United States Marine Corps School of Advanced Warfighting



The School of Advanced Warfighting develops lead planners and future commanders with the will and creative intellect to design and execute joint campaigns and naval expeditionary operations.

Overall classification: Unclassified

Current as of: 22 July 2022

TARINE CORS

Curriculum Overview



Three concurrent, student-centered courses to develop lead planners and future commanders with the will and creative intellect to design and execute joint campaigns and naval expeditionary operations.



7100: Operational Art

SAW Graduate

Adaptive Planner / Leader Creative Problem-Solver Expert Operational Artist







7300: Changing Character of Conflict

- Education Focus: Operational Level of War
- Graduates earn Masters in Operational Studies
- US Marine Students are awarded the 0505 (Operational Planner) and 0506 (Red Team) occupational specialties. Equivalent designations awarded across DoD services

- 48 weeks in the academic year
- Approximately 105 x 2-hour seminars
- 9 weeks of planning exercises
- 7 weeks of staff rides (3 events)
- Oral comprehensive exams (fall semester)
- Approximately 500 pages of individual and group written products
- Approximately 24,000 pages of reading including historical texts, publications, and journals





Curriculum Design Three Concurrent Courses



| VIVERS | | - Uni | | | | | | |
|------------------------|---|--|--|--|--|--|--|--|
| | 7100: Operational Art | | | | | | | |
| _ sc | 18 th Century 19 th Century 20 th Century to Present | Create solutions to complex problems and apply operational art in an uncertain geostrategic security environment. | | | | | | |
| Starting Conditions | Theory: War Great Power Seven Years War Conflict French-Indian War Theory: Clausewitz, WWI Total War: Jomini, France & WWII ETO & Korea & Korea & Vietnam Mahan, & Mid-East Corbett Theory: Clausewitz, WWI Total War: Jomini, France & WWII ETO & Korea & Vietnam Afghanistan | | | | | | | |
| NDS | Campaign analysis focused on planning and command. Alternate solutions with historical examples. Theory & Doctrine in the historic context. | Apply knowledge of the operational level of war, the art of command, and ethical behavior in | | | | | | |
| | 7200: Operational Planning | warfighting. | | | | | | |
| | VEO, Iran Italy (Historical) China China | Outable and saideally | | | | | | |
| NMS | Conceptual Planning Functional Planning Strategic Direction Critical Thinking MEF Ops Global Integration Red Team Competition Competition Campaign Campaigns Plans | Quickly and critically evaluate a situation, determine the essence of a problem, fashion a suitable response, and concisely communicate the | | | | | | |
| JSCP | Provides depth, understanding and appreciation of Service and Joint planning processes. Design campaign plans against trans-regional, all-domain, all-functional military problems across the competition to conflict continuum. | conclusion in oral, written, and visual forms. | | | | | | |
| CPG | 7300: Changing Character of Conflict (3C) Future War Project Apply the competence, confidences, character, arcreativity required to plan lead, and command at hig level service, joint, and | | | | | | | |
| JPME I | What is Military What is Military What is Competition? What is the Character of Irregular Power? Innovation? What are Battle Networks? Threats? China Case Study Russia Case Study Cyber, Space Case Studies Insurgency, Terrorism Case Studies | combined headquarters. Create, design, plan, and implement adaptive | | | | | | |
| | Study contemporary great power competition and conflict to develop campaign plans. Explore how modern militaries generate power, respond to change, and create response options. Generate planning products from an adversary perspective. | concepts to meet current and future challenges. | | | | | | |
| | Jun ———— Dec ———— Jun | | | | | | | |

SAW Themes

Great Power Competition; Nature and Character of War; Political Aim; National and Military Culture; Leadership and Command; Learning and Adaptation; Operational Environment; Resourcing Military Forces; Single Battle Concept; Military Force Below Armed Conflict

UNCLASSIFIED

Continual Assessment

21 Written Assignments

10+ Wargames

- **Quarterly CCRBs**
- Fall Comprehensive Exam 7 Planning Exercises
- Student feedback to 3 faculty



7100: Op Art Staff Ride Program





Belleau Wood, France



Staff Rides complement the planning problems and serve as a venue to examine campaigning at the operational level

- 7 weeks in duration (15% of curriculum)
- ~6 countries; 12 campaigns; Adapted Staff Ride Program for AY21 andAY22 IOT account for the COVID environment (Civil War, Israel, Italy)
- Ongoing planning for AY23:
- Euro-trip: Turkey, Italy, France
- · Asia-trip: Vietnam, Philippines

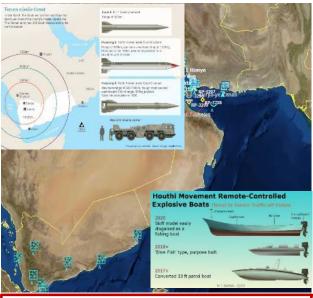


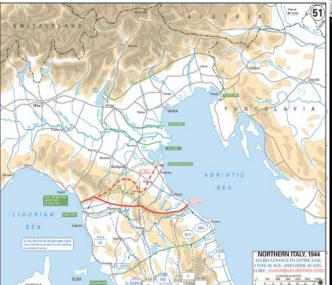




Wargaming = Active Learning









NEW HORIZON (CENTCOM)
Starting in AY 21, SAW designed a scenario replicating a JFEO to seize an airfield, interdict Houthi ASCM/SSM/SAM sites, and block rebel forces. Students also have to address Iranian and Russian forces in the Gulf IOT deter their involvement and establish sea control in the Red Sea and Gulf of Aden IOT isolate the objective.

HISTORICAL WARGAME SERIES
Starting in AY21, SAW began
building operational decision games
and wargames based on historical
cases in the Operational Art of War IV
software. These cases allowed
students to "reenact" historical
campaigns and battles" and explore
alternative COAs as a means of
advancing their understanding of
operational art.

AGILE SERIES (INDOPACOM)
Starting in AY20, SAW used
Command software to model a
scenario fighting the Chinese PLA
Southern Theater Command
(STC). The scenario includes
unclassified/open-source
replication of the new force
design. Students fight other
students replicating the STC
based on studying the PLA.



Red Teaming & Alternative Analysis



Creative phase

alternatives

Apply alternative perspectives

Consider external factors which may impact/ influence problem/ outcome

Identify alternative theories or outcomes

Identify undesired or unacknowledged consequences

Diagnosic phase

Broaden thinking and consider Check underpinning information, data and assumpitions

> Identify flawed assumptions

Highlight assertions

Identify faulty logic and inconsistencies

Identify gaps in evidence or understanding

Identify additional information requirements

Challenge phase

Subject potential solutions or ideas to rigorous testing

> Challenge ideas and theories

Apply contrasting views

Test hypotheses

Identify risks, threats and vulnerabilities

Identify and assess probability of shock

Assess success of outcome

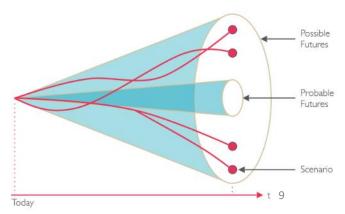
Students will:

- Learn advanced
- analytical and alternative analysis techniques that support operational planning through seminars and practical applications
- Incorporate red teaming techniques into planning exercises
- Generate individual red team assessments at the conclusion of planning exercises and











Class Composition



| | AY 2018 | AY 2019 | AY 2020 | AY 2021 | AY 2022 | AY 2023 | | |
|---------------------|---------|---------|---------|-----------|---------|--------------|--|--|
| & | 19 | 19 | 19 | 18 | 18 | 19 (1 USMCR) | | |
| ® | - | - | | 1 (USCG) | | 2 (USCG) | | |
| | 2 | 2 | 2 | 2 | 2 | 2 | | |
| <u>&</u> | 2 | 2 | 2 | 2 | 2 | 1 | | |
| IMS | ** | * | ** | ** | | NK. | | |
| USMC MOS Break Down | | | | | | | | |
| Infantry | 7 | 9 | 7 | 6 | 8 | 5 | | |
| Artillery | 1 | 1 | 2 | 1 | 1 | 1 | | |
| Armor | 1 | - | - | - | - | - | | |
| AAV | - | - | 1 | - | - | 1 | | |
| Engineer | 1 | 1 | 1 | - | 1 | 1 | | |
| Intel | 2 | 2 | 3 | 2 | 1 | 3 | | |
| SOF | - | 1 | - | - | | - | | |
| Log / Supply | 3 | 3 | 2 | 1 | 1 | 1 | | |
| Aviation | 3 | - | 3 | 5 | 2 | 6 | | |
| Manpower | - | 1 | - | - | - | - | | |
| COMSTRAT | - | - | - | - | - | - | | |
| Comm | 1 | 1 | - | 2 | 2 | - | | |
| Mil Police | - | - | - | - | 1 | - | | |
| Financial Mgr | - | - | - | - | - | - | | |
| SJA | - | - | - | 1 | 1 | - | | |
| Cyber | - | - | - | - | - | 1 | | |