewijk

Course Level: 400

DESCRIPTION

Research strategies in the field of military studies are quickly developing, as well as systematic thinking about which research methods are the most appropriate. This course focuses on critical thinking, fresh knowledge, and consistent study of social scientific research methods in the specific military context. Research methods, as a discipline, includes 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 of the results, involving broader aspects of relevancy. The structure of the course roughly follows these basic constitutive elements of the research process – but not in a limiting linear sense.

The first lecture starts from the alleged disconnect between theory-driven academics and military practitioners. The debate opens an exploration of key research concepts and research strategies, as well as basic distinctions in research philosophy (such as qualitative and quantitative; epistemology and ontology; positivism and constructivism). This will be illustrated by the methodological implications of current strategic debates on nonlinearity, complexity and system effects. In the second session, students undertake a preliminary exercise on how to trigger research in military studies by scrutinising an opinion article from the media: they critically question the implicit or explicit problem-statement, as well as the author's supporting approaches, arguments and conclusions.

The next two sessions critically explore a rich variety of methods that tend to be associated with a qualitative research methodology (involving methods such as field research, participant observation, interviews, data collection and data analysis) and quantitative methodology (including field experiments, 'big data' analysis, surveys, and cross-national research). Whether the standard qualitative-quantitative distinction can still be sustained is integral part of the discussions in the two sessions.

Against this backdrop, the course proceeds with a more detailed exploration of five specific social science research methods used in the military context. First, methods of warfare modelling, involving games and network analysis, will be studied as well as their implications for military operations. This

is followed by a session on the specific use of case studies and comparative methods in the military context. Next, a full session will be dedicated to process tracing - a method that is booming in security studies - as well as to the use of multiple/mixed methods approaches. After this, there is a specific session on the use of historical methods for research in the military domain, focusing on source criticism, battlefield research and memoirs. The course then proceeds on discourse analysis in military settings, as part of the critical tradition of securitisation and constructivism/interpretivism. The last session deals with new data generation and data analysis in conflict studies and peacekeeping operations, and arranges for an integrated and conclusive overview, with optional class-presentations by students of their final paper, so as to receive peer review.

OBJECTIVES

At the end of the course students are able to :

1	analyse and review research problem-statements, research designs and approaches.
2	understand data collection, analysis, and interpretation.
3	select advanced (MA) research methods in military strategic studies.
4	analyse, review and discuss research publications (academic journal articles, books, research-based papers).
5	understand research philosophy and the philosophical foundations of academic literature pertaining to strategic studies.
6	Evaluate specific methods and methodology in strategic studies.

METHODS OF INSTRUCTION

The course will be given at Leids level 500 and is 5 ECTS. The course consists of 10 three-hour sessions. Attendance at all sessions is compulsory.

COURSE OUTLINE

WEEK 1	Research strategies in military studies: the alleged disconnect between academics and military practitioners (implications)
WEEK 2	Four Seminars: How to trigger military research - Student Presentations
WEEK 3	Qualitative research methods: field research, observations, interviews, data collection and data analysis
WEEK 4	Quantitative research methods and integrated research practices, involving field experiments
WEEK 5	Game theory and network analysis: warfare modelling, network data, and military operations
WEEK 6	Case studies and comparative methods in the military institution
WEEK 7	Process tracing and multiple/mixed methods: recent theory development in security studies and assumed methodological inconsistencies in military doctrine
WEEK 8	Historical methods for research in military studies: source criticism, battlefield research and memoirs
WEEK 9	Critical discourse analysis, securitisation, and critical security methods in military settings
WEEK 10	New data generation and data analysis in conflict studies and peacekeeping integration and conclusion Elective student presentations of Final Review Paper

STUDY MATERIAL

Two books are recommended to purchase and will be referred to throughout the course:

- Soeters, Joseph; Patricia M. Shields and Sebastiaan Rietjens (eds.) (2014) *Routledge Handbook of Research Methods in Military Studies*. London/New York: Routledge (336p., SOFT COVER).

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

EXAMINATION

The formulated course objectives will be evaluated by:

- a Short Paper and Presentation (max. 700 words, 30% of final grade);

- a Final Research Methods Review Essay (max. 2,500 words; 70% of final grade): students must demonstrate their ability to subject an article-length research paper to critical scrutiny.

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

Course Director: Cdre Prof. Dr. F. Osinga

Course Level: 400

DESCRIPTION

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

OBJECTIVES

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

1	explain the major trends in the conduct of military operations from 1900 to the present day and the fundamentals of the major operational theories developed during this period.
2	assess the relationship between strategy, operations and tactics.

3	analyse the conduct of military operations and explain the role which, command practice, command systems, logistics, technology, geography, the political-military interface, and inter-service and coalition relationships play in determining their outcome.
4	Explain the utility, strategic approaches, and limits of the use of force in the dominant strategic context of the post-cold war era.
5	Evaluate the scholarly debate about the conduct and nature of contemporary warfare.
6	evaluate the most pertinent strategic issues in international relations in the twenty-first century and the application of military force in contemporary global affairs.

METHODS OF INSTRUCTION

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

COURSE OUTLINE

WEEK 1	Strategic studies; war and strategy.
WEEK 2	The logic of War: strategic theories
WEEK 3	Postmodern warfare: Desert Storm and ist legacy
WEEK 4	Postmodern conventional warfare: OEF & OIF
WEEK 5	Deterrence and coercive diplomacy: Operation Allied Force
WEEK 6	Irregular warfare: Afghanistan/Hezbollah/ISIS
WEEK 7	Stabilsation and statebuilding: NATO in Afghanistan
WEEK 8	Humanitarian intervention: from Bosnia to Libya
WEEK 9	Current issues: Hybrid and cyber warfare
WEEK 10	Final examination

STUDY MATERIAL

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

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

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

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

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

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

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

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

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

EXAMINATION

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

Course: WAR, DEFENCE AND SOCIETY

Course Director: ?

Course Level: 400

DESCRIPTION

The central thought (*rode draad*) in this course concerns societal and political questions regarding the deployment of the armed forces. It is about deployment in a broad sense. The Dutch translation would be "*Inzet*". It is about the society, politics and the use of the military instrument. Three main stakeholders can be identified; politicians (government), the people and the military. The returning question revolves around deployment, not from a strategic, tactical, economic or organizational sciences perspective because these perspectives are dealt with in other courses, but from an ethical, political, social, and legal perspective. The interplay between the three stakeholders creates the fabric of society and focusses around the question 'how do we, as a society, as a democracy, deal with military deployment and the use of violence as a political instrument?'

The relationship between politicians, people and soldiers is implied in Charles Tilly's famous dictum: 'War made the state and the state made war.' It is in name of the state that soldiers are deployed, and governments decides on deployment, but the state and the military both need legitimisation from society. It is the people who form the constituency and thus have the final say … do they really? The first set of questions to be addressed in this course is: 'who deploys the armed forces?', 'where did the primacy of politics come from?', 'why does the primacy of politics make sense?' and how do these questions tie together in the system of governance to ultimate address the question 'why do governance and the rule of law contribute to safety and security?'

Military deployment needs ethical and judicial justification just as much as societal support. The Just War tradition and internationally accepted laws provide ample illustrations of this need for justification. The use of force must be legitimised and politicians struggle continuously with the question 'why do we deploy our forces?'. The question 'why do we deploy our forces' is addressed from an ethical and a legal perspective. 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 tackles the legal constraints on war as point of departure.

By answering the question 'who decides on deployment' the mechanics of the political system are dissected and we learn that decision-making is not simply a top to bottom relationship. The 'article 100' procedure forms the legal framework for decision-making in the Netherlands but case studies from Srebrenica on illustrate that decision-making is never a straight forward process.

The domestic monopoly of violence is normally a matter for the police forces but the military can be called upon to assist civil authorities. The armed forces have a constitutional task in regard to crisis management, combating terrorism, and/or assisting civil authorities and therefore military assistance is called for in emergency situations or in the advent of expected and large events that require special security provisions. The governance triangle thus takes on a different form, with different stakeholders but with the same objective: providing for safety and security.

The question 'who decides on deployment? is not so easily answered since there are many perspectives on the workings of bureaucracy and politics. The actors seek out constituents that produce enough clout to open windows of opportunities that compel politicians to agree with certain proposals such as the decision to support a deployment to Uruzgan. It is not simply the politicians who decide (the so called 'primacy of politics'), because civil servants also influence the political agenda and decision-making.

Obviously, the role of the media is crucial in this respect since it regards deployment and the use of force. Given the omnipresence of the media (social media included) in present-day military operations this influence can hardly be underestimated. Many myths are debunked in answering the question 'What is the impact from the media on deployment?' such as the myth that the Vietnam War was lost because of low support of the media. Or the myths of media-pushing-pulling the politicians and the armed forces to intervene or to withdraw from a mission. Sometimes the effort to use media as a weapon is called 'propaganda', sometimes 'psy-ops', sometimes 'framing', sometimes 'strategic narratives'. Influencing public opinion through the internet and its associated social media has become common in our societies. Cyber activities by a third party to influence the outcomes of political decision making processes may have a destabilising effect and call for increased cyber awareness and security.

The closing set of questions focuses on 'after deployment', because a deployment is not over till it's over, meaning that long after a deployment the consequences may cost dire and can pose a serious societal problem. Again it is the governance triangle that helps us to understand the relationship

between former soldiers (veterans), state and society. It was the state that decided to deploy soldiers, but sometimes they were not well welcomed upon return after deployment. These veterans, lacking recognition, did not always adapt well to the parent society they returned in and developed problems. Veterans, who felt excluded from and rejected by society, became politically active to further their cause and they know how to acquire leverage from society thus forcing the state to provide good care, recognition, and legislation. Political processes help veterans to reintegrate in society and alleviate moral injury.

OBJECTIVES

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

1	understand the contemporary interplay and impact of the relationship between war, deployment of forces and society.
2	evaluate the most important contemporary perspectives concerning the interplay and impact of the relationship between war, defence and society.
3	Understand the legal and ethical frameworks in the Western world 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.

METHODS OF INSTRUCTION

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

COURSE OUTLINE

WEEK 1	Intro & Civil Military Relations: controlling the military
WEEK 2	Strategic cultures part 1: the utility of force debate

WEEK 3	Strategic cultures part 2: cultures compared
WEEK 4	Legal constraints on war: international law and LOAC
WEEK 5	Ethical constraints on war: just war theory
WEEK 6	Debate: Drones and killer robots
WEEK 7	Debate: war, interventions and media
WEEK 8	NATO & European Security and defence Policy
WEEK 9	Decurity and Defence policy: the case of the Netherlands
WEEK 10	Final examination

STUDY MATERIAL

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

EXAMINATION

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

WAR STUDIES TRACK

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

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

The specific courses of the war studies track are listed below:

Course: COERCIVE DIPLOMACY

Course Director: Cdre Prof. Dr. F. Osinga

Course Level: 500

DESCRIPTION

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

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

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

OBJECTIVES

At the end of the course, students 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 and counter-piracy strategies.

METHODS OF INSTRUCTION

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

COURSE OUTLINE

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

STUDY MATERIAL

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

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

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

EXAMINATION

Course assessment will be based on one or more point-papers, which, combined, will make up 20% of the final grade. and, students will complete a research paper in which they have the opportunity to conduct empirical research on the design, utility, and consequences of military coercive actions and sanctions. Armed with a theoretical framework, each student will develop and present a research paper of 3000-4000 words concerning a case study, making up for 80% of the final grade.

Course: INSURGENCY & COUNTERINSURGENCY

Course Director: Dr. M. Kitzen

Course level: 500

DESCRIPTION

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

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

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

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

OBJECTIVES

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

1	explain the theoretical background of insurgency and counterinsurgency warfare and explain the fundamentals and background of contemporary concepts of these types of warfare
2	analyse all involved actors, their organization and their role in the conduct of (counter)insurgency warfare
3	evaluate the practical reality of (counter)insurgency warfare –aided by the obtained understanding of theory and actors- in order to explain successful practices and outcomes and sketch a future outlook for such conflicts

METHODS OF INSTRUCTION

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

COURSE OUTLINE

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

WEEK 10	Essay due

STUDY MATERIAL

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

EXAMINATION

The formulated course objectives will be evaluated by

- a research paper, max 4500 words (70%);

- an accompanying problem statement, max 1000 words (10%);

- and a presentation (20%).

Course: INTERNATIONAL LAW OF MILITARY OPERATIONS

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

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, 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, the law of international responsibility and international criminal law. Hybrid areas of international law, domestic law and policy, such as rules of engagement and counter insurgency doctrine will also receive some attention.

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

OBJECTIVES

At the end of the course, students 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 consensus 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 of 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 regimes.
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 resolving conflicts of obligation arising from different legal sub-disciplines
6	Analyse how the law applies to a complex series of facts and weighing the solutions which are best suited to the situations presented
7	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.

METHODS OF INSTRUCTION

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

COURSE OUTLINE

WEEK 1	Concept, History and Function of ILMO and its relationship to other Legal Sub-disciplines. 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
WEEK 4	Legal Bases: The Right of Self-Defence , Self-Defence Operations, Humanitarian Intervention, R2P and Consensual Intervention.
WEEK 5	Legal Regimes: International Humanitarian Law, International Human Rights Law and the Paradigms of Hostilities and of Law Enforcement.
WEEK 6	Legal Regimes: Targeting, Targeted Killing and Operational Detention in Armed Conflict and in Law Enforcement. The Use of UAV's for Targeting
WEEK 7	Aerial and Maritime Operations. The Application of International Law to Cyber Operations
WEEK 8	ROE, Force Protection, Unit and Personal Self-Defence.
WEEK 9	Responsibility of States, International Organizations and Individuals under International Criminal Law: The oversight of operations conducted by the Netherlands.
WEEK 10	Handing in the Take-home Exam and course evaluation

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 in the form of a written assignment. The assignment will consist of completing the answers in two realistic case scenarios cases (essays) chosen from three clusters of questions relating to the main areas of the law and topics covered in the course. Each essay will consist of 2400-3000 words, including footnotes, title page and excluding bibliography and possible annexes with a total content for both essays of 4800-6000 words. Both elements count for 50% of the final result.

Course: PEACEKEEPING AND STATEBUILDING

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

Course Level: 500

DESCRIPTION

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

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

OBJECTIVES

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

1	understand the broader theoretical issues and policy debates relevant to international peace operations so that they can reflect on these questions such as:

	1. The role that peace operations play within wider processes of global policies and politics; 2. The place of military force in addressing humanitarian and security crises; 3. The ethical and legal issues shaping peace operations and humanitarian intervention; 4. The role of the UN and regional organizations; 5. The feasibility of statebuilding missions; 6. The exit from peace operations and the evaluation of the achievemenets of peacekeeping and statebuilding operations.
2	relate the conceptual ideas discussed in the module to specific empirical case studies.

METHODS OF INSTRUCTION

The course consists of 10 three-hour seminars.

COURSE OUTLINE

WEEK 1	Understanding Civil War and State Failure.
WEEK 2	The Intractability of Civil War and the management of Peace.
WEEK 3	Peacekeeping Operations.
WEEK 4	State-building.
WEEK 5	Power-sharing: Democracy and its alternatives.
WEEK 6	Case study: DRC.
WEEK 7	Challenges of multi-actor coordination.

WEEK 8	Current debates on peacekeeping reforms
WEEK 9	Can we tell success? How to exit?
WEEK 10	Problematic aftermaths and debate on the utility of peacekeeping and peacebuilding.

STUDY MATERIAL

- The course literature contains several articles, book chapters, and policy documents, which will be timely communicated through Moodle or other means.

EXAMINATION

The formulated course objectives will be evaluated by a combination of a literature review (1800-2200 words), an accompanying problem statement (900-1100 words), and a research paper with a volume of 2700 - 3300 words . (Literature Review: 30% / Problem statement: 10% / Research paper: 60%)

INTELLIGENCE & SECURITY TRACK

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

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

This track consists of four courses which are listed below:

Course: INTELLIGENCE ORGANIZATIONS AND THEIR CULTURES

Course Director: Prof dr 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

METHODS OF INSTRUCTION

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

COURSE OUTLINE

WEEK 1	Introduction
WEEK 2	The Ints
WEEK 3	Counterintelligence
WEEK 4	Covert Action
WEEK 5	Cultures of intelligence and secrecy: USA.
WEEK 6	Cultures of intelligence and secrecy: Europe.
WEEK 7	Cultures of intelligence and secrecy: Russia and Asia part 1
WEEK 8	Cultures of intelligence and secrecy: Asia part 2
WEEK 9	Cultures of intelligence and secrecy: insurgent and terrorist organisations
WEEK 10	Final examination

STUDY MATERIAL

A collection of academic articles and text book 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 final 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: P. de Werd MA

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.

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 Zumwait. All the investments in the intelligence process (both financial and in human lives) can still be undone if intelligence does not reach its intended consumers. Although intelligence has a policy support and force multiplier function, much of its knowledge never leaves the desks and safes of the intelligence services or if it does, it is regularly not accepted by its intended consumers.

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

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

New ideas have developed about intelligence dissemination. Against the backdrop that many threats and opportunities with which intelligence services are confronted nowadays and expectedly in the future will no longer be puzzles that can be solved inductively, but are mysteries or wicked problems that cannot be solved immediately and have to be approached deductively, intelligence

dissemination loses its one-way direction, and tends to become part of a common process of sense-making between intelligence consumers and producers. This asks for a completely new awareness and training of both categories to 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

METHODS OF INSTRUCTION

The course consists of 9 three-hour seminars.

COURSE OUTLINE

WEEK 1	Intelligence and its Environment.
WEEK 2	Intelligence Organizations adapting to their Environment.
WEEK 3	Intelligence and its past.
WEEK 4	Intelligence and its consumers.
WEEK 5	Intelligence failures and intelligence costs.

WEEK 6	Oversight and Accountability.
WEEK 7	Intelligence and Law / Counterintelligence.
WEEK 8	Intelligence and Ethics.
WEEK 9	No seminar
WEEK 10	Research paper due

STUDY MATERIAL

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

EXAMINATION

The formulated course objectives will be evaluated by a combination of a research paper with a volume of 3000 words, counting for 70% of the course grade, and two theses of 250 words each, comprising 15% of the overall grade.

Course: INTERNATIONAL INTELLIGENCE COOPERATION

Course Director: Dr. T.W. Brocades Zaalberg

Course Level: 500

DESCRIPTION

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

For a long time it was rather difficult to establish an integrated structure for intelligence collaboration in the NATO alliance at the strategic level, but in the recent past plans have been drawn up for an intelligence reform of the alliance. In the first decades after its foundation the United Nations seemed to be merely an arena for espionage, not for intelligence exchange. However, due to the increase of peacekeeping and peace-enforcement operations under the aegis of the UN in the past quarter of a century practical arrangement for intelligence sharing between troop contributing nations have sprung up. The EU is another international organization which until recent times knew little intelligence cooperation and even did not have its own analytical cell for crisis situations. After the establishment of a small Joint Situation Centre, this centre developed increasing intelligence capabilities and is now fittingly known as the EU Intelligence Analysis Centre. Several of these institutionalized forms of intelligence collaboration make the greatest strides forward at the working level. This applies even more to looser arrangements as coalitions of the willing and international communities of interest, which have a longer history than many would expect. Because these forms of international collaboration are even more hidden from public view than national intelligence arrangements a major question concerns the ethical and judicial aspects of such arrangements. Are there any guarantees that the nations with which collaboration takes place respect human rights to the same degree as the major western countries? This issue gained topicality

in the fight against terrorist organisations. As long as there are no instruments for oversight like those at the national level, criticism of international cooperation will not only be loud but also futile.

OBJECTIVES

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

1	evaluate the problems, pitfalls and opportunities for international intelligence co-operation.
2	evaluate the functionality of intelligence co-operation and the desirability and possibility to enhance international collaboration in this domain.

METHODS OF INSTRUCTION

The course consists of 9 three-hour seminars.

COURSE OUTLINE

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

STUDY MATERIAL

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

EXAMINATION

A research essay with a volume of maximum 3500 words on a subject relating to the course.

Participation:

Students are required to give a 15 minute presentation on an article 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 article'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 add at least one statement as a basis for further discussion.

Students are expected to take actively part in discussions. The facilitator will base his judgement not simply on the frequency of students' input but on its quality.

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 (that is, papers are expected to contain the following elements at a minimum: introduction, analysis, conclusion & annotation).

Course: METHODS AND ANALYTIC CONCEPTS IN INTELLIGENCE
Course Director: Dr. R. Lindelauf

Course Level: 500

DESCRIPTION

This course discusses, complementary to the traditional historiographic approach, concepts and methods of developing explicit models of intelligence subjects and teaches techniques to apply those models to intelligence problems. Indeed, essentially two logical-factual methodologies exist for understanding the world of physical things and human behaviour, one involving informal methods (historiography) and the other involving formal methods. Historiography in the intelligence domain, which is strictly descriptive, can be applied as long-term analysis or short-term analysis. Intelligence however requires knowledge and foreknowledge. Next to historiography estimative forecasting based on available evidence and formal analytic methods therefore is what is required. Since the traditional methods of intelligence are known to be subjective, full of bias and error and contain insufficient analytic quality this course therefore covers subjects as analytic modelling, social network analysis, game theory, computational models and their relation to big data analysis.

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 organisational decision making. A range of computational techniques that can help to guide attacks on an adversary's organisation or the defence of one's own will be described.

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

OBJECTIVES

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

1	Understand the scientific modelling process and its viability for intelligence analysis
2	Appraise and critique the applicability of explicit static and dynamic models and simulations of social and physical target subjects.
3	appraise what information about an adversary's organisation to obtain.
4	critically reflect on the practical approaches that exist to affect the performance of an adversary's organization and to quantitatively estimate the corresponding impact.

METHODS OF INSTRUCTION

The course will consist of 9 three-hour teaching sessions, the discussion of propositions, one feedback lecture, and a paper.

COURSE OUTLINE

WEEK 1	Intelligence: a model based approach
WEEK 2	Technology and intelligence analysis, a glimpse at the future
WEEK 3	QA approach in intelligence 1: Big data collection and small worlds
WEEK 4	QA approach in intelligence 2: Social network centrality and the cases of AQ and JL
WEEK 5	QA approach in intelligence 3: Game theory and war gaming
WEEK 6	Approaches to identifying and modelling the hidden enemy organisation
WEEK 7	Destabilisation of an organisation by injecting suspicion
WEEK 8	Guest lecture
WEEK 9	Quantitatively estimating impacts of probes and interventions on an enemy organisation

WEEK 10	Recap, feedback and questions

STUDY MATERIAL

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

EXAMINATION

Each lecture you will prepare one or several propositions on a relevant topic in the intelligence domain of your choice, elucidating it from a scientific or approach. You will show the relevance of the network perspective and critically reflect on a method to analyse your problem. Finally a paper is written on this topic and handed in during the final session, the paper has a maximum volume of 3500 words.

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.

Last, currently, it remains to be seen whether and how the very role of NATO in providing its members a steady security umbrella, will be influenced by the US administration's view on costs and benefits incurred by their NATO membership. More specifically, by their views on the costs incurred by the US.

In this course we look at the way modern defence economists frame "the old *guns or butter* question". The course also focuses on the application of 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.

METHODS OF INSTRUCTION

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

STUDY MATERIAL

To be announced 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. Olsthoorn

Course Level: 500

DESCRIPTION

This course explicitly takes leadership and ethics for the armed forces as its starting point. The military is one of the few organizations that can legitimately use violence, and this means that its leaders will be 1) confronted with violence; 2) have to use violence themselves; 3) have to lead personnel that uses or experiences violence; and 4) have to make policies for dealing with personnel that used or experienced violence. This intertwinement of leadership and violence is what separates military leadership from most other forms of leadership, and makes the ethical challenges for leaders within the military all the more testing.

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 behaviour) 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 are able to:

1	explain the interrelatedness of leadership theories and ethical theories against the background of controversies and challenges related to the military context.
2	discuss the psychological challenges face in a military organisation.
3	analyse leadership and ethical theories with regard to the military context.
4	discuss, present and write in an academically appropriate way about the themes that are dealt with in the course

METHODS OF INSTRUCTION

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

COURSE OUTLINE

WEEK 1	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/Narcistic leaders.
WEEK 9	Leading a diverse military
WEEK 10	Conclusion: bringing together leadership and ethics.

STUDY MATERIAL

To be announced.

EXAMINATION

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

Course Level: 500

DESCRIPTION

TMM addresses the management of 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, renewing and evaluation of military technological assets), with a specific focus on actual and future deployments. Furthermore, TMM reflects on these processes 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 the modern military organization. Quite likely its importance will only increase in the future given the rapid proliferation of technology concepts such as smart/ intelligent networks and (Industrial) Internet of Things, in conjunction with new concepts for performance and service management.

That means that the military organization needs to invest in new ways of thinking about and reflecting on the technological dynamics in which it is involved.

This course starts therefore from the insight that technological development and the management of technology are not merely technological issues. Technological development does not determine what technologies an organization uses and how these should be managed. 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. cooperation on radar systems with universities, business, and expert organizations[5]), and other contextual characteristics surrounding technologies. Such an understanding is crucial for managing technologies effectively. After all, characteristics mentioned above have 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. An example of this

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[5] https://magazines.defensie.nl/materieelgezien/2015/02/mg02radarland

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 F-35 as a product as well as additional performance-based services, inevitably affects how logistics lines are managed and organized in the defence 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 maintenance schedules and arrangements. One could say, all in all, that both the technologies in an organization, and the organizational arrangements surrounding these technologies, are embedded within their larger social structures (context(s)) with which they interact.

The management of technologies in the military especially requires, therefore, not just a thorough understanding of its organizational arrangements, but also of its contextual dynamics. This is in particular so because defence 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. We focus on the bridging between the industrial base and deployed forces (see NATO definition earlier mentioned), aimed at sustaining operations in dynamic and insecure environments.

OBJECTIVES

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

1	Explain and differentiate between the professional, organisation science, and socio-technological perspective.
2	Engage with a variety of professional and academic models pertaining to technology and 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.

METHODS OF INSTRUCTION

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

COURSE OUTLINE

WEEK 1	MoD and sourcing.
WEEK 2	Sourcing and political and industrial playground.
WEEK 3	Socio-technology, sourcing and military technology.
WEEK 4	MoD and innovation.
WEEK 5	Innovation as an organizational process.
WEEK 6	Responsible innovation.
WEEK 7	MoD outcome-management.
WEEK 8	Evaluating technology and performance.
WEEK 9	Technology assessment.
WEEK 10	Presentations and discussion.

STUDY MATERIAL

Literature consists of books to be purchased by students, Internet-based documents, and paid content provided by the NLDA-library of which hyperlinks are posted at Moodle.

Book(s) used throughout the course:

- Smith, J.E. (2018). Defence Logistics. Bournemouth, UK: Kogan Press

EXAMINATION

Students will individually conduct a research project fitting themes included in TMM and include one interview with a professional within or outside the Dutch Ministry of Defence. The research project must result in an essay of 4000 words excl. appendices fitting the course's domain of study (100%), and present their results

Course: STRATEGISING AND ORGANISING

Course Director: Dr. E. de Waard

Course Level: 500

DESCRIPTION

The course "strategizing and organizing" deals with the relationship between an organization and its environment. Organizations, including armed forces, are no closed systems; They are in an ongoing open relationship with their environment, and will only survive or stay relevant if they sufficiently satisfy the 'needs' of their environment. Yet, the increasing environmental turbulence within both the business world and public domain has resulted in doubts on the leading paradigms of successful strategic behavior. During the 1980s the strategic management community primarily approached business competition from a governance perspective. In short, scholars propagated that organizations incrementally had to react to strategic developments and specific actions of rivalling firms to constantly create a fit with the surrounding business environment. Organizations had to look for ways to keep restoring the status quo between environmental demands and organizational performance, aiming for long term strategic stability. In this process a key role was appointed to the organization's senior management. First, this management had to strategically position the organization within its industry or sector. Second, senior management was also held responsible for utilizing the tools of game theory to shape the way in which the strategic conflict was to be fought, such as making specific investment, patenting, pricing, and advertising decisions. In hindsight, organization scholars refer to this period as the outside-in era, emphasizing the fact that organizations primarily responded to opportunities in the market environment that suited their existing organizational resources and competences best.

It could be argued that the act of balancing declining financial means and growing global insecurity has stimulated the search for dynamic capabilities in the military domain as well. Just like in the commercial world the buzz word of the current international security environment has become 'uncertainty'. Uncertainty exists about the potential sources of military threats, their time and place of occurrence, and the form that they will eventually take. As a result, Western armed forces had to become capable of dealing with a highly volatile strategic security context, asking for flexible capabilities that supported the consecutive generation and mobilization of different operational

alternatives. At the same time, the declining resource bases of Western armed forces has urged them to build affordable standing organizations, that serve as solid platforms from which repetitively different temporary organizations can be deployed. Developing these platform structures has led to all kinds of managerial re-orientations. For example, international military co-operation has become the organizational standard in military deployment. Under the umbrella of institutions like the UN, the EU, and NATO a mix of countries take part in a single crisis response operation. The different units from the various countries create a large pool of military capacity that no country on its own can realize. Another example refers to the fact that many Western armed forces are trying to reduce costs by enhancing economies of scale in their peace-time organizations. Centralization and functional grouping are typical organizational measures that have been taken across national boundaries. In this respect, typical for the Netherlands armed forces, is the introduction of shared service centers in the organization's overarching business model. Finally, high-tech weapon and information systems have gotten an even more prominent role in modern military operations. The loss of quantity of troops and materiel was to be counterbalanced by the advanced performance of modern technologies. By investing in network-enabled capabilities, Western armed forces try to exploit the opportunities offered by the information era by using ICT means to link all kinds of weapon systems and sensors.

OBJECTIVES

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

1	reflect on the strategic management process in general, using Mintzberg's ten schools of strategy formation as a point of reference, and to specifically discuss the relationship between organizational flexibility and dynamic capabilities.
2	explain the basics of open innovation from a theoretical perspective and relate these insights to the way in which the Netherlands armed forces are currently experimenting with open innovation practices within the Fieldlab Smart Base project
3	explain the evolutionary process of business models from the 1920's up till now, concentering on the developmental path from the unitary form to the multi-divisional form, to the matrix form, and to the network form.

4	explain the evolutionary process of business models from the 1920's up till now, and be able to reflect on the contemporary military network-centric business model of bringing power to the edge.
5	explain, based on Normal Accidents Theory (NAT), the inherent organizational tensions that the network-centric paradigm holds.
6	explain the concept of modular design and reflect on the relationship between modular organizing and military deployment.
7	explain the relationship between governance, internal market dynamics, and the use of shared service centers, and reflect on organizational consequences of the current governance philosophy of the Netherlands armed forces.
8	Understand the dynamics of inter-organizational cooperation and be able to relate this general theory to networking in the military domain, in particular to multinational military alliances.
9	explain the basics of knowledge management from a theoretical perspective and relate these insights to the way in which the Netherlands armed forces have incorporated knowledge management into the organization.

METHODS OF INSTRUCTION

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

COURSE OUTLINE

WEEK 1	Theoretical Foundations of S&O. (Perspectives on Strategic Management, Organisational Flexibility, and Dynamic Capabilities Flow))
WEEK 2	Sensing Capabilities 1. (Open Innovation, Case FLSB))
WEEK 3	Seizing Capabilities 1. (A critical perspective on business models, the network-centric paradigm)
WEEK 4	Seizing Capabilities 2. (A critical perspective on the network-centric paradigm)

WEEK 5	Transforming Capabilities 1. (Modular Design and Modular Organizing.)
WEEK 6	Transforming Capabilities 2. (Governance Systems and Governance Philosophy)
WEEK 7	Transforming Capabilities 3. (Inter-Organizational cooperation and International military collaboration.)
WEEK 8	Transforming Capabilities 4. (Theoretical perspective on knowledge management and Knowledge management in the Nl armed forces)
WEEK 9	Exam preparation
WEEK 10	Final Examination

STUDY MATERIAL

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

EXAMINATION

The formulated course objectives will be evaluated by an individual paper, the volume of the paper is 2700 – 3000 words

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 2018-2019 are as follows and subject to change and availability.

Course: CYBER WARFARE: CYBER SECURITY & CYBER OPERATIONS

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

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	Evaluate the merits concerning various arguments for and against the risk of cyber war and cyber operations.
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	Analyse what strategies are used by states to ensure cyber-security
7	Judge/reflect on the cyber roles of institutional cyber-frameworks for the NLD MoD
8	Compare and contrast the various modus operandi of (future) (military) cyber-operations and cyber-warfare.

9	Understand the legal framework (basis and regimes) applicable to cyber operations and cyber warfare and the military use of cyber operations.

METHODS OF INSTRUCTION

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

COURSE OUTLINE

WEEK 1	Cyberspace, Cyber Power and Cyber Security: An introduction.
WEEK 2	Cyberspace and the Internet: How it works.
WEEK 3	Cyber security: threats and Actors.
WEEK 4	Cyber space and cyber power defined strategically / assessment demonstration: Analysis of a designed Cyber operation (along the assessment framework provided).
WEEK 5	Cyber War: Follow on week 4.: Cyber security strategies.
WEEK 6	The Netherlands Cyber Security Strategy, Governance and the MoD.
WEEK 7	Analysis and Modus Operandi of Cyber operations
WEEK 8	The legal framework for military cyber operations
WEEK 9	Presentations of the Student's Analysis Class
WEEK 10	Research paper due

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 purchase the following book for required reading:

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

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

- (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

Assessment will be based on a written analysis / research paper, in which a typical cyber operation is analysed along the lines of a framework that is provided during the course. The framework comprises strategic, military-operational and technical parameters. Together these parameters provide a comprehensive analysis and description of the designated operation. The research paper will conclude with an analysis of future use of the operation at stake for the Netherlands Armed Forces and MoD. The research paper should comprise no more than 4500 words (footnotes and bibliography excluded). The paper will count for 90% of the overall assessment.

Prior to handing in the research paper, a presentation (max. 8 minutes) of the designated operation will be provided in class, and will count for 10 % of the overall assessment.

Course: DECISION MAKING IN CRISIS AND WAR

Course Director: Dr. J. Noll

Course Level: 500

DESCRIPTION

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

OBJECTIVES

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

1	understand recent theories from different perspectives about decision-making, especially in crisis and war.
2	analyse relations between decision-making, crisis, and war.
3	Appraise the different concepts to new (similar) situations for analysis.

METHODS OF INSTRUCTION

The course will consist of 10 seminar sessions.

COURSE OUTLINE

WEEK 1	Introduction, Leader personality and Orientation.
WEEK 2	Cognitive Processes 1: Alternative Models and Naturalistic Decision Making.

WEEK 3	Cognitive Processes 2: The Rational Expert or the Intuitive Practitioner.
WEEK 4	Small Group Dynamics and Groupthink, and reframing
WEEK 5	Documentary 13 Days
WEEK 6	RAM, organisational and Bureaucratic Processes 1.
WEEK 7	Organisational and Bureaucratic Processes 2.
WEEK 8	Organisational and Bureaucratic Processes 3.
WEEK 9	Analogies, Framing and the International Setting.
WEEK 10	National (Strategic) Culture, Identity and Domestic Politics

STUDY MATERIAL

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

Required literature:

- Arjen Boin, Paul 't Hart, Eric Stern and Bengt Sundelius, The Politics of Crisis Management; Public Leadership under Pressure, Cambridge, Cambridge University Press, 2016, 2nd edition

- Daniel Kahneman, Thinking, Fast and Slow. Penguin Books, 2011.

- Graham T. Allison and Philip D. Zelikow. Essence of Decision: Explaining the Cuban Missile Crisis, New York: Longman, 1999.

EXAMINATION

- All students have to prepare several small assignments to foster debates in class. The assignments will be graded sufficient/insufficient. Insufficient assignments have to be compensated. Some lessons might require case study presentations by students.

- Every student is expected to write two papers. Firstly an essay about a crucial case in decision-making. Analyze a case related to decision making in crisis and/or war, using for that an analytical model elaborated according to academic standards. That means that two (rivaling) theories/models have to be applied to drawing valid inference in an empiric case regarding crisis and/or war, with a maximum volume of 3000 words (80% of final mark). Secondly a reflection in which a personal decision (making process) will be analyzed. In this paper the student reflects on a complex, important event using the theories and models at individual and/or group level with a maximum volume of 1000 words (20% of final mark).

Course: SELLING WAR

Course Director: Prof. dr. Th.B.F.M. Brinkel

Course Level: 500

DESCRIPTION

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

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

OBJECTIVES

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

1	understand securitization and speech act theories.
2	analyse various narratives of justified war, such as Christian, liberal, Jihadist and others.
3	evaluate and deconstruct the argumentative content of security speech acts. Furthermore, students will be able to conduct research in this theoretical field and to report on that research in speech, argumentation and writing.

4	assess securitization and speech act theories in real cases using texts and narratives regarding the use of organized violence.

METHODS OF INSTRUCTION

The course will consist of 7 three-hour teaching sessions, a workshop in which students give presentations and the production of a final paper.

COURSE OUTLINE

WEEK 1	Justifying War: Defining the subject & analogies.
WEEK 2	Speech Act and Securitization theories & Christian Just War Tradition.
WEEK 3	Discourse Analysis & Liberal Just War Tradition.
WEEK 4	Image Warfare & Jihadism.
WEEK 5	Rhetoric and Nationalism.
WEEK 6	The function of violence & Marxism.
WEEK 7	Strategic Communication / Narratives & Anti-Imperialism.
WEEK 8	How ideas spread / 21st century revolutions
WEEK 9	Presentations
WEEK 10	Paper due

STUDY MATERIAL

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

EXAMINATION

The formulated course objectives will be evaluated by an in class presentation (counts for 40% of the overall grade) followed by a debate and a paper (constitutes 60% of the overall grade). The paper has a maximum volume of 4000 words.

Course: TERRORISM AND COUNTER-TERRORISM

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

Course Level: 500

DESCRIPTION

Terrorism is dominating national and global security strategies in the 21st century. While terrorist groups previously caused problems for some Western countries, current forms of this type of political violence are more ubiquitous and fluid. As such, they require a particular set of answers, not only by the armed forces but also by intelligence, law enforcement and political actors. This course explores the strategic options of tackling, or defeating, terrorism and radicalisation from the local to the international level.

The aim of this course is to give students an understanding of the central ideas and issues related to state responses to the threat of terrorism. Focusing on liberal democratic societies in the post-9/11 era, students will explore why terrorism is perceived as a threat to society. 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, intelligence and the military. Using illustrative examples, the course examines why states decide to use 'softer' or 'harder' forms of fighting terrorism in a particular historical and political context. Attention will also be given to terrorism as a tactic in wider warfare. The ethical and legal implications of counter-terrorism are considered too. 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.

OBJECTIVES

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

1	Discuss key concepts such as terrorism, radicalization and counter-terrorism and apply these concepts to contemporary cases.
2	Identify the main actors involved in efforts at tackling terrorism and analyse their primary objectives.

| 3 | Explore the strategies, tools and resources used by counter-terrorist actors and discuss the rationale behind each strategy. |
| 4 | Examine the significance of terrorism and the efforts to tackle its various forms. |

METHODS OF INSTRUCTION

The course consists of 9 three-hour seminars.

COURSE OUTLINE

WEEK 1	Terrorism and Political Violence
WEEK 2	How Terrorism Ends: Democratic State Responses to Terrorism
WEEK 3	Let's Talk: Diplomacy, Narratives, and Counter-radicalisation Strategies
WEEK 4	Know your Enemy: Intelligence and Counterintelligence
WEEK 5	New Terrorism, New Strategy?: Military Responses to Terrorism After 9/11
WEEK 6	Strategies of Policing Terrorism
WEEK 7	Terrorism, Hybrid Warfare and Cyberspace
WEEK 8	Terrorism, Counter-Terrorism and Human Rights
WEEK 9	Networks and Institutions: Coordinating Counter-Terrorist Approaches From the Local to the Global Level

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 of 3500 words (70%);
- a project report in form of a PowerPoint Presentation (20%);
- a presentation (10%)

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 course description. Everything in the assignment, including the title, foot- or endnotes, and all information required by the faculty (name, student number etc.) should be counted toward the word limit. The only exceptions are the bibliography, tables and/or appendices that are taken verbatim from other sources.

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 and do not use single spacing. Use 1.5 or double spacing.

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 (MLA or Chicago). 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

information: 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 edn. (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 *Euphorus* 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 regards 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) manages programme organization and overall programme quality and cohesion.

The following people are member of the DPB:[6]

- BG prof. dr. LL.M. P.A.L. Ducheine (Chair)
- Cdre prof dr. F.P.B. Osinga
- Prof. dr. ir S.J.H. Rietjens
- Dr. F.J. Kramer
- A. van der Bend MSc / S. Wouda BC (student members)
- LtCol A. de Koster MA (programme coordinator)

The Board of Examiners (BoE) (*Examencommissie*) 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. 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.

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

The following people are member of the BoE:

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

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.

The following people are member of the PC:

- Prof. dr. LL.M. T.D. Gill
- Prof. dr. W. Klinkert
- Dr. P.H.J. Olsthoorn
- Lt L.J. van der Laan (student)
- A.R. Postma BA (student)
- Capt M.A. de Vries (student)

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

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
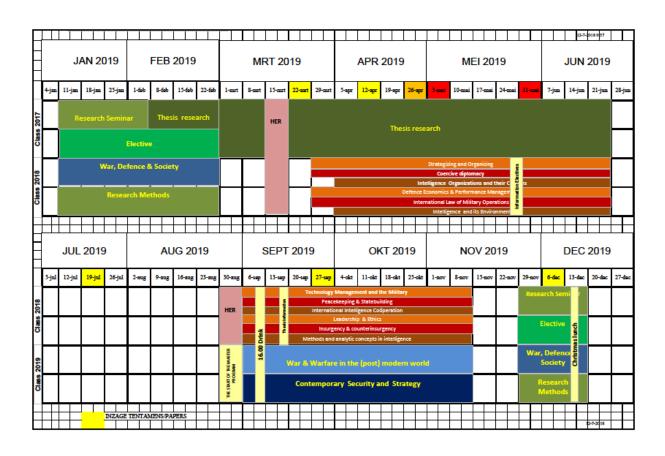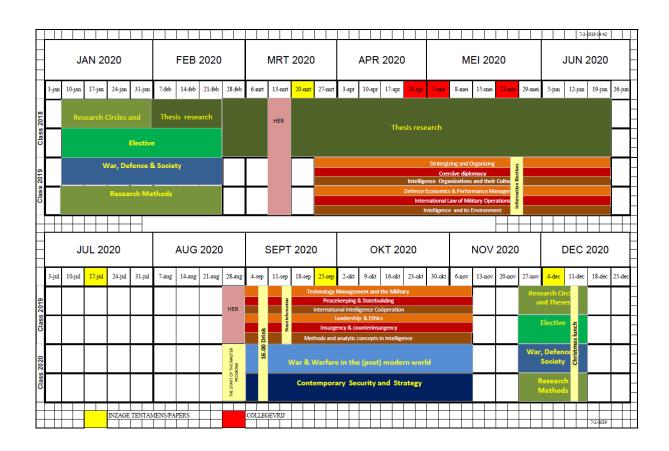
Annex A: Academic Calendar 2019 - 2020

Calendar 2019

	JAN 2019				FEB 2019				MRT 2019				APR 2019				MEI 2019				JUN 2019			
	4-jan	11-jan	18-jan	25-jan	1-feb	8-feb	15-feb	22-feb	1-mrt	8-mrt	15-mrt	22-mrt	29-mrt	5-apr	12-apr	19-apr	26-apr	3-mei	10-mei	17-mei	24-mei	31-mei	7-jun	14-jun	21-jun	28-jun

Class 2017: Research Seminar — Thesis research — HER — Thesis research; Elective

Class 2018: War, Defence & Society; Research Methods; Strategizing and Organizing; Coercive diplomacy; Intelligence Organizations and their Cultures; Defence Economics & Performance Management; International Law of Military Operations; Intelligence and its Environment — Information Electives

	JUL 2019				AUG 2019				SEPT 2019				OKT 2019				NOV 2019				DEC 2019			
	5-jul	12-jul	19-jul	26-jul	2-aug	9-aug	16-aug	23-aug	30-aug	6-sep	13-sep	20-sep	27-sep	4-okt	11-okt	18-okt	25-okt	1-nov	8-nov	15-nov	22-nov	29-nov	6-dec	13-dec	20-dec	27-dec

Class 2018: HER; 16.00 Drink; Thesis Information; Technology Management and the Military; Peacekeeping & Statebuilding; International Intelligence Coöperation; Leadership & Ethics; Insurgency & counterinsurgency; Methods and analytic concepts in intelligence; Research Seminar; Elective

Class 2019: THE START OF THE MASTER PROGRAM; War & Warfare in the (post) modern world; Contemporary Security and Strategy; War, Defence Society; Research Methods; Christmas lunch

INZAGE TENTAMENS/PAPERS

Calendar 2020

	JAN 2020				FEB 2020				MRT 2020				APR 2020				MEI 2020				JUN 2020			
	3-jan	10-jan	17-jan	24-jan	31-jan	7-feb	14-feb	21-feb	28-feb	6-mrt	13-mrt	20-mrt	27-mrt	3-apr	10-apr	17-apr	24-apr	1-mei	8-mei	15-mei	22-mei	29-mei	5-jun	12-jun	19-jun	26-jun

Class 2018: Research Circles and — Thesis research — HER — Thesis research; Elective

Class 2019: War, Defence & Society; Research Methods; Strategizing and Organizing; Coercive diplomacy; Intelligence Organizations and their Culture; Defence Economics & Performance Management; International Law of Military Operations; Intelligence and its Environment — Information Electives

	JUL 2020				AUG 2020				SEPT 2020				OKT 2020				NOV 2020				DEC 2020			
	3-jul	10-jul	17-jul	24-jul	31-jul	7-aug	14-aug	21-aug	28-aug	4-sep	11-sep	18-sep	25-sep	2-okt	9-okt	16-okt	23-okt	30-okt	6-nov	13-nov	20-nov	27-nov	4-dec	11-dec	18-dec	25-dec

Class 2019: HER; 16.00 Drink; Thesis Information; Technology Management and the Military; Peacekeeping & Statebuilding; International Intelligence Coöperation; Leadership & Ethics; Insurgency & counterinsurgency; Methods and analytic concepts in intelligence; Research Circles and Theses; Elective

Class 2020: THE START OF THE MASTER PROGRAM; War & Warfare in the (post) modern world; Contemporary Security and Strategy; War, Defence Society; Research Methods; Christmas lunch

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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 foms 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 *'tuchtrecht'* 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 afety 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 Integritiet 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 Klokkenluiders* or in case of any wrongdoing the *Nationale Ombudsman*. Both organisations will first evaluate the steps taken by the MoD before staring 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).[7] This regulation describes how the FMW 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.[8]

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 a identification document, diploma of undergraduate and graduate education, VOG/VGB.[9]
- 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)

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[7] Ratified per 25 May 2018

[8] The AVG differentiates between personal information (Name and adrress data) and special data, i.e. concerning data on a student's health

[9] 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 theret;
- 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 GDRP/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 accertains, 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