



**Marine Corps University  
Academic Year 2018-2019 Catalog.**







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.mcu.usmc.mil](http://www.mcu.usmc.mil).

Marine Corps University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award masters 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](http://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

[www.mcu.usmc.mil](http://www.mcu.usmc.mil)

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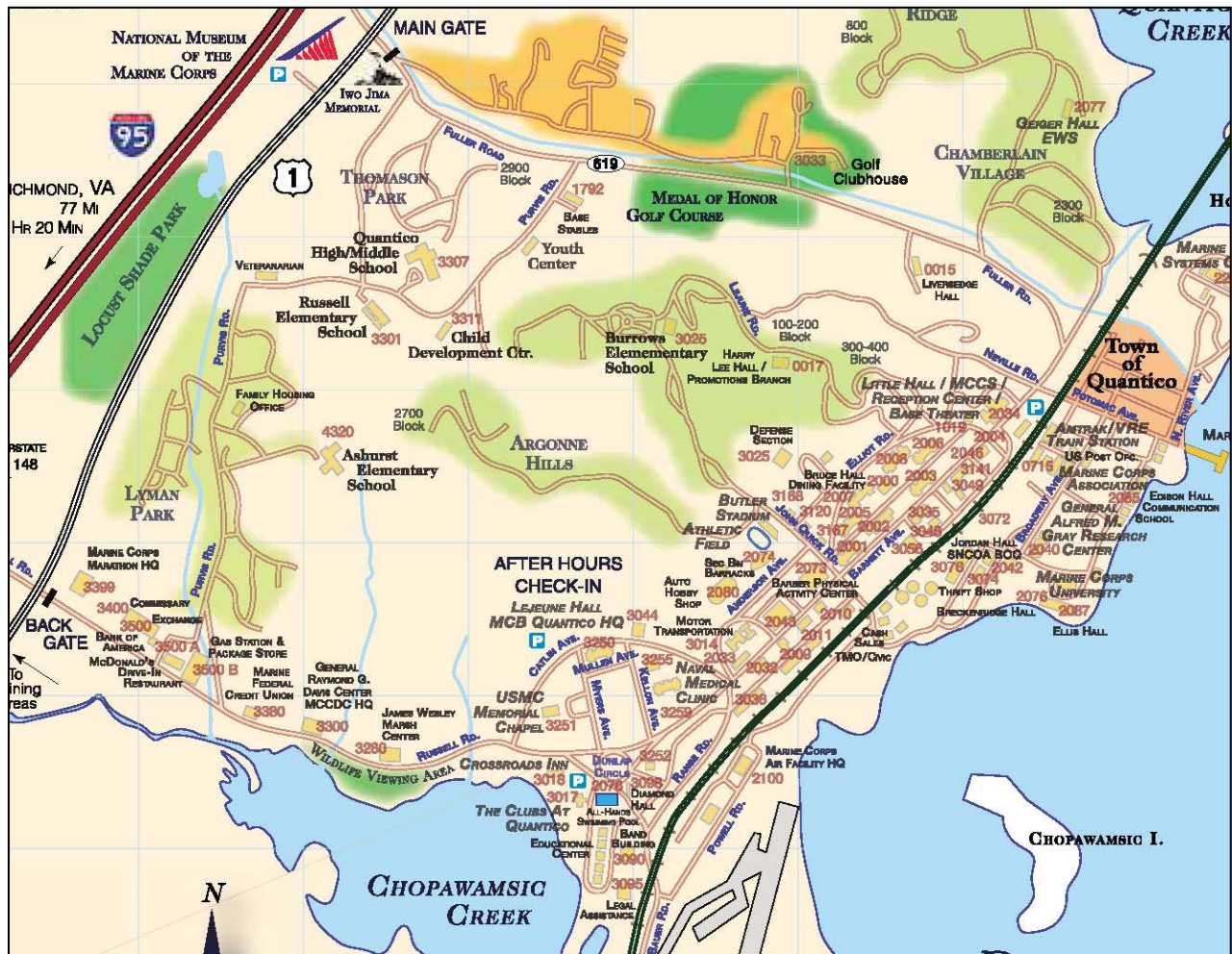
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## **AY 18-19 Calendar**

Inside back cover

# MARINE CORPS UNIVERSITY



## Building

- 2076 Breckinridge Hall – MCU HQ
- 2048 Dunlap Hall – Marine Corps War College
- 2084 Battle Staff Training Facility
- 2040 Ellis Hall
- 2082 General Alfred M. Gray Research Center (GRC)
- 2044 John W. Warner Center
- 2041 Staff Noncommissioned Officer Academy, Quantico
- 2077 Geiger Hall - Expeditionary Warfare School
- 13201 Purvis Road - Lincoln Military Housing

# MCU OVERVIEW

## MCU MISSION STATEMENT

Deliver Professional Military Education and training through resident and distance learning programs, while also preserving and presenting the history of the Marine Corps, in order to prepare leaders to meet current and future security challenges and inform the public of the service's role in national defense.

## MCU VISION STATEMENT

Our vision is for MCU to be the idea and innovation hub for the Marine Corps.

### John Warner Center for Advanced Military Studies





# 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 for 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 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

# MCU HISTORY

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 amphibious successes 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 Logistics Instruction Branch was created to teach all ranks the art of logistics; in 1996, the First



# MCU HISTORY

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; In 2003, the Logistics Instruction Branch was renamed the School of MAGTF Logistics (SOML) and the Senior Leader Development Program (SDLP) was created to manage General Officer education.

In 2000, the 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 SDLP has since grown into the 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 of 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 the Brute Krulak Center for Innovation and Creativity 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 2005 MCU's ability to award regionally accredited graduate degrees was reaffirmed by the Commission on Colleges of the Southern Association of Colleges and Schools, and in 2011 its Fifth Year

Interim Report to SACS was accepted without request for additional reporting, thereby attesting to the



# MCU HISTORY

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 Service 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)**

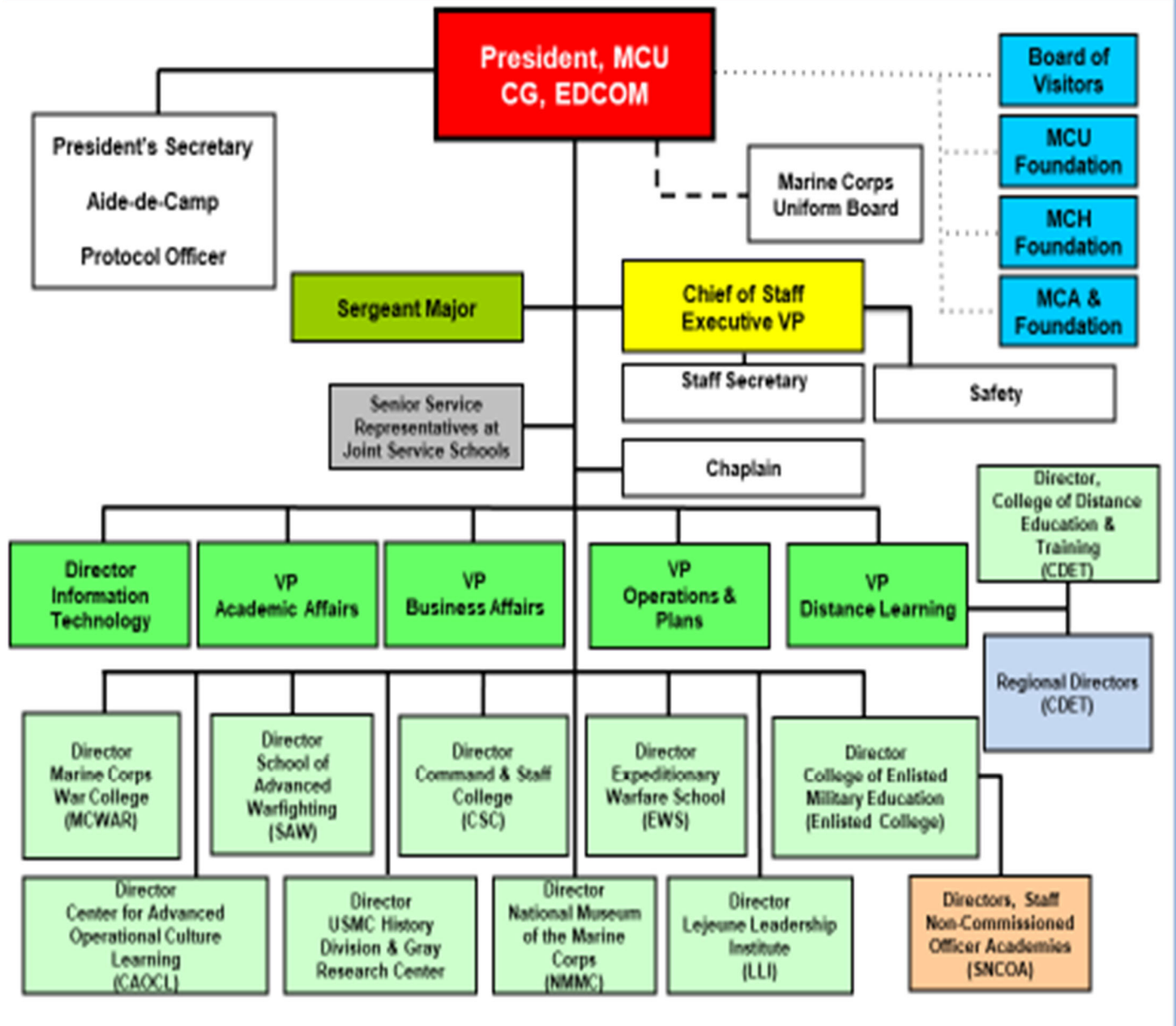
The Marine Corps War College, Command and Staff College, and the College of Distance Education and Training are accredited by the Department of Defense through the Process for Accreditation of Joint Education (PAJE) from the Chairman of the Joint Chiefs of Staff (CJCS). Each is measured against criteria standards, and specific JPME learning areas and objectives as defined in the governing instruction, CJSC Instruction 1800.01 series, Officer Professional Military Education Policy (OPMEP). The PAJE 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 Specialty 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.





# 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

# MARINE CORPS WAR COLLEGE™

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:	
War, Policy, and Strategy	5
Diplomacy and Statecraft	10
National Security and Joint Warfare	12
Economics and National Power	4
Leadership and Ethics	3
Independent Research Project	4
Advanced Studies Program	1
Total credits: 39	

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.



# MARINE CORPS WAR COLLEGE™

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

## **War, Policy, and Strategy (WPS - 7 Credit Hours)**

Joint Professional Military Education is based, in part, on developing the student's ability to analyze complex, abstract problems relating to war, policy, and strategy. The War, Policy, and Strategy (WPS) course does precisely this. Since it is impossible to duplicate the vague, incomplete, and contradictory events that shape the practice of war, the study of history can be a guide. Through seminars and war games, students engage in the active analysis of historical cases that provide the material from which superior military leaders emerge.

### WPS Learning Outcomes:

- Evaluate warfare's practical and theoretical components.
- Evaluate national security policies, national military strategies and associated theater campaigns and operations selected from a broad range of military history.
- Evaluate the relationship among the instruments of national power and the achievement of desired strategic end states.
- Evaluate the impact of cultural, geographic, political and economic factors on the design, development and execution of military strategy.

## **Diplomacy and Statecraft (DS - 10 Credit Hours)**

The Diplomacy and Statecraft (DS) course explores international relations and political, economic, social, and cultural interactions in Asia and the Pacific, Europe, Latin America, the Middle East, and Africa. DS classes are spread across the academic year. They exploit the expertise of visiting scholars, civilian policymakers, foreign government officials, and military leaders. DS examines American foreign policy toward several key countries, but the goal is less to build familiarity with country-specific policies than it is to enhance analytical and conceptual expertise among participants. Ideally, participants develop – and continually practice throughout the year – analytical tools they can use in the future.

### DS Learning Outcomes:

- Evaluate U.S. foreign policy in the context of national security and through a variety of analytical approaches and techniques.
- Formulate foreign policy strategies to protect and promote U.S. interests in an increasingly globalized world.
- Appraise the causes of instability, conflict, and cooperation, including the impact of cultural influences at the strategic level.

## **National Security (NS - 5 Credit Hours)**

The National Security (NS) course helps students to develop an in-depth understanding of the development of national security strategies and the execution of national security policy at OSD. The curriculum begins with an in-depth study of the U.S. Constitution and the “American Way of War” and explores how that translates into our national security organization, strategies, and policies.

# MARINE CORPS WAR COLLEGE™

## NS Learning Outcomes:

- Evaluate relationships among the principal contributors to national security policy.
- Evaluate the formal and informal governmental processes that contribute to the development of national security policy.

## **Joint Warfare (JW- 6 Credit Hours)**

The Joint Warfare (JW) course complements the War, Policy, and Strategy and National Security courses of MCWAR by connecting strategic ideas and concepts to the application of military force in pursuit of national strategic objectives. Drawing heavily from joint doctrine, discussions with key senior leadership, and examination of historical case studies, the JW course explores the nexus between strategy and operations, to aid students in the development of the analytical tools required to think critically and act decisively within an ambiguous environment.

## JW Learning Outcomes:

- Evaluate joint warfare processes and concepts vis-à-vis the ends, ways, and means paradigm.
- Evaluate the impact of current and future national security issues on national defense policy.

## **Economics and National Power (ENP - 2 Credit Hours)**

Realizing the significance of economics to global security, the Economics and National Power (ENP) course provides students with an overview of the fundamentals of macro-economic theory to include monetary policy, fiscal choices, trade policy, development, military acquisition, strategic resources and globalization. The course focuses on those economic ideas and issues that are particularly important to a full understanding of U.S. national interests and objectives.

## ENP Learning Outcomes:

- Comprehend the fundamentals of monetary, fiscal and trade policy.
- Examine the strategic impact of economic forces on the global security environment.
- Analyze the impact of economic considerations on national security, strategic decision-making, and warfare.

## **Leadership and Ethics (LE - 4 Credit Hours)**

The Leadership and Ethics (L&E) course builds on students' status as mature, experienced professionals. This course asks students to think deeply about using their existing skills and competencies in new interagency, joint, intergovernmental, and multinational environments, where leadership is often complex and uncertain. It also develops new skills to enable students to thrive in the complicated strategic environment where there are possibly no right answers, only difficult decisions.

## LE Learning Outcomes:

- Evaluate effective strategic leadership.

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- Assess the ethical and moral dilemmas strategic leaders face in a complex and dynamic security environment, in particular the moral courage required to convey unpleasant truths to one's superiors in such an environment.
- Evaluate the impact of legal and ethical considerations associated with the use of military force in a complex and dynamic security environment.

## **Independent Research Project optional (IRP - 4 Credit Hours)**

The IRP is a six-month project which requires students to demonstrate the ability to effectively research, organize, analyze, and communicate through the written medium. Students select among four options to satisfy IRP course requirements:

- Scholarly Research Paper
- Agency, Department, Command, or Service Sponsored Guided Paper
- Co-author an article with faculty member for publication
- Continue Advanced Studies Program in the spring

IRP Learning Outcomes:

- Create defensible, well-stated positions to address complex strategic issues.
- Develop scholarly written and oral projects.

## **Advanced Studies Program (ASP - 3 Credit Hour)**

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 are 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).

## **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 Secret clearance that will not expire during the academic year.



# MARINE CORPS WAR COLLEGE™

- 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
91-93	A-	
87-90	B+	High Quality Performance
84-86	B	Quality Performance
81-83	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 Corp. Additionally, requirements support the JPME criteria set forth in the CJCS instruction 1800.01E, Officer Professional Military Education, and interagency agreements with Federal Government agencies.

U.S. Marine Corps Officers	12
U.S. Navy Officers	1
U.S. Coast Guard Officers	1
U.S. Air Force Officers	4
U.S. Army Officers	4
International Officers	3
U.S. Federal Government Civilians	<u>4</u>
TOTAL	29

**Direct all inquiries to:**  
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FAX: (703) 784-2384  
**[www.usmcu.edu/mcwar](http://www.usmcu.edu/mcwar)**

# SCHOOL OF ADVANCED WARFIGHTING



## **Mission**

*The School of Advanced Warfighting (SAW) develops lead planners and future commanders with the will and intellect to solve complex problems, employ operational art, and design/execute campaigns in order to enhance the Marine Corps' ability to prepare for and fight wars.*

## **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**

Solve complex problems and apply operational art in an uncertain geo-strategic security environment.

Reason critically: “to apply themselves and their innate abilities to every situation that demands analysis and a decision.”

Understand the operational level of war, contemporary and future warfare, the art of command, military adaptation and innovation, and ethical behavior in warfighting.

Quickly assess a situation, determine the essence of the problem, fashion a suitable response, and concisely communicate the conclusion in oral and written forms.

Demonstrate the competence, confidence, character, and creativity required to plan, lead, and command at high level service, joint, and combined headquarters.

## **Degree**

Students who complete the curriculum receive Marine Corps University's Master of Operational Studies (MOS) degree.

# SCHOOL OF ADVANCED WARFIGHTING

## Curriculum

SAW's eleven-month curriculum consists of:

Foundations of the Operational Art	11
Operational Planning	23
Future Warfighting	3
Total credits:	37

### **Operational Art (11 Credit Hours)**

The fundamental objective of SAW is to sharpen the students' ability to think critically and creatively about campaign planning and design. This course illuminates the link between ends and means and cultivates students' ability to identify and explain the relationship between strategic goals and operational objectives.

Learning Outcomes:

- Interpret the relationships between strategy, operations, and tactics in terms of campaign planning and design.
- Evaluate the decisions made by past planners and commanders in the formulations of campaign plans.
- Devise alternate solutions to historical examples of campaign planning and design.
- Assess the impact of ethics and national values on contemporary military institutions and their methodologies of fighting.
- Assess the impact of command and control on operational art and campaign design.
- Weigh the implications of regular and irregular warfare on campaign planning and design.

### **Operational Planning (23 Credit Hours)**

The objective of this course is to produce officers who can plan, coordinate, execute, and assess effective campaigns across the range of military operations. A corollary goal is to equip students to develop their own ideas about the organization, training, and employment of military force at the operational level of war.

Learning Outcomes:

- Apply knowledge of operational art to complex planning problems using the Marine Corps Planning Process or other planning methodologies.
- Lead an Operational Planning Team to develop and integrate war plans and operations orders at various echelons of command.
- Evaluate how strategy, operational art, tactics, military history, military theory, and official and unofficial doctrine inform and frame campaign planning and design.
- Evaluate how Title 10 responsibilities to organize, train and equip the force impact joint warfighting capabilities and inform operational art.
- Evaluate how critical thinking and decision-making theory contribute to complex problem-solving, planning, and the art of command.



# SCHOOL OF ADVANCED WARFIGHTING

- Evaluate the human dimension of military leadership and the factors contributing to ethical decision-making.

## **Future Warfighting (3 Credit Hour)**

Preparing for future war links war planning and warfighting. SAW equips its graduates to envision and prepare for the future, including developing war plans, acquiring the necessary manpower and equipment for future operations, and revising or creating doctrine. In this course, students identify key assumptions in current military outlook and postulate changes in those assumptions, after which they explore the implications of those changes at the operational level of war.

### Learning Outcomes:

- Relate operational art and planning insights to the demands of organizational learning in the past, present, and future. Evaluate the nature of innovation and the changing character of war.
- Assess the importance of adaptation, innovation, and paradigmatic change in future warfare.
- Formulate and assess a hypothesis regarding the future character of war.
- Evaluate the implications of paradigmatic change and its potential impact on operational art, campaign planning and design.

## **Organization**

The Director of SAW is typically a USMC Colonel who is a SAW graduate, post-battalion/squadron command, and has attended top level school. The Director is assisted in performing those duties by a Deputy Director with the same academic and leadership credentials who will normally, for the express purpose of program continuity, become the Director the following academic year. SAW also has three civilian faculty members, an active-duty operations officer, a civilian administrative program manager, and an active duty Marine.

## **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

# SCHOOL OF ADVANCED WARFIGHTING

Command and Staff College, U.S. Naval War College, U.S. Air Force Command and 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; applications are normally due in early October.

## **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:

- Active duty, reserve, or 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). Distance Education Program (DEP) applicants must be graduates of the 8800-series seminar based CSCDEP course. Non-seminar CSCDEP students may apply for a waiver, which may be granted on a case-by-case basis.
- Currently enrolled CSCDEP 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

# SCHOOL OF ADVANCED WARFIGHTING

Top Secret/Special Compartmentalized Information (TS/SCI) clearance for post-graduation assignments.

- 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 are encouraged to 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.

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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.

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

## **Student Body**

Quotas to each School of Advanced Warfighting class are not assigned. The annual composition of the student population is similar to the following:

U. S. Marine Corps Officers	19
U. S. Navy Officers	0
U. S. Army Officers	2
U. S. Air Force Officers	2
International Military Officers	3
TOTAL	26

**Direct all inquiries to:**  
School of Advanced Warfighting  
Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5068  
(703) 784-6800  
(703) 784-5121  
[www.mcu.usmc.mil/saw](http://www.mcu.usmc.mil/saw)

# COMMAND AND STAFF COLLEGE



## **Mission**

*The Marine Corps Command and Staff College (CSC) 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.*

## **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 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 time (SRT) is incorporated into the regular schedule to provide the opportunity to read, write, reflect, and conduct required research during normal school hours. SRT supplements, 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 2008. 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: National Military Capabilities and Command Structure, and Strategic Guidance
- Area 2: Joint Doctrine and Concepts
- Area 3: Joint and Multinational Forces at the Operational Level of War
- Area 4: Joint Planning and Execution Processes
- Area 5: Joint Command and Control
- Area 6: Joint Operational Leadership

## **Program Outcomes**

In keeping with the College's mission to "produce skilled warfighting leaders able to overcome diverse 21<sup>st</sup> 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:



# COMMAND AND STAFF COLLEGE

- 1) Understand war, the spectrum of conflict, and the practice of operational art.
- 2) Understand national policy and strategy, joint and Marine Corps doctrine, and their application within the geopolitical context.
- 3) Understand the effects of culture on military operations and security matters.
- 4) Think critically, make sound decisions, and develop innovative solutions to complex problems.
- 5) Anticipate change, recognize opportunity and risk, and lead transitions.
- 6) Lead in an ethical manner while serving as commanders and staff officers.
- 7) Communicate complex ideas with clarity and precision in both oral and written forms.

## Curriculum

CSC's ten-month curriculum consisting of eleven core courses and an electives program:

Think, Decide and Communicate	2
Leadership in the Profession of Arms I	3
Evolution of Warfare to 1945	2
National Security Affairs and the International System	3
Joint and Marine Corps Operations	3
Marine Corps Planning Process	4
Evolution of War Since 1945	2
Evolution of National Security Concerns and Operations	3
Leadership in the Profession of Arms II	3
Complex Operational Problem Solving and Design	4
Theater Campaign Planning	4
Electives Program	1-3

Total CSC credit hours: 34-36

Optional Master's curriculum consists of the CSC core curriculum, 2 credit hours from the Electives Program, and 3 hours of Directed Research for a total of at least 38 credit hours.

Optional Gray Studies Program consists of the CSC core and Master's curricula and at least 3 hours of advanced focus study for a total of at least 41 credit hours.

### **Think, Decide, and Communicate: Skills for the Military Professional (2 Credit Hours)**

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.

#### Learning Outcomes

- Evaluate the purpose, quality, and effectiveness of oral and written communications.
- Evaluate the data, assumptions, and logic that underlie analysis.
- Frame problems critically and creatively.
- Create well-organized, clear, and concise written documents, in formats appropriate to their audience and purpose.

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## **Leadership in the Profession of Arms I (3 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

- Lead individuals and teams from diverse organizations with or without formal authority.
- Make intellectually and morally sound decisions in response to complex ethical and legal challenges.
- Evaluate the data, assumptions, and logic that underlie analysis.
- Frame problems critically and creatively.
- Apply leadership approaches suitable to the situation and an individual's personal leadership style.
- Evaluate the purpose, quality, and effectiveness of oral and written communications.
- Employ effective oral communications techniques and styles appropriate to the audience, venue, and purpose.

## **Evolution of Warfare to 1945 (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 theories and the conduct of war up to 1945.

### Learning Outcomes

- Analyze classical and emerging theories of the enduring nature and changing character of war.
- Analyze the nature and character of war as interrelated military, political, economic, and social activities.
- Assess existing paradigms and fluid environments in order to anticipate change and its attendant risks and opportunities.

## **National Security Affairs and the International System (3 Credit Hours)**

This course develops the student's ability to understand national policy and strategy and their application in the global context by examining American government, the workings of the national security enterprise, and the implementation of U.S. strategy within the structure and norms of the international system.

### Learning Outcomes

- Comprehend the concept and facets of national power.
- Comprehend stakeholder functions in national security decision-making.
- Comprehend the global security environment and U.S. strategy and policy within their historical context.

## **Joint and Marine Corps Operations (3 Credit Hours)**

This course develops the student's ability to analyze and apply joint and Marine Corps doctrine

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by examining key documents, emerging doctrinal concepts, the global security environment, and the roles of defense and military stakeholders and their cultures as they affect the planning and execution of the full spectrum of joint operations.

## Learning Outcomes

- Analyze joint and Marine Corps doctrine and emerging concepts, and their application within joint and multinational operations.
- Employ effective oral communications techniques and styles appropriate to the audience, venue, and purpose.

## **The Marine Corps Planning Process (4 Credit Hours)**

This course develops the student's ability to apply the Marine Corps Planning Process to collaborative operational problem solving by participating in Operational Planning Teams that develop plans for large expeditionary forces engaged in joint conventional warfare.

## Learning Outcomes

- Analyze joint and Marine Corps doctrine and emerging concepts, and their application within joint and multinational operations.
- Integrate appropriate instruments of national power using the Marine Corps Planning Process and other planning approaches to achieve operational objectives.
- Apply appropriate modes of cross-cultural interaction to planning, programming, and operations.
- Recognize the complexity and nature of problems.
- Apply insights from history and other academic disciplines to enhance decision making.
- Frame problems critically and creatively.
- Apply the Marine Corps Planning Process and other planning approaches to develop collaborative solutions to complex operational problems.
- Apply leadership approaches suitable to the situation and an individual's personal leadership style.
- Lead individuals and teams from diverse organizations with or without formal authority.
- Employ effective oral communications techniques and styles appropriate to the audience, venue, and purpose.

## **Evolution of Warfare Since 1945 (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 theories and the conduct of war since 1945.

## Learning Outcomes

- Analyze classical and emerging theories of the enduring nature and changing character of war.
- Analyze the nature and character of war as interrelated military, political, economic, and social activities.
- Evaluate historical precedents illustrating the linkages between tactics, operations, and strategy.

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- Analyze evolving concepts of operational art.
- Evaluate the practice and application of operational art.

## **Evolving National Security Concepts and Operations (3 Credit Hours)**

This course develops the student's ability to understand evolving 21st century national security policy, strategy, doctrine, and their application by analyzing current doctrine, emerging security concepts, threats and opportunities, and efforts to address them through inter organizational operations.

### Learning Outcomes

- Analyze the relationship between the Range of Military Operations (ROMO) and the spectrum of conflict.
- Comprehend the global security environment and U.S. strategy and policy within their historical context.
- Evaluate inter organizational efforts in support of U.S. strategic objectives.
- Assess the key aspects of culture affecting planning, programming, and operations.
- Assess the effects of organizational culture on inter-organizational operations.
- Apply appropriate modes of cross-cultural interaction to planning, programming, and operations.
- Analyze the dynamic interaction between cultures in conflict across the Range of Military Operations.
- Recognize the opportunities and vulnerabilities created by widespread information dissemination enabled by emerging media.

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

This course develops the student's 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 negotiations and media engagements.

### Learning Outcomes

- Analyze cognitive processes that affect decision making.
- Apply techniques for developing ethical and effective leaders.
- Evaluate different organizational cultures and their effects on performance and ethical behavior.

## **Complex Operational Problem Solving and Design (4 Credit Hours)**

This course develops the student's ability to adapt the Marine Corps Planning Process and integrate design concepts into collaborative operational problem solving by participating in Operational Planning Teams that develop plans for task forces engaged in irregular warfare.

### Learning Outcomes

- Analyze joint and Marine Corps doctrine and emerging concepts, and their application within joint and multinational operations.

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- Integrate appropriate instruments of national power using the Marine Corps Planning Process and other planning approaches to achieve operational objectives.
- Apply appropriate modes of cross-cultural interaction to planning, programming, and operations.
- Recognize the complexity and nature of problems.
- Apply insights from history and other academic disciplines to enhance decision making.
- Frame problems critically and creatively.
- Apply the Marine Corps Planning Process and other planning approaches to develop collaborative solutions to complex operational problems.
- Apply leadership approaches suitable to the situation and an individual's personal leadership style.
- Lead individuals and teams from diverse organizations with or without formal authority.
- Employ effective oral communications techniques and styles appropriate to the audience, venue, and purpose.

## **Theater Campaign Planning (4 Credit Hours)**

This course develops the student's ability to lead within diverse organizations that create collaborative solutions to complex security problems. Students analyze U.S. strategic guidance and interests in the context of the present day security environment of a select region. The objective of this analysis is to develop operational plans that integrate military efforts with those of a diverse range of U.S. government and non-governmental agencies.

### Learning Outcomes

- Analyze joint and Marine Corps doctrine and emerging concepts, and their application within joint and multinational operations.
- Integrate appropriate instruments of national power using the Marine Corps Planning Process and other planning approaches to achieve operational objectives.
- Apply appropriate modes of cross-cultural interaction to planning, programming, and operations.
- Recognize the complexity and nature of problems.
- Apply insights from history and other academic disciplines to enhance decision making.
- Frame problems critically and creatively.
- Apply the Marine Corps Planning Process and other planning approaches to develop collaborative solutions to complex operational problems.
- Apply leadership approaches suitable to the situation and an individual's personal leadership style.
- Lead individuals and teams from diverse organizations with or without formal authority.
- Employ effective oral communications techniques and styles appropriate to the audience, venue, and purpose.



# COMMAND AND STAFF COLLEGE

## **Electives Program (1 – 3 Credit Hours)**

The Electives program consists of over forty individual courses taught by resident Command & Staff faculty, Marine Corps University Chairs, and select subject matter experts from outside of the University to allow the students to explore in greater depth the key themes offered in the core curriculum. Students enroll in two elective courses that they chose to suit their educational or professional interest (international students not in the degree program are only required to enroll in one elective). Each elective course requires three to eight pages of writing assignments.

Command and Staff Electives Offered

### **Elective Program 1**

Napoleon and the Art of War

Public Health Threats and the Role of the Military

Strategy: A Guide for the 21st Century National Security Professional

Lawfare and Information Warfare: Law as a Weapon of War

War for America, 1775-1783: How Britain Lost and America Won the War to Control the  
Destiny of a Continent.

The Evolution of Airpower

State Powers and Low Intensity Warfare in Peacetime

Routes to Influence: Strategic Communication, Media Platforms, and International Persuasion

Fight Club 2.0: The Urban Littorals (US Only)

Professional Military Ethics and Moral Decision making

Culture, Conflict & Creativity

The Politics of Conflict in Africa

The U.S. Marine Corps after Korea: A Study in the

Development and Organization of the Force in Readiness, 1948-1955

The Second Indochina War: An Examination of the American  
Experience in Vietnam

Homeland Security - 21st Century Challenges

USG Joint Humanitarian Operations Course

The Changing Character of War

Special Operations Studies

Introduction to Red Teaming

Where Good Ideas Come From

The Environment, Regional Security and Conflict

Law Enforcement and Military Integrated Operations: How and When  
the US Military and US Law Enforcement Work Together

The Staff Ride

The United States and the First World War

### **The Electives Program 2**

Exploring Sea Power

The United States in the Pacific

A Strategic Tool for Resetting the Globe

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Security Cooperation Group Staff

Modern Political Warfare: Cyber and Information Operations.

The Soldier and the State: Topics in Civil Military Relations

Chinese Strategic Thought From Sunzi to the Present

## **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.

## **Energy Security and Innovation**

### Course Overview

The course will provide students with a baseline in energy security and innovation. It is focused on enabling maneuver by Marine Corps and joint formations at the operational level as well as geo-strategic concepts of energy security to include global petroleum markets and flows, international/national electricity systems and critical infrastructure, and national innovation ecosystems. Students will become proficient with energy policies of the Marine Corps and the Department of Defense, and be familiar with subcomponents of innovation to include disruptive and incremental innovation, creativity, entrepreneurship, diffusion, and tech transfer. Upon conclusion, students will be able to apply concepts of energy security to the United States and to the Marine Corps, and examine Marine Corps energy efforts through a lens of innovation.

### Student Requirements.

The course will utilize three assessments: seminar contribution, an oral presentation on a Marine Corps energy topic or focus area determined by the student, and a course paper on any energy security or innovation topic of choosing (although may be the same as the oral presentation).

Course assessments will be weighted as follows:

Seminar Contribution: 25%

Oral Presentation: 25%

4-8 page course paper: 50%

## **NATO and Challenges to European Security**

### Course Overview

NATO is the most powerful alliance in the world, but it is facing a new security environment. In the past nine years, Russia has invaded two of its neighbors and conducted significant hybrid campaigns inside NATO members. This elective course provides the CSC student with the

# COMMAND AND STAFF COLLEGE

opportunity to learn about the origins of NATO, the mechanics of decision-making within the Alliance, NATO's role/structure during the Cold War, the significance of its partnership programs, and the different threats it is facing from the East and the South.

## Student Requirements.

Students must complete the readings and participate in the elective seminar sessions. They will be graded on their contribution to the seminar, a written course paper, and a presentation of their paper to the seminar. The course paper will be a 4-8 page paper on an issue relevant to NATO/European security of the student's choice. Topics must be approved by the instructor in advance. Also, the student will present a summary of the paper to the class.

The grade breakdown for the NATO/Russia elective is as follows:

Seminar contribution 40%

Analytical paper 40%

Class presentation 20%

## **The American Indian Wars: Inherent Part of the American Military Tradition**

### Course Overview.

A comment often made in or about the armed forces is that, "We don't do nation building!" Alas, the reality is – "Yes we do!" This started with the United States. From the early days of the Republic through the 20th century, the armed forces were involved in this process. Military officers and troops functioned as warfighters, explorers, surveyors, frontier constabulary, diplomats, peacekeepers, and law enforcers. This involved the westward expansion – and the fighting aspect occurred because someone else was already on the lands which were part of the United States; the other aspects of its missions involved the wilderness and frontier on the edge of the expanding nation. This elective is focused on the wars of the late 18th and 19th century. Seminars will be devoted to selected wars, campaigns, and tactical operations from the following conflicts: The early federal period in the original Northwest and Southwest Territories, the 2<sup>nd</sup> Seminole War, the Interwar period between the Mexican War and the Civil War, the Civil War era, and the two decades following it in the northern and southern Great Plains, the Far West, and the Southwest. Inherent to this elective will be the *differing* goals of "the Indians" and "the whites;" *the effects* of environment, values, goals, and technology on the causes of conflicts; how the combatants *adjusted or failed to adapt* in these wars; *characteristics* of both successful and failed commanders and leaders; *analyses* of specific wars, campaigns, and/or battles; and, ultimately, *why* various wars ended as they did.

(NOTE: The name Command and Staff College states a dual focus of this institution. Hence, this elective emphasizes both planning and execution via leaders and commanders in wars and campaigns. This is an inherent part of analysis and interpretation in what is studied – and what is both relevant and not pertinent to the 21<sup>st</sup> century professional.)

### Student Requirements

*This is a book-based course, all issued by the College.* Assigned readings pertinent to each conflict are from these volumes.

a. Contribution to seminar deliberations on the diverse aspects of the Indian Wars from the 16<sup>th</sup> through 19<sup>th</sup> centuries. (20%)

# COMMAND AND STAFF COLLEGE

- 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 an assigned commander in the 2<sup>nd</sup> Seminole War and write a one page information point paper assessing his command tour in that conflict. (10%)
- e. Critically analyze a phase of the Centennial Campaign of 1876-77 or a phase of the battle of the Little Bighorn (June 1876), and write a one page information point paper summarizing professional interpretations and conclusions. (10%)

## Cold Weather Operations

This elective aims to include guest speakers such as former CO 2MEB, CO Brigade North/NOR Army, CO NOR Home Guard 12, Director NOR Army Winter Warfare School, and SME from USMC and/or UKRM. All yet to be confirmed.

### Course Overview

*MCRP 12-10A.4 Cold Region Operations* considers one quarter of the world's land mass to be "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.

1 The United States is one of eight arctic countries, and the *2016 Arctic Strategy* emphasizes the US military's ability to respond to a wide range of challenges in the arctic region.

2 Furthermore, the 2018 National Defense Strategy clearly outlines that the US Military will remain the preeminent military power in the world. 3 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. Arguably, success in Cold Weather Operations requires just as much attention to operational planning and leadership as it does to tactics, techniques and procedures (TTP) at the lower levels. This elective will focus on the operational level.

### 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 50% of grade.
- b. Practical application. Students will conduct one practical application 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 from a Cold Weather Operations perspective, focusing on the operational level. The paper will count 50% of the grade.

<sup>1</sup> Headquarters Department of the Army / Headquarters United States Marine Corps, *Cold Region Operations*, ATTP 3-97.11 / MCRP 12-10A.4 (Washington D.C: Headquarters Department of the Army / Headquarters US Marine Corps, 28.january, 2011), 1-1.

<sup>2</sup> Department of Defense, *Report to Congress on Strategy to Protect United States National Security Interests in the Arctic Region* (Washington, DC, December 2016), p.2 <https://dod.defense.gov/Portals/1/Documents/pubs/2016-Arctic-Strategy-UNCLAS-clearedfor->

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[release.pdf](#)

<sup>3</sup> Department of Defense, *National Defense Strategy of the United States of America: Sharpening the American Military Competitive Edge* (Washington, DC, 2018), p.4  
<https://dod.defense.gov/Portals/1/Documents/pubs/2018-National-Defense-Strategy-Summary.pdf>

## **Beyond Boyd: Maneuver Warfare Theory and Practice in the 21<sup>st</sup> Century**

### Course Overview

MCDP 1 is now more than two decades old. Many of the institutional changes meant to accompany it were never achieved and the vibrancy behind the ideas of the original maneuver warfare movement has faded, leading Marines to routinely question the relevance of their own foundational doctrine. Many Marines are not aware that while maneuver warfare is an important part of *Warfighting*, *Warfighting* is much more than maneuver warfare.

This course will be a critical examination of MCDP 1 and its implementation informed by study of the history of the maneuver warfare movement; the conceptual contributions of Sun Tzu, John Boyd, and other theorists; the current and future operating environment; and the latest thinking on conflict by likely U.S. adversaries. This course is part of a College of Distance Education and Training (CDET) initiative to support CMC's guidance to reinvigorate maneuver warfare within the Marine Corps. Students of all backgrounds who complete this course with satisfactory performance will be qualified to teach the forthcoming CDET elective offering on MCDP 1, and some may be qualified to teach onsite and online seminar offerings of this same course.

### Student Requirements

Students must read the assigned readings, contribute to scheduled seminars, lead a decision game, and write a final essay.

- a. Seminar Contribution. Active participation in seminar discussions is required and the quality of student contributions will determine 60% of the course grade.
- b. Decision Forcing Case. Each student will lead the group in the conduct and evaluation of a decision-forcing case study selected from a list. These decision games are meant to develop student awareness of the decision game as an essential tool for promoting maneuver warfare concepts. These are not merely Tactical Decision Games—they will address broad aspects of conflict including irregular scenarios, operational art, and strategy. This requirement will contribute to 10% of the course grade.
- c. Final Essay. Each student will write a final essay to address the largest question in this course, the relevance of maneuver warfare and MCDP-1 to 21<sup>st</sup> century military organizations. This essay will be of a quality suitable for publication and be no less than five and no more than eight pages in length (5-8 pages). The work will be double-spaced, with one-inch margins, prepared in 12-point pitch, Times New Roman font, and include endnotes and a bibliography, as appropriate. The grade on the final essay will make up 30% of the course grade.

## **Information Operations (Secret/US only)**

Guest speakers and Information Related Capability SMEs will also provide periods of instruction.

### Course Overview

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This course looks to how to fight and win in the ever increasing complex cognitive dimension of the information environment. To win involves the ability to understand the information environment and how to influence enemy, adversary, neutral, and friendly actors to think, then act in a way that is advantageous. Success will depend on the ability of American service members to look past the physical components of the operating environment and consider those aspects that impact the way someone behaves or makes decisions. Using current examples and recent lessons learned from the area of operations of multiple Combatant Commanders, students will gain insights on how the integration, coordination, and synchronization of Information Related Capabilities can create an operational advantage for a commander. The course will be taught at the Secret level and will cover the theory, doctrine, evolving concepts, and realities of Information Operations. It will also look at emerging concepts such as Information as a joint function and Signature Management. Specific study areas will include the modern information environment, Intelligence support to Information Operations, social media analysis involving Publicly Available Information (PAI), planning, targeting, and assessing of IO, methods to influence, deny, or deceive targeted audiences, and “technical IO.” Discussions on how the future Marine Corps will conduct Operations in the Information Environment and the role of the MEF Information Groups (MIG) will be interwoven throughout the course. The course will be conducted at MCIOC located at Walt Hall, Building 27404 on MCB 1 (TBS side of MCB Quantico).

## 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, participating in the discussions, and interjecting their opinions or experiences.
- b. Team presentation. Students will be divided into teams. They will be given a tactical scenario and tasked to develop a very basic IO concept of support. They will brief their concept to the Commanding Officer, MCIOC during the second to last class of the elective. 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. They may focus

## **The Evolving Intelligence Community (SECRET/US Only)**

### Course Overview

The US faces a wide array of complex issues and threats to its national security interests. Senior civilian and military leaders require accurate intelligence on actual or potential adversaries to make informed decisions regarding US actions in response to these issues and threats. Through a combination of readings, student presentations, discussion, and guest speakers, this elective course will provide an introduction and overview of the Intelligence Community (IC) and its role in supporting both civilian and military decision makers. The IC has evolved since the 2004 creation of the Director of National Intelligence (DNI) in the wake of the 9/11 terrorist attacks. The size, roles/responsibilities, and relationships between the sixteen departments and agencies that comprise the IC will be reviewed to highlight their interactions and contributions to national security. The course will include an in-depth examination of the CIA to include its origins,



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authorities, responsibilities, and how it is organized, in light of its recent “modernization” efforts, to execute its mission, including support to the military. As a primer on the IC, students will gain an advanced level of insight into the breadth and depth of the intelligence enterprise and the collection/processing capabilities that DoD combat support agencies (i.e. the National Security Agency; Defense Intelligence Agency; National Geospatial- Intelligence Agency; and National Reconnaissance Office), provide to support senior decision makers and military planning/operations.

## Student Requirements

Students must read the assigned readings, contribute to scheduled seminar discussions (40% of grade), provide a presentation on a selected IC department/agency (20% of grade), and write a course paper on an intelligence issue (40% of grade).

a. Seminar Presentation. Students will be assigned to research and present a seven minute oral brief on the history, mission and capabilities of an IC agency.

b. Course Paper. Students will complete a 5 – 7 page paper on an intelligence related topic (approved by the instructor). The paper is due at the final seminar and should be double-spaced, with one-inch margins, prepared in 12-point pitch, Times New Roman font, with endnotes and a bibliography, as appropriate.

If students decide to submit this paper to compete for the William

J. “Wild Bill” Donovan Intelligence Writing Award, the paper must be 10 pages or more in length. (See instructor for details)

## **Leadership**

### Course Overview

Can we define leadership? It is learned? Can it be taught? What are our personal leadership attributes? What are some of our leadership shortcomings? Can leadership trump chaos, or will chaos always win out no matter the caliber of the leader? This course will look at some leaders throughout history and some of the qualities in those leaders considered as the reason for their success. This elective course will define and explore leadership development, styles, and practices. Because of the demands of the current situations that the military officer finds himself involved in, this is not a course restricted to just leadership in the military environment. Today’s war on terrorism focuses on CONUS, OCONUS, and the fusion between overseas and the Homeland. The current environment involves joint and parallel operations where the players may define their roles with the military as either cooperative or in coordination with, depending on the mission and how that mission is shared among the various agencies.

The military officer serving in today’s joint environment of multi-agency, multinational operations needs to understand how to most effectively use his leadership talents to influence not only the planning process but the outcome of the desired end state. Through seminars, discussions, and guest speakers, students will understand the different styles of leadership used by the military and other OGAs and NGAs that they will work and plan together with in future operations. Because of the ever expanding role of the military in CONUS as evidenced by NORTHCOM’s CONUS role, the National Response Plan, further evidenced by Hurricane Katrina and other current plans to use the military “as required” in a catastrophic event at home, the course will take a critical look at how the military leader takes a “lead from behind”

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role that retains their unique qualities to assist in the planning and operations led not necessarily by the military, but by our civilian counterparts.

This course reinforces many of the concepts studied throughout the Marine Corps Command and Staff College curriculum. Leadership is the golden ring we all strive to achieve. We have seen good and bad leaders; where do we fit in and can we change that paradigm if we work at it.

## Student Requirements

The course evaluations will be weighted as follows:

Seminar Contribution 60%

Leadership Course Paper (3-5 pgs) 40%

## **Joint Operational Logistics Elective (JOLE)**

### Course Overview.

This course provides the student with an understanding of the capabilities, limitations, and considerations involved in coordinating logistics for joint operations. Students will gain proficiency in logistics planning in support of a joint task force through a combination of lectures, readings, seminars, practical application, case studies and oral/written communications. Students will become familiar with the history, knowledge, approaches and perspectives needed to conduct operational logistics planning at component, joint or multinational force headquarters. At the end of the course, students will be able to design logistics support models that support campaign or contingency planning in order to address complex operational level problems facing commanders.

### Student Requirements

Students will analyze assigned readings and cases and be prepared to participate and contribute in seminar discussions; this will account for 25% of the grade. As part of a Joint Planning Group (JPG), students will develop a theater logistics support analysis; this will account for 25% of the grade. Students will write a 4-5 page analytical paper dealing with topic related to operational / strategic logistics, and due at the end of the course; this will account for 25% of the grade. In conjunction with the paper, students will present to their elective peers a 10-15 minute brief summarizing the results their papers' topic.

## **Leadership Communication Challenges Theory, Practice, Strategy**

### Course Overview

Leadership is constituted by language. It is a speaker's languages—spoken, written, and nonverbal—that work together in a relational context to either create leaders or diminish them, even to destroy them. Course integrates theory, practice, and strategy in helping students develop a paradigm of leadership as a powerful and symbolic process that is both composed of and mediated by communication practices and strategies. Students will 1) create analytical framework that combines recent scholarship in leadership and leadership communication with work in linguistics and organizational discourse analysis; 2) develop insight by applying aspects of theory to leadership case studies, leadership problems, and their own leadership experiences; and 3) develop strategies to analyze and direct their own leadership communication practices and situations. Seminar model includes lecture, discussion, simulation/role-play, and media.

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## Student Requirements

Students read assigned readings, participate in seminar activities, and complete a Leadership Communication Project.

a. Participation in Seminar (50% of course grade). Students will contribute to class discussions, debates, group activities, and leadership simulation (role-play activity).

b. Leadership Communication Project (50% of course grade). Project requires student to apply leadership communication ideas, practices, and strategies to individual study project.

Additional outside research (primary and/or secondary) may be useful but is not required. Project options include 1) traditional analytical paper (restricted prompts), 2) application journal and reflection (response to course concepts), 3) personal leadership narrative and analysis (paper or presentation-with-outline); 4) non-traditional alternative project (student innovation). All project options require 3-8 pages of writing.

## **The Great War 1914-1918**

### 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 from what was practiced just four years earlier. Thus World War I stands as one of the most critical events of the 20<sup>th</sup> century.

### Student Requirements

a. The basic text will be David Stevenson, *1914-1918: The History of the First World War* (Reprinted Edition) (New York: Penguin Books, 2012). In addition to the selections from the book, in the course of the elective each student will be assigned a particular reading from a book or article in the library. The student will be responsible for that particular reading for the date assigned and will discuss it in class. The individual reading will be done in lieu of all or part of the required reading for that particular class. The student will be graded on his or her grasp of the material individually assigned. Students should expect at least one or two such assignments in the course of the class. If students do more than one individual assignment, the higher grade will be retained. (20%)

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- b. Papers. Students will write a short analytical paper of no more than 8 pages. The topics can range from a particular campaign to a particular leader or commander, or any other aspect of the war they wish to research. Paper will be due on the last day of class. (40%)
- c. Seminars. Students are expected to participate in seminar. (20%)

## Military Failure

### 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 endure repeated failures before achieving success. 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, development of 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 with a good many causes, many of which are interrelated.

### 4. Student Requirements

- a. Reading assignments. The basic text will be Eliot A. Cohen and John Gooch, *Military Misfortunes* (New York: Vintage Books, 1991). In addition to the selections from the book, in the course of the elective each student will be assigned a particular reading from a book or article in the library. The student will be responsible for that particular reading for the date assigned and will discuss it in class. The student will be graded on his or her grasp of the material individually assigned. Students should expect at least one or two such assignments in the course of the class. If students do more than one individual assignment, only the highest grade will be retained. (20 %)
- b. Papers. Students will write a short analytical paper of no more than 8 pages. Papers will be focused on a military failure, in a broad sense. Students can analyze why a particular battle or campaign was lost, but they can also look at other kinds of failures; these would include, for example, the failure to develop and deploy successfully a new piece of equipment or a weapon system. All papers will be double spaced, using 12 font New Times Roman, with end notes. (40%)
- c. Students will present their papers to the class on the last day of class and take questions from both classmates and the instructor. (10%)
- d. Contribute to seminars. (30%)

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## Marine Corps Great Captains: Montford Point Forward

### Course Overview

Our Marine Corps history continues to overlook the accomplishments and contributions of men and women of color (black, Hispanic, Asian). Arguably, these Great Captains 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 main focus will be on African-American leaders, with one seminar devoted to 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 seminar, 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.

### 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 – 40%; seminar presentation - 20%; course paper – 40%

a. Seminar Presentation. One oral presentation in seminar from a list of Great Captain 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 Captains, examining his 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 five and no more than eight pages in length (5-8 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.

### ***In the Spotlight: Media Bootcamp for Commanders***

### Course Overview

You are a member of the U.S. military. Your job is to explain, promote, and defend U.S. foreign policy. For this reason, media skills are now part of the many pre-requisites required of you. This course will explore the critical media/military relationship, on the battlefield and at home. Topics will include: Understanding the use of propaganda by both the U.S. military and the enemy, and how to counter the enemy's outreach through social media; dealing with media, local and national, national and international; examining how to set the ground rules with young Marines regarding their social media outreach; drone journalism, and how government -- specifically the military -- should deal with this new reporting 'tool.' Students will tackle subjects such as: How can a commander cultivate 'interactive journalism,' which now includes a blend of data visualizations, videos, social media integration, documents, and animated GIFs? How will commanders deal with the impact of new-age journalism and other forms of newsgathering in the future, and what impact this might have on military operations (both positive and negative)? This course will provide an opportunity for military leaders to examine and understand when they should consider a working relationship with the media about

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what is happening in their command. Media training will be conducted and is a significant part of this elective.

## Student Requirements

Students must complete the readings and participate in the elective seminar sessions. They will be graded on their ideas and participation in the seminar, a written course paper, and their participation in the media-training classes. The course paper will be 2-3 pages on a media issue relevant in their profession, and must be approved by the instructor in advance. Please note: this class will require a series of active interview scenarios; the student will receive training, must prepare for and will be interviewed on a combination of current affairs and military issues.

The grade breakdown for the *In The Spotlight* elective is as follows:

Seminar contribution 30%

Course paper 30%

Class media participation 40%

## **Napoleon and the Art of War**

### 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 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. Remorse, defeat, regret, waste, yet all told as splendor, largess, glory, and myth. One should always strive for more than what might have been, and that life lesson rests prominently in the person of Napoleon, something left unlearned by Robert E. Lee, Moltke, every World War I general, all German generals in World War II, MacArthur after 1945, Soviet thinking post-1945, and ... . Legend imprisons more than enlightens, and that long Napoleonic shadow is something CSC students can break free of in but 10 weeks.

### 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.



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Your paper should be double-spaced, with one inch margins, prepared in 12 point pitch, Times New Roman font, with endnotes and a bibliography.

## **Public Health Threats and the Role of the Military**

### Course Overview

Disease poses an enduring global challenge to national security, despite significant improvements in population health, especially for populations living in industrialized nations. International conventions to monitor and control the world's deadliest pathogens have not eliminated the possibility of weaponization. Other harmful pathogens are potential national security threats through ever-increasing global flows of both people and goods. Additionally, new technologies for manipulating pathogens and changing pathogen resistance to medical intervention raise concerns about our readiness. Despite these threats of natural and deliberate origin, health security often comes up short on national and international priorities and budgets. This elective will present students with a layman's understanding of the biological, ecological, and cultural interconnections among the military, disease, and public health. Lectures from instructors and guest speakers from the National Capital Region will guide students in evaluating the threats we face, the tools at our disposal, and the effectiveness of the policy and plans that employ those tools from a military perspective.

### Student Requirements

Students will complete assigned readings, prepare for and participate in seminars, conduct one presentation and guided discussion, and complete one short written assignment.

- a. Attendance and class participation (20% of total grade)
- b. Presentation and guided discussion (40% of total grade). Oral presentation of 5-7 minutes on one of the following topics: (a) how disease is addressed in DoD futures documents; (b) a case study reading from the course syllabus. Following the oral presentation, student will provoke examination of key issues during a 5-10 minute discussion.
- c. Essay (40% of total grade). A short essay (5-8 pages) either (a) examining the military or broader national security implications of a specific health security issue or (b) providing a critical analysis of the way one or more disease-related issues are framed and addressed in DoD's conceptualization of the future security environment.

## **Strategy: A Guide for the 21st Century National Security Professional**

### Course Overview

The U.S. national security establishment defines (in JP 3-0 Joint Operations) strategy as, "a prudent idea or set of ideas for employing the instruments of national power in a synchronized and integrated fashion to achieve theater, national, and/or multinational objectives." Likewise, the U.S. Marine Corps defines (in MCDP 1-2 Campaigning) strategy as; "the result of intellectual activity that strives to win the objectives of policy by action in peace as in war" yet offers "strategy is both a product and a process." Often the resourcing of the instruments of national power is accepted as a nation's strategy; nevertheless, as these definitions suggest, strategy is the guiding principle behind those resourcing decisions. How nations develop and implement strategy is a subject of debate and discourse: this course will contribute to that discourse in its examination of strategy through the prism of the twenty-first century national

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security professional. The course will consider strategy and strategic thought in both historical and contemporary contexts to suggest ways of understanding strategic decision-making and strategy in the twenty-first century.

## Student Requirements

Students must read the assigned readings, participate in and contribute to all scheduled seminars (60%), and write a 3-5-page analytical book review (40%).

## **Lawfare and Information Warfare: Law as a Weapon of War**

### Course Overview

Law is increasingly becoming a weapon of war. With Information Operations becoming the seventh Warfighting Function, messaging about how the U.S. uses and complies with its own law, the law of war, and international law can be used to justify and legitimate its actions. Our enemies have also learned to exploit our own compliance with law and use it against us. One-third of the Chinese intelligence directorate is devoted to Lawfare for this reason. Russian hackers benefit from U.S. privacy laws, which allow them to surveil U.S. citizens in ways that the U.S. government cannot. The use of law as a weapon of war, as defined by General Dunford, is known as "Lawfare." This seminar will explore how the U.S. uses law to fight our enemies, and how our enemies use it against us. Students will emerge with a better understanding of the information environment in which the military operates, how to combat this potent weapon, and how to use law effectively as a weapon of war.

### Student Requirements

Seminar participation – 50% of grade

8-page paper on topic of choice related to Lawfare – 50% of Grade

## **War for America, 1775-1783: How Britain Lost and America Won the War to Control the Destiny of a Continent**

### Course Overview

Writing in the Army War College's Parameters some years ago, Jeffrey Record sought to come to grips with why Vietnam and why had the Americans lost. What had been the actual character of that war--guerrilla, nationalist insurgency, civil, or a "proxy" conventional war as a subset of the Cold War? 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.

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Kevin Phillips in *Cousins' Wars* argues that “a Revolutionary vanguard” of four colonies led the way: Massachusetts, Connecticut, Virginia, and South Carolina. In each of these the colonial assembly acted to oppose the efforts of King George III and his Tory ministers (and majority in Parliament) to intervene in a way different from the old policy of “salutary neglect,” where the Americans were largely left alone (on the theory that this would prove more profitable to Britain in the long run).

This case-study covers such issues as: the policy-strategy-operations-tactics nexus; command; military innovation; regular-versus-irregular forces or the mixing of the two; the role of expeditionary warfare, and the factor of people choosing sides in a civil war – in the frontier Carolinas, for example, and upstate New York. British offensive strategy by turns framed the American problem as a law-and-order situation, next a process of defeating rebel fielded forces whenever they showed fight, and finally one of trying to win over large segments of the population by pacification. After success early in the war, the Americans had to shift over to a defensive strategy that sought to wear down their opponents and make best use of their allies, the French having one of the largest and best armies in Europe and a fleet expanded to the point that it could challenge the Royal Navy at sea.

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

Sea power

Native Americans

Military intelligence

Was America Britain's Vietnam? Compare/contrast

## Student Requirements

Students must 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 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 on a topic drawn from the readings and agreed upon by you and the professor. Will comprise a 5-to-10 minute presentation in which the student acts to lead discussion.

## **The Evolution of Airpower**

### Course Overview.

“Airpower is defined as “the ability to project military power or influence through the control and exploitation of air, space, and cyberspace to achieve strategic, operational, or tactical objectives.” The proper application of airpower requires a comprehensive doctrine of employment and an Airman’s perspective.” (USAF Doctrine, Volume 1 – Basic Doctrine) This elective is designed to examine the evolution of airpower through the lens of airpower thought, doctrine and employment. The evolution of airpower from the single-focused domain to a true multi-domain environment will provide the student with an appreciation of the complexities of airpower employment in today’s operational theater. The future of airpower will be discussed in

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light of potential functional changes to force structure and capabilities. Students will be expected to research a particular aspect of airpower and present their findings to the class.

## Student Requirements

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

a. Seminar Presentation. One oral presentation in seminar from a list of airpower readings.

A presentation consists of a 5-minute discussion in which the student presents their analysis of the reading and a 5-10 minute Question and Answer session in which the student leads a discussion of the issues for consideration they have presented.

b. Course Paper. An analysis of one aspect of the evolution of airpower. 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). 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.

## **State Powers and Low Intensity Warfare in Peacetime**

### Course Overview

Iran, North Korea, Russia and China are among today's competitors to most democracies' security interests. Each of these four states, and many others such as Syria and Pakistan, have aided, trained, or deployed terrorists or guerrillas abroad. While "exporting" terror is always illegal and offensive, this and related behaviors are common and important, demanding attention, understanding, and in some cases counteraction and/or counterforce. Our elective investigates sponsors of overseas guerrilla warfare and international terrorism, in concept and in practice, exploring "current history" and contemporary action by a range of violent actors. Case studies include India when it was embroiled in Sri Lankan Tamil affairs; Iranian proxies in action from Bulgaria to Thailand; the profusion of outside intervenors in Yemen; and the mysteries and strategic purposes of North Korean behaviors from the 1980s to today. Seminar discussions will reflect not just clear state malfeasance in the drive for power but alternative strategic decisions: (1) states often disdain or decline to assist violence, as with Soviet and Chinese frustration of hopes of Marxist-Leninists fighting alone in the Republic of the Philippines since 1948; and (2) states on some occasions overtly assist in foreign conflicts while openly seeking international approval.

### Student Requirements

Students are to work through all assigned readings, give time to recommended readings as possible, contribute thoughtfully to seminars, and write one course paper: 7-8 pp., in 12 font, including endnotes and bibliography.

Routes to Influence: Strategic Communication, Media Platforms, and International Persuasion

### Course Overview

The purpose of this elective is to provide a comprehensive introduction to contemporary and scholarly perspectives on how international actors utilize media, communication technology, and strategic communication instruments (e.g. public diplomacy, international broadcasting, and

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propaganda) to achieve influence objectives and advance foreign policy. The first part of the elective introduces fundamental interdisciplinary concepts on media effects, mediated persuasion, and strategic narratives to assess the capacity for strategic influence available to international actors. The second part of the course will focus on how different aspects of the U.S. interagency, foreign governments, and non-state actors see strategic communications as viable routes to influence. Students will explore how actors leverage platforms and engagement practices for influence in domestic and international cases, including misinformation and computational propaganda, soft power, political warfare, and internet governance. Through the course seminars and activities, students will work to apply conceptual insights about persuasion, media, and strategic communication to national security and foreign policy priorities.

## Student Requirements

Students are required to come prepared to discuss assigned readings, engage in in-class activities, and complete written and oral assignments.

- a. Seminar Participation (40%). Each student will be required to contribute to the discussions during each seminar session.
- b. Course Blog (20%). Students will be required to complete weekly short blog responses that address question prompts related to the course discussion and readings.
- c. Final Presentation and Executive Summary (40%). Each student will provide a short oral presentation to the class that assesses how a specific U.S. foreign policy or national security priority faces opportunities and challenges from a strategic communication perspective. Students will present analysis of the available instruments, media / technological platforms, and practices available to relevant interagency actors. The oral presentation will be based off a required executive summary of their assessment no longer than 3 pages. A separate reference page will be required as an appendix to the summary document.

## **Fight Club 2.0: The Urban Littorals (US Only)**

### Course Overview

The future Marine Air Ground Task Force (MAGTF) will be an agile and tailorable Naval expeditionary force capable of fighting at sea, from the sea, and/or land, in crisis, contingency, or major operations across all domains. The Ellis Group, Marine Corps Warfighting Lab (MCWL) has been conducting a series of weekly wargames since October 2015. These wargames were based on potential scenarios described in the Marine Corps Intelligence Agency's (MCIA) 2015-2025 Future Operating Environment (FOE): Implications For Marines. The purpose of the wargames is to examine/develop new Tactics, Techniques, and Procedures (TTPs) for amphibious operations in the 21st century, by proposing and examining future force design constructs and identifying capability gaps as well as possible solutions using Doctrine, Organization, Training, Material, Leadership & Education, Personnel, and Facilities (DOTMLPF) as a guide. The course provides students an opportunity to understand the requirements to conduct successful wargames, conduct MCPP, and exercise the critical and innovative thinking necessary to shape the future force.

### Student Requirements

U.S. Students only. Review current force design plans, draft concepts, and MCWL X-Files 7-3915.20170415 and 7-3915.20170501.

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- a. Weekly War Game Participation (50%). Twice a week for five weeks students will design, plan for, execute, and analyze tactical level wargames with subject matter experts from across the force development continuum. Course will be held in the Ellis Group spaces located at Newlin Hall, Bldg 3255.
- b. Contribute to X-File (50%). Students will be required to produce a written assessment of a particular MAGTF functional area. This product will be used to contribute to an overall assessment of potential gaps and capability recommendations that inform how we fight and inform DOTMLPF change.

## **Professional Military Ethics and Moral Decision-making**

### Course Overview

This course examines the relationship between the military profession and moral and ethical decision-making. The course is designed to address concepts and issues that are particularly relevant for field grade officers attending Command and Staff College. The first part of the course introduces students to the military as a profession, the professional military ethic, and the relationship between ethical and moral responsibilities. This portion of the course situates the field grade officer's moral responsibilities within the chain of command by challenging students to contribute to the moral formation of their subordinates as a core aspect of their leadership obligations. It also encourages students to reflect on and contribute to an ethical command climate in their interactions with senior leaders. The second part of the course focuses on different developmental and psychological factors that influence moral and ethical decision-making. By understanding the factors that influence our actions, students will be better prepared to maintain moral and ethical behavior themselves and encourage moral and ethical behavior in subordinates. The final part of the course explores students' personal commitment to continued growth through an examination of Stoicism and the concept of developing and maintaining ethical fitness. It also challenges students to identify effective means by which they can contribute to the moral and ethical development of those they lead.

### Student Requirements

- a. Class Presentation (25%). Students will work in groups to develop a plan for strengthening the ethical fitness of their units. This plan will include ideas for training and educational opportunities targeted for officers and enlisted service members of varying levels of seniority as well as methods for evaluating ethical fitness and progress.
- b. Course Paper (25%). Students will submit a 1,500-word position paper that reflects on a personal experience related to one of the issues addressed in the course. Given course readings and discussion, students will re-evaluate the experience and determine what – if anything – they would do differently today.
- c. Discussion Board (25%). Students are responsible for posting a question and responding to a fellow student's post on the Moodle discussion board prior to each class session.
- d. Class Participation (25%). Students are expected to come to class having read and thought about the day's assignment, and will be evaluated on their active contribution to class discussion.



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## Culture, Conflict & Creativity

### Course Overview

Extensive interviews with four dozen senior military officers ranging from O-6 to 4 star General Officers devoted to the characteristics of strategic leadership found “the ability to communicate across cultural divides<sup>4</sup>” to be critical for mission and career success. Research in the field of intercultural communication suggests that this capability requires not only cultural awareness but also competent communication skills and culturally appropriate conflict management strategies. This course will examine the ways in which culture and creativity connect to and enhance intercultural conflict management. Although all three concepts have been approached and examined by a variety of different academic perspectives (i.e.; psychology, communication, management), there are commonly agreed upon components of their definitions. *Creativity* is commonly defined as “the process of bringing into being something that is novel and useful”<sup>5</sup> allowing for the maximum number of ideas to emerge. Similar to creativity, an intercultural communication approach to conflict entails generating multiple interpretations to make sense of behavior.

Academic study devoted to culture, conflict and creativity provide a relevant set of processes and alternative viewpoints for students’ educational tool kits, to include: exploratory thinking, reframing, integration of alternative viewpoints into decision-making, and attributional complexity (creation of a variety of explanations for ambiguous behavior). This elective provides students with opportunities to examine the parallels inherent to culture and creativity and apply them to interpersonal conflict situations. Drawing from scenarios across the JIIM environment, course sessions will be devoted to:

- Common denominators: what does culture have to do with creativity and vice versa?
- Culture & creativity enablers: key factors for managing intercultural conflict
- Concepts, skills & theories related to intercultural conflict management
- Common barriers to intercultural conflict management
- Metacognitive strategies associated with culture, conflict and creativity
- Best practices for creative problem-solving in intercultural conflict contexts
- Case studies of culturally diverse teams and creative problem-solving

### Student Requirements

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

a. Seminar Presentation. Students will bring to life a theory from the field of culture, conflict or creativity. Presentation will be 5-10 mins and include: an overview of the theory, illustration of this theory in popular culture and a discussion of its application and connection to course concepts.

b. Case Study. Students will examine an organizational or interpersonal conflict from an intercultural communication perspective. In 5-7 pages, students are asked to apply the theories, concepts & skills introduced in class to their own experiences and discuss potential implications and interconnections.

<sup>4</sup> Salmoni, B. et al, (2010). Growing Strategic Leaders for Future Conflict. *Parameters*. Spring: 72-88.

<sup>5</sup> Maddux, W & Galinsky, A. (2009). Cultural Borders and Mental Barriers: The Relationship Between Living Abroad and Creativity. *Journal of Personality and Social Psychology*, 96 (5): 1047-1061.

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## The Politics of Conflict in Africa

### Course Overview

This class focuses on the politics of recent and on-going large-scale political violence (i.e., lethal contention among social groups and political factions, governmental repression, insurgencies, etc.) in the African context. Civil wars constitute a major category of political violence in Africa. Some of these civil wars are violent struggles for position within incumbent elite networks, while others feature rebels whose agendas include revolutionary programs to change how people are governed. Both types of conflict include violence that can be thought of as “crime,” but which may also be associated with the political strategies of some of the key actors in these conflicts. This class will explore the factors that shaped Africa as we know it today, the nature of political violence there, the relationship between the role that the politics of patronage and personal rule play in shaping political violence. The final part will look at prospects for reform and when reform can mitigate or exacerbate political violence in both the long and short term.

### Student Requirements

Students are required to come to class having done the assigned readings. Grades will be based on seminar participation (50%) and a brief (5-7 pages) analysis of a conflict in Africa (50%).

## The U.S. Marine Corps After Korea: A Study in the Development and Organization of the Force in Readiness, 1948-1955

### Course Overview

This elective course is for students seeking a better understanding of the Service-level boards overseeing the development and organization of the modern Marine Corps and its mission as a force in readiness during the years 1948 to 1955. Specifically, this course focuses on the boards directed by Commandants Vandegrift, Cates, and Shepherd to overcome the doctrinal and budgetary constraints the Marine Corps faced as a result of President Dwight D. Eisenhower’s New Look policy and fallout from the defense unification period, the National Security Act of 1947, the Key West Agreement of 1949, and 1952’s Public Law 416 as a result of the Korean War. To the fullest extent possible, students will access primary source documents from the Marine Corps History Division’s Archives Branch. Documents will consist of the reports of each major board held during the period above. Additional readings will come from secondary sources drafted by historians with access to these and other documents.

### Student Requirements

Students must read the assigned readings, participate in and contribute to all scheduled seminars (60%), and write a short paper on proposed changes to the organizational structure of the Operating Forces to meet future service force deployment requirements.

### Tentative Reading List

Final Reports and notes from the Hogaboom, Harris, Wornham, Condon, Snedeker, and Smith Boards

A selection of *Marine Corps Gazette* articles of the time

Clifford, Kenneth J. *Progress and Purpose: A Developmental History of the U.S. Marine Corps*,

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1900-1970. 1973.

Krulak, Victor H. *First to Fight: An Inside View of the U.S. Marine Corps*. New ed. Annapolis: Naval Institute Press, 1999.

Millet, Allan R. *Semper Fidelis: The History of the United States Marine Corps*. Revised and Expanded ed. New York: Free Press, 1991.

Millet, Allan, R. and Shulimson, Jack. *Commandants of the Marine Corps*. Annapolis, MD: Naval Institute Press, 2004.

## **The Second Indochina War: An Examination of the American Experience in Vietnam**

### Course Overview

This course examines one of the most complicated, controversial, and painful experiences in American history; namely, the American experience in Vietnam. Although the “Vietnam War” is often considered an “American drama,” this elective examines the American experience in a broader strategic and operational context; thus, it pays attention to the other players in the drama, particularly the Vietnamese on both sides of the 17th parallel.

Through an examination of the American experience in Vietnam, this course considers the elusive character of modern war. In so doing, the course offers the opportunity to examine issues of concern to twenty-first century national security professionals, including but not limited to operations across the spectrum of conflict from civil reconstruction to security cooperation to combined arms warfare to interagency operations with the influence of domestic politics on all considered. This course is designed to offer insights of importance to the present, as well as to the future, and, in the process, to differentiate between those lessons of continued relevance and those lessons of antiquarian interest.

### Student Requirements

Students must read the assigned readings, participate in and contribute to all scheduled seminars (60%), and write a 5-7 page book review or campaign analysis (40%).

## **Homeland Security - 21st Century Challenges**

### Course Overview

The Department of Homeland Security (DHS) was created in the wake of the terrorist attacks of September 11, 2001 as part of a national effort to safeguard the United States against future attacks. DHS became the third-largest federal department bringing together 22 different federal agencies. Protecting the homeland from all hazards in today’s dynamic threat environment is a complex and widely distributed mission. It entails close collaboration by the Department of Homeland Security with the federal executive departments (the interagency); State, local, tribal, territorial governments and jurisdictions; the private sector, while conducting operational coordination and collaboration across international borders. In this course, we will explore the strategic challenges facing the broader homeland security “enterprise.” Primary topic areas include the following: the missions of DHS; balancing homeland security and homeland defense (HLS/HLD) in accordance with law and regulation; Title 10/Title 32 support; critical infrastructure protection and resilience; and the process of establishing homeland security policy. Homeland security is germane and essential to national security and it continues to evolve as an integrated functional subset of national security activity executed across the homeland security

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enterprise. Homeland security is influenced, constrained, and enabled by politics, overlapping authorities, and expectations across multiple layers of stakeholders. During the course we will examine the intersection of an all-hazard and whole of government approach to homeland security and the ongoing relationships and challenges that exist between the major homeland security stakeholders. This course will expand the students' understanding of the evolving concepts of homeland security and homeland defense.

## Student Requirements

- a. Seminar Participation. (50%) Student preparation is essential to engagement with subject matter experts invited to the seminars. The readings will provide familiarity with the issues that will be discussed during the seminar. During each seminar each student is expected to build upon knowledge gained from the assigned readings with informed questions and discussion.
- b. Course Paper. (50%) The paper is an opportunity to research, analyze and write on a homeland security or homeland defense topic. The course paper should be no less than six and no more than eight pages in length (6-8 pages). Format will be double spaced, one inch margins, 12-point pitch, Times New Roman font, with endnotes and bibliography.

## **USG Joint Humanitarian Operations Course**

### Course Overview

The Joint Humanitarian Operations Course (JHOC) at CSC, Quantico, Virginia, is offered as an expanded version of the 16-hour joint qualified course offered by USAID's Office of U.S. Foreign Disaster Assistance (OFDA). The course will explore areas of coordination and cooperation between USAID and the U.S. military; develop knowledge of FHA/DR operations at the strategic, operational, and tactical levels; discuss other USG organizations, international organizations, and nongovernmental organizations involved in disaster response in both natural disasters and complex emergencies; and examine USG best practices in conducting disaster response. The course will include an in-depth look at current pressures and competition within the global system impacting humanitarian assistance as well as the role of regional organizations, such as the Association of Southeast Asian Nations (ASEAN), in increasing resiliency and response capacities for communities and national governments. Students will receive a certificate upon course completion and are eligible to receive .5 Joint Qualification System (JQS) points.

### Student Requirements

Students must read the assigned readings, participate in and contribute to all scheduled seminars (50%), a 2-3 page position paper (20%), a 2-3 page information paper (20%), and a case study presentation (10%).

## **The Changing Character of War**

### Course Overview

In a future operating environment characterized by disruptive technology and peer competitors, how do we shape the competition to maximize advantage to the U.S.?

Future battles will likely be,

- compressed in time, as the speed of weapon delivery and their associated effects accelerate enormously;

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- extended in space, in many cases to a global extent, via precision long-range strike and interconnectedness, particularly in the information environment;
- far more lethal, by virtue of ubiquitous sensors, proliferated precision, high kinetic energy weapons and advanced area munitions;
- routinely interconnected – and contested — across the multiple domains of air, land, sea, space and cyber; and
- interactive across the multiple dimensions of conflict, including not only every domain in the physical dimension, but also the cognitive dimension of information operations, and even the moral dimension of belief and values.

As a group, students will develop an operational-level concept detailing how the US will fight using emerging technology that shapes the character of the competition to maximize U.S. advantages. Individually, Students will study how to man, train, equip and organize for future combat.

## Student Requirements

- 1 Oral Presentation
- 1 Group project on a future operation concept

## **Special Operations Studies**

### Course Overview

The purpose of the course is to broaden the perspective and understanding of SOF by future leaders through a series of ten two-hour sessions on select special operations topics. Topics covered include, but are not limited to: Introduction to Special Operations and Special Operations Forces (SOF); Authorities; Special Operations and Intelligence; Counter Terrorism Strategy; Unconventional Warfare Case Study; Theater Special Operations Command South and Operation Willing Spirit; Yemen Case Study; SOF Theory; the Terrorist Threat; and SOF and Civilian Law Enforcement. Assigned readings will set the tone for each lesson, and it is essential that students come to class prepared to build upon those readings through guided group discussion. Guest lectures and off-site visits will be used to provide additional context without disrupting the intent of a dynamic and interactive seminar. The objective is to achieve an unconstrained, academic, and non-attributional environment that will foster insightful analysis and rigorous debate.

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

- Survey historical SOF and SO and the rise of modern SOF/SO.
- Evaluate historical precedents illustrating the linkages between tactics, operations and strategy.
- Analyze classical and emerging theories of the enduring nature and changing character of war.
- Analyze the relationship between the Range of Military Operations (ROMO) and the spectrum of conflict.
- Analyze joint and Marine Corps doctrine and emerging concepts, and their application within joint and multinational operations.
- Assess existing paradigms and fluid environments in order to anticipate change and its attendant risks and opportunities.

## Student Requirements

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Students will use course readings to focus in order to contribute in a Socratic seminar with the intent and purpose to elevate the student's understanding of SOF/SO on a modern battlefield and in support of a GCC/Ambassador's strategic goals. Students will also answer online discussion questions to help further appraise their individual understanding of these forces and their missions. Using the material presented and through self-paced research, students will produce individual research papers between 5-8 pages in length due at during the final day of class. Lastly, students will work in groups to conduct presentations on select special operations and explained through the application of SOF Theory.

Seminar contribution 30%

Online discussion questions 10%

SO Presentation (In Class) 30%

Research paper 30%

## **Introduction to Red Teaming**

### Course Overview

A Marine Corps Red Team is a “function that provides commanders an independent capability to fully explore alternatives in plans, operations, concepts, organizations, and capabilities in the context of the operational environment (OE) and from the perspectives of partners, adversaries and others.” Red Team members can be devil's advocates. By challenging ideas and viewing problems from alternative perspectives before decisions are made, they seek to improve the decision making processes of leaders, staffs, and operators.

Red teaming is both a process and mindset. In furtherance of this, the course curriculum is structured around four major areas to develop practitioners' abilities to think critically and creatively: self-awareness, independent critical thinking, groupthink mitigation & decision support, and cultural understanding/empathy. These areas are introduced utilizing the Socratic Method and application of a robust, open-ended set of tools, techniques, and procedures. This course requires extensive analysis, synthesis, and evaluation of course readings, seminar topics, and community tools/best practices. Learners must be open to new, unorthodox, and divergent thinking, engage in discussion and debate; to challenge, with tact, others' beliefs and assumptions, and have their own beliefs and assumptions challenged in turn. Red Team members must be competent and confident in both one-on-one and group discussions. The intent of this course is to empower students to anticipate change, manage uncertainty, and improve decision-making in order to increase organizational resilience. They will be better able to identify and mitigate groupthink, tunnel vision, mirror imaging, and failure to account for the complexities of operating environments. Course graduates will be able to provide decision makers more and different alternatives, and be able to articulate them with greater depth and clarity.

### Student Requirements

Student evaluations will be weighted as follows:

Seminar Contribution 75%

Seminar Presentation 10%

Journaling (3-5 pgs) 15%



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## Where Good Ideas Come From

### 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 general categories of study. Each week will have a different theme (ie. “leadership”, or “science”) and students will be given the latitude to choose the reading material associated with the weekly topic based on their own interest. Each student will have chosen different material for the week and thus an eclectic and wide-ranging array of material will be covered and discussed. The weekly general topics are purposely NOT of a specific military nature. By allowing each student to decide their own reading material and then convening in class to discuss this material will create an environment where novel and innovative connections between ideas can take place.

### Student Requirements

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

- a. Weekly Reading. Student will design a syllabus of reading material that consist of no less than 100 pages per day. Reading material will be approved by MCU professor and the class will meet twice a week for 2 hours where students will discuss what they read.
- b. Seminar Presentations (40%). Each week, students will give a 10-15 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. Commonplace Notebook (10%). Students will be required to keep a handwritten commonplace notebook. This notebook will be reviewed periodically by the instructor. Exact format and content of the commonplace notebook will be determined by the student.
- e. Book Review (10%). Preparation of (1) 250-350 formal book review for submission to the Marine Corps Gazette. The student can pick any book that they read during the course.
- f. Course Paper (10%). students will prepare one 2-3 page paper at the end of the course discussing a potential innovative solution to a contemporary military problem or situation.

## **The Environment, Regional Security and Conflict**

### Course Overview

Thomas Malthus, an English scholar and politician who lived during the late 18th and early 19th centuries, presciently noticed the relationship between a growing population and resources. He hypothesized that technology allows humans to stay one-step ahead of population growth for a short time, but human kind eventually responds by generating more population and eliminating that advantage. Many scholars from a variety of disciplines (international relations, geographers, anthropology) believe that we are currently locked in a Malthusian race to maintain living standards in the face of unprecedented population growth. As the body of cross-discipline research grows connections are being made between environmental change, state instability and

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conflict. Many argue that we have reached the beginning of a tipping point, and recent environmental crises in different parts of the world are examples of what is to come. This body of work emphasizes how food and water scarcity generate a cascading impact on political and social stability and lead to mass migration and conflict. Instability and conflict tend to be the precursors of failing states that may become the future area of operations for the U.S. and its allies.

This class will examine the linkages between the fore-mentioned variables and approaches being used to alleviate the negative consequences of rapid environmental change and resource depletion. The introduction of the elective reviews historical case studies where water scarcity and climate change resulted in civilizational decline in the Middle East and the Americas. The class will then review current research on water scarcity, food scarcity, climate change, and other environmentally related topics. The majority of the elective will examine modern case studies to provide insights into the linkages between the environment, migration and conflict. Case studies include the Colorado River Basin, Arabian Peninsula, Tigris/Euphrates River Basins (Turkey, Syria, Iraq, Iran), Amazon Basin and the Southern Cone, East Africa (Somalia and Kenya), China, Central Asia (Uzbekistan, Tajikistan, Kyrgyzstan), and South Asia (India and Pakistan). Multiple guest lecturers will present their research to the class regarding Iraq, Brazil, Central Asia, the impact of water related diseases, and current programs aimed to alleviate water scarcity. Other regional experts will attend classes to facilitate discussion and provide valuable insights.

The goals of this elective are to:

- Make the student aware of how environmental conditions may impact the conflict dynamics of today and in the future
- Explore related issues such as, virtual water, aquifer depletion, environmental resiliency, carrying capacity, infrastructure (desalinization, dam construction, sanitation), and associated disease transmission
- Compare multiple regions experiencing water scarcity to discern general patterns of competition between people to procure vital resources

## Student Requirements

Students will complete assigned readings, contribute to scheduled seminars, deliver a presentation, and write a final paper.

- a. Elective Presentation. Each student will provide a 5-10 minute presentation based on class readings/discussions.
- b. Final Paper. Each students will submit a 5-8 page paper that is based on their presentation.

## **Law Enforcement and Military Integrated Operations: How and When the US Military and US Law Enforcement Work Together**

### Course Overview

The Founding Fathers sought to ensure in the Constitution and related documents that the US Military would not be positioned practically or legally to seize the reins of government if it desired. Foreign military establishments in the pre-Revolutionary War period served at the whim of the monarch to police the state and ensure the security of the regime. Laws protecting the citizenry in these countries from depredations by the military ranged from scant to completely absent. As a result of this situation, our early leaders, concerned about a concentration of power

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in the executive branch or usurpation of governance by the military, placed the enforcement of our laws in the hands of states or select federal departments outside of the military. The role of the military in domestic security was firmly limited by law and placed in the hands of civilian leaders rather than military officers. Despite differing legal authorities however, military and law enforcement agencies having steadily been improving their ties in recent decades to determine how to complement one another in accomplishing mutual interest missions both in the United States and overseas.

This course will lay out the legal authorities for military organizations and federal, state and local law enforcement organizations to enforce the rule of law in the United States. At the end of the course, students will be familiar with the following American principles of enforcing law and the historical benchmarks associated with the formation of these principles;

- a. The Insurrection Act of 1807
- b. The Posse Comitatus Act of 1878 (and subsequent updates)

## The Staff Ride

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 (over both time and space) using the staff-ride method.

While neither nineteenth-century weapons systems nor its military doctrine affords concrete “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 professional. In executing the phases of this staff ride (preliminary study, field study, and integration), the modern warrior 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 to incorporate material covered in WS 3107: “Peoples at War in the Industrial Age: The American Civil War” 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 societal, economic, and political revolutions 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

## Student Requirements

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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%
- Integration paper 30%

## **Readiness at the Eleventh Hour**

### Course Overview

Elements of military power have long struggled with how to best prepare for a pending war. Considerations of this problem are especially prominent during drawdowns and interludes of relative peace. This course will grapple with major theories, doctrine, and application of how to grow a military when faced with a new war. From the writings of Emory Upton in the wake of the American Civil War to the First World War, Second World War, Korea, Vietnam, and Operation Iraqi Freedom, the purpose of this course is to evaluate the enduring nature of having to grow military might from a smaller force to one large enough to manage a major national security threat. How a military perceives prior engagements, drawdowns, and pending warfare affect how it will prepare for a new war. Additionally, all elements of national power play vital roles in expanding military power quickly.

### Student Requirements

- a. Complete all assigned readings and contribute in all seminar dialogue.
- b. Provide a course paper of three to eight pages discussing a past or present challenge facing the United States and/or its allies and partners in expanding the military to meet a national security threat. The paper will include research and an analysis evaluating how and why strategic decision making influences the potential effectiveness of military expansion.
- c. Prepare an oral presentation on the students' research paper topic.

### Special Instructions:

- Class format: lecture/seminar discussion.

## **The United States and the First World War**

### Course Overview

The purpose of this course is to investigate the issues and American decisions from the turn of the 20th Century up to and through US involvement in the First World War. This year marks the centenary of the final year and immediate aftermath of the war. Scholars continue to debate the difficulties that faced American society and, by extension, the US military at the time. The United States government initiated a massive effort to mobilize all aspects of society for the war. Yet, after it all ended, Americans had a lot of criticism for how that mobilization was conducted and what it achieved. Americans chose to repudiate President Woodrow Wilson's vision for what the peace he asked Congress to go to war for in the first place should look like. This course will offer students an opportunity to analyze all aspects of the American society that went to war one-hundred years ago.

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## Student Requirements

- a. Complete all assigned readings and contribute in all seminar dialogue.
- b. Provide a course paper of three to eight pages analyzing a challenge the United States faced during its involvement in the First World War. The paper will include research and an analysis evaluating how and why strategic decision-making influences the potential effectiveness of military operations.
- c. Prepare an oral presentation on the students' research paper topic.

## Special Instructions:

- Class format: lecture/seminar discussion.

## **Islam and Politics**

### Course Overview

This course will equip students with the vocabulary, conceptual framework, historical background, and contemporary insights necessary to understand the significance of Islam in contemporary politics. Although totalitarian Islamism, the ideology of al-Qa`ida and its affiliates, franchisees, and competitors, will receive significant attention, the course will encompass the entire spectrum of political doctrines which Muslims have developed over the centuries, including secularism, quietism, and pragmatism. The course will address such issues as the historical relationship between Islam and other religions, the Sunni-Shi`i split, the institution of the caliphate (theoretical and historical), the nature and political significance of the Shari`ah, and the work of such recent ideologies as Sayyid Qutb, Mawdudi, and Khomeini.

### Student Requirements

- a. Power Point Presentation (33.3%). Students will present a coherent and informative twenty minute brief on a topic of interest them selected in consultation with the instructor and lead discussion after the brief.
- b. Course Paper (33.4%). An analysis of a political issue in the contemporary Islamic world. The course paper is due at the final seminar and should be no less than six and no more than eight pages in length (5-8 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
- c. Seminar Contribution (33.3%). As in Security Studies and War Studies, students should come to class with questions and comments derived from the assigned reading and issues for discussion.

## **Exploring Sea Power**

### Course Overview

The United States Navy has dominated the world's oceans for so long that sea power has become a matter of unconscious assumption rather than deliberate thought and policy. This course will provide an intellectual framework for comprehension of the significance of sea power in the contemporary environment. It will have three parts: an analysis of the sea power theories of Alfred Thayer Mahan and Sir Julian Corbett (building on the relevant seminar in War Studies); a historical review of sea power on the strategic and operational levels of warfare; and an analysis of contemporary problems in sea power.

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## Student Requirements

- a. Power Point Presentation (33.3%). Students will present a coherent and informative twenty minute brief and lead discussion after the brief.
- b. Course Paper (33.4%). An analysis of a major challenge in the future use of maritime power. The course paper is due at the final seminar and should be no less than six and no more than eight pages in length (5-8 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
- c. Seminar Contribution (33.3%). Students should come to class with questions and comments derived from the assigned reading and issues for discussion.

## **The United States and the Pacific**

### 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 end of World War I through the end of World War II. During the span of only 27 years, 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.

### Student Requirements

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

## **The State of Israel in Context, 1948-2018**

### 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 a state and a regional and international player, and the relationship between the State of Israel and the United States and its people.

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## Student Requirements

Students must read the assigned readings and participate in the class (30%), present an oral presentation of research topic (30%), and write a course paper (40%).

- a. Seminar Participation. To make this seminar work, students are expected to participate in informed discussion based on, but not limited to, the assigned readings.
- b. Oral Presentation. Students will present a 5-minute talk describing their research topic of choice to the class followed by a 5-10 minute Q&A session. A list of selected topics will be provided to all students in advance of the start of presentations. The other seminar participants are expected to come prepared to engage the presenting students on their topics.
- 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.

## **Ethnic Cleansing and Genocide**

### 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 their definition and distinction, possible responses to particular instances of mass violence and the best means of preventing its occurrence, and why Latin America has tended not to witness extreme population policies after the Spanish colonization of the Americas. Our primary cases include outbreaks of systemic violence towards Native Americans, Armenians, European Jewry, Poles, Cambodians, Kurds, Bosnians, Rwandans and Sudanese. 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.

### 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, though will require the instructor's consent. The paper will be due at 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.

## **Security Cooperation - A Strategic Tool for Resetting the Globe**

### Course Overview

# COMMAND AND STAFF COLLEGE

U.S. law has directed a paradigm shift in national security strategy from reactive contingency-based planning to proactive strategy-based planning. Working “by, with, and through” partner nations has become a fixture of our “new normal” approach to collective security in depth. This “new normal” is also described as “resetting the globe” and requires a new approach to how and why we engage with Partner Nations (PNs). Security Cooperation (SC) is the critical tool in this strategy-based planning approach, outlined in National Defense Guidance, Combatant Command Campaign Plans, as directed by the Defense Planning Guidance (DPG) and the Joint Strategic Campaign Plan (JSCP). This guidance directs deliberate engagement during the steady state period prior to crises and armed conflict at the strategic, operational, and tactical levels that are purposefully linked to plans. Security Cooperation efforts across the joint force develop access, relationships, and partner capability/capacity that reduces opportunity for armed conflict, improves interoperability of U.S. and foreign partners, shapes regional dynamics and our understanding of the human terrain. Security Cooperation involves new acronyms, references, authorities, and congressionally appropriated funding streams; enough to merit a complete review of SC training and education across the DoD. This elective will explore the current Joint Service approach to effective SC planning and identify best practices with several examples. Students will analyze national and service level documents and develop security cooperation plans and assess effectiveness, given a steady state environment.

## Student Requirements

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

- a. Seminar Presentation. One oral presentation in seminar, based on Security Cooperation engagement plan developed in the course paper. A presentation consists of a 10-minute talk in which the student presents analysis of Security Cooperation end states, plans, and resources for a chosen country, followed by a 10-minute Q&A session.
- b. Course Paper. An analysis of partner nation desired security end states, synthesis of a Security Cooperation strategy, and outline of an engagement plan. The partner nation can be the student’s choice. The course paper is due at the final seminar, and is the basis of the seminar presentation. The course paper should be no less than five and no more than eight pages. Your paper should be double-spaced, with one-inch margins, 12-point pitch, Times New Roman font, with end notes and a bibliography, as appropriate.

## **Modern Political Warfare: Cyber and Information Operations**

### Course Overview

Since the end of the Cold War, the nature of conflict is evolving. Operations in future conflicts will cross multiple domains. DIME concepts are still relevant, but means and methods are changing. Cyber warfare and information warfare are providing new attack surfaces. Digital methods theoretically allow for quicker attacks over larger distances; enable intelligence gathering on a massive scale; the ability to disable military and civilian weapons, systems, and infrastructure; and enhance deception operations. Informational measures can confuse planning and execution of operations in both military and civilian targets; delegitimize leadership; weaken the cohesion of units and commands; and disrupt support from home.



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The goal of this course is to understand these changes and consider how to respond to this evolving threat and operational landscape. Exploring information war, the course will cover elements of national power, instruments of informational power, hard and soft power, hybrid war and gray zone concepts, full spectrum diplomacy, and political warfare. Cyber conflict sessions will cover cyber power, the characteristics of cyber operations, deception and dissuasion efforts, cyber coercion, cyber defensive operations, and organization. Scenarios, discussions, and a paper will prepare students for an exercise.

## Student Requirements

Students must read the assigned readings, contribute to seminars, lead a scenario team, and write a course paper.

a. Course Paper (50%) on a topic approved by an instructor. Complete an analysis of an information operation that utilized cyber methods and/or traditional means of influence. What was the goal? What was the target audience? How was the audience reached? What were the results? Opinions and suggestions for future operations are required. The 5-8 page paper must cite more than five sources on the operation and ten sources to support arguments and suggestions. The course paper is due at the final seminar. It should be double-spaced, with one-inch margins, in Times New Roman font (12-point) with endnotes and a bibliography, as appropriate.

b. Class Participation (50%)

(1) Article Review (1/3). Present recent academic or think tank paper, review findings and implications (five minutes)

(2) Scenario Team Leader (1/3). Present groups findings and suggestions for each move. Write up moves and reflections as a short paper (one page)

(3) Seminar Discussion (1/3). Participation and attendance

## **The Soldier and the State: Topics in Civil Military Relations**

### 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 too "kinder and gentler" since the Cold War? 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.**

# COMMAND AND STAFF COLLEGE

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.

## 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.

## **Cyber Operations, Intelligence and Conflict**

### Course Overview

This course explores the range of cyber conflict in the contemporary operating environment. Students will explore an unclassified but very much current picture of cyber capabilities, and their employment by hostile actors in intrusion and attack campaigns – leveraging the unique lens of industry, nongovernmental, and other multinational reporting and engagement. Theoretic questions regarding the role and objectives of offensive and defensive cyber operations will be examined, and the legal and ethical framework of these operations will be considered. Debates over adversary attribution, intentions, proliferation, and appropriate countering responses will be grounded within a practical and technical baseline established through the study of prior observed cases, changing threat trends, and indications outlining future evolution of warfighting and espionage problems in this domain.

### Student Requirements

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

- a. Seminar Participation (50%). 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 (50%). Each student will present an unclassified, 5-8 page analytic review paper outlining a key concern impacting the operational art of offensive cyber, from either the perspective of US / Allied Forces or from an OPFOR perspective.

## **Chinese Strategic Thought From Sunzi to the Present**

### Course Overview

As Chinese military, economic, and political power emerges as a challenge to the United States, U.S. strategists, policy-makers, analysts and planners must develop an understanding of the strategic thinking behind that power. This course will explore Chinese strategic thought since China's formative years and will cover Chinese strategic thinking to the present day. It will cover a number of themes which are relevant to understanding China's current strategy, to include its nuclear doctrine, its force structure development, its current strategic objectives, its views on sovereignty and territorial issues, its use of alternative domains such as cyberspace, and its

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strategy to contend with the United States. The ultimate purpose of the course is to give the student a better understanding of contemporary Chinese military and national security related actions.

## Student Requirements

Students must read the assigned readings, contribute to the seminar discussions and write a course paper (7 pages including footnotes). The topic of the course paper will be related to Chinese strategic themes identified in the classroom. The course paper is due one week from the last day of class.

## **Degree**

Command and Staff College students have the option of applying for and completing the requirements for the University's Master of Military Studies (MMS) degree. The MMS program at CSC is voluntary and is open to all qualified students, to include International Military Students. To earn the degree, MMS candidates must complete the CSC core curriculum, at least 2 elective hours, plus the MMS degree requirements for an acceptable analytical paper and successful oral defense before a committee of faculty members.

As CSC's curriculum is graduate level, students not in the MMS program may be able to use credits earned towards graduate programs offered by other institutions. The number of transferable hours varies according to (1) the graduate program itself, and (2) the determination of the receiving college or university.

## **Master's Program Directed Research (3 Credit Hours)**

The MMS program at CSC is voluntary and is open to all qualified students, to include International Military Students. To earn the degree, MMS candidates must complete the CSC curriculum, to include at least 2 elective hours, plus the MMS degree requirements for an acceptable analytical paper and successful oral defense before a committee of faculty members. Application procedures are detailed in the annual CSC publication Master of Military Studies Requirements for the Degree. Admission to the College's Master of Military Studies Program is limited to those officers who also meet the following requirements:

- The applicant must hold a regionally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent) and must submit an official transcript to the Marine Corps University (MCU) Registrar by the designated date.
- International officers must take, prior to arrival at CSC, the Test of English as a Foreign Language (TOEFL) and obtain a score of 560 Paper-Based Test (PBT) or 83 Internet-based Test (iBT). Official paperwork with the test scores must be submitted to the MCU Registrar.
- The applicant must, at the time of application, have signatures of concurrence from both conference group faculty advisors.
- The applicant must meet the prescribed deadlines for progress on all MMS requirements.
- Candidates, including International Officers, must earn at least a grade of "B" for all Command and Staff College courses, including electives.

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## Learning Outcomes for MMS

- Analyze appropriate research sources to support written projects.
- Formulate reasoned, well organized oral and written arguments.

## **Advanced Studies Program (3 Credit Hours)**

An Advanced Study Program complements the existing curriculum, offering self-selected and screened students a series of seminars, workshops and labs designed to cultivate next generation military leaders. The journey starts with providing forums for problem solving and experimentation linked to current and future institutional challenges. Faculty empower students by providing them outlets linked to the Master of Military Studies (MMS) program to address these challenges. Students publish their findings and brief senior partners.

## **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 four distinct student populations: U.S. military officers, select U.S. Marine Corps senior enlisted, 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; senior enlisted through an application and selection board process; 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.
- U.S. senior enlisted apply pursuant to a President, Marine Corps University Marine Corps wide announcement in the fall soliciting applications for the next academic year, and are selected by a University admissions board.
- 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. Background on students nominated under this program must be submitted to the College by 1 July for the succeeding academic year which begins in August.
- Civilian, U.S. Federal Government employee nominations are to be processed by the nominating agency's training office with a letter providing background information on

# COMMAND AND STAFF COLLEGE

the individuals forwarded to the Director, Command and Staff College, for final review and approval. Nomination letters must be received by 1 April for the succeeding academic year which begins in July/August. Note: Civilian agencies are responsible for any and all expenses associated with any special needs for their personnel attending CSC, e.g., medical, handicap requirements, etc. Since this is a U.S. Military institution, all attendees must meet the physical requirements for deployable military personnel or bear the expense for any exceptions.

## **Admission Requirements**

General admission requirements for the Command and Staff College include:

- Grade: O-4 (Major/LCDR) for military officers; E-9 (SgtMaj/MGySgt) for senior enlisted; GS/GM-12/13 for Federal Government civilian employees.
- Security Clearance: U.S. applicants require a Secret clearance that will not expire during the academic year.
- Undergraduate degree: All U.S. officers, senior enlisted and civilians must have an undergraduate degree from an accredited college or university.
- 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 80 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.

# COMMAND AND STAFF COLLEGE

- 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 educational objectives of a 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. In the case of the MMS paper, students will be evaluated on both the paper itself and an oral defense addressing the content of the paper.

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 Standing Operating Procedure. 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 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 Reserve	112
U.S. Navy and Navy Reserve	11
U.S. Army, Army Reserve and Army National Guard	22
U.S. Air Force, Air Force Reserve and Air National Guard	20
U.S. Coast Guard	2
International Military Officers	31
Civilians, U.S. Federal Government	15
<b><u>TOTAL</u></b>	<b><u>213</u></b>

### Direct all inquiries to:

Command and Staff College  
Marine Corps University  
2076 South Street

Quantico, Virginia 22134-5068

Phone: (703) 784-1069 (Operations), or (703) 784-1120 (Admin Office)

[www.usmcm.edu/csc](http://www.usmcm.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 Marine Corps 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

The EWS curriculum is delivered 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. While there are seldom right or wrong answers, there are certainly more and less informed perspectives. The onus is on the student to invest the 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) 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. The majority of learning occurs in the conference group, which consists of approximately 16 captains of various military occupational specialties (MOS), joint military services, and nationalities. 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

- Exhibiting the Marine Corps' Core Values and standards in keeping with the highest level of professionalism expected of commissioned officers.
- Demonstrating critical and creative thinking, ethical decision making, and effective communication as leaders.
- Integrating all warfighting functions across a combined aims MAGTF in Naval and Joint operations.
- Demonstrating proficiency in their respective MOSs, prepared for continued career progression, personal development, and professional education.

## Learning Outcomes

A student learning outcome (SLO) is a concise statement that describes what students are expected to learn as a result of completing a program or course of instruction. The statement begins with an action verb that indicates the desired level of learning (in accordance with accepted educational taxonomies) and corresponding type of assessment. The action verb is followed by an explanation of the specific subject matter to be learned.<sup>1</sup> The assessment measure(s) associated with each Student Learning Outcome form the basis for student feedback.

## Curriculum

The EWS Learning Outcomes are grouped by the Program Outcomes they primarily support and are introduced, reinforced, and assessed during seven EWS core courses: Foundations,

# EXPEDITIONARY WARFARE SCHOOL

Warfighting, MAGTF Operations, Amphibious Operations, Small Wars, Occupational Field Expansion Course (OFEC), and Leader Development.

## **Profession of Arms Course (5 Credit Hours)**

The Profession of Arms (POA) Course develops company grade officers who are mentally, and physically fit and ready to take on the complexities and decisions associated with the appropriate level of command. To achieve these goals, the POA course takes a holistic approach among its three sub courses (Officership, Professional Communication and Total Force Fitness) with an overall end state that EWS graduates exhibit the <Marine Corps” core values and standards in keeping with the highest level of professionalism expected of commissioned officers, while also demonstrating critical and creative thinking, ethical decision making and effective communication as leaders.

### Learning Outcomes

- Explain the history of the Marine Corps profession of arms, leadership responsibilities, and Naval character from its origin to modern day.
- Describe the organization, roles, responsibilities, and capabilities of the Marine Corps
- Explain the fundamentals of joint warfare, JTF organization and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations, and the capabilities of the relevant systems of the other Services.
- Apply critical thinking skills to challenge assumptions, accepted norms and cognitive biases facilitating more informed and ethical decision-making.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Develop both written and verbal products that effectively communicate complex topics clearly and succinctly.
- Develop the skills necessary to cultivate a culture of total fitness that encourages a healthy and fit lifestyle.
- Describe leadership skills necessary to cultivate effective command cultures, climates, and ethical subordinates.

## **Warfighting (7 Credit Hours)**

The Warfighting Course includes the Doctrine and Planning Subcourses. The Doctrine subcourse introduces students to key Marine Corps doctrinal concepts contained in core doctrinal publications to include MCDP 1 Warfighting, MCDP 1-0 Marine Corps Operations, and MCDP 6 Command and Control. The majority of the Doctrine Course is taught via seminar discussions which includes tactical decision games. There will be lessons on military theorists (Sun Tzu, Jomini, Clausewitz, and Boyd) and students will read excerpts from primary sources to enhance their understanding of Marine Corps' maneuver warfare doctrine. Students will be assessed via quizzes, a formal writing assignment, and presentations during a Staff Ride to the Antietam Battlefield.

The Planning Subcourse focuses on the understanding and application of the Marine Corps Planning Process (MCP). The instruction is detailed and thorough as students become familiar with and are required to execute the six steps within the process in accordance with Marine Corps Warfighting Publication (MCWP) 5-1 Marine Corps Planning Process. At the end of the



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course students complete a comprehensive examination that requires the application of Marine Corps Doctrine using MCPP to a tactical scenario.

Elements of the Future Operating Environment (FOE) course are taught during the Warfighting course. FOE lessons will focus on the 4+ 1 threat model (China, Russia, North Korea, Iran plus Violent Extremist Organizations) to introduce students to the threat model that will be referenced throughout the AY.

## Learning Outcomes

- Explain the history of the Marine Corps profession of arms, leadership responsibilities, and Naval character from its origin to modern day.
- Describe the organization, roles, responsibilities, and capabilities of the Marine Corps. Apply Marine Corps doctrine and maneuver warfare philosophy in the planning and execution of tactical operations.
- Explain the fundamentals of joint warfare, JTF organization, and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations, and the capabilities of the relevant systems of the other Services
- Apply critical thinking skills to challenge assumptions, accepted norms, and cognitive biases facilitating more informed and ethical decision-making.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Develop both written and verbal products that effectively communicate complex topics clearly and succinctly.
- Describe the nature and theory of war and their relationship to Marine Corps doctrine and maneuver warfare philosophy.
- Apply Marine Corps doctrine, maneuver warfare philosophy, and the Marine Corps Planning Process (MCPP) to tactical planning for the integration of a combined.
- Apply an integrated tactical plan, across all five domains, grounded in warfighting doctrine for an integrated combined arms shore based MAGTF.
- Describe the cultural, geographic, and military aspects of the expeditionary environment.
- Examine the complex security environment and the employment of a 21st Century MAGTF across all five domains in the contemporary and future expeditionary environments.

## **MAGTF Operations Ashore (8 Credit Hours)**

The MAGTF Ops Ashore course includes eight sub-courses that introduce students to key elements and functions of the MAGTF. These eight sub-courses are Command, Control, Computers and Communication (C4), Intelligence, Reconnaissance, and Surveillance (ISR), MAGTF Logistics, Aviation Combat Element (ACE), Fires, MAGTF Offensive Operations, MAGTF Defensive Operations, and Expeditionary Landing Team (ELT). Students will learn about these elements and functions over eight, three day rotations. Within the three day period, students will receive key fundamental information and will partake in some form of practical application exercise stressing the tenants of Maneuver Warfare and the Single Battle Concept. The bond between the rotations is a common scenario.

## Learning Outcomes

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- Explain the history of the Marine Corps profession of arms, leadership responsibilities, and Naval character from its origin to modern day..
- Describe the organization, roles, responsibilities, and capabilities of the Marine Corps. Apply Marine Corps doctrine and maneuver warfare philosophy in the planning and execution of tactical operations.
- Explain the fundamentals of joint warfare, JTF organization, and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations, and the capabilities of the relevant systems of the other Services
- Apply critical thinking skills to challenge assumptions, accepted norms, and cognitive biases facilitating more informed and ethical decision-making.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Develop both written and verbal products that effectively communicate complex topics clearly and succinctly.
- Describe the nature and theory of war and their relationship to Marine Corps doctrine and maneuver warfare philosophy.
- Apply Marine Corps doctrine, maneuver warfare philosophy, and the Marine Corps Planning Process (MCP) to tactical planning for the integration of a combined.
- Apply an integrated tactical plan, across all five domains, grounded in warfighting doctrine for an integrated combined arms shore based MAGTF.
- Describe the cultural, geographic, and military aspects of the expeditionary environment.
- Explain the ROMO and the characteristics, principles, and challenges associated with past, present, and future conflict as we fight at sea, from the sea, and ashore
- Examine the complex security environment and the employment of a 21st Century MAGTF across all five domains in the contemporary and future expeditionary environments. Lessons and Contact Hours.

## **MAGTF Operations Afloat (11 Credit Hours)**

Building upon the knowledge acquired from the previous EWS courses, MAGTF Operations Afloat addresses the role of the Marine Corps as an expeditionary force, specifically as part of a larger Naval or joint operation, and includes employing the MAGTF embarked aboard Naval shipping. The MAGTF Operations Afloat Course develops proficiency in the Marine Corps' core competencies of fighting from the sea, at sea, and ashore. The MAGTF Operations Afloat Course contains four sub-courses: Future Operating Environment, Planning & Embarkation, Rehearsal & Movement, and Action. The course builds on Warfighting and MAGTF Ops Ashore to embark an integrated, combined arms MAGTF onto Naval shipping and employ that MAGTF from the sea as part of a single Naval battle. The course includes a two day visit to Naval Station Norfolk, VA, to conduct familiarization tours of various ships and Navy organizations. The course also includes a four week practical exercise, titled, ANGKOR CROSS that uses a single continuing scenario set in Southeast Asia as the basis for individual planning exercises for Noncombatant Evacuation Operations, establishment of an Expeditionary Advance Base, and conduct of an Amphibious assault and follow on operations ashore. There are also lessons describing the maritime capabilities of potential adversaries and competitors. Throughout the course, students are evaluated through quizzes, assignment to key planning billets in the planning exercise, and a final MAGTF Operation Afloat examination. The end state is that at the

# EXPEDITIONARY WARFARE SCHOOL

conclusion of this course, each EWS student possesses a fundamental understanding of amphibious operations within the Naval expeditionary environment.

## Learning Outcomes

- Explain the history of the Marine Corps profession of arms, leadership responsibilities, and Naval character from its origin to modern day.
- Describe the organization, roles, responsibilities, and capabilities of the Marine Corps.
- Apply Marine Corps doctrine and maneuver warfare philosophy in the planning and execution of tactical operations.
- Explain the fundamentals of joint warfare, JTF organization, and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations, and the capabilities of the relevant systems of the other Services
- Apply critical thinking skills to challenge assumptions, accepted norms, and cognitive biases facilitating more informed and ethical decision-making.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Describe the nature and theory of war and their relationship to Marine Corps doctrine and maneuver warfare philosophy.
- Apply Marine Corps doctrine, maneuver warfare philosophy, and the Marine Corps Planning Process (MCP) to tactical planning for the integration of a combined.
- Apply an integrated tactical plan, across all five domains, grounded in warfighting doctrine for an integrated combined arms shore based MAGTF.
- Apply an integrated tactical plan, across all five domains, grounded in warfighting doctrine for an integrated combined arms sea based MAGTF.
- Describe the organization, roles, responsibilities, and capabilities of an amphibious task force and other Naval capabilities in support of an expeditionary operation.

## Future Operating Environment (5 Credit Hours)

Students are exposed to the complexity of the future operating environment and how the 21st century MAGTF executes maneuver warfare through a combined arms approach for achieving complementary effects across all domains. The "Future Operating Environment" (FOE) Course addresses the future challenges and emerging threats, and also includes selected lessons on small wars. FOE lessons will be integrated across the curriculum. FOE will be structured on the 4+ 1 model starting during the Warfighting course with an introduction of the culture and strategy of each of the members identified in the 4+ 1 model. Additionally, an introduction of the 21st century operating environment will introduce the five domains (Air, Land, Sea, Cyberspace, and Space). The 4 + 1 threat model in the maritime environment will be presented during the MAGTF Operations Afloat course. History lessons, case studies, and battle studies are presented are scheduled to complement the other courses in the curriculum.

## Learning Outcomes

- Explain the history of the Marine Corps profession of arms, leadership responsibilities, and Naval character from its origin to modern day..

# EXPEDITIONARY WARFARE SCHOOL

- Describe the organization, roles, responsibilities, and capabilities of the Marine Corps. Apply Marine Corps doctrine and maneuver warfare philosophy in the planning and execution of tactical operations.
- Apply critical thinking skills to challenge assumptions, accepted norms, and cognitive biases facilitating more informed and ethical decision-making.
- Develop creative, adaptive, and innovative solutions to complicated, complex problems in a fluid and dynamic environment.
- Develop both written and verbal products that effectively communicate complex topics clearly and succinctly
- Describe the nature and theory of war and their relationship to Marine Corps doctrine and maneuver warfare philosophy.
- Apply Marine Corps doctrine, maneuver warfare philosophy, and the Marine Corps Planning Process (MCPP) to tactical planning for the integration of a combined arms MAGTF, incorporating considerations across all warfighting functions.
- Employ the capabilities, principles, and planning considerations associated with sea basing, prepositioning operations, and expeditionary advanced bases.
- Describe the cultural, geographic, and military aspects of the expeditionary environment.
- Explain the ROMO and the characteristics, principles, and challenges associated with past, present, and future conflict as we fight at sea, from the sea, and ashore.
- Examine the complex security environment and the employment of a 21st Century MAGTF across all five domains in the contemporary and future expeditionary environments.

## **Occupational Field Expansion (6 Credit Hours)**

Professional Development consists of two sub-courses: leadership and ethics and professional communication. These sub-courses are interwoven throughout the academic year and have a dual nature as stand-alone periods of instruction and reinforcement of other portions of the curriculum. Students will be able to make sound and timely decisions, understand leadership principles and their responsibilities as a leader to develop subordinates within a framework of ethical values, and communicate effectively both verbally and in professional writing.

### Learning Outcomes

- Describe leadership skills necessary to cultivate effective command climates and ethical subordinates.
- Apply recognition and analytical decision-making to develop solutions for complex problems and issues.
- Develop both written and oral products that demonstrate the officer's ability to effectively communicate complex topics clearly and succinctly.

## **Occupational Field Expansion Course (OFEC) (5 Credit Hours)**

Specialized military occupational specialty (MOS) or occupational field training known as OFEC makes 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

# EXPEDITIONARY WARFARE SCHOOL

Curriculum. The OPEC reinforces the education delivered during the remainder of the curriculum and is intended to enhance the students' ability to blend the military aii (education) with the military science (training) to increase their proficiency as MAGTF Officers.

The OFEC is divided into a one week fall session and three spring session. The fall OFEC period is one week in length and focuses on refreshing and expanding the students' knowledge within their individual MOS. This training period is vital as many of the students come to EWS from a non-operational tour and their MOS skills may have atrophied. The Fall OFEC prepares students to think critically about how their MOS can contribute to the MAGTF and prepares them to get the maximum benefit from the next section of the EWS curriculum, MAGTF Operations Ashore. The spring OFEC is three weeks in length and concentrates on further developing the students' MOS proficiency as they prepare to re-enter the Operating Forces.

Each group of MOSs follows a different OFEC subcourse curriculum tailored for that group. Various group travel to military bases across the country to attend existing courses offered by other Marine Corps or other 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 for or 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 has been used to determine a fair average for detelmining credit hours.

## Learning Outcomes

- Apply occupational field knowledge to MAGTF plans and operations.
- Demonstrate Occupational Field proficiency and readiness to re-enter the operating forces and supporting establishment.

## International Military Student Program

Each year the EWS student body includes about twenty-two international military student officers (IMS). In addition to the academic curriculum, IMS 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 home country as part of the curriculum.

## Admission Policy

The EWS Admissions Policy supports the mission and purpose of EWS 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 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.

# EXPEDITIONARY WARFARE SCHOOL

## 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

Each learning objective will be individually assessed, using standardized rubrics and standardized application. 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 a 75 is necessary to successfully complete graded requirements and graduate. A standardized rubric is used for each type of assessment.

Communication Program: Students are evaluated by their faculty advisors for their ability to express themselves effectively both orally and in writing. Communication is evaluated in terms of content, critical thinking, organization, format, and delivery.

Marked Requirements: There are various marked requirements throughout the academic year. They consist of a series of questions requiring narrative answers or a graphic portrayal of solutions on worksheets, maps, or overlays.

Planning Exercises, Capstone Exercises, 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, war games, and simulations.

### Unsatisfactory Grades

The remediation of a student who fails 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; initial grade remains unchanged.

### Fitness Reports

In accordance with the current edition of MCO P1610.7, academic fitness reports are prepared on all USMC students at the end of the school year by their FACAD. Reports on other service students are submitted on the forms required by their respective services. In the case of international military students, a report of successful completion of the course is prepared for transmittal 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

# EXPEDITIONARY WARFARE SCHOOL

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:

U.S. Marine Corps Officers:	185
U.S. Navy:	6
U.S. Army & Army National Guard Officers:	23
U.S. Air Force Officers & Air National Guard:	6
International Military Officers:	20
Civilians, U.S. Federal Government:	0
<u>TOTAL</u>	<u>247</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](http://www.usmcu.edu/ews)

# COLLEGE OF ENLISTED MILITARY EDUCATION (CEME)

## Mission



*The College of Enlisted Military Education (CEME) branch provides progressive educational opportunities in order to improve leadership, sharpen critical thinking skills, and deepen student understanding of warfighting concepts in distributed and joint environments. Our goal is to create ethical and highly professional leaders capable of making sound decisions in complex operational situations.*

## Courses and Program Outcomes

### Leading Marines

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.

### Corporals Course

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.

### Sergeants Course

The Sergeants Course provides Marine Corps Sergeants and 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 Sergeants Course will have enhanced knowledge and skills necessary to successfully act in the role of Small Unit Leader. They will be able to confidently lead a PT session, drill a platoon sized unit, give a period of instruction, and prepare Marines for inspection. Their skills are enhanced to have a greater knowledge of the counseling program, personnel administration, as well as improved verbal and written communication skills. They will also be better prepared to assist Marines dealing with those issues facing today's Corps and pass on the history, customs, and traditions which sustain the Corps' heritage.

As a Sergeants Course graduate, they will have a greater awareness of their responsibilities to maintain their personal readiness and the readiness of their Marines. In Warfighting, the Sergeant will have a working knowledge of the operation, maintenance, and employment of weapon systems organic to the infantry battalion. They will be familiar with the tactics and concepts of Maneuver Warfare and their application to offensive and defensive operations at the squad and platoon level. They will have the knowledge and skills necessary to navigate by land during day or night, call for fire, medavac a casualty, and communicate using a variety of



# COLLEGE OF ENLISTED MILITARY EDUCATION (CEME)

communications equipment. With these skills, Sergeants will have the confidence and ability to conduct security environment. The students of the Sergeants Course will conduct physical training a minimum of 3 hours a week as per Marine Corps Order (MCO) P6100.12.

## **Career Course**

The Career Course provides Marine Corps Staff Sergeants and Staff Sergeant Selectees with the knowledge and skill 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 Career Course will have the enhanced knowledge and skill necessary to successfully act in the role of a Platoon Sergeant. They will be able to confidently identify individual physical deficiencies and supervise physical readiness training.

Administratively, these Marines will have enhanced abilities in counseling, public speaking, and written communications. They will have a greater awareness of those issues facing today's Corps and their impact on their readiness and the readiness of their Marines. They will more effectively handle Marines administrative problems and will be fluent in the Military Justice System, advisement of rights and the conduct of lawful searches. Additionally, Career Course graduates will have a greater appreciation for those significant events in Marine Corps history that have shaped the Corps.

In Warfighting, these Staff Sergeants will build upon the Maneuver Warfare Concepts learned previously and will focus on Campaigning Tactics and the fundamentals of offensive and defensive operations. These knowledge and skills will be enhanced by an emphasis on leading Marines in Military Operations Other than War, Military Operations on urbanized Terrain, and in supervision of rear area security. They will be able to securely use a variety of communications equipment and operate, maintain, employ, and train Marines on the weapon systems organic to the infantry battalion. The students of the Career Course will participate in a progressive physical training program of at least 41 hours, in accordance with MCO 6100.13.

## **Advanced Course**

The Advanced Course 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 Course 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 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 will be capable of communicating with the skills necessary to write and edit a variety of documents.

In Warfighting, Advanced Course graduates will have the knowledge and skills necessary to effectively apply the fundamentals of Warfighting tactics in offensive and defensive operations

# COLLEGE OF ENLISTED MILITARY EDUCATION (CEME)

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 Course will conduct physical training a minimum of 3 hours a week per MCO P6100.12.

## **Senior Enlisted PME (SEPME) Course**

This course is designed to equip Marines in the ranks of master sergeant through sergeant major with the critical thinking and adaptability skills necessary to function at the operational and strategic levels of war. Graduates will be able to:

- Serve as ethical leaders, educated in the theories behind joint or coalition organizational leadership, who can employ a program to enhance a positive command climate in supporting the accomplishment of organizational mission.
- Serve as professional warfighters, educated in fundamentals of how MAGTFs are organized and conducts operations, who comprehend service-unique capabilities and limitations, employment, doctrine, and command structures that contribute to joint operations, and can identify the roles that factors such as society, culture and religion play in shaping, planning, and execution of joint force and MAGTF operations.
- Serve as sound decision makers, educated in the challenges of leadership development within an organization, of translating policy into action, who possess the critical thinking and adaptability skills necessary to function in the contemporary operating environment while serving independently as enlisted assistants to commanders in the administrative, technical, and tactical requirements of the organization.

## **First Sergeants Course**

This course 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**

Graduates of the Sergeants Major 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.

## **Staff Noncommissioned Officer Academies**

Resident courses are provided at the University's Staff Noncommissioned Officers Academies, located at Quantico, VA; Camp Lejeune, NC; Twentynine Palms, CA; Camp Pendleton, CA; Marine Corps Base Hawaii; and Marine Corps Base Okinawa, Japan.

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

	<u>DSN</u>	<u>Commercial</u>
• 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

## **EPME Distance Education Programs**

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

**Direct all inquiries to:**  
Enlisted Professional Military Education  
Marine Corps University  
2076 South Street  
Quantico, Virginia 22134-5067  
Phone: (703) 432-5261 DSN: 378  
FAX: (703) 784-1150

# 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, MarineNet, 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 and learning resource centers (LRCs).

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 Distance Education Programs (DEPs) whereby Marine officers, service counterparts, and Department of Defense civil servants can earn professional academic accreditation to advance their careers. The four DEPs are the Weekend Seminar Programs, Blended Seminar Programs, and weekday and online DEPs.

## **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: Operational Art
- 8904: Joint Warfighting
- 8905: Small Wars
- 8906: MAGTF Expeditionary Operations
- 8907: Amphibious Warfare
- 8908: Operation Planning and Final Exercise

## **Expeditionary Warfare School Distance Education Program (EWSDEP)**

EWSDEP provides Marine Captains career-level professional military education and professional military training in command and control, MAGTF operations ashore, and naval expeditionary operations in order to enable them to command or to serve as a primary staff

# THE COLLEGE OF DISTANCE EDUCATION AND TRAINING

officer in their MOS, integrate the capabilities resident within their element of the MAGTF, integrate their element within the MAGTF, and understand the functioning of the other elements of the MAGTF. Courses are:

- 8661: Warfighting
- 8662: MAGTF Operations Ashore
- 8663: MAGTF Operations Ashore Practical Exercise
- 8664: Naval Expeditionary Operations

The 8660 curriculum will be comprised of a self-study component (workload equivalent to one year of distance education program seminar) and a one year seminar component. Subsequent to completing the self-study prerequisite courses (Warfighting 8661 and MAGTF Operations Ashore 8662) all students will be required to complete the MAGTF Operations Ashore practical exercise 8663 and Naval Expeditionary Operations 8664 courses in seminar. The default for completing 8663 and 8664 will be onsite seminar. Officers are allowed three years to complete 8660. For officers unable to participate in an onsite seminar during that three year period an online seminar is offered.

## **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 with 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 BSPs 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 PME Distance Education Programs**

CDET provides the following enlisted PME Distance Education Programs (DEP) and Seminar Programs via MarineNet and Moodle learning support systems:

### **Advanced Course 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

# THE COLLEGE OF DISTANCE EDUCATION AND TRAINING

will enhance the students' knowledge of the United States Marine Corps and the strategy behind how we train, fight, and win. The Advanced Course DEP is available as a MarineNet Curriculum (EPME7000AA).

## **Advanced School Seminar Program (ASSP)**

The Advanced School Seminar Program (ASSP)—EPME7500AZ—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 (EPME7000AA). The curriculum for ASSP is derived from and parallel to the College of Enlisted Military Education curriculum for the resident Advanced School delivered at the SNCO Academies and achieves the same learning outcomes. 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 Course 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 Course DEP is available as a MarineNet Curriculum (EPME6000AA).

## **Career School Seminar Program (CSSP)**

The Career School Seminar Program (CSSP)—EPME6500AZ—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 (EPME6000AA). The curriculum for CSSP is derived from and parallel to the College of Enlisted Military Education curriculum for the resident Career School delivered at the SNCO Academies and achieves the same learning outcomes. 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 to successfully perform the duties of a small unit leader with confidence and decisiveness. The Sergeants Course DEP is available as a MarineNet Curriculum (EPME5000AA).

# THE COLLEGE OF DISTANCE EDUCATION AND TRAINING

## **Sergeants School Seminar Program (SSSP)**

The Sergeants School Seminar Program (SSSP)—EPME5500AZ—is a primary-level, fifteen-week program for Marine sergeants. The SSSP is derived from and parallel to the College of Enlisted Military Education curriculum for the resident Sergeants School delivered at the SNCO Academies. The SSSP builds upon the knowledge gained in the Sergeants Course Distance Education Program (EPME5000AA) and provides Marine Corps sergeants with the knowledge and skill necessary to assume leadership roles of greater responsibility. The goal of the SCSDEP 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 (EPME4000AA).

## **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 (EPME3000AA).

**Direct all inquiries to:**  
College of Distance Education and Training  
Marine Corps University  
2300A Louis Road  
Quantico, VA 22134  
Phone: (703) 784-2999

# LEJEUNE LEADERSHIP INSTITUTE (LLI)



## **Mission**

*The Lejeune Leadership Institute (LLI) develops leadership training, education, and policies to facilitate the development of ethical leaders firmly rooted in Marine Corps heritage of selfless service, core values, and warfighting excellence. To achieve this, the LLI proposes new ideas and provides training and education in the areas of leadership, ethics and military law within Marine Corps University and throughout the total force.*

*The LLI also facilitates leadership training and education for both uniformed and civilian leaders. The LLI's vision is to be the Marine Corps' premier institute in the areas of leadership and ethics so that its leaders are prepared to thrive in an evolving and complex world.*

## **Cornerstone Program**

### **(formally the Commandant's Commanders Program and Spouses Workshop)**

The Commandant of the Marine Corps established the Commanders' Program in 1993 to better prepare commanders for the challenges of command. All colonels and lieutenant colonels slated for command are required to attend the program prior to assuming command or shortly thereafter. The 10-day program is offered twice per calendar year and is focused on the art of command as well as providing information on current USMC policies and programs. The program also includes a five-day Spouses' Workshop that is designed to provide the commanders' spouses information on the programs and support assets available to them as well as enhance the skills necessary to assist them in their role. In 2013, the president of Marine Corps University, under the guidance of the Commandant and Sergeant Major of the Marine Corps, established a formal education requirement for all newly selected sergeants major. The course was designed to educate senior enlisted leaders on the fundamental authorities, responsibilities, programs, and practices of a BN/SQD level sergeant major that contributes to a successful command.

In 2015, the Sergeants Major Course was embedded into the Commanders Program, creating the program name change to Cornerstone. Commanders and sergeants major receive a series of presentations given by the various deputy commandants of the Marine Corps, selected HQMC program directors, and distinguished senior leadership of the armed Services. In addition, there are numerous small group leadership discussions, overviews of pertinent updates or changes to policies or directives, focused training on Sexual Assault Prevention and Response and numerous opportunities to interact and share best practices and lessons learned. Sergeants' major spouses along with commanders' spouses participate in the second week of Cornerstone.

## **Executive Education Program**

The Commandant of the Marine Corps established the Executive Education Program (EEP) in 2003 to provide structure to the professional growth and assignment strategy for General Officers and Senior Executive Service (GO/SES) members.

The Lejeune Leadership Institute is tasked with managing the program for the President of MCU. The LLI, in concert with M&RA (MMSL & MPC), reviews and recommends changes to the 38 EEP courses, solicits participation, builds a slate for president of MCU approval, and manages all administrative matters for GO/SES participation and completion of courses to



# LEJEUNE LEADERSHIP INSTITUTE (LLI)

include all funding. Recently, a thorough evaluation process has been developed within a web-based portal for obtaining GO/SES participation feedback and ensuring that all courses remain relevant and effective.

## **Commandant's Professional Reading Program (CPRP)**

General Alfred M. Gray established the Commandant's Professional Reading Program in 1988. Each Commandant since then has placed their personal stamp on the program, but many books remain constant. The president of the Marine Corps University is the executive agent to the Commandant for managing the program and has tasked the LLI to conduct periodic reviews of the program to ensure currency and relevancy for Marines. This is done through a review board consisting of faculty and students within the university and selected Marines and scholars to review all books on the list and recommend adding or removing books as appropriate. A comprehensive review of the reading program was completed and a revised reading list was published in the Spring 2017. Currently, the CPRP reading list is in Phase 1 of the four-phase review cycle. The review cycle will be complete by February 2019.

## **Marine Corps Civilian Leadership Development Program (MCCDLP)**

The Marine Corps Civilian Leadership Development Program (MCCDLP) was established on 5 January 2010, affirming the Marine Corps' commitment to civilian leadership development. The MCCDLP is the platform for civilians to acquire leadership skills in response to federal regulations that address DOD-defined leadership competencies for federal employees. The program is for Marine Corps civilians (GS 04–15 and their equivalents).

MCCDLP is progressive leadership development through a nonsequential four-tiered approach. This program consists of leadership modules available on MarineNet, local leadership programs funded by the LLI, Leadership Development Seminars, and Centrally Managed Courses that are board-selected and grade-level specific. Due to budgetary constraints, participation has been adjusted accordingly. However, the LLI is continually working to provide valid and relevant leadership training to civilian Marines.

## **Russell Leadership Conference (RLC)**

The General John H. Russell Leadership Conference (RLC) was created by General Russell's daughter, Mrs. Vincent Astor of New York, and is funded through an endowment managed by the Marine Corps University Foundation.

The first RLC was held 14–17 April 1981 in Quantico and its purpose was to “provide a forum for the discussion of ethical and leadership issues which challenge leaders today.” Each year, the LLI plans and conducts the conference, attended by both officer and enlisted Marines. The annual topic is approved by the president of MCU or directed by the Commandant and focuses on a specific topic or theme relevant to leadership development.

The last Russell Leadership Conference was held in November 2015 at the LLI. The conference focused on techniques and skills necessary to enhance leadership development training among small unit leaders.

# LEJEUNE LEADERSHIP INSTITUTE (LLI)

## **Ethics and Ethical Decision Making**

Since 2010, the LLI Ethics Branch (EB) has taught ethics and ethical decision making throughout all programs associated with both Education Command and Training Command, and upon request, to commands across the Corps. The EB uses various teaching methods from lecture to case study and focuses content at the appropriate level, including both resident and nonresident programs.

In 2012, the Commandant directed the Ethics Branch to support the Marine Corps-wide ethics stand down. The EB developed a Program of Instruction (POI) and from June to November 2012 sent four teams composed of a combination of MCU civilian and military instructors to conduct training and education for thousands of Marine leaders in the active and reserve component. These “train the trainer” sessions enabled leaders to subsequently deliver ethics instruction in their commands.

The Ethics Branch regularly publishes articles and books through the Marine Corps University Press and the U.S. Naval Institute highlighting topics and themes vital to an ethical military in both peace and combat. In addition, the Ethics Branch is routinely requested to take part in conferences, seminars and other training opportunities across the DOD and with allied nations’ militaries.

## **Marine Leader Development (MLD)**

In September 2012, CMC directed the LLI to design a leadership development initiative for the Marine Corps as a way to deliberately continue the growth of Marine leaders and strengthen unit cohesion.

The new Marine Leader Development Order was signed by the Commandant on 28 July 2017 and provides a broad framework for the development of leaders at the unit level to strengthen unit readiness and help individual Marines achieve their full potential. MLD is completely tailorable and intended to be unit specific, affording maximum flexibility for a commander and subordinate leaders to draw from a variety of resources that will most positively impact the development and growth of their Marines. MLD is designed to maintain a simple and overarching approach in that it replaces the cumbersome Mentoring Program, clarifies counseling intervals, and organizes “packs” of available current and future leadership resources (e.g., Marine Total Fitness). To support the MCO, LLI created and maintains a public website that provides relevant and current information on programs, policies, orders, and directives as well as numerous best practices focused on developing the whole Marine. Captured in six functional areas, the website is organized to provide individual Marines and small unit leaders a clearing house of information for enhancing personal and professional development across our Corps.

**Direct all inquiries to:**  
Lejeune Leadership Institute  
Marine Corps University  
3094 Upshur Avenue  
Quantico, Virginia 22134-5068  
(703) 432-4675  
[www.uscmu.edu/lli](http://www.uscmu.edu/lli)

# CENTER FOR ADVANCED CULTURE & LEARNING (CAOCL)



*CAOCL is the central Marine Corps agency charged with ensuring the Marine Corps is globally prepared, regionally focused, and effective at navigating and influencing the culturally complex twenty-first century operating environments in support of USMC missions and requirements. To accomplish its mission, CAOCL's designs, delivers, and manages programming throughout the education and training continuum, conducts research and assessments, and provides scientific, policy, and subject matter advising. It also serves as one of the three proponents for*

*Language, Regional Expertise, and Culture (LREC)-related doctrine, organization, training, materiel, leadership, personnel, and facilities (DOTMLPF) issues throughout the Marine Corps as directed by the LREC Operational Advisory Group (OAG) Charter and the Marine Corps LREC Strategy.*

*CAOCL's educational, training, scientific, policy, and subject matter expertise supports all levels of the organization— organizational, programmatic, unit, and individual. Its efforts are organized along four lines of operation: education, deployment support activities, research and scientific advising, and institutionalization efforts.*

## **Education**

CAOCL has two principal education activities: (1) educational programming and support to Marine Corps University (MCU) and the broader USMC and DOD communities and (2) the Regional, Culture, and Language Familiarization (RCLF) Program. CAOCL's education activities are organized along three conceptual lines: culture-general concepts and skills, region- and culture-specific knowledge, and foreign language skills. Culture-general refers to concepts and skills that can be employed in any area of operations. Region- and culture-specific entails those unique aspects of cultures within and regional dynamics across the Geographic Combatant Commands. Language familiarization focuses on tactical phrases in key languages necessary to promote operational effectiveness. These three conceptual lines are complementary and provide Marines the tools they need to navigate the cultural complexities of contemporary operating environments and mission sets.

### *Educational Programming and Support*

CAOCL provides educational programming and support to MCU and other Marine Corps formal schools and entities within the supporting establishment and the broader DOD community. CAOCL's professor of Military Cross-Cultural Competence works with the university leadership to integrate culture concepts and skills into curricula across the schools and institutional policies, programs, and activities. CAOCL's educators provide core courses, electives, faculty development opportunities, brown bag lectures, and student mentoring and advising.

CAOCL's regional and cultural experts provide content and assessment support for various MCU exercises and panels. Additionally, these experts provide region- and culture-specific

# CENTER FOR ADVANCED CULTURE & LEARNING (CAOCL)

specialized briefings and lectures to MCU schools and other Marine Corps schools and units within the supporting establishment.

CAOCL participates in MCU's broader intellectual activities as well, such as contributing to the Middle East Studies' Lecture Series and authoring publications and peer reviews for Marine Corps University Press. Lastly, CAOCL provides educational and scientific expertise to initiatives across all components of the university and to university-wide initiatives such as strategy development.

## *The RCLF Program*

CAOCL develops, executes, and manages the RCLF Program. This total force initiative is the Marine Corps' distance learning program that instills, develops, and sustains foundational language, region, and culture capabilities in our career Marines. The end state of this program is to provide an LREC capability and to enhance cross-cultural competence within the general purpose force. Sergeants and above (officer and enlisted) are required to complete the rank-associated RCLF blocks of instruction on MarineNet to be considered PME complete for grade.

As Marines advance through their careers, they reflect on and deepen their learning about their assigned region and the world while honing their understanding of culture-general concepts and skills and advancing/sustaining their language capability. The RCLF education continuum encompasses a foundation to operational culture, its considerations in tactical scenarios, the impact of culture on military operations, and the implications of operational culture on planning. It is designed to ensure Marines are globally prepared and regionally focused to effectively navigate the culturally complex twenty-first century operating environment.

The RCLF Program was reviewed by the American Council on Education in June 2017 and Marines who complete RCLF can receive six college credits (three semester hours in the lower-division baccalaureate/associates category in global and cultural awareness and three semester hours in the upper-division baccalaureate degree category in intercultural communication). Additionally, the language component (Headstart2) can help prepare Marines for a Defense Language Proficiency Test, affording Marines further opportunity for additional six credits in a given language.

## **Deployment Support Activities**

CAOCL's deployment support activities offer a full range of support throughout the deployment cycle to ensure Marine units are ready and able for both planned and unexpected missions. The principal activity in this area is CAOCL's predeployment LREC training program. Grounded in culture general concepts and skills, the training curricula provides region and culture-specific and mission-oriented language predeployment capability to Marines and Marine units deploying worldwide. CAOCL training solutions range from short briefings to multiple-week classes that are tailored to meet unit mission requirements. CAOCL maintains the Operational Culture General Program of Instruction that introduces culture-general concepts and skills to the deploying Marine. CAOCL also offers cognitive domain culture classes designed for Information

# CENTER FOR ADVANCED CULTURE & LEARNING (CAOCL)

Environment Operations practitioners and staff planners. Unit predeployment training is Mission Essential Task List-based and mapped to the LREC individual and collective training events found in the *Security Cooperation/ LREC Training and Readiness Manual* (NAVMC 3500.59C).

CAOCL designs and publishes operational aids, such as culture field guides and tactical phrase cards, to support deploying units. Additionally, CAOCL provides predeployment exercise culture assessments to assist unit commanders in evaluating unit readiness for deployment by working with them to define unit readiness indicators in CAOCL's sphere of influence, assess unit performance in applied culture-specific learning, and provide feedback to the deploying unit. CAOCL also provides cultural SME support to exercise design and scenario development and assist with the practical employment of role players in exercises. Additionally, CAOCL provides operational support and cultural advising in theater on both short- and long-term rotations and a reach-back capability for deployed units. In AY 17–18, CAOCL conducted almost 850 instructional events touching thousands of Marines as well as joint and coalition partners.

## **Research and Scientific Advising**

CAOCL houses the Translational Research Group (TRG). TRG conducts social and behavioral science research with a focus on field methods in support of CAOCL, MCU, and the broader Marine Corps. The group focuses on two areas of inquiry: (1) problems, programs, and organizations in the supporting establishment; and (2) assessment of CAOCL programs and initiatives. TRG also provides scientific advising for problem framing, red teaming, vetting research proposals and claims, futures, and science and technology processes.

In AY 17–18, TRG provided scientific advising to multiple efforts, including the Marine Corps response to the Marines United social media misconduct. TRG had several ongoing research efforts, including an assessment collaboration with 7th Marines, a project on Marine Corps organizational culture requested by Manpower and Reserve Affairs, and a collaborative effort to gather lessons learned from the military response to the outbreak of Ebola virus disease in West Africa.

## **Institutionalization**

CAOCL carries out its institutionalization mission in two tracks, both of which support and are supported by other organizational activities. The first track focuses on the formal incorporation of LREC capability and concepts into Marine Corps and DOD processes, doctrine, and policies. Work includes, but is not limited to, supporting the LREC Operational Advisory Group, authoring and managing the execution of the Marine Corps LREC Strategy, ensuring LREC is consistently represented in service and joint doctrine, establishing training standards, and participating in other integration activities across the DOTMLPF combat development pillars. CAOCL represents MCU as one of three proponents in the LREC OAG, which is led by MCCDC/CD&I.

Track two institutionalization focuses on the relationships and capabilities needed to ensure the Marine Corps has enduring access to the social and behavioral science expertise and information it needs to sustain LREC capability during the coming decades. Activities in this track include,

# CENTER FOR ADVANCED CULTURE & LEARNING (CAOCL)

but are not limited to, engagement with scientific and academic institutions and professional associations as well as research and advising to support the Marine Corps' capacity to effectively select, vet, and leverage expertise and claims in the social and behavioral sciences.

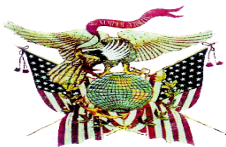
## **Broadening the Aperture**

CAOCL's education, training, institutional, and scientific work support a wide range of Marine Corps concepts and capabilities. CAOCL has long supported the LREC aspects of irregular warfare, network engagement, information environment operations, and operational planning. As concepts emerge, CAOCL works with proponents to ensure the human aspects of operations are addressed in ways that are both scientifically sound and operationally relevant. Recent examples of work with emerging concepts include the cognitive domain, the continuum of conflict, and expeditionary advanced base operations.

In addition to supporting concept development and implementation, CAOCL makes full use of its scientific capability in support of Marine Corps requirements. In particular, CAOCL works to identify the cognitive and metacognitive capabilities that can improve Marines' ability to think and decide effectively in the increasingly complex security environments they face.

**Direct all inquiries to:**  
Center for Advanced Operational Culture Learning  
Marine Corps University  
2076 South Street, Bldg 711  
Quantico, VA 22134  
(703) 432-1504  
[www.usmcu.edu/caocl](http://www.usmcu.edu/caocl)

# MAGTF INSTRUCTIONAL GROUP (MIG)



*As directed by the vice president of Academic Affairs (VPAA), the MAGTF Instructional Group assists all MCU directorates and schools by developing, delivering, and evaluating professional military education to improve the critical thinking and adaptability skills that enhance professional competence in leadership, warfighting, and staff abilities. The MIG facilitates MCU in producing Marines and other Service and international students who are MAGTF professionals and in preparing them to perform with increased effectiveness at the tactical, operational, and strategic levels of war.*

## **Programs**

Senior Enlisted PME (SEPME)—to meet the CMC’s intent, Marine Corps University developed a course designed to equip Marines in the ranks of master sergeant and first sergeant with critical thinking and adaptability skills necessary to function at the operational and strategic levels of war.

Completion of the course equips senior enlisted Marines with demonstrated proficiency in the Marine Corps Planning Process (MCPP), communication, and administration. At its highest level, SEPME enhances the senior leader’s ability to provide sound recommendations for mission success. SEPME is offered five times a year for a six-week period to approximately 50 students each course. The MIG also supports enlisted PME in executing both the first sergeants course and the Cornerstone Course (sergeants major course).

Strategy and Policy Course (SPC)—the SPC is an advanced professional military education course for O-6’s intended to bridge the gap in PME between TLS and Capstone to provide strategic-level education and exposure to Marine colonels who are serving in, or preparing to serve in, the Marine Corps’ most demanding billets. The SPC is intended to further education and develop colonels to think critically at the interface of strategy and policy, and to lead effectively in the Joint/coalition warfighting arena. The SPC is offered one time each fiscal year for a three-week period. Reserve Senior Staff Course (RSSC)—the RSSC is an intense two-week program that enhances senior reserve officer’s ability to effectively operate and integrate into a deploying MEF or high-level Joint/combined FWD deployed staff. The course blends theory and practical application and includes instruction on critical thinking, decision-making theory and application, MAGTF operational planning and design, Joint/coalition/NATO considerations, and regional studies. The RSSC is board selected and is offered once per year to reserve officers in the month of July.

Joint Operational Planning Course (JOPC)— in 2012, at the request of the Czech Republic to fill a gap in its ability to send its military members to the NATO planning process course, the MIG took an existing planning exercise and modified it to teach stability operations and took a Mobile Training Team (MTT) to the Czech Republic to teach critical thinking, decision making, and the Marine Corps Planning Process (MCPP) to both Czech and Slovak officers. For FY16, the MIG supported the Marine Corps Command and Staff Course in executing the JOPC. The JOPC is executed once per fiscal year and was last executed in FY16.

Senior Leader Seminar (SSLS)—at the request of the commander of the Marine and Naval

## MAGTF INSTRUCTIONAL GROUP (MIG)

Special Forces of the Kingdom of Saudi Arabia (KSA), the MIG developed and delivered a Saudi Senior Leaders Seminar designed to reflect the educational areas of MCU's Strategy and Policy Course (SPC). The SSLS was a three-week program developed to address the need for ongoing formal PME between O-6 (top level school) and O-8 (senior level development program) levels. The SSLS was intended to refresh and educate KSA flag officers at the intersection of operational art and the strategic level of war while enhancing their confidence in staff and planning operations with English as the operational language and conducting U.S./Saudi/coalition operations. The SSLS was executed in December 2015 and has not been requested since.

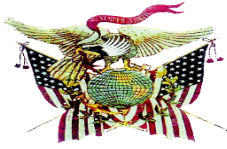
**Direct all inquiries to:**

Marine Corps University  
2076 South Street, Room 38  
Quantico, VA, 22134

**[www.usmcu.edu/Academic-Programs/MAGTF-Instructional-Group-MIG/](http://www.usmcu.edu/Academic-Programs/MAGTF-Instructional-Group-MIG/)**



# FELLOWS & FOREIGN PROFESSIONAL MILITARY EDUCATION (FPME)



*The commanding general of Education Command and president of Marine Corps University directs CMC Fellows, Foreign PME Students, and Olmsted Scholars on behalf of the Commandant. Each program offers selected Marine officers unique developmental experiences. The deputy commandant of Manpower and Reserve Affairs (DC M&RA) selects or screens for all*

*programs except as noted. Once selected, participants come under operational control of the CG EDCOM/President MCU.*

More detailed information is available by contacting the program director at MCU, Colonel Mike Cooper, USMC (Ret), at 432.0696, DSN 378.0696, [michael.g.cooper2@usmc.mil](mailto:michael.g.cooper2@usmc.mil), or [michael.cooper@usmcu.edu](mailto:michael.cooper@usmcu.edu).

## **Fellows**

CMC Fellows and CMC National Fellows are selected annually via the Top Level School (TLS) or Commandant's Professional Intermediate-Level Education Board (CPIB/ILS) selection processes under purview of DC M&RA. Senior CMC Fellows are post-TLS assignments coordinated by Manpower Management Officer Assignments (MMOA). Fellows are assigned for 10–12 months to academic institutions, businesses/corporations, the interagency, or policy think tanks where they interface with other military fellows, academics, and government or corporate/political leaders. Developmental opportunities span strategic, national, and international relations as the fellows represent the Department of Defense, generally, and the CMC/Marine Corps, specifically, in various forums.

## **Foreign PME**

Officers are selected for a foreign PME assignment from the Top Level School (TLS) or Commandant's Professional Intermediate-Level Education Board (CPIB/ILS) processes conducted by the DC M&RA. Foreign PME provides a unique opportunity to learn of the peoples, mores, cultures, and a variety of perspectives on strategic and international issues. Foreign PME students for AY18–19 are indicated below. School dates run from the summer to the following summer unless otherwise indicated.

## **Olmsted Scholars**

The George and Carol Olmsted Foundation annually provides highly qualified officers and their families an opportunity for leadership and cultural development while immersed in a foreign culture. Following foreign language training, a scholar spends two years in the assigned country and takes graduate studies at an international civilian university. Applicants are screened by the DC M&RA (MMOA-3) and selected by the Olmsted Foundation.

### **Direct all inquiries to:**

Colonel Michael Cooper, USMC (Ret)  
Marine Corps University  
2076 South Street, Room 38  
Quantico, VA, 22134  
Phone: (703) 432-0696

# 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, the Prince William County Holiday Party, 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 is 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  
2076 South Street, Room 26  
Quantico, VA, 22134  
Phone: (703) 784-3156 or 3157

# GENERAL ALFRED M. GRAY MARINE CORPS RESEARCH CENTER



## **Mission**

*The mission of the General Alfred M. Gray Marine Corps Research Center (GRC) is to support study and teaching at all levels throughout the Marine Corps by providing comprehensive storage, organization, retrieval, and access to tactical, operational, and strategic warfighting and international relations information.*

Housed in the GRC, the Marine Corps University Library provides resources to patrons with ready access to an extensive collection of monographs, journals, and products of current scholarly research to support professional military education and to stimulate the development and implementation of concepts, doctrine, tactics, techniques, and procedures. Library services consist of instructing and assisting patrons in determining and selecting the most appropriate resources for their individual research needs and providing interlibrary loan and copyright approval services for students and faculty and electronic books pertinent to the Marine Corps University curriculum. The library has 52 public access computers available for patron use. The GRC is also home to the Quantico Family Library operated by Special Services. The collection includes:

- 150,000 books
- 125,000 microforms
- 200 paper journal subscriptions and access to thousands of journals, serials, news sources and other literature through a variety of electronic databases

The Facilities Branch operates the Marine Corps University conference center, which is located within the GRC. The conference center is available for professional meetings and conferences that enhance and support the university's mission. The GRC contains 12 meeting rooms that hold from 8 to 30 people along with a 247-seat auditorium for short conferences and meetings. The auditorium and adjacent Thomas rooms are cleared for conferences to the secret level. The conference center is not available for private functions.

## **The Library of the Marine Corps (LoMC)**

The mission of the LoMC is to support study and research throughout the Marine Corps in expeditionary, tactical, operational and strategic warfare in a joint and combined environment by providing comprehensive storage, retrieval, analysis, and distribution of warfighting-related information. It provides worldwide patrons with access to an extensive collection of monographs and journals, historically significant archival documents, products of current scholarly research, and operational planning and lessons learned in order to support professional military education, and stimulate the development and implementation of concepts, doctrine, tactics, techniques, and procedures. The LoMC has 4 branches:

**The USMC Research Library** is the premier academic library within the Marine Corps. Its collections include over 150,000 volumes, 400 periodical subscriptions, and 120,000 microforms as well as access to numerous government and commercial databases and digital resources. While the Research Library's emphasis is on amphibious warfare, all aspects of military arts and sciences and military history are covered in depth, with ancillary subject areas such as history,

# GENERAL ALFRED M. GRAY MARINE CORPS RESEARCH CENTER

international relations, regional and area studies, geography, political and social sciences, and technology. The Library provides a complete range of reference, bibliographic, research and loan services to students, faculty, and staff of the University schools as well as to Marines and independent scholars worldwide.

**The Virtual Library** provides technical oversight and management of all matters relating to the recommendation, purchase, licensing and use of software applications, leased and/or purchased digital information resources and the systems used to organize, catalog and provide access to the library's electronic resources. It ensures the effective delivery of digital information and research resources to the MCU campus and broader community of students, staff, and researchers throughout the University and the Marine Corps on the open Internet as well as through appropriate portals, intranets, extranets or other delivery methods.

**The USMC Archives and Special Collections** collects, maintains and provides access record copies of Marine Corps Unit Command Chronologies Command Historical Summary Files as well as non-record copies of valuable Marine Corps operational and administrative records, in a variety of digital and non-digital formats, including: USMC official publications, oral histories, curriculum files, photos, and videos. It also collects, maintains and provides access to donated personal papers and manuscript collections of the Commandants of the Marine Corps as well as from Marines of all ranks and time periods, oral histories, memoirs, rare books, maps, audiovisual and other specialized subject and/or format based collections, both digital and non-digital.

**The Quantico Base Library** provides educational, cultural, technical, informational, and recreational library needs for military personnel and their family members stationed at Quantico, civilian employees of the Base, and retirees living in the local area. The library helps its users meet educational requirements to improve job performance and increase chances for promotion for military and civilians; enhance school performance of family members, develop reading and learning skills for children, youth and young adults, and support recreational needs of users of all ages.

Usage policy, scheduling procedures and operating hours are posted on the GRC website.

**Direct all inquiries to:**  
Alfred M. Gray Marine Corps Research Center  
2040 Broadway Street  
Quantico, VA 22134  
703-784-2240/2248  
<http://guides.grc.usmcu.edu/grc>

# HISTORY DIVISION



*The mission of the History Division is to preserve, present, promote, and publish the history of the Marine Corps and how it relates to United States history. Historians collect documents and accounts of permanent value to the Corps' history, preserve them for future use, and distribute the history of the Corps through publications, papers, and other programs to preserve history, aid combat and noncombat decision making, support PME, motivate Marines, and inform the American public.*

## **Historical Branch**

The Histories Branch preserves and presents Marine Corps history through a variety of written products including monographs, articles, and conference presentations. Recent publications concentrate on the World War I commemorative series and the Vietnam War commemorative series. In the works is an article on Marine Corps involvement in Santo Domingo during the 1920s with the possibility of a book-length work covering that period. The Oral History Section conducts and transcribes the oral history interviews of selected Marines whose experiences provide illuminating insight and background into campaigns, operations, or separate combat actions that have potential for future use to set policy, standards, or doctrine. The section also gathers career interviews on those Marines who shaped the setting of policy and doctrine or had a major, long-lasting effect on the Marine Corps.

## **Historical Reference Branch**

The Historical Reference Branch holds extensive internal working files covering areas of interest to the Marine Corps grouped by subject, biography, unit, and photographs. The branch annually answers approximately 8,500 questions from a wide patron base ranging from members of Congress and the Commandant's office to young citizens writing about the Marine Corps. One major task is researching and verifying command and unit participation in different exercises and campaigns to create an accurate Unit Honors and Linage Certificate and award the proper campaign streamers. The Commemorative Naming Program researches Marine Corps history to ensure that Marine Corps buildings, facilities, and streets are named for deserving Marines. The files are available to researchers and MCU students for research and writing projects.

## **Editing and Design Branch**

The Editing and Design Branch prepares historical manuscripts for publication by providing editing services, publication design, and page layout. The branch also produces specialized maps, illustrations, photographs, and drawings. Publications include official historical monographs, pamphlets, and occasional papers. The branch operates MCU Press, which publishes scholarly books on a wider range of subjects, such as the geographical importance of water and present-day political, economic, and social issues that affect Marines and how and where they are deployed. In addition to editing and designing the division's official history publications, the branch is the editorial and production office for Marine Corps History, the Corps' biannual historical magazine, and the Marine Corps University Journal.

# HISTORY DIVISION

## **Archives Branch**

The Marine Corps Archives Branch contains the official command chronologies collected from every command and unit in the Marine Corps. They are digitized and cataloged to make them available to the widest audience possible and to maximize their utility to the Marine Corps. The collection holds 56,000 official documents and a large number of personal papers collections that reflect the long and varied history of the Marine Corps. The archive also holds the university's curriculum files and has access to the student papers collection. To control growth and ensure that the most important items are preserved, the collections committee maintains rigorous standards and all collections decisions are subject to the approval of the president of Marine Corps University.

## **Field History Branch**

Field History is a Marine Corps Reserve Individual Mobilization Augmentee Detachment. Its members are trained field historians. During combat operations, the mission is to collect oral history interviews from a wide variety of Marines and from those executing the plan to the planner with the aim of capturing all operational aspects from all command levels. They also collect plans, orders, maps, overlays, photographs, and operational message traffic. They occasionally collect three-dimensional artifacts. During peacetime, the historians interview Marines returning from deployments to capture the greatest number of perspectives on current operations.

### **Direct all inquiries to:**

United States Marine Corps History Division  
3078 Upshur Avenue  
Quantico, Virginia 22134  
703-432-4877

[www.mcu.usmc.mil/historydivision](http://www.mcu.usmc.mil/historydivision)

# NATIONAL MUSEUM OF THE MARINE CORPS (NMMC)



*The National Museum of the Marine Corps preserves the history of the U.S. Marine Corps by collecting and preserving in perpetuity artifacts that reflect the history of the Corps; by interpreting these artifacts in exhibitions for the public; by contributing to educational programs; by conducting collections-based research; and by supporting the recruitment, education, and retention of Marines. Collections stewardship responsibilities are divided among five broad categories of artifacts: ordnance, uniforms and heraldry, aviation, art, and general collections.*

The Museum's activities are centrally managed from Marine Corps Base Quantico in northern Virginia. The new National Museum opened in November 2006 just off base along I-95 and attracts more than 500,000 visitors annually. In 2010, the Museum hosted 40,000 students and teachers in formal education programs. The 33,000 objects in the National Collection, plus 6,000 works of art, are on display and in storage at multiple locations at Quantico and throughout the country on loan to other museums. Marine Corps Command Museums are located at Recruit Depots San Diego and Parris Island, and at Marine Corps Air Station Miramar. These field museums reflect the unique interests and objectives of those facilities.

The new National Museum is being constructed in phases. The first phase includes approximately 120,000 square feet. Immersive exhibits put visitors in the boot prints of Marines in battles from the pages of history. Aircraft, tanks, and other vehicles are prominently displayed. Period uniforms, weapons, medals, flags, and other artifacts help visitors trace the history of the Corps from 1775 to the present. Three additional historical galleries opened in 2010 to complete the initial exhibition program. A playground, Semper Fidelis Memorial Park, and a chapel are also on the Museum grounds. Funding for the construction of Phase II is being provided through a partnership with the Marine Corps Heritage Foundation. Future phases will add a giant-screen theater, classrooms, an art gallery and studios, visible storage, and more exhibition space to the flagship building. Also planned as part of this "heritage center" are a hotel/conference center and a collections building.

**Direct all inquiries to:**  
National Museum of the Marine Corps  
18900 Jefferson Davis Hwy  
Triangle, Virginia 22172  
703-784-6422  
[www.usmcmuseum.com](http://www.usmcmuseum.com)



# MARINE CORPS HERITAGE FOUNDATION (MCHF)



*The Marine Corps Heritage Foundation (MCHF), a nonprofit 501(c)3 organization established in 1979, preserves and promulgates the history, traditions, and culture of the Marine Corps, and educates all Americans in its virtues.*

In 1999, MCHF undertook a major project to better accomplish its mission—the capitalization, construction and support of a National Museum of the Marine Corps and Heritage Center (NMMC) to be located at Quantico, Virginia. Working in partnership with the Marine Corps, and with generous philanthropic support from tens of thousands of individuals, numerous corporations, foundations and state and local governments, the MCHF built this national treasure that opened on 10 November 2006.

Final phase construction, completed in Summer 2017, added an additional 114,000 square feet of exhibit and support space populated with galleries covering Marine Corps history since 1975. Additionally, new classroom facilities, a combat art gallery, and a giant screen theater featuring the signature film, *We, The Marines*, were opened to add to the visitor experience at the Museum.

The foundation supports the Marine Corps’ historical research and educational activities to include but not limited to the following items:

## **Annual Awards Program**

Each year, the Marine Corps Heritage Foundation presents awards in 15 categories to both Marines and civilian community members, recognizing their exemplary work in advancing and preserving Marine Corps history. The categories include journalism, documentary, literature, screenplay, photography, and poetry. Winners receive a \$1,000 cash prize, a medallion, and a commemorative brick in Semper Fidelis Memorial Park.

## **“The President’s Own” Concerto Competition**

Every year, the Marine Corps Heritage Foundation provides funding support to “The President’s Own” United States Marine Band concerto competition. The competition is a nationwide contest for high school musicians who vie for a \$2,500 prize sponsored by the foundation and the opportunity to perform with the legendary “The President’s Own.”

## **Education Department with the National Museum of the Marine Corps: Teacher-in-Residence**

A highlight of the NMMC education program, this initiative recruits professional educators to serve as temporary NMMC staff members. The teacher-in-residence plans and coordinates student visits to maximize impact. These students tour the museum using gallery guides and then enter the classroom for further instruction. This initiative is another way for the museum to educate young people not only about the history of our nation, but also how the Marine Corps



# MARINE CORPS HERITAGE FOUNDATION (MCHF)

fits into it. Additionally, the teacher-in-residence conducts regular teacher workshops to enrich subject expertise; the workshops are in high demand by regional educators.

## **Grants and Fellowships**

In its mission to foster the study of U.S. and Marine Corps history, the Marine Corps Heritage Foundation provides funding to support graduate-level work via masters and doctoral thesis, fellowships, and research grants. Links to applications and information can be found on the foundation's website at [www.marineheritage.org](http://www.marineheritage.org).

## **Internships**

The Marine Corps Heritage Foundation facilitates internships with the National Museum of the Marine Corps and the History Division of the Marine Corps University, offering stipends to participating college students. The NMMC and History Division offer opportunities for students to participate on a professional level in historical research and museum activities. The intent of the program is to give promising and talented students the opportunity to earn college credit while gain meaningful work experience relate to their major.

**Direct all inquiries to:**  
National Museum of the Marine Corps  
18900 Jefferson Davis Hwy  
Triangle, Virginia 22172  
703-640-7965  
[www.marineheritage.org](http://www.marineheritage.org)

# MARINE CORPS UNIVERSITY FOUNDATION (MCUF)



*The Marine Corps University Foundation provides vital private resources that strengthen the education and training of Marine leaders both within the Marine Corps University and the operating forces and supporting establishment.*

Since its founding in 1980, the Marine Corps University Foundation has provided substantial intellectual and financial resources to the Marine Corps University to equip Marines with the critical thinking skills that will enable them to achieve success throughout their careers in the Marine Corps and in any number of other career paths they may pursue. Given the university's finite resources, the foundation raises funds to attract the leading minds in security studies, terrorism, warfighting, emerging states, and defense policy to Quantico, so that they may educate active-duty Marines on critical geostrategic matters. Marines then apply this knowledge in conflict zones around the world.

The Marine Corps University Foundation underwrites the education and training of Marines across the globe from financial support for professional military education programs for operational units worldwide to the recruitment of leading experts to train Marines in Quantico, and much more. The Marine Corps University Foundation supports: • Academic chairs • Student and faculty research • Visiting scholars and research fellows • Lecture series, conferences, symposia, and colloquia • Battlefield studies and visits • Operational unit professional military education The Marine Corps University Foundation is a 501(c)(3) nonprofit organization. The foundation's Combined Federal Campaign (CFC) number is 11308. For more information about the foundation, visit [www.marinecorpsuniversityfoundation.org](http://www.marinecorpsuniversityfoundation.org). As the Marine Corps looks to the future, the Commandant has emphasized professional military education as an essential professional requirement for all Marines. He has tasked the president, Marine Corps University, with meeting the Corps' educational and leadership needs for today and the coming years. The university continues to prepare students to meet the challenges of present and future operational environments and ensures the Corps maintains its elite status among the world's fighting forces. Below is a list of key programs from the Marine Corps University Foundation in support of the university.

Major General Matthew C. Horner Chair of Military Theory Ambassador

Anthony D. Marshall Chair of Strategic Studies

Kim T. Adamson Chair of Insurgency and Terrorism

Donald Bren Chair of Creative Problem Solving

Donald Bren Chair of Non-Western Strategic Thought

Donald Bren Chair of Strategic Communications

Donald Bren Chair of Armed Politics Donald Bren Chair of Great Power Competition

Donald Bren Chair of Cyber Security and Conflict

Major General John H. Russell Leadership Conference

Expeditionary Warfare School Command and Control Systems Symposium

Sergeant Walter K. Singleton Distinguished Lecture Series

General Graves B. Erskine Distinguished Lecture Series

# MARINE CORPS UNIVERSITY FOUNDATION (MCUF)

Thomas Lord Charitable Trust Lecture Series

The Marine Corps University Foundation Board of Trustees, composed of distinguished leaders from business, education, and the military, directs the activities of the foundation. The president and chief executive officer and the foundation staff are located at the foundation's office at Quantico.

**Direct all inquiries to:**  
Marine Corps University Foundation, Inc  
P.O. Box 122  
Quantico, Virginia 221734-0100  
[www.marinecorpsuniversityfoundation.org](http://www.marinecorpsuniversityfoundation.org)

## Marine Corps University 2018-2019 Academic Calendar

Date	Event
27 Jun	SAW reporting date
4 Jul	Holiday: Independence Day
5 Jul	SAW classes begin
12– 24 Jul	International Military Student (IMS) reporting window
23-25 Jul	MCU IMS orientation
14 – 22 Jul	Sister service reporting window
23 - 25 Jul	School IMS orientation
24 Jul	Sister service administrative join and MCU orientation
24 Jul	MCWAR convenes; classes start
24 Jul	CSC reporting and check-in date
28 Jul	IMS Family picnic
29 Jul	EWS reporting and check-in date
30 Jul	CSC classes start and EWS classes start
3 Aug	MCU Convocation
3 Sep	Holiday: Labor Day
3 Sep	President, MCU's IMS Reception
7 Sept	AY19-20 SAW applications due
10 Sep	CSC MMS applications due to Faculty Advisors
10- 14 Sep	EWS Spring Occupational Field Enhancement Course
16 Oct	Constitution Day (MCU Observance)
7 Sept	AY19-20 SAW applications due
13 Oct	Holiday: Columbus Day
18 Oct	MCU Lecture Series Event 1
26 Oct	CSC MMS formal paper proposal due
2 Nov	MCU Marine Corps Birthday Ball
10 Nov	Marine Corps Birthday
11 Nov	Holiday: Veterans' Day
22 Nov	Holiday: Thanksgiving Day
14 Dec	MCU Lecture Series Event 2
25 Dec	Holiday: Christmas Day
1 Jan 2015	Holiday: New Year's Day
8 – 23 Jan	SAW European Battlefield Staff Ride
19 Jan	Holiday: Martin Luther King, Jr. Day
16 Feb	Holiday: Washington's Birthday
17 Feb – 20 Mar	CSC Elective class period
9 – 15 Mar	MCWAR Campaign Strategic Field Studies Program
15 Mar	MCU Lecture Series 3
25 Mar -12 Apr	EWS Spring Occupational Field Enhancement Course
15 – 2 Apr	SAW Asia-Pacific Battlefield Staff Ride
16 May	AY Credit Hour Report due (MCWAR, SAW, CSC)
9 May	EWS Graduation
27 May	Holiday: Memorial Day
24 May	Final grades due to Registrar (MCWAR, SAW, CSC)
3 Jun	MCU Awards Ceremony
5 Jun	MCU Commencement (MCWAR, SAW, CSC, CSCDEP)

## Marine Corps University 2018-2019 Academic Calendar

*“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 people are and to give them opportunities accordingly.”*

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