



Marine Corps University Course Catalog AY23-24



MARINE CORPS UNIVERSITY

The Marine Corps University (MCU) Catalog is an official publication of the Marine Corps University. Other documents and publications that include information on Marine Corps University are referenced throughout. This catalog serves as a source of information for students, faculty, and staff.

The MCU Catalog provides a brief description of the colleges, schools, programs, and educational support establishments that make up Marine Corps University. The University reserves the right to alter academic conditions such as the arrangement of courses and degree requirements. Other provisions affecting students may be changed as necessary.

This catalog and other information about MCU organizations and functions are available on the World Wide Web at the Marine Corps University Home Page: www.usmcu.edu

Marine Corps University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Marine Corps University.

The Commission's website is www.sacscoc.org. Normal inquiries about the University, such as admission requirements, educational programs, etc., should be addressed directly to the University and not to the Commission's office. The Commission is to be contacted *only* if there is evidence that appears to support the University's significant non-compliance with a requirement or standard.

MARINE CORPS UNIVERSITY

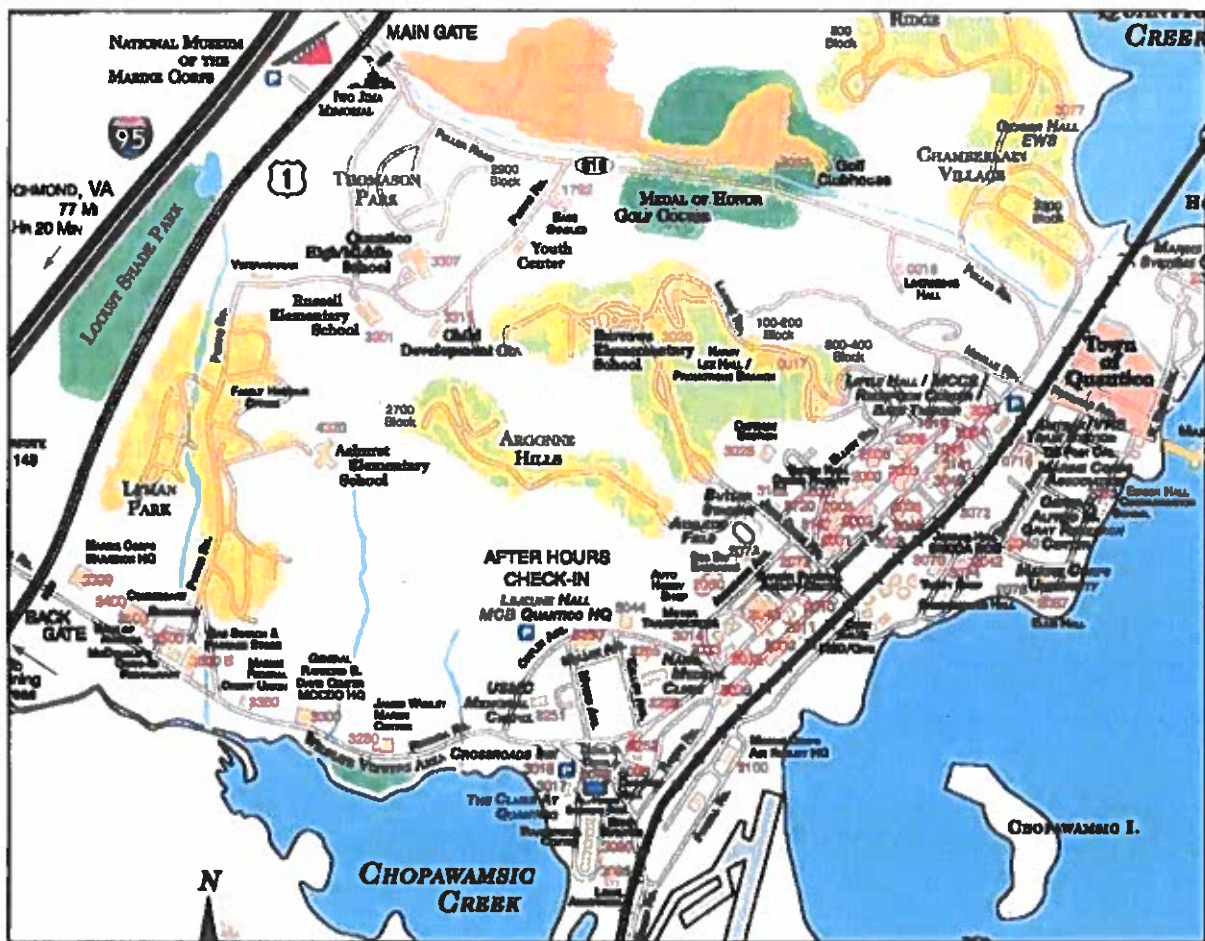
Established 1989

2076 South Street, Quantico, Virginia 22134

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MARINE CORPS UNIVERSITY



- 2076 Breckinridge Hall – MCU HQ
- 2048 Dunlap Hall – Marine Corps War College
- 2084 Marine Corps Warfighting Laboratory
- 2082 Ellis Hall
- 2040 General Alfred M. Gray Research Center (GRC)
- 2044 John W. Warner Center
- 3076 Jordan Hall, Staff Non-Commissioned Officer Academy Barracks
- 3077 Conde Hall, Staff Noncommissioned Officer Academy, Quantico
- 2077 Geiger Hall - Expeditionary Warfare School
- 3078 Billet Hall – College of Enlisted Military Education and Marine Corps Senior Enlisted Academy
- 13201 Purvis Road - Lincoln Military Housing
- 1775 National Museum of the Marine Corps

MARINE CORPS UNIVERSITY

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MISSION, VALUES, AND VISION

Mission: We educate Marines to prevail in combat.

Values: We value heritage, innovation, and decisiveness:

Heritage. Upholding our legacy as an elite fighting force, we preserve and present the history of the United States Marine Corps to our successors and the public.

Innovation. We educate Marines to be pioneers and lifelong learners of critical thinking, collaboration, initiative, and leadership.

Decisiveness. Highly disciplined in planning, decision making, and execution, we develop Marines to deliver timely, relevant, and compelling solutions to complex problems.

Vision: Be the premier institution where warfighters explore history's lessons, integrate novel technology, and emerge as the most capable, sought-after leaders in the ever-evolving landscape of conflict. We are dedicated to fostering a culture of continuous professional military education, strategic thinking, and excellence, equipping our graduates to face future challenges with resilience and to lead with unwavering honor, courage, and commitment.

MCU HISTORY

Marine Corps University was founded on 1 August 1989 by order of the Commandant of the Marine Corps, General Alfred M. Gray. Its schools claim a much longer history, beginning in 1891 with 29 company grade officers attending the School of Application. Today's MCU is the vision and legacy of Generals Lejeune, Butler, Breckinridge, and Gray.

Efforts of the Marine Corps to give its personnel formal military schooling date back to 1891, when the School of Application was established as the first resident school for Marine officers. This school, becoming the Officers Training School in 1909, eventually relocated to Quantico



immediately following America's entry into World War I where it became the nucleus of Marine officer instruction. Throughout the remainder of World War I, experienced veterans returning from France were employed to train those preparing to deploy.

World War I had demonstrated to Major General Lejeune the need for the education of Marines of all ranks. Gleaning valuable lessons from the experience of World War I, General Lejeune insisted adequate time be

allotted for the study of weapons and their proper tactical employment. As a result, in the fall of 1919, the Marine Corps Officers Training School was opened at Quantico. Brigadier General Butler, realizing the importance of military education for the core of professional officers, continued General Lejeune's concepts by developing plans for two additional courses of instruction. The first, called the Field Officers Course, welcomed its first students in October 1920. The second, the Company Grade Officers Course, convened its first class in July 1921. These two courses, along with the basic Marine Corps Officer Training School, formed the foundation of what General Lejeune termed "Marine Corps Schools." It was this beginning that formed the basis of the Marine Corps University as it exists today.



During the interwar years, key visionaries like Major Earl Hancock Ellis and Colonel Robert H. Dunlap, whose names grace Marine Corps University buildings today, foresaw the need for studies in amphibious warfare. In the late 1920s, comprehensive instruction in amphibious operations increased dramatically as the Corps foresaw the need to train its officers in this new mission. To expand the audience of the expanding Marine Corps Schools, correspondence courses were established to parallel the resident courses.

Beginning in 1930, special groups were formed from selected Field Officers School graduates and students to work on amphibious doctrine and requirements. Brigadier General James C. Breckinridge, who rewrote the entire curriculum to a strictly Marine Corps orientation, championed the new science of amphibious warfare and close air support. Breckinridge required

MCU HISTORY

championed the new science of amphibious warfare and close air support. Breckinridge required his officers to become skilled instructors, specialists in the new "Marine Corps Science." So important was this new concept, the Field Officers School was temporarily discontinued so its staff and students could devote their full time to developing the new doctrine. To reflect the importance of the Marine Corps' new mission, two schools were re-designated Amphibious Warfare Senior and Junior Courses for Field Grade and Company Grade officers, respectively. The study and innovative actions at Quantico in the 1920s and 1930s led to the dramatic of World War II.

Due to manpower shortages during World War II, both courses suspended classes. The students and staff assumed those duties necessary to support a quickly expanding Marine Corps. In 1943, an operationally oriented three month "Command and Staff Course" opened at Quantico based on the need for school-trained, field grade officers with commensurate skills to serve in the Pacific Theater.



In 1946, the Marine Corps reestablished the three-tiered, professional military education system. Lessons learned from World War II and new concepts based on atomic warfare theory were quickly added to the curricula of the Amphibious Warfare Senior and Junior Courses. In the 1950s, shortly after the Corps introduced vertical envelopment, the curricula at both schools were again modified to include the use of helicopters in amphibious warfare.



In 1964, the Senior Course was re-designated Command and Staff College and the Junior Course became Amphibious Warfare School. Amphibious operations remained the theme in both courses throughout the 1970s. On 16 February 1971, the first course of the Staff Noncommissioned Officer Academy at Quantico, Virginia, convened. In 1981, the Noncommissioned Officer Basic Course was established at 18 sites, and the Senior Course for Staff Sergeants was implemented at Quantico, Virginia. The following year, the Advanced Course for First Sergeants and Master Sergeants was implemented at Quantico, Virginia.

Dynamic refinement of the Corps' professional military education system brought significant curriculum changes in the late 1980s. Maneuver warfare theory was introduced and a focus on Marine Air Ground Task Force (MAGTF) operations was implemented. In 1989, under the direction of then Commandant of the Marine Corps, General Alfred M. Gray, five independent Marine Corps schools were organized into the Marine Corps University.

In 1990, the Art of War Studies program was created and, one year later, matured into the Marine Corps War College as the Corps' senior-level officer professional military education school. Also in 1990, the enlisted Advanced Course became a course for Gunnery Sergeants.

Throughout the 1990s, MCU adjusted itself to fit the needs of the Marine Corps. In 1993 the Commanders' Program was established for all Lieutenant Colonels and Colonels slated for command; in 1994, annual E-8 Seminars and E-9 Symposiums were established; in 1995, the

MCU HISTORY

Logistics Instruction Branch was created to teach all ranks the art of logistics; in 1996, the First Sergeants course was established; and in 1997, the College of Continuing Education was created and directed to integrate all officer distance education programs within a single college.

Recent events demonstrate how MCU has continued its impressive list of developments and accomplishments: In 1999, MCU was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award a Masters of Military Science degree for Command and Staff College; in 2001 MCU was accredited to award a Masters of Strategic Studies to graduating students of the Marine Corps War College; in 2003 MCU was accredited to award a Masters of Operational Studies to graduates of the School of Advanced Warfighting. In 2002, the Amphibious Warfare School and the Command and Control Systems Course merged to become the Expeditionary Warfare School with the first class graduating in 2003. Also in 2003, the Logistics Instruction Branch was renamed the School of MAGTF Logistics (SOML) and the Senior Leader Development Program (SLDP) was created to manage General Officer education.

In 2000, Training and Education Command was created at Quantico as the Marine Corps University's higher headquarters. Over time, Officer Candidates School, The Basic School, Command and Control Systems School, the College of Continuing Education, and SOML were realigned to report to the Commanding General of Training Command, and the SLDP has since grown into the Executive Education Program as part of Lejeune Leadership Institute, responsible for the development of leadership programs across the Marine Corps. In 2010, the MAGTF Instructional Group was established under the cognizance of the Vice President for Academic Affairs, and in 2012 the Center for Advanced Operational Culture Learning was moved under the cognizance of the President, MCU. In 2013, the College of Continuing Education, now known as the College of Distance Education and Training, was again re-aligned within the University in order to integrate all aspects of a Marine's professional military educational development. Most recently, in 2017 MCU established what is now named the Brute Krulak Center for Innovation and Future Warfare to support its Quality Enhancement Plan for improving student creative problem-solving skills.

From a humble beginning arose a tradition of study and innovation that continues to this day. The University's focus, as Education Command, is clearly on the education of leaders in our Corps of Marines. In 2015 MCU's ability to award regionally accredited graduate degrees was reaffirmed by the Southern Association of Colleges and Schools Commission on Colleges thereby attesting to the University's continued academic excellence in the realm of Professional Military Education.



MCU ACCREDITATION

In addition to certifying students for completion of the professional military education requirements mandated by the Commandant of the Marine Corps for the total Marine Force, Marine Corps University is accredited to award master's degrees and to certify military graduates of certain programs as having met Department of Defense requirements towards qualification for designation as Joint Qualified Officers.

Master's Degrees

The Commission on Colleges of the Southern Association of Colleges and Schools has accredited the Marine Corps University to grant the following degrees:

Master of Strategic Studies	(Marine Corps War College)
Master of Operational Studies	(School of Advanced Warfighting)
Master of Military Studies	(Command and Staff College)

All credits toward the University's master's degrees are earned through instruction offered by the University. Marine Corps University does not accept transfer credit from any institution.

Joint Professional Military Education (JPME)

The Marine Corps War College, Command and Staff College, and the College of Distance Education and Training are accredited by the Joint Staff J-7 through The Chairman of the JCS recently added Outcomes Based Military Education (OBME) Milestone Process overseen by the J-7. Each is measured against criteria standards, and specific JPME learning areas and objectives as defined in the governing instruction, CJCS Instruction 1800.01 series, Officer Professional Military Education Policy (OPMEP). The OBME Milestone Process is guided by accepted civilian accreditation standards and practices tailored to the needs of the JPME system.

JPME requirements are divided into two phases: Phase I and Phase II. JPME Phase I is taught at service intermediate level PME programs while JPME Phase II is taught at service senior level PME programs.

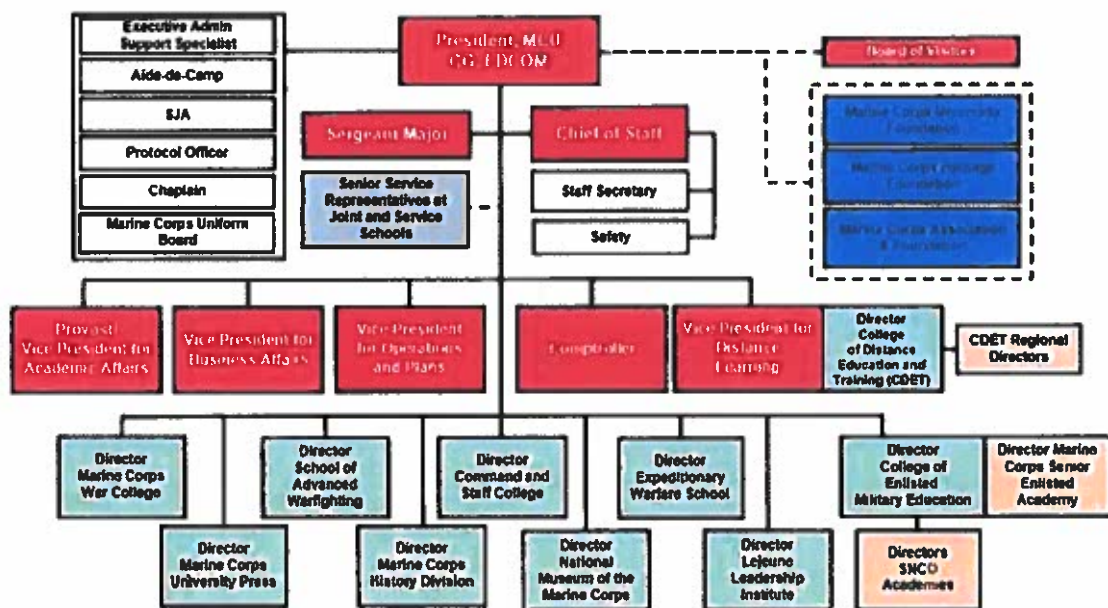
The Command and Staff College and the College of Distance Education and Training's CSC Distance Education Programs curricula currently include the first of the two-phased Joint Qualified Officer education mandated by the Chairman of the Joint Chiefs of Staff. As a result, graduates of these programs receive JPME Phase I qualification upon graduation. The Marine Corps War College transitioned from a JPME Phase I focus to a JPME Phase II focus during Academic Year 2005-2006. Graduates of this program receive JPME Phase II qualification.

In all three programs, the JPME learning areas and objectives are integrated into the curricula rather than taught as separate subjects. The JPME Phase I and Phase II learning areas and objectives are described in greater detail in the Command and Staff College and Marine Corps War College portions of this catalog, respectively.

MCU ORGANIZATIONAL CHART



MCU Organization



MARINE CORPS WAR COLLEGE™



Mission

The Marine Corps War College® (MCWAR), as the senior PME institution of the Marine Corps, educates selected military and civilian professionals in order to develop critical thinkers, military strategists, joint warfighters, and strategic leaders who are prepared to meet the challenges of a complex and dynamic security environment.

Program Outcomes

MCWAR graduates will be able to:

- Serve as critical and creative thinkers, able to frame ambiguity, evaluate information and arguments, ask the right questions, challenge assumptions, and find creative solutions to the challenges of a complex and dynamic security environment.
- Serve as military strategists, able to apply the framework of ends, ways, means, and risk; evaluate the integration of all instruments of national power; and evaluate the utility (and limitations) of employing force or the threat of force in the pursuit of political objectives.
- Serve as joint warfighters, able to evaluate the changing character and enduring nature of war; and apply the art and science of planning and conducting campaigns and major operations in a joint, interagency, intergovernmental, and multinational environment.
- Serve as strategic leaders, able to evaluate the challenges of leading large organizations and building trust in an environment of change and uncertainty, who demonstrate the essential attributes and ethical grounding necessary to succeed in senior leadership positions within their service or agency.

Educational Philosophy

MCWAR employs active adult teaching methods to provide a professional educational experience where students are accountable to both the faculty and their peers for their contributions. The small student body and low student-to-faculty ratio enhance this active learning experience. Instructional methods and techniques include extensive reading, seminars, formal and informal presentations, tutorials, case studies, research, writing, war games, decision exercises, and examinations.

MCWAR acknowledges that senior military and civilian leaders must complement competence in national defense matters with an understanding of the political, economic, social, and informational environments, which influence the formulation of national strategy. This educational experience is further enhanced by domestic and international field study travel that provides opportunities to meet with senior government and civilian leaders responsible for formulating national policy and strategy. Integrated throughout the curriculum, such travel complements the five core courses of the curriculum. This travel provides a global perspective and framework upon which students can base their analysis, assessment, formulation, and application of national and military strategy.

These active learning methods require diligence, self-discipline, and time for preparation and reflection. Accordingly, well-planned professional study and preparation time (PSPT) is a vital

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aspect of MCWAR's curriculum. PSPT is, therefore, integrated throughout each academic course as time students may use to prepare for each class.

Joint Professional Military Education (JPME)

Service Senior Level Colleges (SLC) address the development and application of military power in support of national objectives in joint, interagency, intergovernmental, multinational environments. SLC subject matter is inherently joint; JPME at this level focuses on the development of joint attitudes and perspectives.

MCWAR achieved JPME Phase II certification during Academic Year 2005-2006, was fully accredited in 2008-2009, and re-accredited in 2012 and 2018. This program of joint instruction addresses the six primary learning areas identified in the Chairman of the Joint Chiefs of Staff Instruction 1800.01 (series), Officer Professional Military Education Policy (OPMEP):

- National Security Strategy
- National Military Strategy
- Joint Warfare, Theater Strategy, and Campaigning in a Joint, Interagency, Inter-governmental and Multinational Environment
- National and Joint Planning Systems and Processes
- Integration of Joint, Interagency, Inter-governmental and Multinational Capabilities
- Joint Strategic Leadership

Degree

All MCWAR students who meet degree program admission requirements and successfully complete the MCWAR curriculum earn a regionally accredited Master of Strategic Studies (MSS) degree.

Curriculum

MCWAR's ten-month curriculum consists of:	
Campaigning and Warfare	5
Diplomacy and Statecraft	6
National Security	6
Leadership and Ethics	3
Joint Warfare	8
Advanced Studies Program	3
Total credits: 31	

MCWAR courses have learning outcomes designed to support the school's mission and its program outcomes. The following learning outcomes are common to all MCWAR courses:

- Demonstrate an ability to think and read critically at the strategic level, including an emphasis on examining assumptions, evaluating alternative courses of action, assessing evidence, making logical inferences, and using appropriate analogies.
- Demonstrate creative reasoning and problem solving at the strategic level, including the robust generation of imaginative proposals to address complex problems, especially those with interagency, multi-national, and cross-cultural dimensions.

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- Demonstrate sound strategic judgment and decision-making, with an emphasis on communication, negotiation, consensus building, implementation, and assessment.

Advanced Studies Program (ASP). (3 credit hours)

The Advanced Studies Program (ASP) allows students to deepen their mastery of a particular topic within the core curriculum. With the exception of ENP, each course at MCWAR holds a semester-long ASP that allows students the opportunity to read more deeply on their chosen topic, engage with faculty in a smaller setting (often 4-8 students), and develop a project of their choosing. Students will take two different ASPs. One ASP in the Fall and one in the Spring. Students are also offered the option of taking one of the offered ASPs or conducting research in their own area of study as part of the Independent Research Project (IRP). Student Learning Outcomes (In addition to core course SLOs):

1. Create defensible, well-stated positions to address complex strategic issues.
2. Develop scholarly written and oral projects.
3. Demonstrate an ability to think and read critically at the strategic level, including an emphasis on examining assumptions, evaluating alternative courses of action, assessing evidence, making logical inferences, and using appropriate analogies.

Diplomacy and Statecraft (DS). (6 credit hours)

The Diplomacy and Statecraft (DS) course explores the “D” in DIME, albeit with a heavy focus on political-military and security issues. The course is chiefly aimed at competition with two great power rivals – China and Russia. The DS course also includes study of nuclear issues, such as the Nuclear Posture Review, the modernization of the US nuclear triad, nuclear weapons strategy, deterrence strategy, and arms control. Historical case studies illuminate (and pair with) a brief look at theoretical and methodological approaches to diplomatic and security policy. These “foundational” seminars foster the development of analytical techniques that will be applied during the rest of the year, and perhaps in future jobs.

Student Learning Outcomes:

1. Evaluate past, present, and likely future policy and security environments and decision-making contexts using analytical frameworks, techniques, and lenses such as cognitive process, culture, etc.
2. Formulate new or revised policy objectives (ends) and policy actions (ways and means) for strategic-leaders and decision-makers, using appropriate instruments of national power.
3. Evaluate possible second-and-third order effects, demonstrating judgment of risk and uncertainty.
4. Assess leadership and decision-making in a dynamic joint, intergovernmental, interagency, and multinational environment.

Joint Warfare (JW). (8 credit hours)

The Joint Warfare (JW) course complements the other courses of MCWAR by connecting strategic ideas and concepts to the application of military force in pursuit of national strategic objectives. Drawing from in-depth exploration of the Joint Strategic Planning System and its current key documents, joint doctrine, discussions with key senior leadership, and wargaming, the JW course explores the nexus between strategy and operations to aid students in developing the analytical tools required to think critically and act decisively within an ambiguous environment.

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Student Learning Outcomes:

1. Evaluate joint warfare processes, doctrine, strategies, and operational plans.
2. Demonstrate strategic perception by evaluating current, and future joint topics regarding ends/ways/means/risk construct.
3. Evaluate, explain, and effectively advocate for positions on strategic and operational issues.
4. Evaluate ambiguous environments and create effective structures and mental frameworks to operate within them.

Leadership and Ethics (LE). (3 credit hours)

The Marine Corps War College recognizes your status as a mature, experienced professional. The fact you are here strongly suggests that you already know much about the subject of leadership and ethics, have excelled as a leader at the tactical and operational levels and have clear potential to rise to senior leadership positions. This course is an opportunity for you to take the competencies you already have and examine them in light of the new roles and responsibilities you will encounter in future assignments. It asks you to think deeply about the complexity of strategic leadership. It also asks you to think about developing new skills in order to thrive in the complicated strategic environment where there are often no right answers, only difficult decisions. As a graduate you will soon find yourself assisting a senior leader making strategic decisions. The Leadership and Ethics (LE) course is designed to improve the quality of your advice and your actions when you become a strategic leader.

Student Learning Outcomes:

1. Evaluate effective strategic leadership.
2. Assess the ethical and moral dilemmas strategic leaders face.
3. Evaluate the executive development required to serve at the strategic level.

National Security (NS). (6 credit hours)

The National Security (NS) course has three primary foci. The first is on the various aspects of *The Marine Corps War College Strategy Primer (Expanded Edition)*. From the *Strategy Primer*'s page 21, figure 1, NS will lead discussions on the strategic environment (domestic context); national interests; threats and opportunities; ends; the problem set; ways; means; integrating ways/means; compare, test, and select a course (or courses) of action; policy approval; and, evaluation and revision. The second is on the actors, policies, and processes that make up the national security enterprise. Simulations comprise the third focus area.

The NS course provides the student with an extensive understanding of national security affairs, showing how textbook explanations fall short of what really happens in national security and decision making. Arrow charts showing a National Security Strategy flowing into lower level documents are romanticized versions of the true reality of strategic and policy formulation. For instance, before the National Defense Authorization Act supplanted the Department of Defense's Quadrennial Defense Review (QDR), there has never been a QDR published *after* the National Security Strategy, which the theoretical flow of strategic documents suggest should occur. NS will teach the theory *and* the actual practice of national security.

Student Learning Outcomes:

1. Evaluate national security principle actors, cultures, incentives, characteristics and relationships.
2. Evaluate the formal and informal governmental processes and frameworks that contribute to

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national security strategy, policy development, and implementation.

3. Evaluate how historical, contemporary, and future security environments affect strategies in

support of national objectives.

4. Evaluate the impact of economic considerations on national security, strategic decision-making, and warfare.

Campaigning and Warfare (CW). (5 credit hours)

The Campaigning and Warfare (CW) course complements the Joint Warfare and National Security courses of MCWAR through the employment of connecting theory, history, wargaming, and discussions of strategic ideas and concepts to the application of military force (military strategy) in the future environment. Drawing heavily from the great strategic theorists and military history the CW course explores both the strategy of competition and conflict from the perspective of military strategy, as well as taking deep dives into various historical campaigns – operational strategy. One of the course's key goals is to help students think critically about the development and execution of "campaigns for strategic impact".

Student Learning Outcomes:

1. Evaluate traditional and non-traditional principles of war at the strategic and operational levels of war.
2. Assess national security policies, national military strategies, and associated theater campaigns and operations.
3. Evaluate the relationship between elements of national power and the achievement of operational objectives and strategic end states.
4. Appraise the impact of cultural, social, and political factors on the design, development, and execution of military operations and strategy.

Admissions Policy

Admission to MCWAR is based on allocations granted by the Commandant of the Marine Corps. The admissions policy supports the mission of the College and reflects the needs of the United States Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff. The student body consists of three distinct student populations: U.S. military officers, international military officers, and Federal Government civilian employees. Invitation, nomination, and admission to the College vary by student type: U.S. military officers are admitted through their services' selection/assignment processes; International officers are admitted by invitational nomination through Headquarters, Marine Corps; Federal Government civilian employees are admitted through an invitational nomination and approval process.

Admission Requirements

Eligibility prerequisites for MCWAR are established by the military services by the military services and are identified in the applicable service regulations and requirements for attendance at a senior-level PME institution. Specific admissions prerequisites for MCWAR are as follows:

- **Grade:** O-5/O-6 (LtCol/Col, CDR/CAPT) for military officers; GS/GM-14/15 for Federal Government civilian employees.
- **Security Clearance:** Possess a Top Secret clearance that will not expire during the academic year.

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- **Passport:** Possess an official business or diplomatic passport that will not expire during the academic year.
- **Professional experience** that will allow the student to interact in interagency discussions.
- **Suitability for future service and increased responsibility.** MCWAR expects that sponsoring agencies will select students who have demonstrated leadership, skill, and resourcefulness in difficult assignments, and have demonstrated sound performance in an academic environment.
- **Marine Corps officers** must meet PME requirements as identified in Marine Corps Order P1553.4B.
- **A regionally or nationally accredited undergraduate degree** (United States bachelor's degree or its equivalent).
- **Graduate-level capabilities** to read, comprehend, speak, and write in English. Ability to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty. All international students are required to have achieved a TOEFL score of 560/220/83 prior to their selection.

Physical and Skill Requirements

MCWAR's curriculum is dynamic and interactive. Students are required to travel and actively participate in various educational forums. Specific physical and skill requirements are as follows:

- Small-group interaction in war games and practical application exercises, which require individual and group military, planning, and briefing skills.
- Meet the physical fitness and height and weight requirements for their respective military service or Federal Government agency.
- Active participation in battlefield staff rides, which includes walking, hiking, and conducting on-site, oral briefs.

NOTE: Nominees with special medical needs are advised that medical care may not be available while traveling or conducting battlefield staff rides at remote and overseas locations.

Student Evaluation

MCWAR's evaluation system emphasizes high academic standards appropriate to graduate-level education. Grading by Course Directors is based on a variety of oral and written evaluations with an emphasis on quality seminar contribution. Grading standards are:

Numerical Grade	Letter Grade	Meaning
97-100	A+	Exceptional Performance (comparatively rare)
94-96	A	Exceptional Performance
90-93	A-	
87-89	B+	High Quality Performance
83-86	B	Quality Performance
80-82	B-	Meets Minimal Expected Performance

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Students who receive a course grade of C+ or lower are counseled by the specific Course Director and are required to remediate to bring the grade up to at least a B-. IRPs are graded on a high pass/pass/fail standard. No more than 20 percent of students may receive a "high pass."

Student Body

School seats are based on allocations granted by the Commandant of the Marine Corps that support the mission of the College and reflect the requirements of the United States Marine Corps. Additionally, requirements support the JPME criteria set forth in the CJCS instruction 1800.01F, Officer Professional Military Education, and interagency agreements with Federal Government agencies. The AY23-24 student body consists of:

U.S. Marine Corps Officers	12
U.S. Navy Officers	2
U.S. Coast Guard Officers	1
U.S. Air Force Officers	3
U.S. Army Officers	4
U.S. Space Force Officers	1
International Officers	5
U.S. Federal Government Civilians	3
TOTAL	31

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SCHOOL OF ADVANCED WARFIGHTING

Mission

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



Educational Philosophy

SAW is a "problem-solving and decision making course, rather than a "planning" course, although planning is used as a vehicle for study and preparation. The majority of the learning exercises of the School of Advanced Warfighting can be described as follows: The student is presented with a mass of information and given a problem to solve. The problem may be

to answer a discussion question, devise a campaign plan, make decisions in a wargame, craft a brief or point paper, conduct a staff study, or carry out additional research for an essay on an assigned topic. The process becomes iterative: break the problem into its elements, solve these, relate the partial solutions to the greater problem, identify the question on which the whole problem turns, and finally, resolve that question or problem. Implied is the potential for an inherently greater tempo and experience in recognizing and then discarding distracting, non-critical information.

The study of military history develops the analytic mind of the officer, enhances the understanding of military issues, and facilitates the officer's future decision-making efforts. Historical studies are not used didactically; rather, they are approached without bias so that the conclusions resulting from a thorough analysis of established facts can then be evaluated without prejudice. Unable to anticipate all the problems that the graduates might face in their further military service, SAW seeks to equip them to solve any problem that might arise.

Program Outcomes

- Create solutions to complex problems and apply operational art in an uncertain geostrategic security environment.
- Apply knowledge of the operational level of war, the art of command and ethical behavior in warfighting.
- Quickly and critically evaluate a situation, determine the essence of a problem, fashion a suitable response and concisely communicate the conclusion in oral, written and visual forms.
- Apply the competence, confidences, character and creativity required to plan, lead and command at high-level service, joint and combined headquarters.
- Create, design, plan and implement adaptive concepts to meet current and future challenges.

Degree

Students who complete the curriculum receive Marine Corps University's Master of Operational Studies degree. United States Marine students earn the 0505 Operational Planner and 0506 Red Team Military Occupational Specialty (MOS).

SCHOOL OF ADVANCED WARFIGHTING

Curriculum

SAW's eleven-month curriculum consists of:

Foundations of the Operational Art	18
Operational Planning	9
Changing Character of Conflict	9
Total credits:	36

Operational Art (18 Credit Hours)

This course uses campaign analysis to introduce students to the decisions of past planners and commanders. Students will devise alternate solutions to the historical examples studied. This course examines military theory in the historic context in which it developed. Finally, students will consider the impact of ethics, national values, and military culture on the development and execution of military campaigns.

Learning Outcomes:

1. **Apply** historical insights from cases and military theory to assess the interrelationship between strategy, operations, and tactics and how it shapes campaign planning and decision-making.
2. **Analyze** factors influencing how military organizations and strategic leaders assess the operational environment and make decisions that affect campaign and institutional design.
3. **Evaluate** how commanders understand and visualize the link between strategic objectives and tactics through operational design.
4. **Create** concise and compelling written, oral, and visual campaign plans, assessments and analysis.

Operational Planning (9 Credit Hours)

This course provides students with an in depth understanding and appreciation of Service and Joint planning processes for use when developing campaign plans against transregional, all domain, all-functional military problems across the competition to conflict continuum. This course explores the translation of political goals into military objectives when creating global campaign, contingency, and crisis plans.

Learning Outcomes:

1. **Apply** knowledge of operational art and planning methodologies to complex contemporary and future military problems.
2. **Analyze** the operational environment and elements of operational design in developing an appropriate operational approach.
3. **Evaluate** how strategy, operational art, tactics, military history, military theory and doctrine inform and frame campaign design and planning.
4. **Create** concise and compelling written, oral, and visual campaign plans, assessments and analysis

SCHOOL OF ADVANCED WARFIGHTING

Changing Character of Conflict (9 Credit Hour)

This course introduces students to academic literature on international crises, competition, and conflict vital to understanding the operational environment and developing contemporary campaign plans. The course explores how military organizations generate power, respond to change, and create response options for strategic decision makers. The course is research intensive and provides students with an understanding of how to conduct case studies, basic quantitative analysis and evaluate alternative futures.

Learning Outcomes:

1. **Apply** different methods to analyze the changing character of competition and conflict.
2. **Analyze** factors influencing how military organizations and strategic leaders assess the operational environment and make decisions.
3. **Evaluate** the different factors and trends shaping how military organizations, innovate and adapt.
4. **Create** concise and compelling written, oral, and visual campaign plans, assessments and analysis

Organization

The Director of SAW is a USMC Colonel who is a SAW graduate, post-06 command, and has attended top level school. The Director is assisted in performing those duties by a Deputy Director who is an Advanced Intermediate Level (A-ILE; SAW, SAMS, SAASS or MAWS) graduate with significant Operational Planning experience as well as the Operational Planning Course Director with a similar academic and operational background as the Deputy Director. SAW also has four civilian faculty members including 3 Phds and a Professor of Practice. Additionally SAW has a civilian administrative program manager and an active duty enlisted Marine for administrative and operational support.

Admissions Policy

Admission to SAW is based on allocations granted by the Commandant of the Marine Corps.

Application Procedures:

Student applications to SAW are processed annually in the following manner: the SAW selection process begins in the summer with the release of a MARADMIN (Marine Corps-wide administrative correspondence) to inform potential applicants about the course, requirements, and deadlines. The MARADMIN provides a link to the SAW website from which applications can be downloaded.

The application includes three pages: personal information, faculty or reporting senior endorsements, and a topical essay requirement. The application forms change each year in order to update the essay question. Military faculty advisors endorse resident ILS students' applications, and reporting seniors and either CDET regional coordinators or adjunct faculty advisors endorse non-resident ILS student applications.

In August and September, the Director of SAW briefs all students attending Marine Corps Command and Staff College, U.S. Naval War College, U.S. Air Force Command and

SCHOOL OF ADVANCED WARFIGHTING

Staff College, and U.S. Army Command and General Staff College about the SAW program and application requirements.

Deadline:

Those applying must submit completed and endorsed applications to the Director, School of Advanced Warfighting by the deadline announced in the MARADMIN.

Selection:

Selection of USMC, sister service and international students is identical. A board appointed by the SAW Director interviews each applicant. Most interviews are conducted in person, but video teleconference or telephone interviews are conducted for distant applicants when required.

Applicants currently attending other resident ILS courses are interviewed at their schools following the information brief in August-September. Recommended selections are forwarded to each service's headquarters for final authority to enroll. Nominated international officers are invited through the International Military Training office, which in turn coordinates with the officers' military assignment staff. Once approved, all applicants are notified of the selection results.

Admission Requirements

General eligibility prerequisites for the School of Advanced Warfighting are those regulations and requirements established by the military services to select active duty, military students to attend an advanced intermediate-level professional military education (PME) institution.

Specific admissions prerequisites for the School of Advanced Warfighting are as follows:

- US active duty officers and international military officer.
- Grade: A promoted O-4 (Major/LCDR) and must not have previously failed selection for O-5. A Marine officer must not be a selected or promoted Lieutenant Colonel at the time of application to SAW. If in zone for selection at the time of application to SAW, failure for selection to Lieutenant Colonel terminates SAW eligibility.
- Marine Corps officers must meet O-4 PME requirements as identified in the USMC PME Order (MCO P1553.4B). College of Distance Education and Training (CDET) applicants must be graduates of the 8800-series seminar based CDET course.
- Currently enrolled CDET students may apply provided their commanding officer or College of Distance Education and Training (CDET) regional coordinator certifies that the applicant can reasonably complete the 8800 series program no later than two months prior to commencement of the upcoming academic year.
- Security Clearance: For U.S. officers, a SECRET clearance that will not expire during the academic year. USMC officers must have or be eligible to obtain a Top Secret/Special Compartmentalized Information (TS/SCI) clearance for post-graduation assignments.

SCHOOL OF ADVANCED WARFIGHTING

- Approval from service personnel assignment section.
- Professional experience that will allow the student to interact in discussions involving the operational level of war and ensure suitability for future assignments involving significant responsibilities, including selection for and command at the O-5 level.
- SAW battlefield staff rides require international travel and applicants should possess a current passport prior to commencement of the academic year.
- Ability to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty.
- A regionally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- Graduate-level capabilities to read, comprehend, speak, and write in English.

Physical and Skill requirements

The SAW curriculum requires students to be able to travel extensively and participate actively in various educational forums to include battlefield site studies involving moderate to rigorous hikes over rough terrain and in remote sites overseas. Since all students are active duty military, all must meet the mandatory physical fitness and height/weight requirements for their respective military service.

Student Evaluation

The intent of the evaluative mechanism is to signal to the student measurable strengths and weaknesses in order to allow for improvement through the school year.

The seminar is central to the conduct of the academic year and ensures success in meeting lesson objectives. In preparation for a seminar, the seminar leader, a faculty member, or visiting scholar organizes a set of readings that enable the student to examine the issues under study. Alternative viewpoints or interpretations, conflicting data, etc., are also presented.

In conjunction with the readings, discussion questions are posed to further guide the students in their preparation for the upcoming seminar. These questions are designed to provoke debate and, ultimately, to foster a comprehensive understanding of the underlying issues. Seminar participation, planning team leadership, two oral examinations, frequent written requirements and several oral presentations constitute the graded output of the School.

As part of the University's Quality Enhancement Plan goal of "Strengthening Leadership through Enhancement of Communication Skills," the SAW writing program is designed to develop sound and effective research skills; produce well-reasoned, coherent and supportable conclusions; advance an argument and convincingly defend a position; and develop the ability to condense information into a compact, effective written product.

Oral communication is enhanced through a series of formal briefings and frequent, less formal contributions in seminar. The intent of the latter is to require students to offer well-organized comments that reflect intellectual synthesis and effectively contribute to seminar discussions.

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The SAW faculty evaluates written and oral requirements using guidelines developed and approved by the University.

Student Body

Generally the annual composition of the student population is similar to the following:

U. S. Marine Corps Officers	18
U. S. Navy Officers	0
U. S. Army Officers	2
U. S. Air / Space Force Officers	2
U. S. Coast Guard Officers	1
International Military Officers	3

TOTAL 26

Direct all inquiries to:
School of Advanced Warfighting
Marine Corps University
Warner Hall, 2d Deck, Office 2122
2044 South St, Quantico, VA 22134
(703) 784-6800
(703) 784-5121
www.mcu.usmc.mil/saw

COMMAND AND STAFF COLLEGE



Mission

The Marine Corps Command and Staff College provides graduate level education and training in order to develop critical thinkers, innovative problem solvers, and ethical leaders who will serve as commanders and staff officers with Marine Air Ground Task Forces (MAGTF) and with service, joint, interagency, intergovernmental, and multinational organizations confronting complex and uncertain security environments.

Educational Philosophy

Since the goal of professional military education is to develop officers who can employ innovative thinking when confronted with changing situations, CSC provides a learning environment that encourages officers to cast a critical eye on traditional or accepted concepts. The primary instructional methodology is the Socratic seminar/guided discussion conducted by the Faculty Advisor Team in the conference group setting to foster a learning environment that encourages active and thoughtful participation on the part of each student.

Scheduled study and research days (SRDs) are incorporated into the regular schedule to provide the opportunity to read, write, reflect, and conduct required research during normal school hours. SRDs supplement, rather than replaces, study and research conducted after normal working hours. Other instructional methodologies employed include historical case studies, practical application planning and decision exercises, battlefield staff rides, presentations by faculty and guest lecturers, and tutorial sessions between students and faculty members. Emphasis on improving written and oral communication skills is integrated within the curriculum through a series of requirements -- oral presentations, "point papers," analytical essays, and more traditional research-based efforts - - to build the ability to communicate effectively in a variety of situations, to critique and refine one's own work, and to improve speaking and writing skills.

Joint Professional Military Education (JPME)

CSC is accredited by the Department of Defense through the Process for Accreditation of Joint Education (PAJE) from the Chairman of the Joint Chiefs of Staff (CJCS). CSC was last accredited as a Phase I course in 2014. The curriculum includes the first of the two-phased Joint Specialty Officer (JSO) education mandated by the CJCS. Graduates receive "JPME Phase I" certification upon graduation. Six primary learning areas constitute the JPME Phase I program:

- Area 1: Strategic Thinking and Communication
- Area 2: The Profession of Arms
- Area 3: The Continuum of Competition, Conflict and War
- Area 4: The Security Environment
- Area 5: Strategy and Joint Planning
- Area 6: Globally Integrated Operations

Program Outcomes

In keeping with the College's mission to produce skilled warfighting leaders able to overcome diverse 21st century security challenges, and to meet the expectations set by the Chairman of the Joint Chiefs of Staff, the Command and Staff College faculty have designed a curriculum focused on accomplishing a set of overarching goals. The outcomes are to ensure that graduates:

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1. **War & Conflict:** Analyze the enduring nature and changing character of competition, conflict, and war to develop a historically informed perspective on current and future military competition and conflict.
2. **Strategy & Policy:** Analyze the evolving security environment and its implications for U.S. and adversary strategy and policy to inform the application of national power across the competition continuum.
3. **Doctrine & Capabilities:** Analyze U.S. and adversary military doctrine and capabilities across the competition continuum to employ Marine, naval, and Joint Warfighting forces to deter and defeat adversaries.
4. **Thinking & Problem Solving:** Apply cognitive tools, systemic approaches, planning processes, and communication skills to create solutions to complex and uncertain problems that commanders and high-level staff officers are expected to face.
5. **Leadership:** Apply leadership theories, principles, and skills consistent with the values, ethics, and standards of the Profession of Arms to enhance performance as commanders and high-level staff officers.

Curriculum

CSC's ten-month curriculum consists of seventeen core courses and an elective program:

Foundations	1
Leadership in the Profession of Arms I	2
Rise of the Nation State & Great Power War	2
National Security Affairs and the International System	2
The Military Instrument of National Power	1
Joint Operations	1
Command & Control	1
Marine Corps Planning	4
Evolution of an American Way of War	2
Contemporary Strategic Competition	2
Leadership in the Profession of Arms II	3
Complex Operations	1
Joint Planning	6
Origins & Evolution of Contemporary Strategic Competition	2
Persistent Threats and Irregular Warfare	2
Master of Military Studies I	1
Master of Military Studies II	2
Electives Program	1-2

Total CSC credit hours: 36-37

* The optional Gray Scholars Program for select students 2 additional credit hours of advanced study.

Foundations (1 Credit Hour)

This course develops the student's ability to think critically, solve problems, and communicate effectively as a field grade officer. It does so by developing cognitive ability, academic and professional research skills, and written and oral communication skills. Additionally, this course introduces fundamental concepts for analyzing problems.

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Learning Outcomes:

- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Analyze the role and obligations of military professionals through historical and contemporary civil-military contexts to reinforce US military ethics.

Leadership in the Profession of Arms I (2 Credit Hours)

This course develops the student's ability to provide ethical and effective leadership to large organizations by studying the concept of professional ethics, moral development and decision making, the principles of organizational behavior, and leadership in a variety of contexts and operational environments, with a focus on leading change.

Learning Outcomes:

- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.
- Analyze theories and practices that promote resilient leadership and ethical decision-making under conditions of crisis, complexity, and moral and physical stress.
- Apply leadership and communication approaches to inform, persuade, and promote collaboration toward advancing organizational objectives.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

Rise of the Nation State & Great Power War (2 Credit Hours)

This course develops the student's ability to understand the enduring nature and changing character of war, the spectrum of conflict, and the practice of operational art by analyzing the theories and conduct of and context for war and conflict from the Early Modern era to 1945.

Learning Outcomes:

- Analyze the enduring nature and evolving character of military competition, conflict, and war as a product of interrelated political, military, economic, social, and technological activities with inherent uncertainty and surprise.
- Analyze classic and recent theories of competition, conflict, and war.
- Evaluate the practice of strategy and operational art in history, and the linkages between strategy, campaigns, and tactics.
- Evaluate historical processes of innovation and adaptation by military organizations.

National Security Affairs and the International System (2 Credit Hours)

This course introduces students to the outlines of the liberal world order, some basic concepts in international relations, and the fundamentals of U.S. foreign and defense policymaking. Students will walk away familiar with the basic vocabulary of national security policy and an appreciation for the complexities involved in the process. They will be able to analyze the global security environment; U.S. strategy and policy; identify challenges to U.S. national interests; analyze the contributions of all instruments of national power; and understand the processes of U.S. national security decision-making.

Learning Outcomes:

- Analyze the global security environment and U.S. and adversary strategy, policy, and culture, identifying challenges to U.S. national interests and means of countering

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adversaries.

- Analyze the contributions of all instruments of national power that affect the application of the military instrument within Joint, Interagency, Intergovernmental, and Multinational operations.
- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

The Military Instrument of National Power (1 Credit Hours)

This course introduces the military as an instrument of national power and presents the Joint Warfighting capabilities amongst the services. This information will arm students with an understanding of U.S. military doctrine and missions to address conflict across the competition continuum. Students will be able to understand and compare viable military options within the larger Joint Force. This information-heavy block of learning is a cornerstone that will support student understanding of the operational level of war and enable them to actively participate in the exercise continuum.

Learning Outcomes:

- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Analyze current military and technological developments that may shape the character of future competition, conflict, and war.
- Analyze the contributions of all instruments of national power that affect the application of the military instrument within Joint, Interagency, Intergovernmental, and Multinational operations.
- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.

Joint Operations (1 Credit Hours)

This course follows the service-focused course, The Military Instrument of National Power, shifting focus to the breadth of functions at the Joint Force level. It starts with an understanding of the Joint Strategic Planning System and how the Joint Force uses plans to develop capabilities. It also explores Joint and Coalition structures and the roles, responsibilities, and missions of combatant commands. Students will learn to connect strategic direction to Joint warfighting systems and structures, and they will consider how to apply service capabilities in future conflicts as part of the Joint Warfighting Concept.

Learning Outcomes:

- Analyze current military and technological developments that may shape the character of future competition, conflict, and war.
- Analyze the contributions of all instruments of national power that affect the application of the military instrument within Joint, Interagency, Intergovernmental, and Multinational operations.

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- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Analyze command and control options for employing forces and the degree to which these options optimize Mission Command, tempo, and decision-making within all-domain operating environments.
- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Apply theories of planning, the Marine Corps Planning Process, and the Joint Planning Process, creating collaborative military solutions that employ Joint and Service capabilities in dynamic systems and uncertain environments.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.

Command and Control (1 Credit Hours)

This course is focused on the intricacies of command and control within various echelons of command. It exposes students to emerging concepts while using the Marine Corps Planning Process as the backdrop. This course culminates with the first planning exercise of the Pacific Challenge continuum where students demonstrate their knowledge of the Marine Corps Planning Process (MCP) via an emerging concepts scenario.

Learning Outcomes:

- Analyze current military and technological developments that may shape the character of future competition, conflict, and war.
- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Understand adversary approaches and capabilities for contesting the achievement of U.S. and coalition objectives.
- Analyze command and control options for employing forces and the degree to which these options optimize Mission Command, tempo, and decision-making within all-domain operating environments.
- Apply theories of planning, the Marine Corps Planning Process, and the Joint Planning Process, creating collaborative military solutions that employ Joint and Service capabilities in dynamic systems and uncertain environments.
- Apply critical and creative thinking informed by theories, models, and tools of cognition.

Marine Corps Planning (4 Credit Hours)

This course includes two significant planning exercises within the Pacific Challenge exercise continuum used to reinforce retention while enabling students to demonstrate their knowledge on each step of the planning process. The first of these two exercises is focused on a Marine Expeditionary Brigade (MEB)-level MAGTF conducting a Joint Forcible Entry, and the second is geared toward a Marine Expeditionary Force (MEF)-level offensive operation as it conducts all-domain operations in a contested environment.

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Learning Outcomes:

- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Understand adversary approaches and capabilities for contesting the achievement of U.S. and coalition objectives.
- Analyze command and control options for employing forces and the degree to which these options optimize Mission Command, tempo, and decision-making within all-domain operating environments.
- Apply theories of planning, the Marine Corps Planning Process, and the Joint Planning Process, creating collaborative military solutions that employ Joint and Service capabilities in dynamic systems and uncertain environments.
- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.
- Apply leadership and communication approaches to inform, persuade, and promote collaboration toward advancing organizational objectives.

Evolution of an American Way of War (2 Credit Hours)

Through an examination of the American military experience from the end of World War I to the end of the Vietnam War, this course develops the student's ability to understand the enduring nature and changing character of war and the spectrum of conflict by analyzing the theories and conduct of and context for war and conflict, as well as the cultural, economic, socio-political, and technological driving forces and trends that affect and shape war, along with civil-military relations, the translation of policy to planning, and the operational art over time and place. The course focuses on primary themes of adaptation and innovation in war, future war, great power competition, and total war. In doing so, the course explores how various theorists and practitioners, nations, and military establishments and services throughout the period applied and leveraged evolving theories by examining the evolution and practice of war within its historical context.

Learning Outcomes:

- Analyze the enduring nature and evolving character of military competition, conflict, and war as a product of interrelated political, military, economic, social, and technological activities with inherent uncertainty and surprise.
- Analyze classic and recent theories of competition, conflict, and war.
- Evaluate the practice of strategy and operational art in history, and the linkages between strategy, campaigns, and tactics.
- Evaluate historical processes of innovation and adaptation by military organizations.
- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

Contemporary Strategic Competition (2 Credit Hours)

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This course introduces students to the concept of great power competition, focusing on the pacing challenge of the People's Republic of China, the acute challenge of the Russian Federation, and the critical role played by regional allies and partners. Students will walk away with a better understanding of these adversaries and their strategy, policy, and culture.

Learning Outcomes:

- Analyze the global security environment and U.S. and adversary strategy, policy, and culture, identifying challenges to U.S. national interests and means of countering adversaries.
- Analyze the contributions of all instruments of national power that affect the application of the military instrument within Joint, Interagency, Intergovernmental, and Multinational operations.
- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Analyze U.S. and adversary irregular warfare approaches.
- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

Leadership in the Profession of Arms II (3 Credit Hours)

This course develops the students' ability to lead and influence with and without direct authority. It does so by analyzing how to influence human behavior, command climate, and organizational culture as they relate to the performance and ethical conduct of organizations. Additionally, this course studies techniques for persuading and informing others through leadership and command philosophy, negotiation, and strategic communication. Further, this course continues to develop the student's ability to communicate, both in the written form and orally, in a clear, concise, and professional manner.

Learning Outcomes:

- Analyze the role and obligations of military professionals through historical and contemporary civil-military contexts to reinforce US military ethics.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.
- Analyze theories and practices that promote resilient leadership and ethical decision-making under conditions of crisis, complexity, and moral and physical stress.
- Analyze Law of War principles, military ethics, and human behavior as they affect operational effectiveness, and command climate, discipline, and cohesion.
- Apply leadership and communication approaches to inform, persuade, and promote collaboration toward advancing organizational objectives.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

Complex Operations (1 Credit Hours)

This course addresses irregular warfare and considerations for the larger strategic environment. Students will integrate civilian and population considerations, irregular warfare, and stability operations concerns into a complex planning environment. This course includes both a

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humanitarian assistance planning exercise and a high operational/strategic design challenge as the next step in the Pacific Challenge continuum.

Learning Outcomes:

- Analyze current military and technological developments that may shape the character of future competition, conflict, and war.
- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Analyze U.S. and adversary irregular warfare approaches.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Understand adversary approaches and capabilities for contesting the achievement of U.S. and coalition objectives.
- Analyze command and control options for employing forces and the degree to which these options optimize Mission Command, tempo, and decision-making within all-domain operating environments.
- Apply theories of planning, the Marine Corps Planning Process, and the Joint Planning Process, creating collaborative military solutions that employ Joint and Service capabilities in dynamic systems and uncertain environments.
- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.

Joint Planning (6 Credit Hours)

This course includes the culminating exercise which enables students to demonstrate critical and creative thinking skills, interpersonal, and communication skills while they plan and exercise Joint warfighting in a complex all-domain environment.

Learning Outcomes:

- Analyze current military and technological developments that may shape the character of future competition, conflict, and war.
- Analyze the global security environment and U.S. and adversary strategy, policy, and culture, identifying challenges to U.S. national interests and means of countering adversaries.
- Analyze U.S. and adversary irregular warfare approaches.
- Apply U.S. Marine Corps and Joint Force concepts, doctrine, and capabilities for deterrence, and traditional and irregular warfare within all-domain operating environments.
- Understand adversary approaches and capabilities for contesting the achievement of U.S. and coalition objectives.
- Analyze command and control options for employing forces and the degree to which these options optimize Mission Command, tempo, and decision-making within all-domain operating environments.

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- Apply critical and creative thinking informed by theories, models, and tools of cognition.
- Apply theories of planning, the Marine Corps Planning Process, and the Joint Planning Process, creating collaborative military solutions that employ Joint and Service capabilities in dynamic systems and uncertain environments.
- Analyze culture, diversity, and change as factors that affect organizational performance and leadership.

Origins and Evolution of Contemporary Strategic Competition (2 Credit Hours)

This course develops the student's ability to understand the enduring nature and changing character of war, the evolution of competition and conflict, and the practice of operational art maneuver warfare by analyzing theories and the conduct of war since 1973. In doing so, it focuses on primary themes of irregular warfare, the spectrum of conflict, adaptation and innovation in war, and future war. In doing so, the course explores how various theorists and practitioners, nations, and military establishments and services throughout the period applied and leveraged evolving theories by examining the evolution and practice of war. It examines, as well, the cultural, economic, socio-political, and technological driving forces and trends that affect and shape war, along with civil-military relations, and the translation of policy to planning.

Learning Outcomes:

- Analyze the enduring nature and evolving character of military competition, conflict, and war as a product of interrelated political, military, economic, social, and technological activities with inherent uncertainty and surprise.
- Analyze classic and recent theories of competition, conflict, and war.
- Evaluate the practice of strategy and operational art in history, and the linkages between strategy, campaigns, and tactics.
- Evaluate historical processes of innovation and adaptation by military organizations.
- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

Persistent Threats and Irregular Warfare (2 Credit Hours)

This course explores competition and conflict below the great power threshold. Particular focus will be given to the Islamic Republic of Iran, the Democratic People's Republic of Korea, violent extremist organizations, as well as the challenges to security posed by pandemics and climate change. The course will also explore the struggle between state and/or non-state actors to influence populations and the legitimacy of state and non-state actors, including causes of conflict, conflict intervention, and conflict termination. Students will walk away able to analyze U.S. and adversary strategy, policy, and culture within these environments as well as U.S. and adversary irregular warfare approaches.

Learning Outcomes:

- Analyze the global security environment and U.S. and adversary strategy, policy, and culture, identifying challenges to U.S. national interests and means of countering adversaries.
- Analyze the contributions of all instruments of national power that affect the application of the military instrument within Joint, Interagency, Intergovernmental, and Multinational

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operations.

- Understand the processes of U.S. national security decision-making, joint capabilities development, and military strategy as factors that influence campaign planning.
- Analyze U.S. and adversary irregular warfare approaches.
- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

Master of Military Studies I (1 Credit Hours)

This course is the first half of a year-long effort aligned with the Command and Staff College (CSC) Master of Military Studies (MMS) program. It is designed to develop research and writing skills. Students will choose their MMS topic, identify a faculty mentor, and begin the process of analyzing resources as they shape their thesis and organize their argument. Upon completion of this course, the sources acquired, and outline created will provide the foundation for the writing process within the subsequent 8200 course.

Learning Outcomes:

- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

Master of Military Studies II (2 Credit Hours)

This course is the second half of a year-long effort aligned with the Command and Staff College (CSC) Master of Military Studies (MMS) program. It follows the foundational work in 8100 that refined the MMS thesis and outline. In 8200, students focus on graduate-level writing of a 5000-word publishable paper. The process will involve a minimum of two drafts prior to the final submission.

Learning Outcomes:

- Apply appropriate research methods to inform analysis and to evaluate the data, assumptions, and logic that underlie analysis.
- Create well-organized, clear, and concise oral communications and written products in formats appropriate to their audience and purpose.

CSC Electives Program (1-2 Credit Hours)

To complement the core curriculum, students are also required to take two elective courses. (Note: IMS students who are not in the MMS Program are required to only take one elective.) The College's Electives Program is an integral part of the curriculum where students are able to exercise the "freedom of choice" and take courses that augment research efforts for their master's paper or take a course that hits upon a specific area of interest. The array of elective topics enables students to target specific intellectual interests and choose from a wide variety of topics. Electives are taught by assigned CSC faculty, Marine Corps University chaired professors, and adjunct faculty that offer curricula that aligns with the CSC academic mission. In keeping with the College's rigorous academic standards, all electives are seminar-based and taught at the graduate level.

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Gray Scholars Program (2 Credit Hours)

Select students may apply for the Gray Scholar's Program (GSP). The program is a collection of

academic lines of inquiry organized as individual course led by CSC faculty that provides an opportunity for competitively selected students to challenge assumptions about war, strategy operations, history, policy, and international and domestic politics. Based on the design of individual course curriculum, students learn through seminars, group work, student-led teaching, gaming, and other teaching methodologies. Each course engages students with historical and contemporary challenges, encouraging them to use current scholarship from the social sciences and history.

Admission Policy

Admission to the Marine Corps Command and Staff College (CSC) is based on allocations granted by the Commandant of the Marine Corps. The CSC Admissions Policy supports the mission and purpose of the College and reflects the needs of the United States Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff's Officer Professional Military Education Policy. The CSC student body consists of three distinct student populations: U.S. Marine/Joint military officers, international military officers, and Federal Government civilian employees. Invitation, nomination, and admission to the College vary by student type: U.S. military officers are admitted through their services' selection assignment processes; international officers and Federal Government civilian employees are admitted through an invitational nomination/approval process.

Student nominations for the Command and Staff College are processed as follows:

- U.S. military student nominations are processed by the responsible military manpower department which screens all eligible officers in accordance with their regulations for intermediate-level school selection. They must provide the Command and Staff College with a roster of officers' names by 1 March for the succeeding academic year which begins in August.
- Foreign military student nominations are provided by those countries invited to participate in a professional military officer education exchange program sponsored by the Department of Defense. This program includes not only attendance at the Command and Staff College, but also participation in an American Culture Field Studies Program for which special lectures, trips, and social activities are scheduled throughout the academic year.
- Civilian, U.S. Federal Government employee nominations are to be processed by the nominating agency's professional development office. Invitations to submit nominees are forwarded to agencies/departments by the MCU Registrar. Final review/approval is reserved for the Director, Command and Staff College, for final review and approval. Nomination letters must be received by 1 April for the succeeding academic year. Note: Civilian agencies are responsible for any and all expenses associated with any special needs for their personnel attending CSC.

Admission Requirements

General admission requirements for the Command and Staff College include:

- Grade: O-4 (Major/LCDR) for military officers; GS/GM-12/13 for Federal Government civilian employees.

COMMAND AND STAFF COLLEGE

- **Security Clearance:** U.S. applicants require a Secret clearance that will not expire during the academic year.
- **Undergraduate degree:** All U.S. officers and civilians must have a regionally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent).
- **Ability to rapidly comprehend and analyze large amounts of reading and contribute effectively during graduate-level, competitive seminars led by a variety of professors and military faculty.**
- **A career record that demonstrates proven leadership and management successes with a potential to serve in future positions of increased responsibility.**
- **Marine Corps officers must meet O-3 PME requirements as identified in the USMC PME Order (MCO P1553.4A).**
- **Federal Government civilian employees are required to have an undergraduate degree from an accredited college or university and operational experience that will enhance the educational interaction between military and interagency students (operational experience includes intelligence or security related positions at overseas posts, national or international intelligence or law enforcement positions, or agency liaison officer positions serving with U.S. or international military organizations).**
- **International Military Officers must meet English proficiency requirements with a minimum score of 83 on the Defense Language Institute's English Comprehension Level (ECL) test.**

Physical and Skill Requirements

The Command and Staff College curriculum is dynamic and interactive. Students are required to travel and actively participate in various educational forums. Specific physical and skill requirements are as follows:

- **Small-group interaction in wargame scenarios and practical application exercises, which requires individual and group military planning, map reading, and briefing skills.**
- **Must meet the physical fitness and height/weight requirements for their respective military service or Federal Government agency.**
- **Active participation in battlefield staff rides, which includes walking, hiking, and analyzing the battlefield's terrain, role-playing, and conducting on-site, oral briefs.**
- **Nominees with special medical needs are advised that medical care may not be available while traveling or conducting battlefield staff rides at remote and overseas locations. This should be considered prior to nomination.**

Student Evaluation

The aim of all evaluations is to determine whether a student has achieved the Learning Outcomes associated with each course of instruction. All evaluations require a practical application solution or a narrative/essay response. In some cases, oral briefings are used to amplify/defend the student's solution/answer.

Graded Evaluations – Faculty Advisor Teams will evaluate all graded requirements and assign a grade (A, B, or C) in accordance with the criteria defined in the CSC policy letters. Students are evaluated based on their seminar participation, essays, in-class exams, oral communication skills, and practical applications in planning exercises and staff rides. A mid-year assessment is an essay examination administered as an at-home open-book effort towards the end of the Fall semester. It allows the faculty to evaluate each student's understanding of fundamental concepts in order to identify those students who require additional mentoring to succeed in the remainder of the core

COMMAND AND STAFF COLLEGE

curriculum.

As a graduate-level institution, it is the policy of the Command and Staff College that a grade below B constitutes unacceptable performance and requires remediation. Remediation is the responsibility of the officer, with the Course Director and Faculty Advisor Team assisting throughout the remediation process.

Student Body

School seats are based on allocations granted by the Commandant of the Marine Corps which support the mission/purpose of the College and reflect the requirements of the United States Marine Corps; the joint/multinational education criteria for other U. S. military students; the Department of Defense and Department of State agreements on foreign military student education exchange programs; and interagency agreements with other Federal Government agencies. Quotas for admission to the Command and Staff College are distributed as follows:

U.S. Marine Corps and Marine Corps Active Duty Officers	104
U.S. Marine Corps and Marine Corps Reserve Officers	8
U.S. Navy and Navy Reserve Officers	16
U.S. Army and Army Reserve Officers	22
U.S. Air Force, Air Force Reserve and Air National Guard Officers	17
U.S. Space Force	2
U.S. Coast Guard Officers	2
International Military Officers	35
Civilians, U.S. Federal Government	16
<u>TOTAL</u>	<u>222</u>

Direct all inquiries to:
Command and Staff College
Marine Corps University
Warner Hall, 2d Deck,
2044 South St, VA 22134

Phone: (703) 784-1069 (Operations), or (703) 784-1120 (Admin Office)
www.usmcu.edu/csc

EXPEDITIONARY WARFARE SCHOOL



Mission

Expeditionary Warfare School educates and trains company grade officers in order to prepare them mentally, morally, and physically for billets of increased leadership responsibility across the Fleet Marine Force and the Joint Force, with emphasis on the warfighting capabilities of a Marine Air Ground Task Force operating within a complex and distributed Naval expeditionary environment.

Educational Philosophy

Expeditionary Warfare School delivers its curriculum in a post-graduate setting, where our students bring as much to the learning environment as our instructors. The method of delivery is primarily conference group discussion and presumes a degree of individual due diligence and an informed position prior to engagement. The onus is on the student to invest intellectual humility, curiosity, and time in bringing an informed perspective to the discussion. The curriculum challenges students to think critically as Marine Air-Ground Task Force (MAGTF) staff officers by providing them with a firm doctrinal foundation, augmented with the exchange of practical experiences, and reinforced with extensive practical application and numerous planning exercises. Most of the learning occurs within a conference group setting, which consists of approximately 16 captains of various military occupational specialties (MOS), joint military services, and partners and allies. Each conference group is mentored by an experienced major, who serves as the Faculty Advisor (FACAD). Throughout the academic year, the FACAD models tactical, technical, and professional MAGTF officer skills; mentors and guides students; facilitates conference group discussion; and assesses student performance.

Program Outcomes

- **LEAD** with the Marine Corps' Core Values and ethical standards expected of commissioned officers.
- **FIGHT** with a Maneuver Warfare Mindset.
- **EMPLOY** a MAGTF in a naval expeditionary environment.
- **DEMONSTRATE** MOS credibility.

Student Learning Outcomes

A student learning outcome (SLO) is a concise statement that describes what students are expected to learn after completing a course or program of instruction. The statement begins with an action verb that indicates the desired level of learning in accordance with accepted educational taxonomies. The action verb is followed by an explanation of the specific subject matter to be learned. Each Student Learning Outcome forms the basis for student assessment.

EXPEDITIONARY WARFARE SCHOOL

Curriculum

The EWS SLOs are grouped by the Program Outcomes they primarily support and are introduced, reinforced, and assessed during seven EWS core courses: Profession of Arms, Military Adaptation and Innovation, USMC Doctrine, USMC Planning, MAGTF Operations Ashore, MAGTF Operations Afloat, and the Occupational Field Expansion Course.

Profession of Arms Course (5 Credit Hours)

The Profession of Arms (POA) course reinforces leader and character development and consists of three sub-courses. The Officership sub-course focuses on military judgment, and the legal, ethical, and moral mandates of our profession. The Professional Communication sub-course develops and refines student skills in both oral and written communication through the application of logic, reasoning, research, and synthesis. Finally, the Force Fitness sub-course teaches physical, emotional, and spiritual wellness of individuals and organizations. Students are assessed via seminars, writing assignments, a research paper, and various physical activities throughout the curriculum. Additionally, students can apply for the Research Fellowship Program, a strenuous project that allows exploration of areas of student passion.

Student Learning Outcomes:

- SLO 1.1 – Examine the historical development of the Marine Corps as part of the naval force.
- SLO 1.2 – Demonstrate ethical leadership and decision making.
- SLO 1.3 – Apply skills to assess and cultivate effective command climates and organizational cultures.
- SLO 1.4 – Communicate effectively in both written and verbal forms.
- SLO 1.5 – Understand the skills necessary to assess and develop personal and organizational fitness.

Military Adaptation and Innovation Course (3 Credit Hours)

The Military Adaptation and Innovation (MAI) course prepares students to solve problems in future wars. New technologies, doctrines, and threats will require our nations' militaries to constantly adapt and innovate to win the next conflict. As military leaders, students must understand that they are responsible for leading their formations—up and down the chain of command—through these changes. This course empowers students for this challenge. The MAI Course has three sub-courses. The Historical Studies sub-course examines the past to develop insights for future conflicts. The sub-course exposes students to various education methodologies to develop their military judgment, derive lessons from past battles, and understand how the Nature of War affects decision making. The Global Security Environment sub-course introduces students to the problems that today's military must solve. Lastly, the Global Operating Environment sub-course exposes students to emerging concepts that offer solutions to the problems of modern military professionals.

Student Learning Outcomes:

- Student Learning Objective 1.1: Examine the historical development of the Marine Corps as part of the naval force.
- Student Learning Objective 1.2: Demonstrate ethical leadership and decision making.
- Student Learning Objective 2.2: Apply critical and innovative thinking skills to make effective decisions in competitive environments.
- Student Learning Objective 2.3: Understand the role of tactical actions in strategic environments throughout the conflict continuum.
- Student Learning Objective 2.4: Use historical studies to explain the current context and inform the future application of combat power.
- Student Learning Objective 3.4: Examine the concepts, considerations, and challenges of expeditionary advance based operations and littoral operations in contested environments.

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USMC Doctrine Course (2 Credit Hours)

The USMC Doctrine course introduces students to key Marine Corps doctrinal concepts contained in principle doctrinal publications to include MCDP 1 *Warfighting*, MCDP 1-0 *Operations*, MCDP 3 *Tactics*, MCDP 5 *Planning*, MCWP 5-10 *Marine Corps Planning Process*, and MCDP 6 *Command and Control*. The USMC Doctrine Course is taught via a combination of seminar discussions (which includes tactical decision games) and both faculty and guest lectures. The course begins with readings from primary sources of military theorists that informed and influenced the U.S. Marine Corps' maneuver warfare philosophy. Theorists include Sun Tzu, Jomini, Clausewitz, and Boyd. Through the lens of maneuver warfare, cornerstone doctrinal tenets include battlespace framework, main effort, commander's intent, and center of gravity. Students are assessed via a formal assessment (exam), four practical applications, and seminar participation.

Student Learning Outcomes:

- SLO 2.1 – Describe the nature and theories of war and their relationships to maneuver warfare philosophy.
- SLO 3.1 – Integrate the warfighting function capabilities of a combined arms Marine Air Ground Task Force (MAGTF).

USMC Planning Course (5 Credit Hours)

The USMC Planning course focuses on understanding the nature and theory of planning contained in MCDP 5 *Planning*. Students further their understanding through the application of the Marine Corps Planning Process (MCP) in the context of a tactical scenario. FACADs guide students through the Intelligence Preparation of the Battlespace (IPB) and the six steps of MCP. Throughout this course, FACADs assess student knowledge of key concepts and linkages through group contributions and planning reflections. These planning reflections are seminars where the students provide feedback to the group and assess their understanding of MCP. The practical exercise and reflection seminars culminate with an individual comprehensive assessment that uses MCP as the vehicle to test the application of Marine Corps Doctrine within the context of a detailed tactical scenario based on peer adversary capabilities and doctrine. Students will then execute a rapid planning exercise that leverages their foundational knowledge of MCP. The group-evaluated scenarios force students to employ planning fundamentals against unfamiliar tactical scenarios within a time competitive environment.

Student Learning Outcomes:

- SLO 1.4 – Communicate effectively in both written and verbal forms.
- SLO 2.2 – Apply critical and innovative thinking skills to make effective decisions in competitive environments.
- SLO 3.1 – Integrate the warfighting function capabilities of a combined arms Marine Air Ground Task Force (MAGTF)
- SLO 3.2 – Apply the Marine Corps Planning Process (MCP) and Marine Corps doctrine to develop a combined arms, multi-domain tactical plan for a land-based MAGTF.

MAGTF Operations Ashore Course (9 Credit Hours)

The Marine Air-Ground Task Force (MAGTF) Operations Ashore course enables students to apply doctrinal concepts to different elements of the MAGTF. Students will understand how MAGTF works together and synergizes across warfighting functions in a way that enables how the Marine Corps fights, using maneuver warfare. The course builds on the foundations established in the Doctrine and Planning Courses and leverages student specialties that are refined during the Fall Occupational Field Expansion Course (OFEC) period. Completion of this course prepares students to engage in more complex sea based MAGTF planning during the MAGTF Operations Afloat Course. Course outcomes and educational objectives are accomplished through a mix of formal lectures, seminar discussions, and significant time dedicated to application during practical exercises.

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Following several introductory lectures, students rotate through six, three-day rotational sub-courses as conference groups:

1. Command and Control (C2)
2. Intelligence, Surveillance and Reconnaissance (ISR)
3. MAGTF Fires
4. Logistics
5. Aviation
6. Information

Following the rotational sub-courses, students rotate through two culminating, five-day, competitive practical exercises:

1. MAGTF in the Offense
2. MAGTF in the Defense

Student Learning Outcomes:

- SLO 1.4 – Communicate effectively in both written and verbal forms.
- SLO 2.2 – Apply critical and innovative thinking skills to make effective decisions in competitive environments.
- SLO 3.1 – Integrate the warfighting function capabilities of a combined arms Marine Air Ground Task Force (MAGTF).
- SLO 3.2 – Apply the Marine Corps Planning Process (MCP) and Marine Corps doctrine to develop a combined arms, multi-domain tactical plan for a land-based MAGTF.
- SLO 3.3 – Understand how the MAGTF integrates into combatant commands and joint task forces.

MAGTF Operations Afloat Course (9 Credit Hours)

The MAGTF Operations Afloat Course enables students to examine MAGTF operations at sea and provides exposure to the diverse naval expeditionary environment. It emphasizes the complexities of amphibious operations in contested littorals, the integration required between Navy and Marine Corps forces as part of a combined naval expeditionary force, and combat operations ashore. The curriculum accomplishes this by analyzing the current and future maritime operating environments; exploring amphibious doctrine; lessons and practical exercises that provide practitioner-level knowledge, understanding, and skills at the ARG/MEU level; and planning and wargaming repetitions during Exercise PACIFIC GUARD. By the end of the course, students should: 1) Understand the expeditionary naval environment, naval operations, and naval campaigns with an emphasis on the littorals; 2) Understand the Marine Corps' role in supporting naval campaigns and joint operations; 3) Understand the capabilities of the ARG/MEU; and 4) Apply Navy and Marine Corps doctrine, maneuver warfare philosophy, and MCP to solve complex problems in contested maritime terrain. The MAGTF Operations Afloat course includes four subcourses: Maritime Expeditionary Environment, Amphibious Doctrine and Fundamentals, the ARG/MEU, and Amphibious Planning Exercises. Each sub-course provides the means to achieve the designated course outcomes through formal lectures, seminar discussions, individual and group assignments, and assessments.

Student Learning Outcomes:

- SLO 1.4 – Communicate effectively in both written and verbal forms.
- SLO 2.2 – Apply critical and innovative thinking skills to make effective decisions in competitive environments.
- SLO 2.3 – Understand the role of tactical actions in strategic environments throughout the conflict continuum.
- SLO 3.1 – Integrate the warfighting function capabilities of a combined arms Marine Air Ground Task Force (MAGTF).
- SLO 3.3 – Understand how the MAGTF integrates into combatant commands and joint task forces.
- SLO 3.4 – Examine the concepts, considerations, and challenges of expeditionary advance based operations and littoral operations in contested environments.

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- SLO 3.5 – Describe the organization, command and control, and capabilities of an amphibious task force and other naval capabilities in support of naval expeditionary operations.
- SLO 3.6 – Apply naval and joint doctrine to develop a combined arms, multi-domain tactical plan for a sea-based MAGTF.

Occupational Field Expansion Course (OFEC) (6 credit hours)

Specialized military occupational specialty (MOS) or occupational field training known as OFEC make EWS unique in the Officer PME continuum. As a career-level school, EWS is tasked with educating and training the students at the tactical level. Unlike the schools an officer attends later in the Officer PME continuum, MOS training is included as part of the EWS Curriculum. This course reinforces the education delivered during the remainder of the curriculum and is intended to enhance the students' ability to blend military art (education) with military science (training) to increase their proficiency as MAGTF Officers.

The EWS students and faculty are assigned to an OFEC sub-course based on their military occupational specialty. This group will last the entirety of the academic year but may interact with other OFECs when there is mutually beneficial training. The conduct of the OFEC is divided into a one-week fall session and a three-week spring session. The fall OFEC period is three days long and focuses on refreshing and expanding the students' knowledge within their individual MOS. This training period is vital as many of the students arrive at EWS from a non-operational tour with atrophied MOS skills. The Fall OFEC prepares students to think critically about how their MOS contributes to the MAGTF and to act as functional and element planners in later curricular exercises. The Spring OFEC is three weeks long and further develops the students' MOS proficiency as they prepare to re-enter the Fleet Marine Force, joint force, or their home nation military and assume greater responsibilities.

Each group of MOSs follows a different OFEC curriculum tailored for that group. Various groups travel to military bases and stations across the country to attend existing courses offered by other Marine Corps or service schools or to take advantage of training facilities available to support field or simulation training. In each case, the students spend an average of at least 30 hours per week engaged in classroom instruction, participating in discussions, or engaged in some form of practical application or planning exercise. An average of 60 hours of classroom instruction/discussion and 60 hours of some form of practical application/planning exercise determines a fair average for determining credit hours.

Student Learning Outcomes:

- SLO 1.3 – Apply skills to assess and cultivate effective command climates and organizational cultures.
- SLO 4.1 – Demonstrate tactical occupational field proficiency.
- SLO 4.2 – Understand occupational field requirements for continued professional education, career progression, and personal development.

International Military Student Program

Each year, the EWS student body includes approximately twenty international military student (IMS) officers. In addition to the academic curriculum, international students participate in the Marine Corps Field Studies Program (FSP). The FSP is designed to familiarize the IMS with the responsibilities of governments, militaries, and citizens to protect, preserve, and respect the rights of every individual. The FSP is also specifically designed to provide the IMS with awareness and functional understanding of internationally recognized human rights standards and the American democratic way of life. A two-week orientation course, which is not part of the academic program, precedes the resident EWS course and includes an English language component. Each IMS gives a presentation on his or her home country as part of the curriculum.

Admission Policy

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The EWS Admissions Policy supports the mission and purpose of EWS and reflects the needs of the U.S. Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff's Officer Professional Military Education Policy appropriate for Company Grade Officers. Invitation, nomination, and admission to the school vary by student. U.S. military officers are admitted through their services' selection/assignment processes and international officers are admitted through an invitational nomination/approval process.

Assessment Policy

The Expeditionary Warfare School evaluates student performance through both objective and subjective means. The institution's assessment program serves two purposes: It evaluates the student's understanding of the material presented and it provides information relative to the effectiveness and quality of the EWS educational experience.

Student Assessment

Faculty individually assess each learning objective using standardized rubrics and standardized application of various assessment instruments. Faculty advisors (FACAD) use the results of evaluations to regularly counsel students on their progress and provide remedial instruction if required.

Standard Assessment Instruments

Student performance is evaluated on a 100-point system. A minimum score of 80 percent is required to graduate. A standardized rubric is used for each type of assessment.

Communication Program: Faculty advisors evaluate students for their ability to express themselves effectively both orally and in writing and evaluate student communication in terms of content, critical thinking, organization, format, and delivery.

Marked Requirements: There are various marked requirements throughout the academic year. They consist of assignments requiring narrative and written answers or a graphic portrayal of solutions on worksheets, maps, and overlays or combination of all of these.

Planning Exercises, Capstone Exercises, Formal Briefings and Discussion Participation: Assessment of student performance is based on the judgment of the FACAD or designated evaluator who provides the student with a narrative summary of observations using the appropriate rubric. These assessments are made based on a student's contribution as a seminar member, performance in OFEC training, planning exercises, capstone exercises, staff rides, battle studies, war games, and simulations.

Unsatisfactory Grades

Students will remediate any assignment where they fail to achieve the minimum 80 percent. The remediation of a student who fails in a particular subject area is the responsibility of the FACAD. The FACAD ensures that appropriate remedial instruction, direction, and guidance are provided. Remediation is to ensure student comprehension; the student's grade reflects the outcome of the remediation but does not change to more than 80 percent.

Fitness Reports

In accordance with the current edition of MCO P1610.7, FACADs prepare observed academic fitness reports on all USMC students at the end of the school year. Reports on other service students are submitted on the forms required by their respective services. In the case of international military students, FACADs prepare a

EXPEDITIONARY WARFARE SCHOOL

report of successful completion of the course for transmission to each student's country.

Student Body

Students are captains or other service equivalents. Selection to EWS is based upon careful screening of an individual's record by their manpower assignment departments. School seat quotas are based on allocations granted by the Commandant of the Marine Corps, the joint/multinational education criteria of the Officer Professional Military Education Policy Document for other U. S. military students, and the Department of Defense and Department of State agreements on foreign military student education exchange programs.

Quotas for admission to the EWS are currently distributed as follows (numbers are approximate):

U.S. Marine Corps Officers:	195
U.S. Navy:	16
U.S. Army & Army National Guard Officers:	23
U.S. Air Force Officers, Air National Guard, Space Force:	18
U.S. Space Force	2
International Military Officers	24
Civilians, U.S. Federal Government	0
<u>TOTAL</u>	<u>276</u>

Direct all inquiries to:
Expeditionary Warfare School
Marine Corps University

2077 Geiger Road
Quantico, Virginia 22134-5068
Phone: (703) 784-1864/2536 (Administrative Office)
FAX: (703) 784-2582
www.usmcu.edu/ews

COLLEGE OF ENLISTED MILITARY EDUCATION (CEME)

Mission



The College of Enlisted Military Education in concert with the Marine Corps Senior Enlisted Academy provides a continuum of education to improve leadership, sharpen critical and creative thinking skills, and deepen Marine's understanding of warfighting concepts in distributed/joint environments in order to foster ethical, professional leaders who make sound decisions in complex operational situations.

Courses and Program Outcomes

Leading Marines Leadership and Ethics Seminar

Required for Lance Corporals. Graduates will be able to serve as principled warriors, educated in warfighting doctrine, Marine Corps ethos, organizational roles and responsibilities, and the foundations of Marine Corps leadership. The command-sponsored five-day seminar is produced by the College of Enlisted Military Education and led by units at the local level.

Corporals Course

Like the Lance Corporals Leadership and Ethics Seminar, the Corporals Course was developed by the Enlisted College, but is taught by units locally. Corporals are required to complete either the command sponsored course or the distance education program course for promotion to sergeant. Graduates will be able to:

- Serve as ethical leaders, educated in the foundations of Marine Corps leadership and the Marine Corps ethos who comprehend the difference between ethical decision-making based on organizational values and situational ethics.
- Serve as professional warfighters, educated in the nature of war, organizational roles and responsibilities, who comprehend the basic structure of the U.S. defense department.
- Serve as sound decision makers, educated in diverse decision making processes which promote and support organizational values and leadership philosophies within the profession of arms. The Corporals Course has a 15-day academic schedule.

Sergeants School

The Sergeants School develops students' ability to think critically, solve problems, and communicate effectively as a leader of Marines. During the 25 academic-day schedule, faculty advisors develop students' cognitive abilities, academic and professional research skills, and written and oral communication skills. Additionally, this school introduces fundamental concepts for analyzing problems.

The Sergeants School facilitates this growth by allowing students to initiate the learning process through interactive seminars, Socratic seminars, and practical applications. Each student is encouraged to bring their own interpretations and energies to the product of which is a creative mind.

Instruction places emphasis on leadership development, warfighting, sustaining the transformation, and communication skills necessary to lead Marines. It builds upon knowledge gained in the Distance Education Program. Graduates of the Sergeants School will leave with enhanced knowledge to think more critically and make decisions to successfully act as small unit leaders and professional warfighters. Students will be able to argue, defend,

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sway, and persuade others using critical and creative thinking skills that have been enhanced during the school. Marines will be required to communicate effectively and translate doctrinal concepts and ideas into feasible, suitable, acceptable, and easily understood orders. The Sergeants School curriculum is designed to provide an environment where students can mature professionally and intellectually. It is a college-level educational environment with appropriate rigor and teaching methodologies. The curriculum is composed of the following courses: Communication, Warfighting Philosophy, Sustaining the Transformation, and Leadership Philosophy. The students of the Sergeants School will participate in the Marine Corps Physical Fitness Program in accordance with MCO P6100.14.

Career School

The Career School builds upon the Sergeants School curriculum to further develop students' ability to think critically, solve problems, and communicate effectively as leaders of Marines. It does so by developing cognitive abilities, academic and professional research skills, and written and oral communication skills. Additionally, the school, which is 33 academic days in length, reinforces the skills they have learned to analyze problems and provide sound courses of action.

The Career School facilitates this growth by allowing students to be part of the learning process through interactive seminars, Socratic seminars, and practical applications. Students are encouraged to share their experiences and lessons learned with their peers to expand everyone's mindsets.

Instruction places emphasis on leadership development, warfighting, Profession of Arms, and communication skills necessary to lead Marines. The Career School curriculum is designed to provide an environment where students can mature professionally and intellectually. It is a college-level educational environment with appropriate rigor and teaching methodologies. The curriculum is composed of the following courses: Communications, Warfighting Philosophy, Profession of Arms, and Leadership Philosophy. The school culminates with a Capstone project in which students analyze a difficult problem and offer a course of action in the form of a paper, presentation, and an oral defense of their work.

The students of the Career School will conduct physical training in accordance with MCO P6100.14.

Advanced School

The Advanced School provides Marine Corps Gunnery Sergeants and Gunnery Sergeant Selectees with the knowledge and skills necessary to assume leadership roles of greater responsibility.

Instruction places emphasis on leadership development and warfighting skills necessary to lead Marines in combat and builds upon the knowledge gained in the distance education program. Graduates of the Advanced School will have enhanced knowledge and skills necessary to act in senior enlisted billets at the company and battalion level. They will be able to evaluate and develop the unit's physical readiness program, conduct briefs, and coordinate a unit's training.

COLLEGE OF ENLISTED MILITARY EDUCATION (CEME)

requirements. They will be able to advise senior and junior Marines in matters of personal administration, stress management, the performance evaluation system, and financial planning. They will be knowledgeable in those contemporary issues facing the Corps and will be capable of evaluating a unit's readiness and recommending corrective action. Graduates of the school, which lasts 33 academic days, will be capable of communicating with the skills necessary to write and edit a variety of documents.

In Warfighting, Advanced School graduates will have the knowledge and skills necessary to effectively apply the fundamentals of Warfighting tactics in offensive and defensive operations at the company and battalion level. They will be able to function as a staff member of a battalion operations center, request close air support, and develop a casualty evacuation plan. Additionally, they will be able to advise commanders on operating in Military Operations Other Than War, Operations in Urban Terrain, rear area environments, and in planning combat service support. They will have the ability to understand the principles of communication at the battalion level. Additional skills will enhance unit training on weapon systems organic to the infantry battalion and coordinate their employment. The students of the Advanced School will conduct physical training a minimum of 3 hours a week per P6100.13A w/chg 1/2.

Regional First Sergeant and Master Sergeant Seminar

Attendees of the five-day seminar gain a unique perspective on current issues through interaction with key personnel as well as their peers. Seminars will include briefs on the following areas: operations, personnel, leadership, training, joint operations, regional trends, and ongoing initiatives within our Corps.

First Sergeants School

This course (10 academic days) is designed to provide newly selected or promoted first sergeants (and master sergeants serving as senior enlisted advisors) with the requisite skills, knowledge, and tools required to carry out the duties and responsibilities of the senior enlisted advisor to the commander. Graduates of the First Sergeants Course will be able to serve as principle advisors, who are educated in organizational behavior theories, philosophies, techniques, and practices required to advise and assist battalion/squadron level commanders, and who possess the competencies and ethical grounding to serve in senior leadership positions.

Sergeants Major Course

While attending Cornerstone: the Commandant's Combined Commandership Course which is led by the Lejeune Leadership Institute, sergeants major simultaneously complete the Sergeants Major Course. Graduates of the Sergeants Major Course will be able to serve as principal advisors, who are educated in organizational behavior theories, philosophies, techniques, and practices required to advise and assist battalion/squadron level commanders, and who possess the competencies and ethical grounding to serve in senior leadership positions.

Slated Enlisted Leaders Orientation Course

This course is designed for the newly slated Sergeants Major and Master Gunnery Sergeants filling billets as Command Senior Enlisted Leaders at the General Officer level for both service and joint assignments. The role, focus, and scope of responsibility for the slated Command Senior Enlisted Leader changes dramatically from the O-6 to O-7 level and this course bridges the gap and is complementary to the Brigadier General-Select Orientation Course and General Officer Warfighting Program. This course is designed to prepare Command Senior Enlisted Leaders

COLLEGE OF ENLISTED MILITARY EDUCATION (CEME)

slated to the general officer level to be effective command team members, promote strategic level thinking, and enhance communication skills and awareness of the increasingly complex ethical environment while serving on an executive staff.

Staff Noncommissioned Officer Academies

Resident schools (Sergeants, Career and Advanced) are provided at the University's Staff Noncommissioned Officers Academies, located at Quantico, VA; Camp Lejeune, NC; Twentynine Palms (Sergeants School only), CA; Camp Pendleton, CA; Marine Corps Base Hawaii (Sergeants School only); and Marine Corps Base Okinawa, Japan. All Academies offer the Regional First Sergeants and Master Sergeants Seminar.

Resident school dates are executed on a fiscal year basis (1 October – 30 September) and announced via Marine Administrative message (MARADMIN).

	DSN	Commercial
• SNCOA Quantico, VA:	278-3138	(703) 784-3138
• SNCOA Camp Lejeune, NC	751-1941	(910) 450-1941
• SNCOA Camp Pendleton, CA	365-4077	(760) 725-4077
• SNCOA Twentynine Palms, CA	230-6265	(760) 830-6220
• SNCOA MCB, Hawaii	457-2600	(808) 257-2600
• SNCOA Okinawa, Japan	315-623-4912	011 (81) 611-723-4912

CEME Distance Education Programs

Distance education program courses are provided by the College of Distance Education and Training via the MarineNet eLearning Ecosystem.

Direct all inquiries to:
College of Enlisted Military Education
Marine Corps Senior Enlisted Academy
Marine Corps University
2076 South Street
Quantico, Virginia 22134-5067
Phone: (703) 784-4018 DSN: 278
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THE COLLEGE OF DISTANCE EDUCATION AND TRAINING



Mission

The mission of the College of Distance Education and Training (CDET) is to design, develop, deliver, evaluate, and manage distance learning products, programs, and resources across the training and education continuum, in order to increase operational readiness.

Through a variety of distance learning delivery systems, CDET provides distance education and training opportunities for all Marines, government employees, and family members. CDET's programs are accessible globally, preparing graduates to perform more effectively in service, joint, and multinational environments, in situations ranging from humanitarian assistance to combat. The online learning management system, the MarineNet eLearning Ecosystem (eLE), provides education to all Marines wherever they are stationed. CDET's worldwide seminar program supports the Professional Military Education (PME) Distance Education Programs (DEP) through a network of satellite campuses.

CDET's programs and courses concentrate on the leadership, warfighting, and staff development skills of the nation's military, and feature the educational standards, learning areas and learning objectives of the joint professional military education (JPME) program required by the Chairman of the Joint Chiefs of Staff.

CDET provides multiple DEPs whereby Marine officers, service counterparts, and Department of Defense civil servants can earn professional academic accreditation to advance their careers. The Officer PME DEPs listed below are delivered as weekly — onsite or online — seminars, onsite weekend seminars, and as blended seminar programs.

Command and Staff College Distance Education Program (CSCDEP)

The CSCDEP provides graduate level education and training in order to develop critical thinkers, innovative problem solvers, and ethical leaders who will serve as commanders and staff officers in Service, joint, interagency, and multinational organizations confronting complex and uncertain security environments. Courses are:

- 8901: Theory & Nature of War
- 8902: National & International Security Studies
- 8903: Joint Operations
- 8904: Operational Art
- 8905: Small Wars
- 8906: MAGTF Expeditionary Operations
- 8907: Naval Expeditionary Operations
- 8908: Operation Planning and Final Exercise

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Expeditionary Warfare School Distance Education Program (EWSDEP)

The Expeditionary Warfare School Distance Education Program (EWSDEP) educates and trains company grade officers in order to prepare them mentally and morally for billets of increased responsibility across the Fleet Marine Force and the Joint Force, with emphasis on the warfighting capabilities of a Marine Air Ground Task Force operating within a complex and distributed Naval expeditionary environment. Courses are:

- Prerequisite. Completion of the self-paced prerequisite course is required for enrollment in the subsequent seminar courses.
 - 8671: Warfighting
 - 8672: Functional Employment of the MAGTF
 - 8673: Expeditionary Operations
 - 8674: MAGTF Operations Practical Exercise
- Seminars for each course are sixteen weeks in duration and are offered each fall and spring in order to maximize student flexibility.

Weekend Seminar Programs (WSP)

The WSPs represent unique opportunities for all officers to take advantage of weekend hours to fulfill their (PME) requirements. The current WSP formats include CSC and EWS. The programs support Reserve Component officers (via funded orders) and Active Component officers. Reserve Component officers historically represent the majority of the student body while Active Component officers participate on a space available basis. The WSP construct is 18 months in length, October to June, for two (2) nine-month semesters. This construct is an academic mirror image of the more traditional weekday DEPs that convene one evening a week aboard Marine Corps Installations as well as the online DEPs.

Blended Seminar Programs (BSP)

The CSC and EWS BSP's deliver the entire distance education curriculum to either the CSCDEP or EWSDEP student in a single academic year as opposed to two academic years for the traditional onsite or online seminars by combining resident education periods at Quantico, VA; Camp Lejeune, NC; Camp Pendleton, CA; and Okinawa, Japan, with an intervening online, non-resident period of instruction. After an initial resident seminar, students complete the required online instruction and return for a final seminar culminating in graduation with the University's resident CSC and EWS programs. BSPs include international military students and select government agency civilian students

Enlisted College Distance Education Program (ECDEP)

CDET provides the following enlisted PME prerequisite and seminar programs via the MarineNet eLE and CDET satellite campuses:

Senior Enlisted Blended Seminar Program (SEBSP)

The SEBSP will deliver a rigorous curriculum in a blended format focused on the following core areas: Leadership and Ethics, Communication Studies, Warfighting, and Joint Operations. The

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SEBSP fosters the intellectual edge required of our senior enlisted leaders for success in increasingly complex, distributed, and fluid operating environments. SEBSP is delivered in two stages: Stage one is a eight-week nonresident seminar (NRS) period, and stage two is a two-week final resident seminar (FRS) period. After completing the SEBSP, graduates will be able to serve as:

- **Ethical leaders**—educated in leadership theories, principles, and skills consistent with the values, ethics, and standards of the Profession of Arms—who enhance performance as senior enlisted leaders.
- **Professional warfighters**—educated in U.S. and adversary military doctrine and capabilities across the competition continuum—with a focus on the employment of Marine forces in Naval and Joint Operations.
- **Sound decision-makers**—educated in the cognitive tools, systemic approaches, and planning processes necessary to create solutions to complex problems that senior enlisted leaders are expected to face—who can communicate policy into actionable plans.

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Advanced Course Distance Education Program (DEP)

The Advanced Course DEP serves as the prerequisite for enrollment in either the resident Advanced School at a SNCO Academy or the Advanced School Seminar Program. This DEP will enhance the students' knowledge of the United States Marine Corps and the strategy behind how we train, fight, and win. The Advanced School DEP is available as a MarineNet Curriculum (EPME7000).

Advanced School Seminar Program (ASSP)

The Advanced School Seminar Program (ASSPE) EPME7500—is an intermediate level fifteen-week course for Marine gunnery sergeants that will enhance the practical knowledge and skills gained from the Advanced Course Distance Education Program (EPME7000). The curriculum for ASSP achieves the same learning outcomes as the resident Advanced School delivered at the SNCO Academies. The focus of this course is to increase the students' ability to translate policy into action while enhancing their positive influence on the command climate as enlisted advisors. ASSP students will continue to learn—at a more progressive level—about the various aspects of ethical leadership, professional warfighting, and sound decision making. This course will improve leadership, sharpen critical thinking skills, and deepen the students' understanding of warfighting concepts in distributed and joint environments

Career Course DEP

The Career Course Distance Education Program (DEP) serves as the prerequisite for enrollment in either the resident Career School at a SNCO Academy or the Career School Seminar Program. The Career School DEP provides staff sergeants with the knowledge and information necessary to assume leadership roles of greater responsibility. This DEP emphasizes the leadership, warfighting, training, and communication skills necessary for a staff sergeant to lead and mentor Marines. The Career School DEP is available as a MarineNet Curriculum (EPME6000).

Career School Seminar Program (CSSP)

The Career School Seminar Program (CSSP)— EPME6500—is an intermediate level fifteen-week course for Marine staff sergeants that will enhance the practical knowledge and skills gained from the Career Course Distance Education Program (EPME6000). The curriculum for CSSP achieves the same learning outcomes as the resident Career School delivered at the SNCO Academies. This school is intended to enable Marines to serve as ethical leaders, professional warfighters, and to become sound decision makers. This school educates students on obstacles that affect Marine cohesion and compliance with institutional values, Marine Corps warfighting doctrine, and decision-making processes.

Sergeants Course DEP

The Sergeants Course Distance Education Program (DEP) serves as the prerequisite for enrollment in either the resident Sergeants School at a SNCO Academy or the Sergeants School Seminar Program. This DEP provides sergeants with the knowledge and information necessary to assume leadership roles of greater responsibility. The instruction places emphasis on leadership, warfighting, training, and communication skills that are necessary for a sergeant to lead and mentor junior Marines. It focuses on providing sergeants with the knowledge that allows them

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to successfully perform the duties of a small unit leader with confidence and decisiveness. The Sergeants Course DEP is available as a MarineNet Curriculum (EPME5000).

Sergeants School Seminar Program (SSSP)

The Sergeants School Seminar Program (SSSP)—EPME5500—is a primary-level, fifteen-week program for Marine sergeants. The curriculum for SSSP achieves the same learning outcomes as the resident Sergeants School delivered at the SNCO Academies. The SSSP builds upon the knowledge gained in the Sergeants School Distance Education Program (EPME5000) and provides Marine Corps sergeants with the knowledge and skill necessary to assume leadership roles of greater responsibility. The goal of the SSDEP is to enable Marine sergeants to serve as ethical leaders, professional warfighters, critical thinkers, and sound decision makers.

Corporals Course DEP

The Corporals Course Distance Education Program (DEP) serves as the prerequisite for completion of the Command-sponsored Corporals Course (CSCC). Upon completion of this DEP, Marines will be better prepared to complete the CSCC and maximize the learning opportunities available. Additionally, they will be better equipped to deal with those issues facing today's Corps and pass on the history, customs, and traditions which sustain the Corps' heritage. The Corporals Course DEP is available as a MarineNet Curriculum (EPME4000).

Leading Marines DEP

The Leading Marines Distance Education Program (DEP) serves as the foundation of the Professional Military Education (PME) building block program and supports the development of the requisite leadership skills for our future leaders. This DEP serves as a prerequisite to the command-sponsored Lance Corporal Leadership and Ethics Seminar. The goal of this DEP is to prepare the student for the responsibilities of being a non-commissioned officer. This DEP will support and enhance the students' development of requisite leadership skills and the ability to think critically and make sound, ethical decisions. The primary audience is Marine Lance Corporals who have completed their initial increments of Marine Training, to include MOS training. The Leading Marines DEP is available as a MarineNet Curriculum (EPME3000).

Continuing Education Program (CEP)

Ultimately, Marines are responsible for their own professional development. Marines, regardless of rank, must understand and meet the Corps' expectations for intellectual development throughout their careers. The CEP supplements and enhances the lifelong learning efforts of graduates from MCU PME programs to continue to grow and learn while not actively engaged with formal schools. The CEP offers scholarly electives, developed and facilitated by certified subject matter experts. These courses are online, facilitated seminars available on a volunteer basis to all Marines, subject to space availability. Course listings and schedules are available on the MarineNet eLE.

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Direct all inquiries to:
College of Distance Education and Training
Marine Corps University
2076 South Street
Quantico, VA 22134
Phone: (703) 784-2999
<https://www.usmcu.edu/CDET/>

INTERNATIONAL PROGRAM

The Student Services Office at Marine Corps University coordinates support for all international military students (IMS) at Marine Corps Combat Development Command in Quantico. Each year, it supports approximately 120 international students from 50 allied nations.

The IMS arrive at the University up to one month prior to the start of the regular courses. This early arrival allows for an orientation to the Quantico area, tours of the University, an introduction to personal computers/e-mail systems, and an orientation to the use of Marine Corps Base Quantico's base services. Additional classes provide the student a foundation in U.S. and Marine Corps history, politics, government, and human rights.

Volunteers from among the University classmates sponsor the international students while they attend one of the resident courses. These military sponsors provide assistance to the students and their families as they arrive into the Quantico area and then throughout the academic year. Sponsors are often true "lifesavers" as they help their international classmates adapt to U.S. life, culture, and the academic rigor of the University.

Organized social activities for the international students generally break down into one of six categories: official college or base functions, informal class parties, conference group parties, Informational Program activities, civilian sponsor activities, and IMS informal parties. Official functions include the Fall Reception, hosted by the President, MCU, the Marine Corps Birthday Ball in early November, the Spring Family Social, which is also hosted by the MCU President, Mess Nights, and, in the spring, Graduation. Informational Program activities may include but are not limited to visits to national parks and local area monuments, luncheons with guest speakers and faculty, an evening at the Kennedy Center, trips to the Pentagon, Capitol Hill, Supreme Court, the Commandant of the Marine Corps' house and trips to various state and local governments.

The Marine Corps University Field Studies Program provides opportunities for IMS to further their knowledge and understanding of U.S. governmental theory and practice, the rule of law and the furtherance of human rights and develop an appreciation for the "American way of life." Events include visits to federal entities such as the U.S. Supreme Court and Pentagon, state and local governing bodies such as Stafford County Courthouse and Prince William County Police Department, nearby historical venues such as Colonial Williamsburg and Monticello. Nations wishing to send students to Marine Corps University should make application through their office of defense cooperation to the U.S. Department of State and the Department of Defense. Invitations are issued each year to fill the limited seats available on a case-by-case basis.

Direct all inquiries to:
Student Services Office
Marine Corps University
Warner Center Room 1182
2044 Broadway Street
Quantico, VA, 22134
Phone: (703) 784-3156 or 3157

ADDITIONAL PROGRAMS AND RESOURCES

Marine Corps University offers several additional Academic Programs and Resources to enable
and assist with student academic goals.

Alfred M. Gray Research Center (GRC)

Brute Krulak Center for Creativity and Innovation

Fellows and Foreign Professional Military Education

History Division

Leadership Communications Skills Center

Lejeune Leadership Institute

Marine Corps University Alumni Association

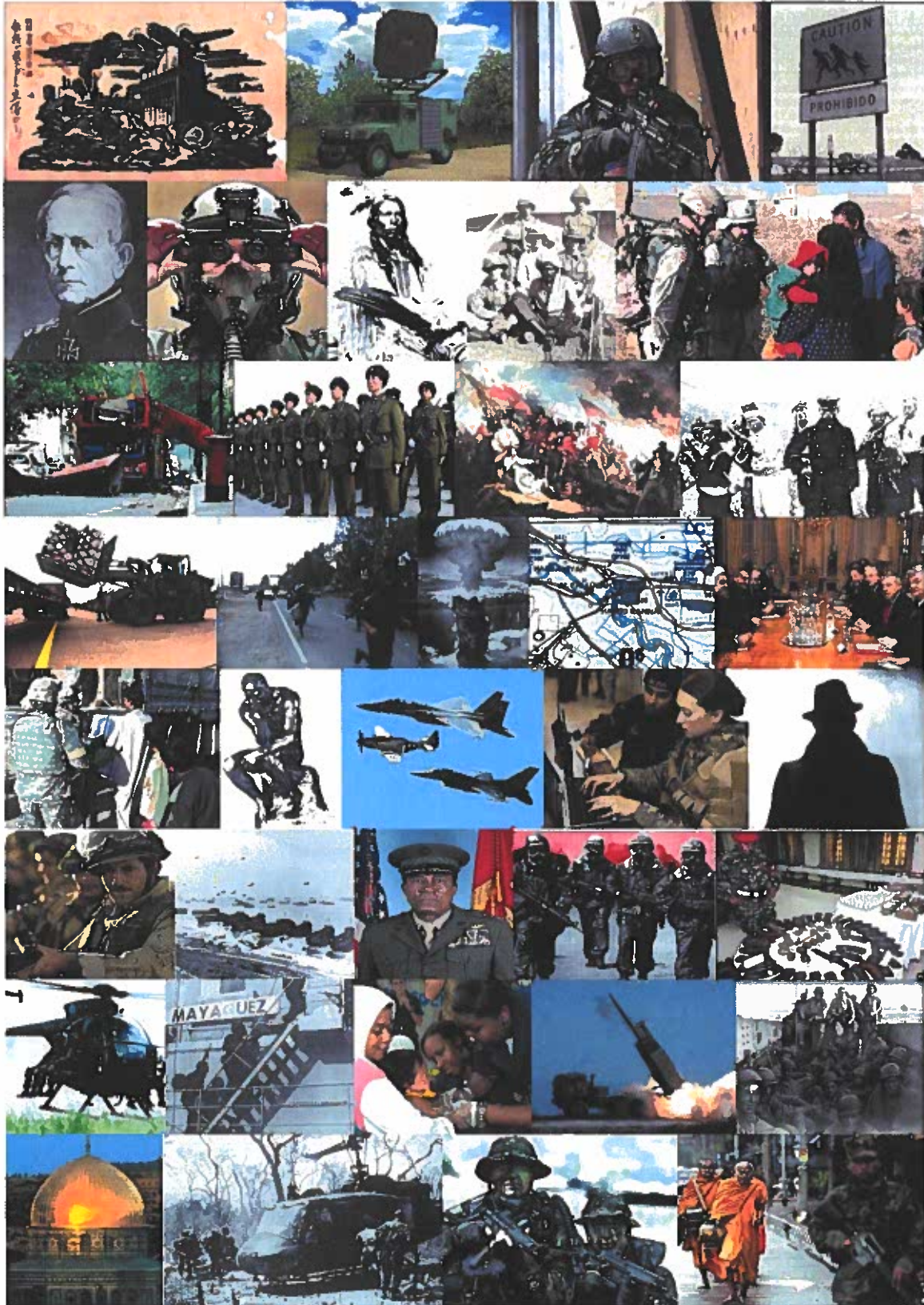
National Museum of the Marine Corps

Marine Corps University 2023-2024 Academic Calendar

Date	Event
5 Jul	SAW reporting date
4 Jul	Holiday: Independence Day
5 Jul	SAW classes begin
14-16 Jul	International Military Student (IMS) reporting window
18-22 Jul	MCU IMS orientation
25-29 Jul	School IMS orientation
1 Aug	MCWAR convenes; classes start
24 Jul	Sister Service reporting window
25 Jul	Sister Service administrative join and MCU orientation
25 Jul	CSC and EWS reporting and check-in date
31 Jul	CSC and EWS classes start
8 Aug	MCU Convocation
4 Sep	Holiday: Labor Day
15 Sep	CSC MMS Prospectus Due
5 Oct	EWS Antietam Staff Ride
9 Oct	Holiday: Indigenous Peoples Day
17 Oct	MCU Lecture Series Event 1
9 Nov	MCU Marine Corps Birthday Ball
10 Nov	Marine Corps Birthday
10 Nov	Holiday: Veterans' Day
23 Nov	Holiday: Thanksgiving Day
TBD	MCU Lecture Series Event 2
15 Dec	Last Day of Fall Semester
25 Dec	Holiday: Christmas Day
1 Jan 2024	Holiday: New Year's Day
2 Jan	MCU Spring Semester Begins
3 Jan-31 Jan	CSC Elective class period
27 Jan - 17 Feb	SAW Euro-Trip Battlefield Staff Ride (Turkey, Italy, France)
8 Jan	EWS Spring Semester Begins
15 Jan	Holiday: Martin Luther King, Jr. Day
19 Feb	Holiday: President's Day
23 Feb	All Electives grades due to Registrar
TBD	MCU Lecture Series 3
16 Mar - 6 Apr	SAW Asia-Pacific Battlefield Staff Ride (Marianas, Philippines, Vietnam)
25 Mar -12 Apr	EWS Spring Occupational Field Enhancement Course
22 Apr	Mutter Marines Command & Control Symposium
19-26 Apr	EWS Final grades and Credit Hour Report due to Registrar
10 May	Awards due to Registrar
9 May	EWS Graduation
13 May	AY Credit Hour Report due (MCWAR, SAW, CSC)
22 May	Final grades due to Registrar (MCWAR, SAW, CSC)
27 May	Holiday: Memorial Day
3 Jun	MCU Awards Ceremony
5 Jun	MCU Commencement (MCWAR, SAW, CSC, CSCDEP)

***"This school is a revolution....
We want to make this post and the whole Marine Corps a great university. We want to find
out who our most capable men are and to give them opportunities accordingly."***

**Brigadier General Smedley D. Butler, USMC
Commander, Marine Corps Schools, 1920**



Marine Corps University / Command and Staff College
The Electives Program AY 23-24

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COURSE OVERVIEW

The Command and Staff College's Electives Program is an integral part of the curriculum. The Electives Program brings together specialized classes that are drawn from War Studies, Security Studies, Leadership, and Warfighting courses. This allows every student the opportunity to construct an elective schedule to fit his or her intellectual interests. The slate of electives includes a wide variety of topics that range from war studies in the mid-nineteenth century to stability operations and military ethics. Electives are taught by Command and Staff College faculty, adjunct faculty, and Marine Corps University chaired professors. In keeping with the College's rigorous academic standards, all electives are seminar-based and taught at the graduate level.

Marine Corps University / Command and Staff College
The Electives Program

1. Course Title. Electromagnetic Spectrum Operations: *A Critical Enabler* (SECRET US ONLY)

2. Instructors. LtCol Brian “Marky Mark” Ackerson, USMC (Branch Head, Information Effects Branch, Command Element - Information Division, Combat Development and Integration, Headquarters U.S. Marine Corps); *et al*

3. Course Overview. Traditionally, freedom of action in the electromagnetic spectrum (EMS) has been a critical enabler for all warfighting functions – command & control, maneuver, fires, intelligence, logistics, force protection, and information – in all domains and the information environment. In the absence of credible challengers, the Joint Force began to treat the electromagnetic spectrum as a readily available commodity. As peer, near-peer, and other technically and technologically advanced adversaries, to include China and Russia, have challenged the United States military’s unfettered access to the electromagnetic spectrum, the Joint Force has come to recognize the electromagnetic battle space as an environment in which we must maintain situational awareness, attack, and defend to ensure friendly access at the time and place of the commander’s choosing while denying the same to the enemy. Rather than being relegated to oversight by a small group of staff officers from a limited range of technical communities, electromagnetic spectrum operations (EMSO) are now understood to be “commander’s business”. EMSO must have an offensive bias and be agile, adaptive, and integrated to achieve electromagnetic spectrum superiority across the range of military operations. The EMS is congested and contested – complex – and needs effective governance and proper resourcing for the U.S. military to leverage capabilities in and through this environment to become more lethal and survivable. The U.S. military is going to have to fight for data, information, and knowledge to make timely and informed decisions on the battlefield. Additionally, directed energy warfare – a subset of electromagnetic warfare – capabilities are beginning to proliferate. Directed energy warfare presents the Joint Force with both challenges and opportunities.

The ultimate purpose of this course is to give the student a better understanding of the threat, trending technical, planning, and operational aspects of EMSO, their importance in all domains, warfighting functions, and levels of war; and at units ranging from the squad to the Marine Expeditionary Force.

4. Student Requirements. Students must read the assigned readings, contribute to seminar discussions and write a course paper (seven pages including footnotes). The topic of the course paper will be related to the importance of establishing and maintaining EMS superiority in contemporary warfare, based on themes identified in the classroom. The course paper is due one week from the last day of class.

Marine Corps University / Command and Staff College
The Electives Program

1. Course Title. Security Challenges in Africa: Strategic Competition, Civil Unrest, & Violent Extremism

2. Instructor. Dr. Christopher Anzalone (Research Assistant Professor, Middle East Studies and the Krulak Center for Innovation and Future Warfare)

3. Course Overview. This elective course provides students with an in-depth survey of security challenges facing the U.S. and its partners and allies in Africa. These challenges include growing strategic competition with China and Russia and the expansion of violent extremist organizations (VEOs) in the Horn of Africa, West Africa and the Sahel, and southern Africa. Political instability and domestic civil conflicts in regions such as the Sahel and Horn of Africa also pose diplomatic challenges, which in turn affect regional security as VEOs seek to take advantage of uncertainty and unrest.

Strategic competition with China and Russia – including the evolving challenge posed by private military companies like the Wagner Group – is playing out in the political/diplomatic, economic, development, technological, natural resource, and military/security spheres. Areas of competition include access to natural resources – including rare earth elements (REEs) and hydrocarbons – the latter of which has taken on increasing importance following Russia’s invasion of Ukraine in 2022 – port and naval access, technological investment and influence (for example, China’s Digital Silk Road and Belt and Road Initiative), and economic, humanitarian, and security relations with African states. We’ll also examine the expanding roles of Turkey, a key NATO member state, Iran, and Arab Gulf states in Africa as these states seek to expand their influence and hard and soft power reach in regions such as the Horn of Africa because of its strategic location near the key naval chokepoint of the Bab al-Mandab, Yemen, and the Red Sea and Indian Ocean.

As VEOs face increasing battlefield setbacks and pressure in the Middle East and South Asia, African VEOs dramatically expand their operational reach and tempo, lethality, and embeddedness in local communities, presenting significant domestic, regional, and international security challenges. There are currently 16 African VEOs designed as “foreign terrorist organizations” by the U.S. Department of State, up from two before September 11, 2001. Today, nonstate VEOs are particularly active in West Africa and the Sahel states, the Horn of Africa, and southern Africa. Russia, including through the Wagner Group, continues to seek bigger footholds in some African states by promising to improve the security situation, though evidence suggests the opposite is happening in countries such as Mali where Russian presence is exacerbating civil conflicts and galvanizing ongoing insurgencies.

4. Student Requirements. Students are required to come prepared to discuss assigned readings and actively contribute to class/seminar discussions.

a. Contribution to Seminar Discussions (50%). This is a seminar-style course and students – play an integral role as active participants in the learning process.

b. Policy Brief/Paper (50%). Students will write a 5-8 page double-spaced policy brief/paper, excluding footnotes and the bibliography, in Times New Roman (or similar) 12-point font, due during the final class meeting. Additional guidance will be provided in class.

Marine Corps University / Command and Staff College
The Electives Program

1. Course Title. China and East Asian Military Strategy
 2. Instructor. Paul M. Armstrong, LTC (Ret.), Course Director, CSCDEP, *Operational Art*
 3. Course Overview. This course will first investigate the Chinese Communist Party (CCP) and the national goals and objectives for China along with their corresponding strategic and military goals and objectives. We will then take a day where we look at and discuss PLA capabilities. Next the course will shift into looking at regions around China and how the CCP interacts with these critical regions. Regions to be explored are Taiwan, Japan, Korean Peninsula, and India. The course will wrap up with U.S. policy in the region and specifically the United States' interactions with China.
 4. Student Requirements. Students will be required to do approximately 80 pages a reading in preparation for each lesson. In addition, students will be required to write a level 2 campaign plan from the perspective of the PLA on a region of the student's choice. This paper will be 3-5 pages in length. Finally, students will prepare and present two oral presentations between 6 and 10 minutes each. The first presentation will be on a specific PLA military capability during lesson 4 and the second will be presenting their campaign plan to fellow students on lesson 10.
- Grades: 40% Seminar participation
20% PLA capabilities presentation
40% Campaign plan and presentation

Marine Corps University / Command and Staff College
The Electives Program

1. Course Title. Operations in the Information Environment (SECRET US ONLY)

2. Instructor. LtCol Jay Austin and various subject matter experts from across MARFORCYBER/MARFORSPACE and subordinate commands

3. Course Description. In the 38th CMC Force Design update, the Commandant states: “We believe that in conflict with a peer adversary, first moves may be in space and cyber, so we must enable our Stand-in Forces, MEUs, and MEFs to integrate with, and have access to, those capabilities now.” Further, the Commandant expresses concern that shortfalls in awareness, education, and experience in applying IO in a multi-domain environment must be aggressively addressed for operational success. He states, “The fight for and with information is a nonstop competition. Information is not the realm of specialists. It is a part of who we are, and our approach must reflect that mentality every day, at every level, in all things... We must engage daily or run the risk of ceding the advantage to our adversaries.” In MCDP 8, we are directed, “Marines must consider every possible way to create ambiguity and uncertainty in an opponent to cause friction while defending against it.” As a Marine Corps, we must learn how to optimally integrate the multiple tools of the Information domain just as naturally as we conduct kinetic combined arms. This OIE elective will provide insights and vignettes into multiple facets of Information Operations that will enable more effective operational integration and senior staff planning. Admittedly, multiple facets of Information Operations has been understood and frequently executed by small isolated pockets of expertise resulting in separation from and lack of integration with the majority of the FMF. This cultural and experiential divergence often frustrates effective communication or understanding of operational objectives, desired effects, tactical tasks, or expectations and limitations faced by both the supported and supporting entities. Seminar discussions will assist participants to gain a practical understanding of how IO can be better operationalized, to allow seminar participants opportunity to provide insights to current Information operators, and to assist each individual develop a specific plan for their personal efforts for IO implementation.

4. Student Requirements. Students must read assigned supporting documentation, contribute to seminars and write an information paper that outlines their envisioned plan for integrating Information Operations into their respective anticipated forthcoming assignments. Target audience is you in your future billet. You should capture lessons and tasks for yourself which you see as applicable to your future envisioned career track. Think of it as a standard information paper with paragraphs which capture direction and intent and bulletized tasks with sufficient clarity that you will understand what you had envisioned when you dig this paper out in a couple years when you are slated commanders. Required length is two to four pages. The paper is due the last day of class.

Grade: 50% Seminar, 50% Paper

Marine Corps University / Command and Staff College
The Electives Program

1. Course Title. Irregular Warfare: The Other Side of the COIN of Great Power Competition
2. Instructor. Dr. Kirklin Bateman, Chief Academic Officer, Expeditionary Warfare School
3. Course Overview. This is a course in Security Studies—it is a multidisciplinary (history, political science, and international relations) approach to understanding Irregular Warfare at the operational and strategic level. Nation states have long engaged in or responded to irregular warfare¹ even while engaged in ongoing great power competition—this is not a new concept. Indeed, the Cold War had numerous examples of the United States and the Soviet Union executing irregular warfare operations with proxy forces or regular forces involved in response. As the United States continues to focus on Great Power Competition in response to a rising China and declining Russia, maintaining the ability to prepare for and respond to a range of military options is crucial. “The 2022 National Defense Strategy (NDS) sets forth how the U.S. military will meet growing threats to vital U.S. national security interests and to a stable and open international system. It directs the Department to act urgently to sustain and strengthen U.S. deterrence, with the People’s Republic of China (PRC) as the pacing challenge.” The strategy goes on to state: “Direct cost imposition approaches also include a broad range of other means, including conventional long-range fires, offensive cyber, irregular warfare, support for foreign internal defense, and interagency instruments, such as economic sanctions, export controls, and diplomatic measures.” Indeed, The unclassified executive summary of the classified Irregular Warfare Annex to the 2018 NDS required that military departments must maintain “competency with sufficient and enduring capabilities” in irregular warfare. The annex went on to state that: “[i]rregular warfare is an enduring, economical contribution to our national advantage. It is an essential Department of Defense core competency.” This course examines Irregular Warfare in all its attendant forms in general and how peer and near peer competitors use it to gain and maintain competitive edge. Students will discuss theory and practice for analyzing and responding to a variety of irregular warfare threats using a modified form of the Estimate of the Situation—A Framework for Analysis and Action. Students will consider several irregular warfare historical and current case studies using Social Movement Theory and case study methodology.
4. Student Requirements. Students must read the assigned readings, contribute to scheduled seminars, conduct a seminar presentation, and write a course paper.
 - a. Seminar participation – 25% of grade
 - b. Class presentation on paper topic – 45% of grade
 - c. 2-page (~1000 words) policy paper on topic of choice related to Irregular Warfare (broadly defined): 30% of grade.

¹ Irregular warfare encompasses many forms including terrorism, insurgency, transnational criminal activity, militias, and super empowered individuals.

Marine Corps University / Command and Staff College
The Electives Program

1. Course Title. NATO and Challenges to European Security

2. Instructor. Dr. Jorge Benitez, Associate Professor of International Studies, Command and Staff College

3. Course Overview. NATO is the most powerful alliance in the world, but it is facing a new security environment. Since 2008, Russia has invaded two of its neighbors and conducted significant hybrid campaigns inside NATO members. On February 24, 2022, Russia invaded Ukraine for a second time and historically changed the security policies of NATO and non-NATO partners across Europe. This elective course provides the CSC student with the opportunity to learn about the evolution of NATO, the mechanics of decision-making within the Alliance, the different threats it is facing state/non-state actors, and how NATO is adapting to new technologies such as cyber, missile defense, and remotely piloted vehicles. This course will help you understand the debates and decisions that are shaping NATO's response to Russia's attack on Ukraine and how the Alliance is most likely to respond to future threats to European security.

4. Student Requirements. There are three graded activities in this elective.

a. Contribution to each seminar discussion (40% of grade). Students must complete the readings and participate in the seminar sessions.

b. A written course paper (40% of grade). This will be a 5-page paper on an issue relevant to NATO/European security. Each student will choose the topic of their paper from the list in the appendix of the syllabus. Each student's selected topic must be approved by the instructor in advance to avoid more than one student per topic. The course paper is due at the beginning of the final seminar.

c. A presentation to the seminar (20% of grade). Each student will present to the seminar a 5-to-10-minute summary of their research topic and its importance to NATO. These student presentations will take place during seminars 4-9.

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1. Course Title. Wargaming Tools and Employment

2. Instructors. LTC Jay Bessey, USA, Faculty Advisor, Command and Staff College and LtCol Lexi Gerbracht, USMC, Warfighting Department Head/Associate Dean, Command and Staff College

3. Course Overview. This course will provide students with opportunities to exercise their warfighting skills across domains and functional areas through the medium of wargames with the intent of developing a training plan using wargaming. This course approaches wargaming from the perspective of using games to exercise warfighting skills and develop training plans. This class will expose students to a variety of goals, techniques, and tools to be employed in future training, education, or planning environments.

We will employ four games during the elective, three tabletop and one digital. The final game iteration will employ a large language model artificial intelligence intended to assist with decision-making options. Students will play multiple iterations of each game and provide assessments at the end of each linking back to warfighting principles and understanding how the tool can help us improve operations and understanding of the operating environment. The games are intended to help students think through the second and third order effects of actions against a thinking enemy. Each game play will end with assessment of lessons learned and discussion on future employment of the tools. We will start with historical games focusing on campaigning, logistics, and force design then move to modern games exercising all five warfighting domains.

4. Student Requirements. Students are expected to complete all of the assigned readings before each class meeting, be familiar with game counters and mechanics to start gameplay immediately. Students are expected to participate in the post-game assessments and use critical and creative thinking skills to determine lessons learned from each game and how to employ the tool for training, education, or planning purposes. Students are required to write a long-term training plan that uses wargaming to accomplish specific learning outcomes. Students will present their plan to fellow students. The course paper is due on the last day of class in paper and electronic (via e-mail) formats.

a. Game Play and Contribution to Discussions (40%). This course is designed around students' ability to engage in wargames and glean lessons learned from that media. Students must be active participants in the learning process and are expected to engage in class discussions and complete all assigned course readings before class. Students are also encouraged to draw upon their professional and personal experiences, outside study, and observations for class/seminar discussion, and training plan development.

b. Course Paper/Training Plan (40%). Students will write a training or education plan that outlines the overall goals, the intermediate objectives, and what games they will use to meet those goals. Students are expected to align the goals with a unit level and type determined through conversation with the instructors. Students are expected to research different games outside of just those played. The paper should be no less than three (3) and no more than four (4) pages, double-spaced, excluding footnotes and the bibliography/references, in Times New Roman (or similar) 12-point font.

c. Training Plan Presentation (20%). During the last two class periods students are expected to present their training plans to fellow students. Students are graded on ability to convert

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information, capture lessons learned from the different games played, and effective planning and use of wargaming to better develop warfighting skills.

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1. Course Title. The American Indian Wars: Relevance to the Present and Future?
2. Instructor. Dr. Donald F. Bittner, Professor Emeritus of History, Command and Staff College
3. Course Overview. "Awareness is not understanding." So said a recent author on C-SPAN 3. What did he mean? Succinctly stated, even if a person knows an event happened in the past (or present), that does not mean comprehending the "why" surrounding it and the context within which it occurred. In our contemporary society, the consequences of the Indian wars of the American "west" are much in the news. As William Faulkner wrote, "The past is never dead. It's not even past," Military operations may have ceased, but the consequence of these are still with us. A perusal of the media produces many reports reference this, e.g., cultural centers opening, remembrances of the past, and provisions of various treaties between tribes and the United States (often ignored).

Context is important in analysis and interpretation of these wars and what is both relevant and not pertinent to the 21st century professional. **This includes the planning and execution of plans at the operational and tactical levels of war.** How well did various officers whose experiences were with one type of warfare, i.e., the conventional warfare of the American Revolution, the War of 1812, or the Civil War, **adapt and adjust (if at all) when confronted with conflicts of a different character with a different foe, over different issues, and in diverse geographical settings?** And what of their tribal opponents – how did they comprehend the challenge of a changing human and physical environment which many did not understand and how did they react?

This elective is focused on the wars of the late 18th and 19th centuries. Seminars are devoted to selected wars, campaigns, and tactical operations from the following conflicts: The early federal period in the original Northwest and Southwest Territories, the 2nd Seminole War, within the Civil War, and the two decades after 1865 on the Great Plains and in the Southwest.

Inherent to this elective will be the differing goals of "the Indians" and "the whites;" the effects of the physical environment, values, goals, and technology on the course of these conflicts; how the combatants adjusted or failed to adapt in these wars; characteristics of both successful and failed commanders and leaders; and analyses of specific wars, campaigns, and/or battles.

4. Student Requirements. *This is a book based course, all issued by the College.* Assigned readings pertinent to each conflict are from these volumes or material prepared by the instructor.
 - a. Contribution to seminar deliberations on the diverse aspects of the Indian Wars from the 17th through 19th centuries. (20%)
 - b. Orally brief a selected Indian war campaign, operation, and/or battle, and help lead an ensuing professional critique and assessment of what occurred and why. (20%)
 - c. Write four one page information point papers (Background, Discussion, and Conclusion) on wars and campaigns studied in seminars five to nine. (40%)
 - d. Critically analyze identified phases, events, or commanders of the 2nd Seminole War and write a one page information point paper what happened. (10%)
 - e. Critically analyze a phase of the Centennial Campaign of 1876-77 (including the battle of the Little Bighorn [June 1876], and write a one page information point paper providing a professional interpretation and conclusion on what occurred. (10%)

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1. Course Title. U.S. Marine Corps Space Operations (SECRET US ONLY)

2. Instructors. Various USMC Space Operations Officers (8866) and Maritime Space Officers (1706) within the National Capital Region. CSC (Lt Col Bogusky and Lt Col Newman) will support course scheduling and execution.

3. Course Overview. The 2020 Defense Space Strategy emphasized the vital role of space to U.S. national interests, stating, "Space-based capabilities are integral to modern life in the United States and around the world and are an indispensable component of U.S. military power."

As the nation's Naval Expeditionary Force in readiness, the Fleet Marine Force (FMF) is heavily reliant on space-based capabilities to operate across all warfighting domains. The future operating environment demands that Marines fully leverage space capabilities, as "access to reliable space-based communications, weather, indications and warning, and positioning, navigation, and timing is paramount to achieve naval objectives of battlespace awareness, assured command and control, maneuver, and integrated fires."

This elective explores how to leverage U.S. space-based capabilities to enhance operational advantages for the FMF. Students will gain a broad awareness of the space environment as well as the capabilities, limitations, vulnerabilities, and applications of Department of Defense (DoD), national, commercial, and foreign space systems. They will learn to integrate space-based effects into training and operations to maximize exploitation of these capabilities for the benefit of the FMF.

4. Student Requirements. Students must complete required reading assignments, contribute to course discussions (40%), participate in the practical exercise (30%), and write a topic paper (30%).

a. Practical Exercise. Given an OPORD and CONOPS for a MEU-level deployment with comparative equipment and manning lists, demonstrate understanding of space capabilities by:

- (1) Integrating space considerations/effects into a FMF MEU operation;
- (2) Revealing creativity, ingenuity, critical thinking, and adaptability in creating an appropriate response to a crisis scenario;
- (3) Generating decisions on how to leverage the available capabilities and explaining any consequential tradeoffs;
- (4) Assembling the appropriate stakeholders and authorities for adjudicating requests for information, granting permissions, and coordinating; and
- (5) Defending your decisions.

b. Topic Paper. The students will explore evolving space considerations and the impact on tactical space operations in support of the FMF by writing a 4-6-page paper based on a topic list provided by the instructor.

1. Course Title. Rhetorical Power: How Language Frames Enemies, Allies, and Communities

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2. Instructor. Dr. Brandy Lyn Brown, Director – Leadership Communication Skills Center

3. Course Overview. Ultimately the central discussion of this course is as simple and complicated as language matters. From when we choose to speak or remain silent to the words we choose to describe others – our enemies, adversaries, opponents, or competitors; our allies, friends, compatriots, or coconspirators; and our communities, companies, clans, or comrades, our language has the power to open possibilities, build community, maintain divisions, and/or establish boundaries. Taking a rhetorical approach to communication, this course will explore the power of language from the public stage to the everyday encounter. Beginning with a brief exploration of classical rhetoric, the course readings will then balance an exploration of contemporary rhetoric with the analysis of sample texts and speeches. At the end of the course students will conduct their own rhetorical analysis of a text or speech that has been approved by the instructor.

4. Student Requirements

a. Seminar Participation (50%). Students are expected to have completed the readings or other assigned materials prior to each course meeting, and be prepared to actively and substantially engage in discussion during each class

b. Class Reflection Activity (15%). Students will write short reflections after each class period.

c. Final Paper (35%). Students will write a five to seven-page rhetorical analysis of a text or speech of their choosing that has been approved by the instructor.

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1. Course Title. Government and Politics of Turkey

2. Instructor. Dr. Sinan Ciddi, Associate Professor of National Security Affairs, Command and Staff College

3. Course Overview. Turkey has always been renowned for occupying a strategic position and having a foothold in one of the most sensitive regions of the world. For many years, Turkish diplomats were keen to point out that Turkey was located in an unfriendly neighbourhood. During the Cold War, Turkey was a front-line state, situated on the edge of the USSR and was perceived to be an indispensable actor against the spread of communism and has been the only Muslim member of NATO since it became a member in 1952. Furthermore, Turkey is the only Muslim country which has begun full accession negotiations with the European Union and the possibly the only country which has strived for over half a century to consolidate liberal democratic norms. The country and its people pride themselves in the fact that they have never been ruled by a foreign country and the modern republic's predecessor, the Ottoman Empire was a land-based imperial power. In today's world, interest in Turkey and Turkish foreign policy is growing exponentially, particularly following the so-called Arab Spring, where Turkey is being portrayed as a 'model' for regional Muslim countries to emulate. Over the last two decades, Turkey has grown economically, as well as become increasingly politically stable (in terms of government longevity). As Turkey's national and per capita incomes have risen, so too has the country's economic interests, both regionally and globally. This has prompted several questions: to what extent is Turkey becoming the regional power and to what extent is Turkey likely to move beyond its traditional western foreign policy commitments in pursuit of its diversifying economic and strategic goals?

4. Student Requirements. Students must read the assigned readings, contribute to scheduled seminars, conduct a seminar presentation, and write a course paper.

a. Class Participation (50%). Each student will be required to contribute to the discussions during each class.

b. Final paper (50% each). Each student will be required to submit one final paper for the class no longer than 3000 words, including footnotes, but not references.

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1. Course Title. Russia: Practicing Power at Home and Abroad

2. Instructor. Dr. Victoria Clement, Russia Subject Matter Expert, Brute Krulak Center for Innovation and Future Warfare

3. Course Overview. The primary learning outcome of this course is understanding of Russian foreign policy as stated in Russian national documents and through an analysis of historic and contemporary events (e.g., Russo-Ukrainian war, Crimea's annexation, Syrian conflict, etc.). Specifically, the course will examine Russia's foreign policy goals of destruction of the U.S./Western dominated unipolar order, recreation of Russia as the Global Superpower, including absorption (by force, if necessary) of Ukraine and Belarus, and the reestablishment of Russian dominance in Eastern Europe and in the former Soviet spaces. As a part of this foreign policy examination, the course will also facilitate an analysis of Russian military strategies (reflecting President Putin's foreign policy goals) and examine Russian operations in the ongoing Russo-Ukrainian war and in other regional conflicts to inform potential Russian strategies for the future.

The secondary learning outcome of this course is understanding of centuries-old Russian identity, Russian world view, Russian societal narratives, ways Russians acquire and process information, education and socialization in Russia, and Russian ways of thinking and perceiving. This understanding will facilitate an analysis of how these factors shape behavior patterns and decision making for the majority of the Russian population and their leadership, both domestically and internationally.

4. Student Requirements

a. Participation — Complete assigned readings and participate in seminar discussions and exercises in a manner demonstrative of appropriate preparation, mastery of content, critical thinking, classroom leadership, and intellectual curiosity (40%).

b. Class Presentation — Prepare and deliver an oral presentation to course participants in Class 10 with the approval of the instructor. The presentation should be no less than ten (10) minutes and no longer than fifteen minutes, exclusive of a question-and-answer period. (30%).

c. Course Paper — Prepare an analytic paper on any topic relevant to the course material with approval of the instructor but must be on the theme of "Russia's Future Operating Environment." The paper will be evaluated on whether it has a clear thesis and argument, whether it evaluates the contributions of major points of view on the topic, and whether it advances understanding by the defense enterprise on that topic. The analysis paper will be at least four pages and no longer than five pages, exclusive of notes and references (30%).

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1. Course Title. The Great War, 1914-1918

2. Instructor. Dr. R.L. DiNardo, Professor of National Security Affairs, Command and Staff College

3. Course Overview. The First World War has been described as the great seminal catastrophe (Urcatastrophe) of the 20th century. Certainly it changed the world in many ways. Of the six European imperial powers that entered the war, four (Germany, Austria-Hungary, Russia and Ottoman Turkey) disappeared by the time the war ended officially in 1919. The two victorious imperial powers, Britain and France, came out of the war with enlarged empires but deeply shaken. Much the same could be said of the lesser European powers, Italy, Serbia, Romania and Bulgaria, that entered the war. Perhaps the only two countries that emerged from the war relatively unscathed in terms of blood and treasure expended were Japan and the United States.

The war certainly justified the term world war. Massive campaigns were fought on a number of fronts in Europe. At the same time, major efforts were mounted in the Middle East, Africa and the Far East to attain strategic goals and policy objectives, especially by the Entente powers. These operations were often conducted in the harshest environments, under conditions where the campaign had to be conducted against nature as much as against the enemy.

Militarily, the Great War truly constituted a revolution in military affairs. The war saw the emergence of the airplane, tank and submarine as major weapon systems. Tactics changed considerably, as both sides re-defined the meaning of the term combined arms. The manner in which military operations were conducted in 1918 was quite different than what was practiced just four years earlier. Thus World War I stands as one of the most critical events of the 20th century.

4. Student Requirements. The main text will be David Stevenson's *Cataclysm*. Students will also have the occasional supplemental reading to present in seminar. Students will also have to write an analytical paper of no longer than 8 pages, which they will have to do a presentation on in class.

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1. Course Title. Military Failure

2. Instructor. Dr. R.L. DiNardo, Professor of National Security Affairs, Command and Staff College

3. Course Overview. Almost all successful people in any field of endeavor have one thing in common, namely failure. Just about every successful person engaged in business has had to go through the process of seeing a business fail. Scientists such as Jonas Salk had to endure repeated failures before he finally created a vaccine against the dreaded disease of polio. Even in sports, baseball for example, hitting for a .300 average essentially means that you have failure at the plate seven times out of every ten.

Military establishments, however, can ill afford failure, simply because of the potential consequences. In some cases, a military establishment can recover from a failure, such as the United States Army after Vietnam, or the French Army after the disasters of the Seven Years' War. In some cases, such as when a country is overrun by the invading power, failure can have catastrophic consequences. Thus to be successful, military establishments generally need to get it right and get it right, or at least close to right, the first time.

Yet, history provides one with a myriad number of military failures. Some of these revolve around the loss of battles, campaigns or even wars. There are also other types of failures, for example the failure to develop successfully and field the Expeditionary Fighting Vehicle, or the Crusader artillery system, both of which proved expensive failures.

When large organizations fail, it is rarely for just one reason. It is normal to direct blame at a particular individual. The "man in the dock" approach is an understandably attractive approach to analyzing failure, but also a much too facile method to allow one to get at the real causes of failure. In fact, failure, especially when it occurs with large organizations, is a complex phenomenon a good many causes, many of which are interrelated.

4. Student Requirements. Students will be graded on class participation. In addition, students will have to write a short analytical paper (5-8 pages) and present it in class as well.

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1. Course Title. Marine Corps Great Leaders: Montford Point Forward
2. Instructor. Dr. Kenneth D. Dunn, Colonel, USMC (ret), Director, Marine Corps Leadership Seminar, M&RA, and Adjunct Professor, CDET
3. Course Overview. Our Marine Corps history continues to overlook the accomplishments and contributions of men and women of color (black, Hispanic, Asian – Pacific, Native American, etc.). Arguably, these Great Leaders have helped to shape the Marine Corps into its present form, enhancing its expeditionary warfighting posture through dedicated and unselfish service since World War II. This course will examine, in depth, the lives of some of these individual Marines. The focus will be on black leaders, with an appreciation of other ethnic groups. Through a series of historical case studies, this class will examine the contributions of these individuals to Marine Corps warfighting, leadership, and service to their local communities. As a result of this course, the individual student will gain a more thorough appreciation for these men and women that have helped to make the Marine Corps the fighting organization that it is today, from Sergeant Major Edgar R. Huff, USMC to General Michael E. Langley, USMC.
4. Student Requirements. Students must read the assigned readings, contribute to scheduled seminars, conduct a seminar presentation, and write a course paper. Grading: Seminar contribution – 50%; seminar presentation - 10%; course paper – 40%
 - a. Seminar Presentation. One oral presentation in seminar from a list of Great Leaders readings. A presentation consists of a 5-minute talk in which the student presents their analysis of the reading and a 5–10-minute Q&A session in which the student leads a discussion of the issues for consideration they have presented.
 - b. Course Paper. An analysis of the life and service of one of these great leaders, examining his/her impact upon the Marine Corps both in and out of uniform. The course paper is due at the final seminar and should be no less than three and no more than five pages in length (3-5 pages). The paper should be double-spaced, with one-inch margins, prepared in 12-point pitch, Times New Roman font, with endnotes and a bibliography, as appropriate.

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1. Course Title. Expeditionary Energy

2. Instructor. J.W. “Buzz” Easterling, Expeditionary Energy Analyst, Brute Krulak Center for Innovation in Future Warfare, Marine Corps University.

3. Course Overview. This Expeditionary Energy elective will demonstrate how energy impacts all elements of national power. Starting with the current DoD and DoN policy regarding climate, this course will conduct a historical analysis to illustrate how we have arrived at this point of national inflection regarding the relationship between energy, security, and the environment. We will study the complexity of deploying energy resources by examining the relative fragility of the well-established technologies that comprise the energy infrastructure we rely on daily. These lessons will be brought together in an examination of how energy defines national identities and how it has shaped foreign policy in the drive towards energy security. Our journey through energy history will leave us facing the future as our final lesson will examine emerging Marine Corps programs and technologies that are becoming available to the operating forces. Through this study, we will determine whether a military advantage is to be gained from climate-minded energy practices and technologies.

4. Student Requirements

- a. Seminar participation: 25% of grade.
- b. Class presentation on paper topic (overview of the technology or program discussed in final paper): 30% of grade.
- c. A 4-5 page paper on an existing green program or technology that, in the judgement of the student, does or does not have potential to provide a military advantage to U.S. Forces. Student must explain how the program or technology does or does not provide advantage: 45% of grade.

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1. Course Title. Peacebuilding in Divided Societies

2. Instructor. Dr. Doga Eralp, Associate Professor of Security Studies, Command and Staff College

3. Course Overview. This course begins with an overview of concepts and definitions of ethnic conflict and what distinguishes deeply divided societies from others that suffer violent conflict. Focusing on four modalities of peacebuilding, psycho-social, political-constitutional, military-security and economic social it examines the roots of the conflict, its characteristics, efforts (local and international) to ameliorate it, and outcomes. Depending on the case, various approaches to peacebuilding are analyzed, including structural change, political dispensations, such as “consociationalism,” democratization, international engagement, and Track II, or civic society efforts. Integration, partitioning, and power sharing are among the structural paths to peace that are presented. The course ends with the discussion of significant human dimensions of peacebuilding such as healing and reconciliation.

The course is intended to achieve several, interrelated objectives: (1) to provide students with a deeper understanding of a range of factors, be they economic, socio-political, or psychological, that lead to societies divided along ethnic, confessional or other lines; (2) to increase understanding of the interplay of indigenous and exogenous forces in accelerating and reducing conflict; (3) to enhance knowledge of the range of approaches available to states and multilateral organizations committed to peacebuilding; (4) to examine the utility of various institutional, territorial and political reconfigurations designed to build durable structures for peace; and (5) to analyze the impact of efforts to heal and reconcile affected parties.

4. Student Requirements. Students are expected to complete all the assigned readings before each class meeting and contribute to seminar discussions. The topic of the course paper/policy brief will focus on one of the organizations or themes identified and covered in the class. The course paper is due on the last day of class in paper and electronic (via e-mail) formats.

a. Contribution to Seminar Discussions (20%): This is a seminar-style course and students – as active participants in the learning process – are expected to participate regularly in class discussions and complete all assigned course readings before class. Students are also encouraged to draw upon their professional and personal experiences, outside study, and observations for class/seminar discussion.

b. Group Presentations (40%): In the first seminar, the class will divide into 3 groups (Top leadership, mid-level, and grassroots); to rotate each week. The formal presentation will be approximately 15 minutes in duration and will be followed by Q & A for approximately 10 minutes, depending on the flow of discussion- The purpose of this assignment is to provide each group the opportunity to analyze the sources of ethnic division in their assigned case; approaches (formal and informal) to bridging communal divides; what has worked and what hasn't, and why. - The group may choose to assign each member a specific sector or challenge to focus on. Sectors can include security, governance, economic development, infrastructure, etc. Challenges can include political transparency, judicial or police reform, gender issues, poverty, media, religious intolerance, criminality, public finance, truth and reconciliation, and so forth- The group must develop an integrated presentation with each member analyzing the components of a specific sector or challenge, then the group establishing linkages and providing a picture of the

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problematic as a whole. Presentations can be multi-media and adopt innovative styles and formats.

c. Final Research Paper (20%): Students will pick one of the modules of peacebuilding discussed throughout the semester and apply it on a case of your own preference (it has to be different from the ones introduced in class.) This is an individual assignment. It will require research beyond the assigned course readings. It is not to exceed 1000 words. The paper must have an argument, a point of view, and take into account counterarguments.

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1. Course Title. Leadership and Influence

2. Instructors. Col Scott Erdelatz, USMC (ret), College of Distance Education and Training and Dr. Scott Hamm, SgtMaj, USMC (ret), Professor of Modern Naval History, United States Naval Community College

3. Course Overview. Leading is a deeply personal endeavor. Personality, experience, and the environment all affect how leaders influence those entrusted to their charge. A wise retired Marine officer once said, "Leadership is easy to talk about and hard to do." Truer words may have never been spoken. However, it also true that studying past leaders, reflecting on leadership values, and discussing the art of leadership with peers is an extremely effective way of preparing for future challenges and difficult decisions. Leaders from every era have faced similar challenges and been granted the privilege of making a positive difference in lives of those entrusted to their care.

At the same time, today's environment poses some unique challenges due to factors such as political polarization and the perception of a "zero defects" culture, particularly for commanders. This elective will examine both timeless leadership principles, current challenges, and specific attributes and skills necessary to thrive in today's environment. It will do so by examining a variety of topics including leadership styles, leader development, decision-making, dissent, success and failure, disinformation, officer and enlisted relationships, staff officer leadership, career management, and calling.

This course reinforces many of the concepts studied throughout the Marine Corps Command and Staff College curriculum.

4. Student Requirements. The course evaluations will be weighted as follows:

- a. Seminar Contribution 60%
- b. Leadership Course Paper (3-5 pages) 40%

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1. Course Title. Napoleon and the Art of War

2. Instructor. Dr. Matthew J. Flynn, Professor of Military History, Command and Staff College

3. Course Overview. This elective examines the life of “history’s greatest soldier,” Napoleon Bonaparte. Obviously, determining the validity of that label is a key center-piece of the course. For this reason, Napoleon’s campaigns are given close attention. However, the scope is broader both in terms of evaluating his military record and his role as a statesman. This pursuit speaks obvious volumes to any Command and Staff student: levels of war – did Napoleon fail at the strategic or operational level, all the while excelling at the tactical level of war, and this inconsistency spelled defeat? What leadership traits can this individual impart today; does genius come into clearer focus? Maneuver, fix and flank, initiative, all Marine Corps attributes of command and built into USMC doctrine, these mandates flow from the person of Bonaparte – if so, how do such timeless lessons apply to today’s modern war? What does the Emperor’s rudimentary staff say of unity of command in the field and in terms of ruling his European empire from a carriage at times moored in the recesses of Spain, Poland, or Russia? Politics and military coordination were never more in harmony than with this general, and never more unsuccessful, a clear lesson to unlearn.

4. Student Requirements. Students must read the assigned readings, contribute to scheduled seminars, and write a course paper.

a. Seminar Participation (60%). Each student will be required to contribute to the discussions during each seminar. Emphasis will be placed on quality of participation over quantity of participation.

b. Course Paper (40%). Each student will present a review of one aspect of Napoleonic warfare. The course paper is due at the beginning of the final seminar and should be 5 pages. Your paper should be double-spaced, with one inch margins, prepared in 12 point pitch, Times New Roman font, with endnotes and a bibliography.

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1. **Course Title.** Breaking Barriers – Building Teams (B3T)
2. **Instructor.** Mr. Joseph F. Garbato, FBI Chair, Command and Staff College and LtCol Keith Crim, MILFAC, Command and Staff College
3. **Course Overview.** This course was designed to educate and empower members of the Joint Force through dialogue. Students will be given tools to develop meaningful, substantive, sustainable relationships in order to achieve unity of effort. Seminars will serve as platforms to explore and exchange differing perspectives on the existing Joint Force culture, relative to its overall health, as it pertains to overall performance and impact. The course directly addresses the Commandant of the Marine Corps' 2019 call to action, encouraging all leaders to discuss discrimination, racial inequity, and prejudice. Students will synthesize diverse perspectives to define culture and identify ways to build effective teams within the Joint Force. In doing so, students will be encouraged to craft ways to develop and sustain safe, mutually supportive relationships in order to build trust and ultimately highly effective teams within the Joint Force. The course provides exposure to leadership concepts related to the understanding of self and others and provides opportunities to create bold, ethical, strategic solutions to build meaningful, substantive, sustainable relationships within the Joint Force.
4. **Student Requirements.** Students must complete assignments, contribute to scheduled seminars, and prepare two writing assignments. Papers should be double-spaced, with one-inch margins, Times New Roman, 12-point font, with endnotes and a bibliography, as appropriate.
 - a. **Classroom:** The ability to develop meaningful, substantive, and sustainable relationships is a necessary skill relevant to build effective teams. Therefore, student participation, vis a vis open dialogue, relevant to the assigned readings, is critical. (50%)
 - b. **Course Paper:** Students will prepare a 3–5-page critical reflective paper that integrates theory with practice, facilitates insight, and stimulates self-discovery. The paper will increase self-awareness and broaden perspectives, so students have a more holistic understanding of the complexities of leadership by encouraging students to draw upon their experiences and values. You must incorporate at least two references which can come from course readings or material external to the course. (30%)
 - c. In general, the reflective paper will address:
 - (1) What are some of the personal dynamics in your life that influence and/or impact your leadership style and/or effectiveness?
 - (2) Describe your preferred leadership style and strengths as a leader.
 - (3) What are your potential areas of growth as a leader?
 - (4) How would those with whom you work describe you as a leader? Why?
 - (5) What aspects of your leadership would you change if you could?
 - d. **Writing Prompt:** Students will prepare a 1–2-page paper on a provided leadership writing prompt. (20%)

The writing prompt will serve as your compact to change organizational culture where you stand by developing a strategy, using a learned framework, to build a more effective and inclusive team, measured by performance and impact.

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1. Course Title. War for America, 1775-1783: Fighting for the Destiny of a Continent

2. Instructor. Dr. John W. Gordon, Professor of National Security Affairs, Command and Staff College

3. Course Overview. Join this elective and go back in time to see how great power competition spilled over into the New World. See how war on the frontier induced change in European forces and their fighting techniques, as well as how the European techniques in turn acted to impact the raid-and-ambush techniques of Native American fighters. The French and Indian War is a natural start-point, morphing as it does into the global Seven Years' War to set up friction between Britain's empire and its Thirteen North American colonies. Key factors are the Atlantic World, politics, economics, issues of war and society, culture, sea power, and the policy-strategy-operational art-tactics continuum. How could Britain, which finished the Seven Years' World War, 1756-1763, in brilliant victories over the French and would do so again two generations later when the French fought under Napoleon, finish in defeat to lose America? Was America England's Vietnam? Writing in the Army War College's *Parameters*, Jeffrey Record looked into this question, exploring parallels between the American experience in Vietnam and the British in America. What had been the actual character of the two wars-- guerrilla, nationalist insurgency, civil, or proxy conventional war as carried out by great powers? What had been the goals of the two sides, their strategies, key battles, generals? Could a power, a great or even a super-power, hope to win on ground distant and subject to circumstances of context likely to favor the opposition?

Today's military and security professionals can with profit ask these same questions about the American Revolution. The struggle that made America a nation was argued out first between the colonial assemblies and the King-in-Parliament, and ultimately in armed confrontation that took place in the towns, on the frontier, and on the seas. This bitter struggle covered the eight years 1775 to 1783, and in its final stages forced Britain to wage a world war against traditional European peer competitors as well as the American rebels. And caught up in this contest were Native Americans and, enslaved in each of the colonies, African Americans for whom the all-men-are-created-equal part of the Declaration of Independence could have but little meaning.

There are 10 seminars of which half will be special panel discussions during scheduled seminars (detailed in syllabus). These include the following:

Generalship in the Revolution (with Dr Matthew Flynn)

Sea power (outside panelist TBA)

Native Americans (with Dr D. F. Bittner)

Military intelligence (with CIA and FBI chairs)

Was America Britain's Vietnam? Compare/contrast (TBA)

4. Student Requirements. Students read the assigned readings, contribute to seminars, and write a course paper.

a. Course Paper: totals 3-to-5 pages in length, is due at the final seminar, and is a think piece. The think piece may be on any aspect of the American Revolution that you choose and

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coordinate with the elective course professor. We will discuss possible topics and content of the paper early on in the semester to allow sufficient time to ponder what to write about and to formulate ideas.

b. Seminar Presentation: an oral presentation (5-to-10 minutes) to brief to the seminar your think piece, and is agreed upon by you and the professor

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1. **Course Title.** Operational Art at Sea: The Employment of Sea Power in the U.S. Navy
2. **Instructor.** LtCol George Gordy, USMC, Leadership Department Head, Command and Staff College
3. **Course Overview.** This course is a primer for naval staff planners and will provide students with a broad understanding of U.S. Navy organization and capabilities, U.S. Navy warfighting challenges, and current Navy warfighting concepts. While the course acknowledges U.S. Navy roles and missions across the conflict continuum, its focus is on major combat operations against peer competitors. Subtopics will include history and theories of maritime strategy; history of U.S. Navy doctrine and warfighting concepts; and current U.S. Navy doctrine, organization, and capabilities. The overall aim of the course is to equip students for service on Maritime Component Command staffs as operational planners
4. **Student Requirements.** Students will be expected to read all assigned readings, contribute to scheduled seminars, conduct a seminar presentation, and a course paper.
 - a. Contribution to Seminar Discussions (60%). This includes a presentation of the written assignment towards the end of the course.
 - b. Course Paper (40%). The course paper will be a small group assignment that will allow students to design an operational approach with risk assessment that demonstrates their ability to understand contemporary naval capabilities, apply principles of naval warfare, analyze and evaluate an operational environment, and create an operational approach for a naval campaign. Students will brief out their products to the class as part of their seminar contribution. The paper will be due within a week of the final seminar and should be no less than five and no more than seven pages in length (5-7 pages).

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1. Course Title. *War, Peace, and the Challenges of Ethical Leadership*

2. Instructors. Commander Gregg Hazlett Ph.D. (Deputy TECOM Chaplain), Dr. Paolo Tripodi (Head, Ethics Branch, Lejeune Leadership Institute) and Commander Gregg Hazlett Ph.D. (Deputy TECOM Chaplain)

3. Course Overview. The decisions of military leaders often have profound, life-and-death implications, requiring the proper application of ethical principles. This course explores the importance of applied ethics for field grade officers intending to learn his or her ethical duties as a military leader. We will examine the philosophical and practical aspects of ethics across the spectrum of military operations. Participants apply ethical principles to various scenarios and leadership styles, weigh the moral responsibilities and nuances of the military profession, and consider the moral consequences of their decisions. The class will cover classical ethical theories, behavioral ethics, war crimes, moral courage, emerging technologies, and related topics, as well as the responsibilities to promote peace and protect those in need.

4. Student Requirements. Students must complete the assigned readings, contribute to scheduled seminars, and write two short course papers.

a. Seminar Participation (50%). Each student will be required to participate and contribute to the seminars.

b. Course Papers (25% each). Each student will be required to submit two papers, five pages in length. The first paper will analyze the ethical, moral, and leadership responsibilities of the German Army Officers during the Holocaust. Preparation for this paper includes a class visit to the Holocaust Museum in Washington D.C. In the final paper, the student will integrate significant threads from the seminars, readings, and discussions to show how he or she will cultivate ethical leadership in command. The papers should be double-spaced, with one-inch margins, prepared in 12-point pitch, Times New Roman font, with endnotes and a bibliography, as appropriate.

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1. Course Title. Where Good Ideas Come From

2. Instructor. Major Paul Jaenichen USMC, Operations Officer Brute Krulak Center for Innovation and Future Warfare

3. Course Overview. This course is a reading-intensive elective where a student is provided the opportunity to create their own reading syllabus given very broad categories of study. Each week features a different theme (i.e., leadership or science) and students are given the latitude to choose the reading material associated with the weekly topic based on their own interest. Each student chooses different readings for the class's theme, and thus the group reads and discusses an eclectic and wide-ranging array of material. The weekly general topics are deliberately not of a military nature. By allowing each student to choose their own reading material, and then having the students act as the instructor to their peers in the class for that material, "Where Good Ideas Come From" creates a 21st-century learning environment where the students drive the learning and become their own nexus for making novel and innovative connections between ideas.

4. Student Requirements. Students will create their own unique reading list and submit it for approval. Once approved, it is the student's responsibility to acquire the approved reading material. Student requirements are as follows:

a. *Weekly Reading*. Students will design a syllabus of reading material that consists of no less than 100 pages per session. Reading material will be approved by the course facilitator and the class will meet twice a week for 2 hours where students will discuss what they read. Note: as this course is deliberately designed for dynamic learning, students may substitute reading on their initial list based on insights gleaned from previous class sessions.

b. *Seminar Presentations (30%)*. Each week, students will give a 10- to 15-minute presentation highlighting, summarizing, and explaining the works / books they read. They will then have 10 minutes to answer questions and provide amplifying information based on other students' feedback / comments.

c. *Seminar Participation (30%)*. Students will be evaluated on their worthwhile contributions to the weekly discussion. They will be graded not just on the frequency of their comments, but also their ability to make connections between the works presented and their own ideas.

d. *Course Paper (40%)*. Students will prepare one 4-5-page paper at the end of the course discussing a potential innovative solution to a contemporary military problem or situation.

* **Commonplace Notebook** – Students will be required to keep a handwritten or digital commonplace notebook. The instructor will periodically review this notebook. The student will determine the exact format and content of the commonplace notebook.

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1. Course Title. Influence Operations (SECRET US ONLY)

2. Instructors. Colonel Rory Kent, Commanding Officer, Marine Corps Information Operations Center (MCIOC) oversees the course. The primary instructor and facilitator is Mr. James McNeive, GS14, Deputy Operations Officer, MCIOC. Other subject matter experts will be used extensively to provide periods of instruction throughout the course.

3. Course Overview. This course was formally known as the Information Operations Elective. It will focus on the concept of influence operations across the modern competition continuum. The complexity of being able to fight and win in the information environment is ever increasing. To win the U.S. must be able to influence selected foreign target audiences in ways that will contribute to achieving U.S. and Combatant Commander objectives. This involves understanding the information environment (IE), and determining how to influence enemy, adversary, neutral, and friendly actors to think, and then act in ways that are advantageous for a commander. The course will rely heavily on current real-world examples and recent lessons learned from the area of operations of multiple Combatant Commanders, such as the on-going Russia-Ukraine War. Students will gain insights on different information related capabilities that can be leveraged in support of influence operations. The course will look at influence operations as it relates to the emerging Joint discussion on information and Operations in the IE (OIE) and will provide the latest Joint and Marine Corps thought on the development of Information as a Warfighting Function. Specific study areas will include the modern IE, how threats operate in the IE, IE battlespace awareness, Intelligence support to influence operations, social media analysis involving Publicly Available Information (PAI), military information support operations, civil military operations, operational security, signature management, and will-to-fight. It will address the planning, targeting, and assessing of influence operations, as well as methods to influence, deny, or deceive targeted audiences. The course will be taught at the Secret level and will be conducted at MCIOC located at Walt Hall, Building 27404 on MCB 1 (TBS side of MCB Quantico).

4. Student Requirement. Students will be evaluated on their seminar contribution (60%), participation in a team presentation (20%), and a course paper of 3-4 pages (20%). Students must have a clearance of Secret or higher in order to attend.

a. Seminar Contribution. Students will be expected to come to each class prepared, participate in discussions, and interject their opinions or experiences..

b. Team Presentation. Students will be divided into teams. They will be given scenarios and tasked to develop a very basic influence concept of support. They will brief and defend their concept to the Commanding Officer, MCIOC, and fellow students. Briefing time for each team will be no more than 20 minutes.

c. Course Paper. Students will choose a topic that examines a challenge in the information environment and provide recommendations on how to overcome that challenge.

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1. Course Title. Emerging Technology for the Warfighter

2. Instructors. LtCol Kreuzer, DC-area emerging technology experts

3. Course Description. Do you wonder about the impact of technology on the military? This is designed to help leaders better understand a variety of emerging technologies that are essential to the future fight. What are emerging technologies, how do they evolve, and how are they integrated into warfighting systems? Students will explore how to plan, operate, and lead as these technologies take a more important role in everything from day-to-day activities to operational missions.

Each seminar will explore different technologies in conversations with subject matter experts from the military, academia, and the technology sector. These technologies will overlay onto current operations and the impacts and variation in warfighting capability will be discussed.

Students will conduct additional research on relevant technologies and the operational changes required for advantage over our adversaries resulting in both a position paper and oral presentation. By the end of the course, participants will have a better understanding of these emerging technologies, how they currently support and affect operations, and what leaders can expect the impacts to be in the near future.

4. Student Requirements. Students must read the assigned readings, contribute to scheduled seminars and write a course paper.

a. Seminar participation - 50%.

b. 10-15 minute Oral Presentation- 20%

c. Position paper (4-5 pages) - 30%. The topic of the course paper will be related to Emerging Technology themes identified in the class. The course paper is due one week from the last day of class.

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1. Course Title. Resilience and Leadership Communication

2. Instructors. Dr. Lauren Mackenzie and COL James Scullion, Deputy Director/Dean of Students, Command and Staff College

3. Course Overview. In recent years, there has been an increased emphasis on building resilience among security professionals. For example, each branch of service has its own resilience office (to include the Office of Force Resiliency); the DoD community has opportunities to participate in various forms of resilience training; and there are a wide variety of books, podcasts and videos dedicated to the various components of resilience. Although each branch of service approaches resilience slightly differently, it is typically characterized as having four domains: physical, mental, spiritual and social. The goal of this elective is to provide students with an opportunity to look seriously and specifically at social resilience and the role of relationship maintenance on effective interpersonal conflict management. While the overlap between resilience and relationship maintenance is becoming more pronounced (e.g., the Social Fitness² element of the USMC resilience program) this is still a relatively understudied domain of resilience.

Resilience is often defined as the ability to bounce back after setbacks;³ however, a core assumption of this elective will be that resilience is constituted in and through communicative processes. Unlike the ways in which resilience is studied by psychologists, a communication approach proposes that resilience doesn't reside in the individual but rather in dialogue and narrative. Further, the communication theory of resilience contends that individuals talk resilience into being and helps explain how people use communication to create a new normal in their lives after disruption, loss, and trauma.⁴

It goes without saying that building resilient relationships is an important undertaking, and the various skills/concepts available to us from researchers in the fields of communication, psychology, and leadership offer strategies we can put into practice in our lives every day. Drawing from examples across a range of interpersonal and organizational contexts, seminar discussions will be devoted to topics such as: (a) thinking traps that deplete resilience, (b) communication skills for relational well-being, (c) social resilience: connections as a stress management resource, (d) resilience and leadership: the role of difficult conversations and, (e) building an organizational culture designed to enhance resilience.

4. Student Requirements. Students will complete assigned readings, contribute to scheduled seminars (40%), deliver a presentation (20%), and write a case study (40%).

a. Presentation: Students will bring to life a theory or key concept associated with resilience via the creation of an infographic and an 8-10 minute presentation that includes an illustration of this theory/concept in popular culture, and a discussion of its connection to social resilience

² <https://www.fitness.marines.mil/Resilience/Social-Fitness>

³ Reivich, K. & Shatte, A. (2002). *The Resilience Factor: 7 Essential Skills for Overcoming Life's Inevitable Obstacles*. New York: Broadway Books.

⁴ Buzzanell, P. (2010). Resilience: Talking, resisting, and imagining new normalcies into being. *Journal of Communication*, 60, 1-14.

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b. Written case study: Students will examine an interpersonal or organizational conflict using the communication theory of resilience (or similar scholarly framework). In 5-7 pages, students will apply the concepts and skills introduced in the elective to their own experiences and discuss potential implications and interconnections

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1. Course Title. Systems Theory and Operational Design

2. Instructor. LTC David Major, USA (ret)

3. Course Overview. Students who desire to cast their net widely need only look to this elective, because it will explore some of the most advanced ideas about the art and science of military decision-making and operational planning. Since the late 1980s, authors of US military doctrinal publications across the services have turned repeatedly to system theory in numerous military applications. However, US professional military education (PME) has drifted ever further away from teaching system theory. If today's military professionals do not study the sources of their doctrine, they risk trivializing and dumbing down the doctrine itself.

One application in particular, systemic operational design, has won increasing acceptance in US doctrine, though not always under that name and not always with full representation of the underlying concepts. Systemic operational design has gone through phases of evaluation, adaptation, and even rejection, but the fundamental principles have endured. This elective offers the student a deeper understanding of design, a powerful tool for engaging seemingly intractable operational and tactical problems through a holistic or systemic method of planning.

To accomplish this goal the elective provides a firm foundation in system theory, which students will find extremely useful as they study the various facets of operational art, especially operational design. In addition, knowledge gained in the course will allow students to understand the phenomenon of war at a deeper level. As a result, it will make the thoughts of Clausewitz, the master theorist, as well as those of Sun Tzu and John Boyd much clearer and more useful.

In elucidating theory at the root of US military doctrine, this elective aims to provide very practical skills to warfighters for solving complex problems. The primary purpose is to prepare officers for operational command as well as duty on joint and service operational staffs and provide them the tools to lead or be a part of an operational design planning activity. The course does not require any sort of scientific or technical background, but it does demand serious study of some classic texts in system theory.

4. Student Requirements. The instructors will evaluate students for class contributions and a small group design exercise.

- a. Seminar Discussion 40%
- b. Design Activities/Practical Exercise 40%
- c. Design Paper 20%

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1. Course Title. Gender, War, and Security

2. Instructor. Dr. Claire Metelits, Associate Professor of Strategic Studies, Command and Staff College

3. Course Overview. In 2017, the US President signed into law the Women, Peace and Security Act, mandating the promotion of meaningful participation of women in preventing, mitigating, or resolving violent conflict. In order to integrate this participation, we must first understand where women are not participating, or in what ways their participation in security issues varies. To do this, we must take a gendered perspective of security affairs.

This course introduces students to an alternative way of analyzing international security affairs. Specifically, it examines what a gendered perspective of national and international security reveals that traditional security studies does not. We begin by asking, “what is a gendered analysis of security? How do gendered narratives affect our understanding of what is and is not a security issue?” We then apply these perspectives to such issues as the differential impacts of war on men and women; civilian targeting; drone warfare; sexual violence as a tactic of war; the ‘global war on terror’; and post-conflict societies.

4. Student Requirements

a. Class Participation (50%). Each student will be required to contribute to the discussion during class

b. Paper, 4-5 pages (50%). Provide a gendered analysis of a security issue and provide alternative ways of approaching it.

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1. Course Title. Modern Day Challenges in the Contested Logistics Environment
2. Instructor. Each seminar will host a guest speaker from the Joint Logistics Enterprise or a senior logistics professional (facilitated by LtCol Lindsay Murphy, Military Faculty, CSC)
3. Course Overview. This course provides the opportunity for an in-depth study of contemporary contested logistics challenges with a focus on the INDO-PACIFIC. Students will participate in a series of briefs provided by speakers that work throughout the Joint Logistics Enterprise (JLE). Speakers will also include senior leaders with extensive experience in operational and strategic-level logistics, providing vignettes from personal experience. Students will be expected to professionally engage with presenters based on provided background material and individual research. Students will produce an Information Paper for their capstone assessment, providing an opportunity to inform current JLE and Marine Corps decision making.
4. Student Requirements. Students will be assessed on their seminar participation and two professional writing assignments focused on written communication skills for senior-level staff work.
 - a. Seminar participation: 25% of grade
 - b. Email writing assignment (1/2-page): 15% of grade
 - c. Information Paper (4-5-pages): 60% of grade

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1. Course Title. John Boyd: Misunderstood Genius or Misguided Amateur?
2. Instructors. Dr. Nathan Packard, Professor of Military History, Command and Staff College; Dr. Shawn Callahan, Theory and Nature of War Course Director, Command and Staff College Distance Education Program
3. Course Overview. This elective examines the life of and ideas of Colonel John Boyd, most well known as the originator of Energy-maneuverability (E-m) Theory and the Observe-Orient-Decide Act (OODA) Loop. Boyd's body of work represents a much broader system of ideas than most appreciate, and is surrounded by misconceptions. It has earned him high praise as a great American strategist, but also condemnation as an amateur out of his league accusations of being a deceptive charlatan. Much of the criticism of Boyd is intertwined with the ongoing debate over maneuver warfare, and misunderstandings about Boyd's role in it. This elective will provide students with a deeper understanding of Boyd's work so they can make their own judgements about his ideas and their value. This will be accomplished by examining the intellectual, political, and organizational context for Boyd's ideas, and a close study of each of his major works. Students will also visit Boyd's personal papers in the Marine Corps Archives and meet with some of Boyd's fellow defense reformers who had firsthand knowledge of the man and his ideas.
4. Student Requirements. Students must read the assigned readings, contribute to scheduled seminars, and write a course paper.
 - a. Seminar Participation (60%). Each student will be required to contribute to the discussions during each seminar. Emphasis will be placed on quality of participation over quantity of participation.
 - b. Course Paper (40%). Each student will write an essay providing a critical assessment of Boyd's work and its value. The course paper is due one week after the final seminar and will be 5 pages long.

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1. Course Title. Special Operations: From Policy to Practice

2. Instructor. LTC Jason Palermo, USA, Special Operations Chair

3. Course Overview. In order to gain a practical appreciation for the term Special Operations, students will study its aspects as ways (missions, activities, functions) and means (capabilities, organizations) to meet or oppose the aims of its allies or adversaries respectively.

Three themes are consistently present throughout the elective: (1) Political and Strategic Elements of Special Operations; (2) Operational Employment of Special Operations; and (3) Generation of Special Operations.

The methodology and timing of instruction attempt to ensure the student fully grasps the activities and characteristics of Special Operations prior to judging its predominant character and subsequent definition. Within a policy framework and bearing with the Special Operations Imperatives in mind, students will consider objectives, processes, and structures consistent with or exclusive to Special Operations in relation to level of war, intensity of conflict.

In broad terms, students will use contemporary and historical examples to consider different methods and means of Special Operations Forces (SOF) employment and special operations generation with respect to national and environmental constraints, circumstances and conditions.

Specifically, students will examine topics and issues such as national and international SOF organizations, authorities, Special Operations and intelligence; US National Security Strategy; Counter Terrorism Strategy; and Unconventional Warfare.

4. Student Requirements

a. Seminar Participation 60% of grade

b. 5-8 Page Paper on topic of choice related to Special Operations 40% of grade

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1. Course Title. China's Grand Strategy: Understanding the Red Perspective
2. Instructor. Mr. Daniel Rice, China Military and Political Strategy SME, The Brute Krulak Center for Innovation and Future Warfare
3. Course Overview. China is the pacing threat for the U.S. As the DoD and Congress prepare for a possible confrontation with China, it is imperative that U.S. decisionmakers, analysts, planners and service men and women develop an understanding of how China views and approaches grand strategy and the People's Liberation Army's (PLA) role in achieving the Chinese Communist Party's goals. The course examines China from a holistic perspective, educating students on China's approach across DIME and other dimensions. You will study Chinese Communist Party (CCP) and PLA primary sources to develop a foundational understanding of Chinese strategic thought, political leadership and legacy, the basic structure, and the objectives of the People's Liberation Army and CCP. Guided by the instructor, you will leverage this knowledge to analyze China's approach to domestic and international issues including cross-strait issues such as PLA military operations against Taiwan. Beyond the PLA, we will examine the CCP's other levers of power to include information control, the Belt and Road Initiative and international institutions, that the CCP uses at it attempts to shape a new global world order. Students who take this course will leave with a foundation to begin to understand the comprehensive way in which China approaches its grand strategy and will develop a skillset to identify how China may challenge U.S. interests abroad.
4. Student Requirements. Students must complete the readings, contribute to the seminars and write one five-page memo. The course uses a blended lecture-seminar style methodology so attendance in class is a significant portion of the course. The memo will be a role-reversal exercise in which students will assume the identity of either a CCP military or political leader and provide advice to Xi Jinping analyzing one aspect of China's grand strategy. The final memo is due one week from the last day of class.

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1. Course Title. Arctic Security and Cold Weather Operations

2. Instructors. LTC Semming Rusten, Military Faculty Advisor, Command and Staff College, Dr. Lon Strauss, Associate Professor of Military History, War Studies Department, Command and Staff College. This elective aims to include guest speakers such as CG Brigade North Norwegian Army, Arctic scholars, and subject matter experts from Finland, US SOCOM and NATO Center of Excellence for Cold Weather Operations.

3. Course Overview. One quarter of the world's land mass is considered severely cold with temperatures below freezing, snow depths of at least 60 cm, and ice and snow covering waters for more than 180 days a year. Another quarter is considered moderately cold. Most of the United States, Europe, and Asia fits in one of these regions.

The 2018 National Defense Strategy clearly states that the US Military must remain the preeminent military power in the world. As such, the US Joint Force must be able to operate in all regions and climates, preferably with allies, to deter adversaries or if necessary, fight and defeat them. In addition, the 2019 DOD Arctic Strategy articulates the need of building Arctic awareness and enhancing ability to conduct Arctic operations and directly tasks the Marine Corps to be able to fight in any clime and place by having two Marine Expeditionary Brigades that can conduct offensive operations in extreme cold weather operations.

The 2021 DON Arctic Strategy states: "Department of the Navy Arctic Strategy - working closely with our joint force, the interagency, allies, and partners – will maintain an enhanced presence, strengthen cooperative partnerships, and build more capable Arctic forces to achieve common interests and address these challenges in the coming decades."

Arguably, success in Cold Weather Operations requires knowledge, operational planning expertise, and adaptive leadership. This elective will focus on Arctic security and cold weather operations at the operational level by doing battle studies, leadership discussions, practical applications, and having guest speakers.

4. Student Requirements. Students must read the assigned literature, reflect on the material, contribute to seminars, conduct one practical application, and write a 3-5-page course paper.

a. Seminar Contribution. Students must actively participate in seminar discussions based on readings and lectures. Seminar contribution will count 70% of grade.

b. Students will conduct a planning exercise and a wargame with a focus on problem framing of a contingency in the Arctic region. Practical application will be considered as part of the seminar contribution.

c. Course Paper. Students must write a 3-5 page course paper. The analytical paper will count 30% of the grade.

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1. Course Title. Strategy and Military Policy in the Early American Republic

2. Instructor. Dr. Thomas Sheppard, Assistant Professor of Military History, Command and Staff College

3. Course Overview. This course explores the formative years of the United States, addressing how the new nation forged a strategy for securing its interests as a minor power in an era of great power conflict and crafted a military establishment under the Constitution that conformed to America's unique political culture. In the aftermath of the Revolutionary War, the United States had achieved its independence, but its security in the world of European conflict was precarious. America's commercial shipping was easy prey for North African pirates, while closer to home Native American tribes on the frontier attacked border settlements with impunity. Meanwhile, internal tensions threatened to tear the nation apart at its moment of birth. Perhaps most ominously, Great Britain maintained a series of forts in American territory and sought to weaken or cripple its former colonies. The outbreak of the wars of the French Revolution only exacerbated America's security concerns, as the United States became a pawn in the rivalry between Britain and France. Confronting all these challenges was complicated by the American public's deeply entrenched hostility to permanent military forces, and by the extreme financial weakness of the American government. Yet by 1823, President James Monroe felt confident enough in the United States' ability to challenge Europe's powers that he issued his famous doctrine closing the American hemisphere to foreign interference. This course explains how the United States gained the power and international standing to assert its autonomy in such a short time. Understanding the emergence of an American nation capable of defending its interests will enable the twenty-first century national security professional to better understand the decision-making of rising powers today, and how the United States as a hegemonic power can best engage with potential peers and counter emerging rivals.

4. Student Requirements. Students will write two analytical essays in response to prompts provided by the instructor. Essays should be 2-3 pages in length.

- a. Seminar Participation (50%)
- b. Essay Responses (25% each)

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1. Course Title. The Association of Southeast Asian Nations (ASEAN) in an era of Great Power Competition
2. Instructor. Dr. Eric Y. Shibuya, Professor of Strategic Studies, Command and Staff College
3. Course Overview. This elective will focus on the role of ASEAN as an organization as well as the policies of select member countries in today's era of Great Power Competition. It will briefly cover the original ideas behind ASEAN's founding and trace its evolution to today. It will examine relations between ASEAN as an organization and great powers, in particular the United States and China. It will then explore strategies of some of the member nations to navigate relationships with Great Powers. Finally, it will examine the prospects for the future of ASEAN as an organization moving forward in the 21st Century.
4. Student Requirements. Students must read the assigned readings, participate in and contribute to all scheduled seminars (40%), write a 4-5 page paper (40%), and give a presentation on your paper (20%).

Paper topics must be approved in advance and will focus on security issues in Southeast Asia. While they do not have to focus on ASEAN as an entire organization, either ASEAN or a specific ASEAN member must be the main focus of the paper. (A paper focused on the US in the South China Sea is not allowed. A paper on the Philippines in the South China Sea is acceptable, as is a paper on the role of ASEAN in lowering tensions between parties in the South China Sea).

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1. Course Title. National Intelligence Support to the Warfighter (SECRET US ONLY)
2. Instructor. Mr. John “Mike” Sigler, CIA Chair, MCU
3. Course Overview. This elective is designed to assist your future engagement with the CIA and the Intelligence Community (IC) when you return to the operating forces and planning staffs after CSC. The elective aims to hone your skills as an informed, and discerning consumer of national intelligence estimates and strategic analysis. The course emphasizes the use of analysis to inform decision making, although we will also discuss collection, covert action, operations, and other intelligence support to the US military. The focus on analysis is designed to support the broader CSC emphasis on critical thinking, military history case studies, and the intellectual aspects of planning, warfighting, and policymaking. We will also examine several historical case studies in order to see how the actors in those situations used national intelligence to inform action, mitigate surprise (or not), or evaluate success. Supporting themes will include analytic bias and misperception, the strengths and weaknesses of the various collection disciplines, the potential for analysis to be pressured by external policy and internal operational interests, and the potential for covert action to achieve goals but risk unintended blowback. The final session will be a visit to CIA Headquarters to meet with the Associate Directorate of Military Affairs (ADMA) to familiarize students with the official portal to CIA for DoD engagement
4. Student Requirements. This elective focuses on themes relevant to the operational warfighter on how to engage the strategic intelligence community effectively. It is designed for students to explore how the National Intelligence Enterprise works, who different members of the IC see as their primary interlocutors, and how an operational warfighter might find themselves engaging with this system. Students will have the opportunity to read and watch material that should inform conversations with a range of talented intelligence professionals. While the course includes some operational themes, the focus is on engaging and using the IC’s formidable analytic and informational networks effectively. Students will be expected to contribute substantively during discussions which are weighted as 75% of a student’s grade. A 4 to 5-page reflective paper on the role of National Intelligence in warfighting and national security will make up the remaining 25% of the grade.

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The Electives Program

1. Course Title. Evidence-Based Decision Making for the Information Age
2. Instructors. LtCol Tim Sparks, Director, Command and Staff College Blended Seminar Program, Quantico Region, timothy.sparks@usmcu.edu and Dr. Kuehn
3. Course Overview. According to MCDP-7 *Learning*, Organizational learning “requires that the Marine Corps continuously explore new ideas, rigorously assess their feasibility and effectiveness, and implement ideas that work...the process of learning is never complete” (p. 2-13). This year you have the unique privilege and opportunity to reflect and think critically about complex national security issues and how we can /should address them. The process of inquiry is vital to learning and to fostering critical and creative thinking in individuals and organizations. Inquiry can expand knowledge, test hypotheses, and facilitate evidence-based decision making. This elective is designed for students who would like to delve deeper into strategies for evaluating evidence to inform decisions.

There are many tools and frameworks for conducting systematic inquiry. Students will learn about and then actively engage with various inquiry methods in order to refine their thinking about individual and organizational decision making. Drawing from examples across a range of learning contexts, lessons will be devoted to:

- Systems Thinking: The importance of models; modeling the inquiry process.
- Modes of Inquiry: The range of tools available for inquiry.
- Bias: The tools for identifying and mitigating bias.
- Wargaming: The use of wargaming as a structured analytical inquiry method.
- Artificial Intelligence: The use of artificial intelligence as a decision-making aid.

4. Student Requirements. Students will be evaluated based on their completion of the following elements:

- a. Seminar Contribution (25%). Students will be expected to complete assigned readings, contribute to scheduled seminars.

- b. Discussion Leadership & Journaling (15%). After each class, all students will be expected to reflect on one of the closing prompt questions in their online journal. Each student will also be assigned one class session for which they will produce discussion questions.

- c. Group Presentation (30%). Students will be asked to select from a list of potential topics to provide an in-class or videotaped presentation for class review.

- d. Individual Paper (30%). Students will select from a list of potential options for a short (4-6 page) paper related to decision making.

Marine Corps University / Command and Staff College
The Electives Program

1. Course Title. The Staff Ride

2. Instructor. Dr. Christopher S. Stowe, Professor of Military History, Command and Staff College

3. Course Overview. The staff ride is a professional-development tool in which military organizations examine the course of a past campaign on the terrain over which it occurred. This elective course provides the CSC student a unique opportunity to analyze the Campaign of Second Manassas (Bull Run) in depth using the staff ride method.

While neither nineteenth-century weapons systems nor its military doctrine provides distinct lessons for the twenty-first-century warfighter, the study of Second Manassas—a campaign informed by transformational national policies, consumed by civil-military frictions, and replete with operational challenges involving mass, people’s armies—has much to offer the modern military and national-security professional. In executing the phases of this staff ride (preliminary study, field study, and integration), the modern student gains insight into the nuances of leadership under stressful conditions, considers time-space factors in planning operations, and the relationship among ends, ways, and means in war. Moreover, this elective will expand upon and reinforce ideas and concepts introduced in the War Studies, Security Studies, Leadership, and Warfighting lesson blocks. Students will be expected especially to incorporate material covered in War Studies seminar 3106: “The Evolution of War in the Nineteenth Century,” into discussions and analysis of readings covered in this course.

This course will improve the ability of the CSC student to:

- Provide an analytical framework for the systematic study of campaigns and battles
- Use historical context to inform professional military judgment
- Provide a means to develop critical-reasoning and creative-thinking skills
- Provide case studies in the operational art
- Examine the nature of decisions involved in strategy, operations, and tactics
- Provide case studies in leadership
- Analyze the impact of social, economic, and political transformations on military institutions and battlefield performance
- Analyze the use of violence for political purposes
- Consider the effects of time, terrain, friction, and other factors upon plans and their implementation

4. Student Requirements. Students will complete the course readings on how to conduct a staff ride, immerse themselves in the literature of the campaign, and participate in classroom seminar sessions. Most importantly, students will as a group plan and execute the class staff ride of the Second Manassas Campaign, receiving guidance from the course instructor. The grade breakdown for the staff ride elective is as follows:

- Seminar contribution 35%
- Staff-ride development 35%
- 3-5-page integration paper 30%

Marine Corps University / Command and Staff College
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1. Course Title. The Rogues: the Islamic Republic of Iran and the Democratic People's Republic of Korea
2. Instructor. Dr. Douglas E. Streusand, Professor of International Relations, Command and Staff College
3. Course Overview. For several decades, US policy regarded Iran and North Korea as rogue states that clearly challenged international order but in a limited way. Since the beginning of the Ukraine War, it has become clear that they form part of a loose coalition of totalitarian states and non-state actors that challenge the international order. Arguably, they pose greatest conceptual challenge. Like the insurgent powers, they are sovereign states with substantial conventional military power, ballistic missile forces, and CBRN weapons capabilities. But they participate in, support, and take advantage of transnational political and criminal networks. Both rogue states also have distinctive political cultures and ideologies. This course will explore the nature of the rogue regimes, their capabilities and operations, and U.S. policy regarding them. There will be at least two guest speakers on North Korea.
4. Student Requirements. Two oral presentations covering portions of the reading. One five page paper on a specific aspect of Iranian or North Korean military capabilities and/or current international activities.

Marine Corps University / Command and Staff College
The Electives Program

1. Course Title. Understanding Maritime Power

2. Instructor. Dr. Douglas E. Streusand, Professor of International Relations, Command and Staff College

3. Course Overview. This course has three components: a historical review of great power competition in the maritime domain from 1500 through the end of the Cold War, an analysis of the contemporary use of economic significance of the maritime domain, including maritime commerce, fishing, and resource extraction, and an assessment of contemporary naval developments. It will thus provide historical and thematic context for contemporary maritime policy and strategy.

4. Student Requirements. Two oral presentations covering portions of the reading. (15%) One five- page paper on a major issue in the course material (35%). Seminar contribution (35%)

Marine Corps University / Command and Staff College
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1. Course Title. Great Power Conflict in the Pacific: United States and Japan, 1898 - 1945

2. Instructor. Craig A. Swanson, PhD, Associate Dean of Academic, Command and Staff College

3. Course Overview. US interest in the Pacific began shortly after the end of the Revolutionary War with the opening of trade to China. During the 19th century, American involvement remained primarily commercial but with increasing security concerns over European imperialism and the rise of Japanese military power. This course will trace the origins of American interest in the Pacific with a special focus on the period from the Spanish-American War through the end of World War II. During the span of only a few decades, the US shifted decisively away from its traditional isolationist foreign policy and became the dominant Pacific power. This period was also critical in the development of the modern US Navy and Marine Corps. The course will place special emphasis on the transformation of the Navy and Marine Corps in the interwar period with an examination strategic planning and dramatic developments in carrier aviation, submarine warfare, advanced-based logistics, and amphibious operations. There will be an off-site to the National Museum of the Marine Corps.

4. Student Requirements. The course grade will be based on seminar contributions (50 percent) and a 5 – 7 page research paper (50 percent).

Marine Corps University / Command and Staff College
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1. Course Title. The State of Israel in Context

2. Instructor. Professor Amin Tarzi, Director of Middle East Studies at Krulak Center, Marine Corps University

3. Course Overview. This elective is a survey of the modern State of Israel, exposing students to the complex nature of the state's history, society, and politics. More so than perhaps with any other state, the study of Israel in the United States evokes passions linked to each learner's personal beliefs. Such beliefs are based on particular understandings of historical, religious, or geographical narratives. In this elective, the aim is not to support any particular perspective. Rather it is to examine Israel as any other state with its own peculiar history based on an assessment of theoretical, historical, and factual documents from various viewpoints to deepen the students' understanding of the evolution of the State of Israel from the early days of the Zionist movement in Europe to today, the challenges facing it as well as opportunities it has as a state and a regional and international player, and the relationship between the State of Israel and the United States and its people.

4. Student Requirements. Students must read the assigned readings that are available electronically and participate in the class (30%), prepare a short (2-3 pages) reflective essay (20%), and write a course paper (50%).

a. Seminar Participation. To make this seminar work, students are expected to participate in informed discussions based on, but not limited to, the assigned readings.

b. Reflective Essay. Students will write a short 2-3 page essay on one of the topics of the course or one of the assigned readings. The essay should represent the writer's views and understanding of the topic or reading, not a summary thereof.

c. Course Paper. Students will write an analytical research paper on a topic related to the seminar discussions based on primary and secondary sources. The course paper is due at the final seminar and should be no less than five and no more than eight pages in length (5-8 pages), double spaced, excluding bibliography and endnotes.

Marine Corps University / Command and Staff College
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1. Course Title. Ethnic Cleansing and Genocide

2. Instructor. Dr. Lynn M. Tesser, Associate Professor of International Relations, Command and Staff College

3. Course Overview. This course will provide students with an in-depth understanding of the primary forces driving ethnic cleansing and genocide in modern times. Subtopics will include consideration of debates over the definition and distinction of these phenomena, possible responses to particular instances of mass violence and potential means of preventing occurrences. Our primary cases include outbreaks of systemic violence towards Native Americans, Armenians, European Jewry, Poles, Cambodians, Kurds, Bosnians, and Rwandans. The course will also consider the relationship between these policies and wartime strategies, providing military professionals with a more sophisticated understanding of how policies of mass violence towards particular populations may fit into war.

Broader questions under consideration throughout the course will include:

- a. What is the nation-state? How do nation-states differ from empires?
- b. In what ways does the nation-state principle encourage the securitization of ethno-religious, national, and/or racial minorities?
- c. Why did governments sometimes move large numbers of people within or across state borders?
- d. What is ethnic cleansing? What is genocide? Why may such phenomena sometimes complement (or contradict) state or non-state actors' military strategies?
- e. What factors do cases of ethnic cleansing tend to share? What factors do cases of genocide tend to share?
- f. How can ethnic cleansing and genocide be prevented?

4. Student Requirements. Students will be expected to read all assigned readings, contribute to scheduled seminars, conduct a seminar presentation, and write a course paper.

- a. Contribution to Seminar Discussions (40%)
- b. Seminar Presentation (20%). One oral presentation during the seminar on a book or article of particular interest to the student, selected with the consent of the instructor. A presentation consists of a 10-minute talk in which the student presents his/her analysis of the reading and then leads a 10-minute Q&A session regarding the issues under consideration.
- c. Course Paper (40%). The course paper will allow students to explore a topic of their own choosing, through will require the instructor's consent. The paper will be due within a week of the final seminar and should be no less than four and no more than six pages in length (4-6 pages). Your paper should be double-spaced, with one-inch margins, prepared in 12-point pitch, Times New Roman font, with endnotes and a bibliography, as appropriate.

Marine Corps University / Command and Staff College
The Electives Program

1. Course Title. The Soldier and the State: Topics in Civil Military Relations

2. Instructor. Dr. Bradford A. Wineman, Professor of Military History, Command and Staff College

3. Course Overview. Why does it seem like the military is at war while Americans are at the mall? Why don't civilians understand anything about the military at all? Or even care? Should every citizen be required to do at least some military service? Should politicians be required to have military experience before holding office? Why are American values and military values so different? Why does the media try to make the military look so bad and obscure the truth? Can the armed forces truly rely on civilian politicians to articulate military policy? Do the military, the government and the people genuinely trust each other? Has the military become a "social petri dish"? Why does the military seem so detached from society?

This course will examine the variety of ways that the civil-military relationship can vary -- how political leaders, society and military organizations interact, and how their cultures overlap and diverge. This course will explore a broad range of topics regarding civil military relations to extend beyond just the relationship of the government and the army to include such issues as media, war crimes, and race/gender in modern warfare. It will more effectively inform the professional military officer in creating a better understanding of his/her role in relation to their government and society and answer the above questions more critically rather than emotionally. **WARNING:** This is a course on Civil-Military RELATIONS, not Civil-Military OPERATIONS. The goal is to have the student gain a more critical understanding of the relationship between the military, government, and society – NOT how to handout freaking soccer balls or dig wells in third world countries.

4. Student Requirements

- a. Seminar Discussion/Participation (50%). Each student will be assessed on preparation, content, critical thinking and classroom leadership. Each student will be required to contribute to the discussions during each class.
- b. Book Reviews (25% each). Each student will be required to submit two book reviews from a pre-approved book list provided by the instructor. Each book review will be 2-3 pages in an information paper format.