

Chairman's Message



Welcome to the U.S. Army War College and the Department of Distance Education (DDE)! I am delighted that you have been selected to be a student in this year's class. We have a highly-trained faculty and staff that stand ready and eager to help you succeed.

The Distance Education Program contains a series of 8 core plus elective on-line courses and 2 resident courses, with a total of 36 credit hours. As a new student, you should know that the two-year program of study is rigorous and academically challenging; at the same time, I am sure that you will appreciate the intellectual rewards as you complete each course.

Although you will have the opportunity to participate in an orientation course and related events, you are strongly encouraged to take advantage of the information and guidance contained in this instructional Student Handbook. This Student Handbook is designed to assist you in becoming a confident productive member of the class and will provide many of the answers that are common to new students. It is intended to be used by you in two distinctive ways: First, it should serve as an initial point of instruction for you on information that will be new to you, and secondly, it should serve as a reference for you on several aspects of our program. I believe that you will benefit tremendously by reading this book cover-to-cover; after that, you may elect to review sections, as appropriate to your needs. Use this book in concert with the online tutorials; as you proceed through the program, you may find that some topics or information, should be added. If that should happen, please feel free to make those suggestions known, for future updates to the Student Handbook.

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Chairman, Department of
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U.S. Army War College

HISTORICAL PERSPECTIVE

As one of the oldest active duty military posts in the United States, Carlisle Barracks is among the most historic of American military installations. Its origins are traced to the British Army in the middle part of the 18th century. Shortly before the beginning of the French and Indian War in 1754, Carlisle was a small settlement situated on the confluence of Indian trails along the Letort Creek. Once the war began, Carlisle was recognized as a natural gateway to the west and as early as 1756, became an important point for British forces to defend the frontier and to muster forces for westward expeditions. The military post was founded in 1757, with the arrival of British forces commanded by Colonel John Stanwix. Carlisle Barracks was maintained as an active British post throughout the French and Indian War and served as a base for General John Forbes' expedition, the force which proceeded west to reduce the French bastion, Fort Duquesne.

Once the French and Indian War concluded in 1763, Carlisle Barracks continued to function as an active duty British post. It would prove useful, for in that same year, the charismatic Ottawa Chief Pontiac staged or inspired attacks across the Ohio territory and across the Commonwealth. Carlisle Barracks was again a base from which British power could be projected. It was used to full advantage by British forces led by Henri Bouquet who gave the English their most notable victory on the battlefield at a place called Bushy Run.

Following Pontiac's War, Carlisle Barracks was briefly abandoned since there were no perceivable threats on the horizon. It again became an important facility when the Revolutionary War started. It was also during the American Revolution that Carlisle began its educational mission for U.S. military forces. In 1776, the Continental Congress authorized the establishment of an ordinance center at what was known as Washingtonburg. A part of this ordinance complex was an artillery school under the direction of Captain Isaac Coren. Between the artillery school and the manufacturing facilities for artillery, Carlisle Barracks became a significant facility for the Continental Army, particularly for Washington's Chief of Artillery, Henry Knox.

The post and the community again gained significance in 1794, when Western Pennsylvania farmers refused to pay their taxes on commercial whiskey and began what became known as the Whiskey Rebellion. Lacking a standing army of any consequence, militia from Pennsylvania, New Jersey, Maryland, and Virginia were called out to rendezvous with federal elements. At Carlisle, President George Washington met these troops and reviewed the army, as Commander in Chief in the field. The largely militia army then proceeded westward to quell a rebellion which rapidly evaporated with the federal show of force.

Carlisle Barracks achieved permanence as a military post once the 19th century began. For roughly the first 50 years of its existence the British and later U.S. facilities were situated on land rented from William Penn's heirs. But in 1801, the U.S. government purchased the 27 acres it had been renting for \$664.20 and Carlisle Barracks officially became a permanent military post. It served in a supportive function, training and recruiting during the War of 1812 and after the war was largely inactive.

Carlisle Barracks again received a significant educational mission in 1838 with the establishment of the School of Cavalry Practice, under the Command of Captain E.V. Sumner. The following year another associated school was established here, the school for horse-drawn light artillery. Thus, in the two decades before the outbreak of the American Civil War a significant number of Cavalrymen were trained at Carlisle and a new generation of weapons, which were being fielded, was tested here. Among the graduates of the Cavalry school was J.E.B. Stuart who would later return to his alma mater and burn its buildings.



A glimpse of 19th century garrison life at Carlisle Barracks.

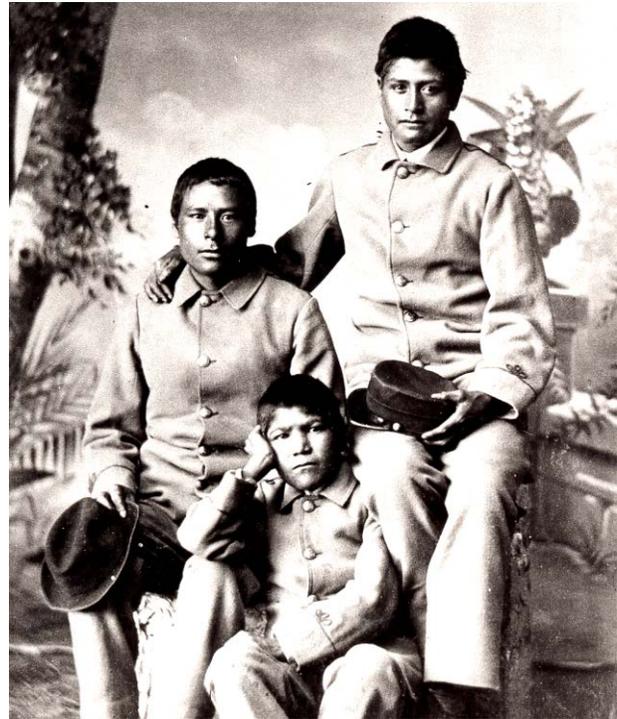
With the outbreak of the Civil War, Carlisle became a site for training and provisioning troops, similar to the function it had performed in the War of 1812. But its function as a base for supplies and training troops abruptly changed in June 1863, with the rapid approach of General Robert E. Lee's Army of Northern Virginia. In a brief period of time, Carlisle Barracks had to twice suffer the indignity of being occupied by enemy troops. General Robert E. Rodes' Division, of General Richard Ewell's Corps, entered Carlisle on the morning of June 27, and General Ewell briefly established residence in the Post Commander's headquarters. Ewell and his Corps elements departed Carlisle on June 30, due to Lee's orders to concentrate on Gettysburg, and the post and community were left largely intact. Following this rather painless occupation, Union militia forces under the command of BG William F. Smith reoccupied the post, setting the stage for the first and last battle of Carlisle Barracks. On the afternoon of July 1, Major General J.E.B. Stuart approached the town and found militia prepared to defend the post. He demanded they surrender and with their refusal, he bombarded the town and burned the post. Carlisle Barracks, however, made a rapid recovery because once Stuart's cavalry left, the task of rebuilding the post was initiated almost immediately. Once reconstructed, Carlisle Barracks returned to its pre-Stuart mission of receiving and training recruits and serving as a depot, a task it continued into the post Civil War period.

Perhaps the most unique phase of Carlisle Barracks history was initiated in December 1879, when the War Department passed control of the post to the Department of Interior's Bureau of Indian Affairs. Acting in accordance with a concept proposed by Captain Richard Pratt, a new school, the Carlisle Indian School, was established at Carlisle Barracks. Pratt's concept for the school was a boarding school that would take Indians away from their home environment and let them live and be educated in



Richard H. Pratt, founder of the Carlisle Indian School and early proponent of education for the American Indian.

American culture. Students were to be educated in practical subjects (vocational in today's terminology) as well as academic subjects. In addition, the school was co-educational, enrolling both male and female students. At least in the eyes of its backers, the Carlisle experiment was so successful that additional Indian schools, based on the Carlisle model, were established in other parts of the country. By the beginning of the 20th Century the annual enrollment in the Carlisle Indian School had reached 1,000 students from 70 different Indian nations. And while Carlisle Barracks achieved its most enduring name recognition from the Indian School, changes in the philosophy for educating the Indian tribes meant that Carlisle as an Indian School would not long survive the retirement of its founder, Richard Pratt.



Indian students were taken from their tribal cultures and placed in a military school environment.

In 1918, after 39 years of existence, the Carlisle Indian School closed its doors and Carlisle Barracks again reverted to the control of the War Department. For a two-year period this brief wartime function, was the home of General Hospital No. 31 and after this brief wartime function, it transitioned to yet another educational mission, the Medical Field Service School. Beginning in 1920, the Barracks trained Army personnel in the care and handling of casualties as well as the prevention of disease. In the 26 years of its existence, over 30,000 officers and enlisted men passed through this school, contributing substantially to medical care in the United States Army.



Evacuating a casualty—schooling given at Carlisle Barracks when it was the Medical Field Service School during the inter-war years.

In the years immediately following World War II Carlisle Barracks, rather than transitioning to a postwar period of cutbacks and inactivity, accelerated its educational mission to the Army. Between 1946 and 1951, no less than six Army schools were located at Carlisle Barracks, at least for brief periods of time. The Army Information School was the first, followed by the School for Government of the Occupied Areas and then briefly the Adjutant General's School. Next came the Chaplain School and the school for Military Police. Finally, in 1949, the Army Security Agency School was established here, a school that continued its classified instruction at Carlisle until 1951.



Original Home of the Army War College at Fort McNair.

The history of the post's educational mission, in support of the Army, was completed in 1951, when the Army War College was moved to Carlisle Barracks. The school was originally established at 22 Jackson Place in Washington, D.C. in 1901, but moved to Fort McNair in 1907. It operated there until 1940, when classes were suspended during the mobilization of the nation and its Army for World War II. Classes did not resume until 1950 when, for the period of a year, the Army War College was located at Ft. Leavenworth.



The Army War College expanded its educational program in 1967, when a non-resident instructional program was instituted. The non-resident program, which in 1975, became the Corresponding Studies Course, was and is unique in the Senior Service College system. From the onset it was determined that this program would not be "just another correspondence school," but rather a first rate Senior Service College offering. This vision, established by Colonel Urey Alexander, has served the Army, the Army War College, and its students from 1967, to the present.

Recognizing the changing educational landscape, in 1997, by order of the Commandant, MG Robert H. Scales, Jr., the Department of Corresponding

Jim Thorpe, one of the more famous students of Carlisle Barracks' numerous schools.

Studies became the Department of Distance Education. Changing the department's name was thought necessary to keep the Army War College program comparable to university programs across the nation and highlight the change in the department's educational methodology. In the last five years, the Distance Education Program has also changed in more ways than just the name. It is now an online program that uses personal computers as the basis for delivering instruction and accepting written work.

Since the establishment of the Army War College at Carlisle Barracks, the research and educational mission of the War College has consistently grown. The Strategic Studies Institute was formed at Carlisle Barracks in 1954 and the Military History Institute was located here in 1967. The mission of preserving the Army's heritage was expanded in 1999, when the Secretary of the Army authorized the establishment of the Army Heritage and Education Center. Though some type of war-gaming function has



Root Hall, main academic building.

existed at the War College since its establishment here, that capability was greatly expanded in 1994, with the establishment of the Center of Strategic Leadership, a state of the art gaming and conference center. The Army War College is also home to the Army Physical Fitness Research Institute and the Peacekeeping and Stability Operations Institute.

MISSION

The United States Army War College educates and develops leaders for service at the strategic level while advancing knowledge in the global application of Landpower.

VISION

- An outpost of pride and military tradition, the envy of others, where the Profession of Arms lives – and thrives – through attitude, habit and practice of all who enter the gates;
- A cohesive group of Staff, Faculty, Garrison and student teammates who live their lives and execute their duties in the reflexive discipline of the Warrior Ethos and who are dedicated to produce or become the next generation of strategic leaders for our Nation;

- Who are supported by well-informed and fiercely independent Families, visibly proud to be a part of The War College and associated with Carlisle Barracks, who know how to take care of themselves and each other – and are committed to do so;
- An educational institution focused on its students and dedicated to Landpower's role in national security; ready to challenge assumptions and conventional wisdom; ready for any mission from fellow Soldiers and in the war of ideas – always looking for a light.

INSTITUTIONAL LEARNING OBJECTIVES

To accomplish its mission, the USAWC offers resident and distance education curricula based on national defense, military science, and responsible command that prepare graduates for a broad range of duties. The USAWC curriculum is designed to produce graduates who can:

- Distinguish the uniqueness of strategic-level leadership and apply competencies required by strategic leaders;
- Evaluate national security challenges and opportunities facing the United States in the 21st Century;
- Communicate effectively to subordinates, senior leaders, and national decision makers;
- Evaluate the theory of war and strategy;
- Evaluate DoD, joint, interagency, intergovernmental, multinational, and NGO processes and relationships, including Army contributions to the Nation in peace, conflict, and war;
- Evaluate the role of Landpower in joint, interagency, intergovernmental, and multinational operations;
- Develop theater strategies, estimates, and campaign plans to employ military power in a unified, joint, interagency, intergovernmental, and multinational environment;
- Synthesize critical elements, enablers, and processes that define the strategic environment in peace, conflict, and war; and
- Study and confer on the American military profession and guide its future direction.

The USAWC's responsibility is to produce graduates who understand how to operate in strategic security environments, who can deal effectively with complex, unstructured problems involving national security, and who are prepared to make sound decisions or render sound advice when the application of military force is being considered as a policy option. The USAWC experience completes the formal military education of those officers selected to attend the Resident Education Program (REP) or the Distance Education Program (DEP).

EDUCATIONAL PHILOSOPHY

The USAWC educational practice is based on an inquiry-driven model of graduate study. The curriculum centers on the examination of theory, concepts, and systems as applied to national security, strategy, decision making, and conflict analysis. The core curriculum offers a foundation of knowledge upon which later electives, exercises, and seminars build and emphasize the application of critical thinking skills to course content. The intent is to focus on how and why one thinks, rather than on what one thinks. Complex, difficult issues that are not given to school solutions are discussed. USAWC does not seek to achieve consensus, but encourages debate and exploration of opposing positions during seminar discussions.

The central academic focus is on strategic leadership and national security. Graduates are expected to understand the linkages between strategy and the other elements of power at the national level and the planning and conduct of warfare at the theater level. To this end, the USAWC:

- Challenges students to study the dynamics of the global strategic environment and introduces them to the critical thinking tools needed by strategic leaders. How to think will remain far more important than what to think as students understand the systems and processes used to manage change in the international strategic environment;
- Helps students understand the key tenets of national security strategy and how the elements of national power available to the President and Secretary of Defense – diplomatic, informational, military, and economic – may be used to promote and protect U.S. national interests. Students must also understand how to effectively wield the instruments of national security policy;
- Reinforces that defense strategy is derived from, and supports, national level strategic guidance. Students must grasp the processes by which the defense strategy establishes strategic direction and provides guidance for joint operations planning; and
- Continues to focus on theater-level, unified action, joint and single service, functional component commands, and multinational warfighting across the full spectrum of military operations. The critical link between the strategic and operational levels of war must be understood by all graduates.

The USAWC experience, therefore, is designed to nurture the student's growth intellectually, physically, and personally. Solid family, peer, and community relationships are essential to professional and personal growth. A student's educational experience is viewed holistically. The charge is to prepare students for senior leadership in their service or agency and to meet the broad range of responsibilities and challenges that lie ahead. The measure of our success is the contribution USAWC graduates will make during the remainder of their careers.

INSTITUTIONAL THEMES

A number of themes link the courses, lessons, and topics that constitute the USAWC curriculum. They provide continuity of thought and meaning throughout the year.

Enduring Themes

Elihu Root's challenge provides the underpinnings for enduring themes within the USAWC curriculum. The enduring themes stimulate intellectual growth by providing continuity and perspective as we analyze contemporary.

- Strategic Leadership and the exercise of discretionary judgment
- Relationship of Policy and Strategy
- Instruments of national power and potential contributions to national security
- Professional ethics
- Civil-military relations
- Instruments of war and national security
- History as a vehicle for understanding strategic alternatives and choices

Enduring Landpower Themes

- Strategic Leadership
- Theories of War and Strategy
- National Security Policy and Strategy
- Defense Management
- Theater Strategy and Campaigning
- Regional Studies

PROFESSIONAL MILITARY EDUCATION (PME)

The U.S. Army places a high premium on the training and education of the officer corps. Officers are expected to engage in life-long learning and professional development relying on a blend of institutional training and education, operational assignments, and self-development. Attendance at the USAWC—whether by REP or DEP—represents the culmination of the formal education for most officers. This experience will provide the formal educational foundation for the remainder of the officer's career. The USAWC addresses three educational imperatives: Joint Professional Military Education (JPME); Army Professional Military Education; and graduate level education leading to a MSS degree.

JPME at the USAWC

The focus of senior level PME is to prepare students for positions of strategic leadership. Senior education focuses on strategy, theater campaign planning, the art and science of developing, integrating and applying the instruments of national power (diplomatic, informational, military, and economic) during peace and war. Studies emphasize analysis, foster critical examination, encourage creativity and provide a progressively broader educational experience.

Within the PME continuum, JPME instills joint core competencies by exposure to a Service-mix of faculty, students, and concepts. This mix is designed to provide a broad scope of the future joint force including interagency and multinational cultures and capabilities. Service Senior Level Colleges (SLC) addresses theater- and national-level strategies and processes. The curriculum focus is on how the unified commanders, Joint Staff, and DoD use the instruments of national power to develop and carry out national military strategy, develop joint operational expertise and perspectives, and hone joint warfighting skills.

Although each Service SLC mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating them in the diplomatic, informational, military and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation and campaigning. SLC subject matter is inherently joint. JPME at this level focuses on the immersion of students in a joint, interagency, intergovernmental, and multinational environment and completes educational requirements for Joint Qualified Officer (JQO) nomination.

The USAWC is accredited by the Chairman, Joint Chiefs of Staff, as a program for joint education, Phase I Senior Level for the DEP and Phase II Senior Level for the REP. JPME Phase I – Senior Level, as outlined in the current version of the Officer Professional Military Education Policy (OPMEP CJCSI 1800.01D), focused on preparing future military and civilian leaders for high-level policy, command and staff responsibilities by educating students in the diplomatic, informational, military, and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning.

JPME Phase II – Senior Level, as outlined in the current version of the Officer Professional Military Education Policy (OPMEP CJCSI 1800.01D), consists of 6 JPME Learning Areas and 26 Supporting Learning Objectives focused on preparing future military and civilian leaders for high-level policy, command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating students in the diplomatic, informational, military and economic dimensions of the strategic security environment and the effect of those dimensions on policy and strategy formulation, implementation, and campaigning. The USAWC incorporates all aspects of these Learning Areas and Objectives into the curricula of both the Resident and Distance Education Programs. Both the Resident and Distance Education Programs have already incorporated the new requirements outlined in this document into their curricula.

The quality of teaching and instruction, academic rigor, and educational effectiveness of courses and programs is maintained through faculty initiative and similar material, and evaluation and assessment procedures. The sharing of teaching and coordination among faculty accomplishes the comparability among courses and electives. Successful completion of the USAWC curriculum results in the awarding of a USAWC diploma and MSS degree. Also as a result of successful fulfillment of the complete program of instruction, Army officers have satisfied all requirements expected for a DoD Senior Service College graduate.

ACCREDITATION STATUS

Military Accreditation

The Army War College currently holds two types of accreditation that are extremely important to Army Officers. The categories and current status follows:

Senior Level College Accreditation. Since 1970, the Corresponding Studies Course, now the Distance Education Program, of the Army War College has been a Senior Level College accredited program. It is the only Senior Service College Distance Education course from any service that has been so recognized by U.S. Army Personnel Command.

PAJE Accreditation. Joint education was formally introduced into the USAWC curriculum in 1988-1989 academic year and today is inherent in virtually every aspect of the USAWC curricula. The Chairman, Joint Chiefs of Staff, has accredited both the USAWC resident and distance education programs for Senior Level Joint Education, Phase I, making the USAWC the only Senior Service College to achieve this Joint recognition for its Distance Education Program. This level of accreditation was reaffirmed for both programs in February 2010. Specific information regarding Joint education instruction at the USAWC can be found in the Program for Joint Education Syllabus.

Civilian Accreditation

Master of Strategic Studies Degree

The USAWC successfully completed all of the requisite requirements, for its resident and distance education program to award the Master of Strategic Studies Degree. The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education.



Governance and Administration

The United States Army War College is the highest educational institution in the Army's officer education system. It is a subordinate organization under the Commanding General, United States Army Training and Doctrine Command (TRADOC). Its "president" is the Commandant who is appointed by the Chief of Staff of the Army to whom the Commandant is responsible for fulfilling the educational mission of the institution.

To accomplish his mission(s) the Commandant has structured his administration comparable to civilian universities, with some variations due to the institution's military nature and the age and professional experience of the students.

The major **administrative organizations** are as follows:

The **Commandant** serves in a capacity similar to a college or university president. The Commandant is appointed to this position by the Chief of Staff of the Army and, on average the tenure of a commandant is approximately three years. USAWC commandants are Army officers at the rank of major general.

The **Command Sergeant Major** is the chief enlisted advisor to the Commandant.

The **Deputy Commandant** is a senior colonel who is second in command to the Commandant and who is responsible for providing guidance and direction to the USAWC staff, faculty and student body to implement the Commandant's decisions. He is responsible for the management of Garrison operations and the budgeting process. He oversees the College's Plans and Operations, Resource Management, and the institutes co-located at the Army War College.

The **Ambassador** is from the United States Foreign Service who provides coordination and consultation with the State Department, advises on the curriculum with respect to U.S. Foreign Policy and regional studies, and supports the academic program as an instructor and research adviser.

The **Chief of Staff** is an Army Colonel who serves as the executive for the Commandant for personnel administration, Public Affairs, Protocol information operations and management, Security Operations and administrative staff actions for the USAWC. The Chief of Staff serves as the focal point for administrative processes related to War College students and for personnel actions. (DDE performs some of these functions for the DEP students.)

The **Provost** is the Chief Academic Officer for the U.S. Army War College and oversees the Dean of Academics.

The **Dean of Academics** supervises the four teaching departments, the department of academic affairs, and the library. The Dean is responsible for the curriculum and all academic policies, planning, and procedures. The Dean and immediate staff oversee the execution of the instructional process. Actual execution is accomplished through the department chairpersons.

The **Academic Board** is the primary institutional academic oversight and advisory body. Chaired by the Dean of Academics, this body advises the Commandant on all matters relating to academics and academic support. The board members are the Dean, Chief of Staff, Associate Dean, Department Chairmen, Center and Institute Directors, the Deputy Dean of Academics, Chairman, Department of Academic Affairs, and staff advisors. The Academic Board is the chief policy making body of the institution.

Department Chairmen direct the four teaching departments of the U.S. Army War College. The teaching departments are the Department of National Security and Strategy (DNSS), Department of Command, Leadership and Management (DCLM), Department of Military Strategy, Planning and Operations (DMSPO), and the Department of Distance Education (DDE). While the latter department has the primary responsibility for delivering distance education, the other three teaching departments provide instructors to support DDE during the two summer resident courses. In addition, the other departments provide some assistance to DDE faculty in the development of course modules and DDE faculty assists the other departments in resident program instruction.

Year Group Directors (DDE only) are responsible to the Chairman, Department of Distance Education for the development, coordination, and supervision of first and second year programs, which provide distance education instruction to Army War College students.

USAWC SENIOR LEADERSHIP

The USAWC is a TRADOC educational institution. The Commandant, USAWC is a major general who concurrently serves as Commandant, USAWC and Commanding General, Carlisle Barracks. The Commandant directs the performance of the USAWC mission and functions in accordance with AR 10-44, Organization and Functions, USAWC. The Commandant has several key advisors and advisory bodies. The senior leadership of the USAWC includes:

ANTHONY A. CUCOLO III, Major General; Commandant; B.S., U.S. Military Academy; M.A., University of San Francisco; M.S.S., U.S. Army War College.

MALCOLM D. PARRISH, Command Sergeant Major

DAVID E. FUNK, Colonel; Deputy Commandant; Master of Military Arts and Sciences , School of Advanced Military Studies; M.S.S., U.S. Army War College; U.S. Military Academy; Command and General Staff College; Air Assault School; Ranger School.

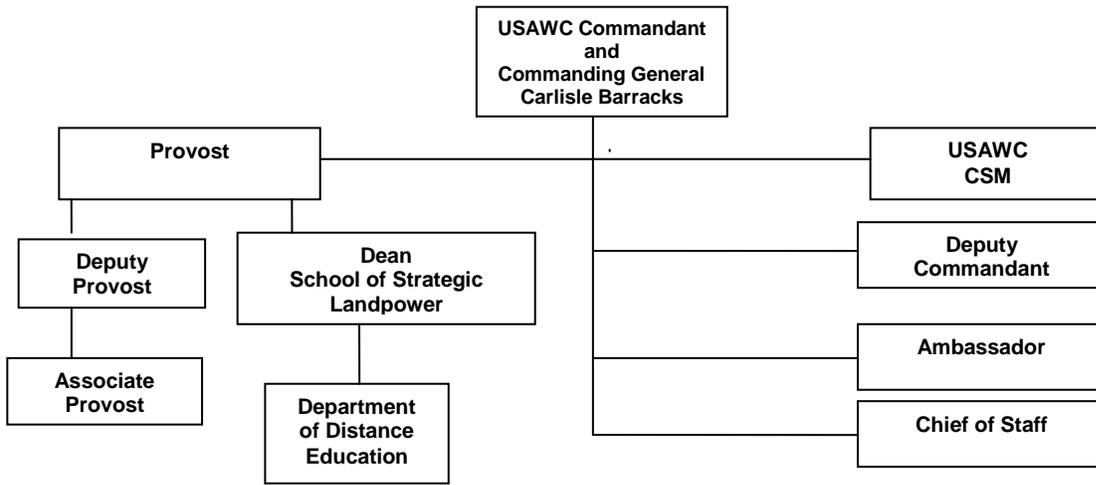
HELEN P. REED-ROWE, Ambassador; B.S. University of Maryland; M.A., National Security and Strategic Studies, U.S. Navy War College.

DONALD N. GALLI, Colonel; Chief of Staff; M.N.S. U.S. Navy War College; Masters Degree International Relations, Troy University; Distinguished Military graduate East Stroudsburg University; Command and General Staff College.

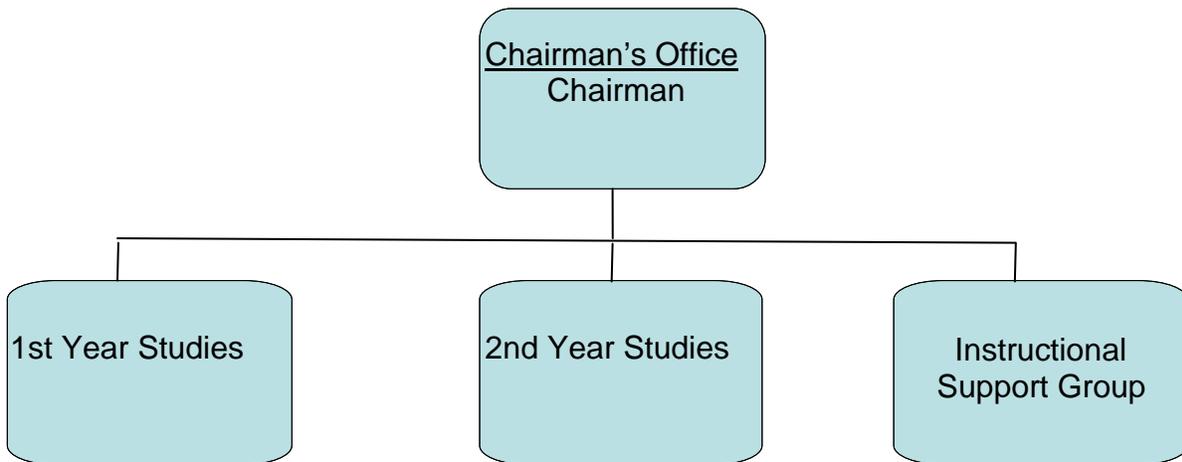
LANCE BETROS, Provost; graduate of U.S. Military Academy; Command and General Staff College; School for Advanced Military Studies; University of North Carolina

RICHARD A. LACQUEMENT, Dean of The School of Strategic Landpower; B.S., U.S. Military Academy; M.S.S., U.S. Naval and U.S. Army War Colleges, Ph.D., Princeton University's Woodrow Wilson School of Public and International Affairs.

U.S. Army War College Organizational Chart



Department of Distance Education Organizational Chart





Admission and Graduation

ELIGIBILITY AND ADMISSIONS

Military

Military students are selected to attend the USAWC by their respective services. Selected students are considered to hold considerable potential for promotion and future service in positions of increasing responsibility. Officers are eligible for attendance after being promoted to O-5, through their 25th year of service. Applicants must have completed the Command and General Staff College, or equivalent, and should possess a baccalaureate degree. The USAWC does not accept individual applications into its Senior Service College programs except through special exceptions. Students are centrally selected by their component, thus USAWC receives its list of students by component, rather than receiving and processing individual applications. AR 350-1 governs Senior Service College selections for active duty Army, U.S. Army Reserve (USAR), and U.S. Army National Guard (ARNG).

Senior Service College is voluntary for all Troop Program Unit (TPU), Individual Ready Reserve (IRR), Individual Mobilization Augmentee (IMA) officers, and Active Guard Reserve (AGR) officers. Eligible and interested AGR officers and non-AGR officers must submit a packet per the annually published "application instructions." Application instructions reside on the Reserve Human Resources Command web page under the HRC-St. Louis section at www.hrc.army.mil.

Within the USAR, the Chief, Army Reserve (CAR) convenes a board annually in October that selects and ranks by competitive category qualified officers in the AGR program, TPU program, and IMA program. The board lists selected officers as either a primary or an alternate in an Order of Merit List (OML) for either the resident program or distance education program. The CAR is the approving authority for the board's recommendation and the results are usually announced in mid-December to early-January.

Within the ARNG, the annual selection process starts with each state inviting all eligible colonels and lieutenant colonels to apply and submit required documents. The application and documents, along with the individual's personnel 201 file, are reviewed by a state board of colonels with the Assistant Adjutant General presiding over the board). The board develops an Order of Merit List (OML) that the Adjutant General approves.

Each Adjutant General provides the list to the National Guard Bureau where a national board is convened. This board is made up of colonels and presided over by the Deputy Director of the Army National Guard. Two OML are then developed: Resident OML (with an alternate OML) and Distance Education OML (also with an alternate OML). The Chief, National Guard Bureau (CNGB) approves these lists.

The Resident and the Distance Education OMLs (but not the alternate lists) are released to the states. The State Joint Force Headquarters of each state notifies the selected officers for both programs in the beginning of the year. The officer will accept or decline enrollment for the following academic year. Final lists are released to the Senior Service Colleges in March for both programs.

International Fellows

The Chief of Staff of the Army invites International Fellows (IF) from select countries to attend the USAWC REP and DEP each year. These programs offer an opportunity for IFs to participate in seminars, study, conduct research, and write on subjects of significance to the security interests of their own and allied nations. The IFs establish mutual understanding and good working relationships with senior U.S. officers and senior officers of other foreign countries and enrich the educational environment of the USAWC. Since the IFs are immersed in U.S. culture, they have an opportunity to improve their firsthand knowledge of the U.S. and its institutions through study and travel throughout the nation.

DoD Civilians

To attend the USAWC, civilian applicants must be at the grade of GS/GM-13 or higher. Applicants must be full-time civilian employees of the DoD and possess a bachelor's degree. DOD civilians can attend the DEP by requesting admission through their command to the USAWC. Sponsoring commands must ensure that they fund their employee's appropriate tuition and travel requirements. Commands can contact DDE for particular instructions and tuition fees.

Non-DoD Civilians

Civilian employees of other federal agencies wanting to enroll need to do so through their component's chain of command. Please see above for information about enrollment.

Selection/Admission of USAWC Faculty for USAWC Distance Education Program - Commandant's Diploma Program

Eligible USAWC personnel may apply for selection/admission to the USAWC Distance Education Program. See CBks Memorandum No. 351-3 for specific directions and eligibility.

Army War College Fellowship Program (AWCF)

Each year, the Department of the Army selects a limited number of officers as AWCF. These individuals participate in fellowships at civilian universities, institutes, and government agencies in lieu of resident attendance at a senior service college. There are 75 officers from the Active Component, ARNG, and USAR assigned to the USAWC to study and conduct research in this capacity during this academic year. Current fellowships involve 35 separate locations in the United States, France, Italy, Germany, and Canada. Fellows attend summer orientation at the USAWC. While not in attendance at Carlisle Barracks, they are considered an extension of the USAWC at the various campuses, Allied service schools, and government agencies where they pursue their fellowship.

AWCFs receive a USAWC certificate and will have satisfied all requirements expected for a DoD Senior College Graduate. AWCFs do not receive credit for JPME Phase II, nor are they eligible for a USAWC MSS degree.

SERVICE OBLIGATION

Active Component Army officers incur a 2-year active duty service obligation (AR 135-91 and AR 350-100).

USAR and ARNG commissioned officers incur a 2-year service obligation (AR 350-1) not to exceed their mandatory retirement date (MRD). Reserve officers (not on extended active duty) attending service schools incur a Ready Reserve obligation of at least 2 years following course completion (AR 135-91).

Active and Reserve Component commissioned officers participating in the SSCF Program incur a 2-year service obligation (AR 621-7).

DACs must agree to serve in the government for 30 months after completing the 10-month REP. DACs enrolled in DEP incur an obligation of 24 months.

Students from sister services or other government organizations are committed to the service obligations dictated by their respective components.

MASTER OF STRATEGIC STUDIES DEGREE (MSS)

Successful completion of all of the requisite requirements established by the USAWC for granting a degree will result in the awarding of the MSS degree.

Enrollment in the USAWC MSS degree program requires the possession of a baccalaureate degree or equivalent from a regionally accredited institution. All students must request that their undergraduate transcript be mailed directly from their undergraduate institution to the USAWC Registrar's Office. IFs seeking enrollment in the MSS degree program who do not possess a baccalaureate degree from an accredited

U.S. institution must submit their transcripts and supporting documentation to the USAWC for assessment by an outside review body to determine the equivalency of their degrees.

All students at the USAWC are expected to read, write, and speak English fluently. Therefore, to participate in the MSS degree program, IFs must demonstrate a proficiency in the English language. Native speakers of English, defined as those individuals who have received all of their primary and secondary education as defined in the following countries: Antigua, Australia, Bahamas, Barbados, Belize, Brunei, English-speaking Canada, Dominica, Grenada, Guyana, India, Ireland, Jamaica, Malta, Mauritius, New Zealand, Singapore, St. Kitts, St. Lucia, St. Vincent, Trinidad, and the United Kingdom. Non-native speakers of English must demonstrate proficiency by taking the Test of English as a Foreign Language (TOEFL) which must be taken prior to enrollment at USAWC. Information on the TOEFL may be obtained by contacting www.toefl.org. For information regarding scores for enrollment, please contact the office of the Deputy Commandant for International Affairs, Mr. Emilio Montañez at 717-245-3371 or E-mail: emilio.montanez1@us.army.mil.

ACCEPTANCE OF TRANSFER CREDITS

Due to the specialized nature of the curriculum, transfer of credits from other institutions will not be accepted at this time.

GRADUATION REQUIREMENTS

All requirements for graduation must be completed by the last day of classes for a student to be eligible to receive a USAWC diploma and/or an MSS degree. For U.S. students and IFs pursuing the MSS degree, the academic requirements are the same for the USAWC diploma and the MSS degree. IFs may choose not to apply for the MSS degree and only pursue the USAWC diploma. Full requirements for admission and graduation are maintained in Carlisle Barracks Memorandum 350-1.

- A current APFT must be on file.
- Successfully complete all Distance Education Program courses;
- Attend and successfully complete both 2-week resident courses; and
- Possess a Secret security clearance (U.S. DoD personnel).

STUDENT RECOGNITION PROGRAM

The purpose of the Student Recognition Program is to identify and recognize the top academic performers for the Distance Education Program (DEP). The Student Recognition Program is an institutional enhancement to recognize the most successful

academic performers and convey this recognition both internally and externally. The USAWC will recognize the DEP top performers as “Distinguished Graduates.”

The USAWC will recognize students for exceptional academic performance across the full two-year program. The Provost will approve selection of the Distinguished Graduates based on formal course evaluation ratings of all the evaluated courses in the two-year program, to include DE2306 and DE2312 (First and Second Resident Courses). The Registrar will weigh the ratings by multiplying each numeric course score by the academic credit hours for that course.



Academic Standards

A student's primary duty is to meet all academic requirements to the best of her or his ability and to participate actively in scheduled classes. Students must complete all individual and group academic assignments and are expected to accomplish required readings, study, or research in advance of classes as specified in course directives, syllabi, or as assigned by a faculty member. See Appendix A for Frequently Asked Questions.

Instruction is presented at the graduate level. Students will be questioned on issues and challenged to defend their positions. They are expected to conform to basic rules of courtesy and etiquette at all times; however, special attention to this requirement is expected during guest lectures and seminar discussions. Written work must be of graduate-level quality in substance and form. In general, papers will stress analysis and synthesis, rather than description or opinion. Papers are expected to be concise, complete, logically organized, and, where appropriate, contain a clear and well-supported thesis. Individual knowledge and views should be presented and supported. While students are encouraged to exchange views and solicit advice and opinions from others, written work must represent individual analyses and conclusions.

PLAGIARISM

Copying or paraphrasing from any source requires acknowledging that source. Plagiarism, verbatim copying, or extensive paraphrasing without crediting the source violates the standards of conduct expected of military officers, Department of Defense civilians, and other federal agency civilians. This applies to oral and written presentations, papers, and briefing materials originated by other students. The department uses software, including Turn-It-In, to assist in detection and evaluation of possible plagiarism. Cases of suspected plagiarism will be brought before a USAWC Academic Review Board. Substantiated charges of plagiarism will result in the award of a Fails to Meet Standards assessment, disenrollment from the USAWC, and potentially other forms of administrative action.

NON-ATTRIBUTION

Full freedom of expression is encouraged in all academic endeavors. Outside speakers and lecturers, faculty, and students are encouraged to speak openly. To support the free exchange of ideas, the USAWC adheres strictly to a longstanding policy of non-attribution of remarks. If referring to a previous speaker or discussion, students and faculty should

phrase their remarks in general terms to assure protection of the original speaker's identity. This policy applies to Education on Line (EOL) lectures, videos, forums, and any other presentations made available to DEP students.

ACADEMIC FREEDOM

The USAWC believes academic freedom for its faculty and students is fundamental and essential to the health of the academic institution. Academic integrity requires that faculty and students pursue factual accuracy and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the USAWC. Specific details, particularly clearance of written products for publication, can be found in Carlisle Barracks Memorandum 351-9, Academic Freedom.

DRESS REQUIREMENTS

USAWC students are expected to present a professional appearance during all academic events. Daily uniform/dress standards are specified in the academic schedule.

For most events, military personnel have the option to wear either the Class B uniform (or other Service equivalent) or business attire, while civilian students are expected to wear business attire. "Business attire" is defined as either a suit or sport coat and tie for men and equivalent dress for women.

Occasionally military students are required to wear their uniforms; this will be directed by the academic schedule. When the uniform is not required, however, military students are encouraged to wear business attire in order to encourage collegial discussion.

PHYSICAL FITNESS

A commitment to excellence includes a rigorous approach to the development of physical stamina and strength, maintenance of optimal body fat composition, and leadership by example through the setting of sound health and fitness practices. Physical fitness training and testing is an individual responsibility for all members of the class and will be conducted in accordance with governing regulations of each respective service or agency.

Weight, appearance, and a sustained program of physical fitness continue to be a matter of special emphasis throughout the Army. All Army students must meet weight standards as described in AR 600-9 at the time of their acceptance into the program. REP students are weighed in on arrival at USAWC. Where necessary, students will provide a copy of their DA Form 5500/5501, Body Fat Worksheet, or DA Form 3349, Physical Profile. DEP students are required to supply an APFT to the Registrar's Office that is current at the time of graduation. Students from other Services must comply with the guidelines of their respective organizations. All students who do not pass the APFT before graduation will graduate, but Item 11.c. of their Form 1059 will be annotated "Marginally achieved course standards," and Item 14 will be annotated "Failed to meet APFT standards."

SEMINAR LEARNING MODEL

The seminar is the basic organizational and instructional unit at the USAWC. All classes are organized into Student Discussion Groups or Seminars and are guided under the direction of a faculty team.

The USAWC strives to provide maximum diversity (Army component, functional area, branch, and experience) possible within seminars. A seminar comprises an aggregate of over 300 years of diverse experience and knowledge. Each student is an integral member of the seminar learning team. Faculty members liberally draw upon this experience in seminar discussions.

Seminar discussions complement, reinforce, and stimulate student learning as they pursue the broad problems of national and international affairs and the military as an art and science. Students face the challenge of submitting their ideas for critical seminar group appraisal and discussion. In turn, students benefit from the knowledge and experience of their peers.

Individual reading, research, and study, as well as attendance at lectures and question periods, also facilitate learning at the USAWC. Continual critical assessment of the educational process and of all subject matter contained in the curriculum adds to the student's intellectual and professional growth.

REPORTING STUDENT PROGRESS

Faculty instructors submit written assessments on all course requirements and final evaluations. These evaluations include comments on individual papers and contributions to exercises and discussions. A formal written course evaluation is available to the student at the conclusion of each course. Additionally, faculty gives individual feedback concerning academic progress during the resident courses at Carlisle Barracks that concentrates on the individual's performance. Faculty advisement for students with writing and academic concerns is also available. At any time, a student can contact a course author, faculty instructor, or staff member for advice.

EVALUATION

The USAWC student is assessed against delineated standards. Faculty formally assesses and record student learning against course-specific learning objectives. USAWC evaluation philosophy focuses on individual attainment of learning objectives, not on comparison among students. The USAWC uses the following evaluation system:

- Outstanding (5)
- Exceeds standards (4)
- Meets standards (3)
- Incomplete (2)
- Fails to meet standards (1)

As a general rule, students must meet or exceed the standards for every assessed requirement to graduate. If a student receives an overall grade of “incomplete” for a course evaluation, the student MAY be put on probation and required to revise and improve the course work. Students are expected to adhere to: (1) the nature of the material and the learning objectives for the course; and (2) standard practices in graduate education.

Details of the evaluation and assessment system, philosophy, and methodology may be found in [CBks Memorandum 623-1](#).

ACADEMIC PROBATION

In general, the probation of distance education students will mirror that of the resident program taking in consideration differences in delivery means and timeframes. A student may be placed on academic probation for failure to meet academic standards or failing to maintain academic progress. The purpose of academic probation is to ensure that the student understands that his/her present overall level of performance does not meet USAWC standards. Notice of probationary status will be in writing and will inform the student of the reason for this action. The letter will inform the student of expected future performance

FAILURE TO MAINTAIN ACADEMIC PROGRESS

Students who miss a course requirement suspense without a valid extension will be given a course evaluation of incomplete by the Year Group Director. For those students who do not have an approved USAWC deferral from his or her respective component and fail to submit a third requirement (generally spanning two courses), the Year Group Director will recommend either involuntary disenrollment to the Academic Review Board for failure to maintain academic progress or administrative disenrollment to the Dean, School of Strategic Landpower (SSL), whichever is appropriate.

As the approving authority for administrative disenrollment, the Dean, School of Strategic Landpower, will consider, on a case-by case basis, exceptions to paragraph 4, (2), (f) of Carlisle Barracks Memorandum 350-7, dated 7 May 2007. If a student enrolls in the Distance Education Program, completes the orientation program (DE2300), and then fails to complete the first evaluated core course in accordance with the published suspense guidance, the student may be administratively disenrolled without convening an Academic Review Board in accordance with CBks Memorandum 350-7. In some specific cases involving civilian students, the Dean may also consider administrative disenrollment when the student has completed evaluated core courses.

FAILURE TO MAINTAIN ACADEMIC STANDARDS

Students who fail to meet standards will be given additional feedback and the opportunity to resubmit their requirement. If a student fails to meet standards for the second time (either on a resubmission in the same course or in a subsequent course requirement), the

Year Group Director will recommend to the Dean, in coordination with the registrar, that the student be placed on academic probation.

- Students will remain on academic probation until the standards are met without resubmissions in a minimum of three subsequent courses (to include the First Resident Course).
- Once a student is removed from academic probation, any subsequent coursework submissions that fail to meet standards may be cause for referral to an Academic Review Board for disenrollment consideration.

If a student fails to meet standards for the third time, the Year Group Director will recommend disenrollment to an Academic Review Board for failure to maintain academic standards. Students may continue in the program while awaiting the Academic Review Board results. However, if a student fails to meet standards for a fourth time (either on their next submission in the same course or in a subsequent course), the Year Group Director will recommend to the Chairman, Department of Distance Education, that the student's course access be terminated

APPEAL OF COURSE EVALUATIONS

In the absence of compelling reasons such as error or bad faith, the evaluation determined by the instructor of record is considered final. A student who believes an appropriate assessment has not been made should follow the procedures set forth in CBks Memorandum 623-1.

EXTENSIONS AND DEFERMENTS

The curriculum of the Distance Education Program is designed for completion in a two-year time frame. All courses are to be completed in succession.

- **Extensions.** If a student has difficulty in meeting the course requirement completion date, the student must apply for an extension. Extensions may be granted for valid reasons, but are seldom granted for a period exceeding 14 days. Students should avoid requesting extensions unless there is a bona fide reason. An extension erodes the time available to complete succeeding courses. The request for extensions may be submitted in writing, by e-mail, or telephonically, to the Director, Faculty Instructor, and Education and Training Technician of the respective student year groups prior to the due date of the requirement. This request must be acknowledged and approved prior to the due date of the requirement. The decision to grant an extension and the length of the extension will be determined on an individual basis. It is important that each student continue to progress through the course at the established schedule. A student who fails to progress according to the schedule can be disenrolled for failure to maintain academic progress. If a student is disenrolled, this action and the reason for it are included in the students AER.

- Deferments. If, due to personal or professional reasons, a student is unable to meet the due dates in the schedule for submitting requirements and cannot maintain progress in the course, a request for deferment should be considered. Deferments are granted for exceptional reasons and normally for one time to the next class. When a deferment is requested through a student's command group, a copy must be furnished to the U.S. Army War College, Department of Distance Education. Requests for deferment may not be submitted after the initiation of disenrollment action. Pending the decision on deferment action, students must continue working on their course requirements or the student will be faced with a considerable backlog of work should the deferment be denied. Requests for deferment are to be sent through the student's component or command service agency; see Appendix B contains a list of agency and component contacts.

DISENROLLMENT

Disenrollment is a serious administrative encounter that may result in adverse administrative actions such as annotation in academic records on the cause of disenrollment, a referred Academic Evaluation Report for military students, or appropriate documentation for other students. Students may also be subjected to adverse administrative actions by their parent units and contingent on the severity of the underlying misconduct may be subject to Uniform Code of Military Justice (UCMJ) action. USAWC Students are disenrolled in the following categories:

- Voluntary Disenrollment. Most students may request to voluntarily withdraw from the program for any reason by written request through the Department of Distance Education. Component policy on disenrollment may vary. Please contact your appropriate personnel activity for more information. Students wanting to withdraw should request disenrollment through their appropriate Year Group Directors. Voluntary Disenrollment is processed as an administrative action by the Registrar in coordination with the Department Chairman and is effective upon acceptance by the Dean of Academics. It is the student's responsibility to inform their component of the intent to disenroll from the USAWC. A student who voluntarily disenrolls may be reenrolled or be reinstated under the provisions of AR350-1, 3-18., paragraph o.
- Involuntary Disenrollment. Students may be involuntarily disenrolled due to failure to meet academic standards; failure to maintain academic integrity; failure to maintain academic progress; and personal misconduct. Those facing involuntary disenrollment with the exception of personal misconduct are entitled to an Academic Review Board (ARB) Students considered for action by an ARB for reason of failure to maintain academic integrity or personal misconduct may not request voluntary disenrollment. Involuntary disenrolled students may not apply for reenrollment or reinstatement.

RE-ENROLLMENT

The re-enrollment process IAW provisions of AR350-1 dated 18 December 2009, chapter 3-14, paragraph o, states the circumstances under which students may be eligible for reinstatement in the Distance Education Program. Requests for reenrollment are to be sent through the student's component.

“o. The Commandant, USAWC will establish procedures for the disenrollment of students from the USAWC Resident or Distance Education Programs. Students may be disenrolled:

(1) For cause.

(2) For academic failure or lack of academic progress. If a student falls behind in the course to the extent that, in the judgment of the commandant, there is insufficient time remaining before each summer resident phase to complete the year's work, the student may be disenrolled.

(3) At the student's request. Students will send requests for voluntary disenrollment directly to the Commandant, USAWC, Carlisle Barracks, PA 17013-5050.

p. Students who have been disenrolled from the USAWC Distance Education Program may not reapply or be reenrolled unless:

(1) The student's original disenrollment was voluntary and not the result of a lack of academic progress, failure to maintain academic standards, or misconduct.

(2) The student receives no constructive credit for any previously completed work.”

ACADEMIC REVIEW BOARD

If the Department of Distance Education's Chairman determines a student should be considered for disenrollment for failure to maintain academic standards, failure to make academic progress, or failure to maintain academic integrity, the Chairman will inform the Dean and request an ARB

- The Dean will convene an ARB composed of faculty members who will be responsible for reviewing the evidence and making a recommendation to the Commandant.
- The Dean will inform the student of the impending action and invite the student to respond in writing about the impending action.
- The ARB will make its recommendation to the Deputy Commandant based on the evidence submitted by the Department Chairman and any mitigating evidence submitted by the student.
- The Deputy Commandant reviews and renders the final decision.
- The Dean will notify the student in writing.

Any military student disenrolled from the Distance Education Program will receive an AER that reflects the reason for his/her disenrollment. The Dean will officially notify the student, by letter, of any disenrollment action and the reasons for disenrollment. A copy of the

letter will be forwarded to CDR, AHRC, Chief, National Guard Bureau and State Adjutant General; Chief, Army Reserve; Commanding General, USMC; Commandant, Marine Corps; CDR, Naval Reserve Force; Office of Personnel Management; or other service chiefs; as appropriate. Upon notification by the Dean's letter, all curricular material will be returned to the U.S. Army War College.

ACADEMIC RECORDS

At the end of the academic year, students receive an Academic Evaluation Report (AER) or equivalent service or agency-specific report.

Records such as undergraduate transcripts and AERs are maintained in the Registrar's Office. To view the paper academic folder, a student should request an appointment with the Registrar. Students can access their assessments, evaluations, and unofficial transcript through EOL, Student Status.

RETIREMENT POINTS

The U.S. Army War College provides each distance education program student with a memorandum and transcript at the end of each year of study that includes the completion date for each course for retirement point processing through the student's assigned organization. Civilian students, regardless of Reserve Component status, will not be awarded retirement points.

REFERENCES:

1. Carlisle Barracks Pamphlet 10-1, "Administrative Policies and Procedures for Students, Faculty and Staff"
2. Carlisle Barracks Memorandum 350-1, "USAWC Student Admission Policy and Procedure, Resident and Distance Education Programs"
3. Carlisle Barracks Memorandum 350-7, "Disenrollment from the U.S. Army War College"
4. Carlisle Barracks Memorandum 351-9, "Academic Freedom"
5. Carlisle Barracks Memorandum 623-1, "USAWC Student Academic Assessment and Evaluation - Resident and Distance Education Programs"
6. Army Regulation 350-1, "Army Training and Leader Development"
7. TRADOC Regulation 10-5-6, "United States Army War College"
8. Communicative Arts Directive



Departments, Centers, and Institutes

THE COLLEGE

The College constitutes the primary educational faculty and is responsible for the educational functions of USAWC. The College has four departments.

Department of Distance Education (DDE)

DDE provides instruction through nonresident and resident models that, like the REP, prepares its graduates for strategic leadership positions in respective agencies. The distance education curriculum parallels the resident curriculum. The distance education faculty is organized into two teams—one under a First-Year Studies Director, the other under the Second Year Studies Director. Approximately 500 students representing active and reserve military components, IFs, and civilians enroll in the program each April. These students participate in a 2-year DEP, which includes two, 2-week summer resident phases at the USAWC.

Department of Command, Leadership, and Management (DCLM)

DCLM provides seminar teaching in three of the six core courses of REP and offers electives in the areas of responsible command, leadership, and management. The courses are Strategic Thinking, Strategic Leadership, and Joint Processes and Landpower Development (See Part III: Academic Programs, pp. 19-22 for more information). The department is also responsible for the National Capital Region/Washington DC Field Trip, the Omar Bradley Chair of Strategic Leadership, the Omar Bradley Chair Elective, the Military Family Program, and the Transformation Chair. DCLM also publishes the reference text “How the Army Runs: A Senior Leader Reference Handbook” and the “Strategic Leadership Primer.” Both publications are posted on the department home page on the Internet.

Department of Military Strategy, Planning, and Operations (DMSP0)

DMSP0 provides education within the REP core curriculum, electives, and special programs. The primary focus of the Department is on implementing national military strategy. Its core program focuses on the theater strategic aspects of campaign design and planning. It addresses the role that the National Security Strategy, the National Defense Strategy, and the National Military Strategy play in developing theater security cooperation plans, determining theater strategies, and designing and developing campaign plans. The core course integrates many of the key learning objectives from the previous core courses. It develops the students’ abilities to analyze the strategic art,

develop joint theater strategic plans and programs, evaluate the capabilities of the services in the context of theater strategy, and synthesize the role of the combatant commander and staff in developing various theater strategies, plans, and programs. The Department does this through a variety of learning techniques that include classroom seminar discussions, presentations by regional combatant command experts as well as service chiefs and combatant commanders, and significant practical exercises, all of which allow the students to demonstrate their understanding of core learning objectives. The Department is responsible for a variety of theater strategic programs, including the Advanced Strategic Art Program, the Joint Advanced Warfighting Studies Program, the Joint Flag Officer Warfighting Course, the Joint Force Land Component Commander Course, the Joint Force Air Component Commander Course, and the Basic Strategic Art Program.

Department of National Security and Strategy (DNSS)

DNSS facilitates seminar learning in two of the six REP core courses of the resident program and offers electives in areas of theories of war and strategy, national security policy and strategy, and regional studies. The core courses are Theory of War and Strategy and National Security Policy and Strategy (See Part III: Academic Programs, pp. 19-22 for more information). The department is also responsible for the Military History Program, Regional Studies, National Security Seminar Week, and the New York City Trip. Additionally, DNSS conducts two special academic programs, the Eisenhower Series College Program and the National Security Policy Program (NSPP).

STRATEGIC STUDIES INSTITUTE (SSI)

SSI constitutes the principal Research faculty and is responsible for the Research, Publication, and Academic Outreach functions of the USAWC. SSI is a versatile, dynamic organization that:

- Identifies international security issues likely to affect the United States, its friends, and potential adversaries;
- Analyzes national security issues and, through the timely publication of studies and conduct of conferences, informs the U.S. Army as well as national leadership of policy options;
- Provides the U.S. Army with a source of ideas, criticism, innovative approaches, and independent analyses;
- Exposes external audiences to the U.S. Army's contributions to the Nation;
- Provides studies and analyses to support and supplement the USAWC curriculum; and
- Provides support to the Army's Strategic Communications mission through its Academic Outreach program.

SSI prepares studies and analyses which consider:

- The nature of land warfare;
- Strategy, planning, and policy for joint and combined employment of military forces;
- The concepts, philosophy, and theory of strategy;
- Matters affecting the Army's future; and
- Other issues of importance to the leadership of the U.S. Army.

In fulfilling this mission, Institute research is concentrated in several functional areas:

- Landpower;
- The strategic environment (threats/interests/regional security issues);
- National security strategy and national military strategy;
- Strategic planning; and
- Futures - concentrating on the role of the U.S. Army in the world's strategic environment 10 to 30 years hence.

In addition, the SSI is responsible for conducting research and for teaching electives reflecting researcher's expertise, and supporting other teaching departments classes and electives with that expertise as needed.

While the work of the Institute is conducted independently of the curriculum of the USAWC, there is considerable overlap in teaching and research between the two organizations. Military officers and civilian professionals assigned to the Strategic Studies Institute constitute a significant source of expert knowledge as part of the USAWC faculty.

Selected USAWC students with particular expertise sometimes cooperate with SSI researchers in the wide variety of studies and analyses undertaken by the Institute. Accordingly, students may become involved in supporting SSI research and analytical work on issues of high priority to the Department of the Army.

CENTER FOR STRATEGIC LEADERSHIP & DEVELOPMENT (CSLD)

CSLD develops senior leaders and supports the strategic needs of the Army by:

- Educating senior military and civilian leaders on Landpower at the operational and strategic levels
- Developing expert knowledge & solutions for the Operating and Generating Force
- Conducting research activities, strategic exercises and strategic communication.

Key to the capability of the CSLD is our ability to provide solutions using the project team concept. The CSLD has the ability to pull together regional and/or functional teams including core CSLD personnel, other members of the USAWC, contractors, think tanks, academic institutions and other Joint, Interagency, Intergovernmental and Multinational organizations. This project team concept allows us to develop a team, accomplish a mission, and then change the team based upon new requirements.

U.S. ARMY PEACEKEEPING & STABILITY OPERATIONS INSTITUTE (PKSOI)

In 1993, the Chief of Staff of the Army established the U.S. Army Peacekeeping Institute in the Center for Strategic Leadership at the USAWC, in response to the growing number of complex emergencies that arose in the aftermath of the Cold War. In 2003, the mission of the Institute was expanded to include all stability operations, and the name was changed to the U.S. Army Peacekeeping and Stability Operations Institute. The Institute's mission is to "Serve as the U.S. Military's Center of Excellence for Stability and Peace Operations at the Strategic and Operational levels in order to improve military, civilian agency, international and multinational capabilities and execution." The Institute accomplishes this by:

- Shaping military and interagency policy, concept and doctrine development for Peace and Stability Operations (PSO);
- Conducting senior leader education, as well as supporting joint, interagency, and multinational partners in the development of education and training programs in PSO;
- Facilitating the integration of effort among the U.S. military, the interagency, international organizations, coalition partners, and non-governmental organizations; and
- Supporting planning and execution of peace, stability, and reconstruction operations.

PKSOI is structured as a joint, interagency, intergovernmental, and multinational organization that is capable of support to a wide range of U.S. and multinational initiatives at the strategic and operational level in the area of PSO, to include support to combatant commanders, joint force commanders, and the U.S. government. In fulfilling its mission, PKSOI:

- Builds and sustains close connections with key international organizations, non-governmental organizations, academia and the private sector;
- Educates future leaders in peace, stability, and reconstruction operations;
- Reviews and assesses joint and multinational concepts, capabilities, and doctrine for peace and stability operations;
- Assists developers across the joint force in design and improvement of emerging doctrinal concepts for PSO and IW; and
- Works with the Department of State's Office of the Coordinator for Reconstruction and Stabilization as the interagency focal point for training, education and development of USG civilian capabilities for stability and reconstruction.

U.S. ARMY HERITAGE AND EDUCATION CENTER (AHEC)

AHEC is the Nation's premier facility for interpretation, research and preservation of the Army's history. In order to tell the Army's history through the eyes of its Soldiers, the AHEC combines the famed U.S. Army Military History Institute (USAMHI), Army Heritage Museum (AHM), a state of the art Conservation Center, the Visitor and Education Center, and the Army Heritage Trail. The AHEC Campus rests on a 55-acre tract of land located adjacent to Carlisle Barracks. The 67,000 square foot Ridgway Hall provides enhanced protection for the USAMHI collection and improved facilities for patrons and staff. While the Heritage Trail continues to develop, the AHEC is also building the first phase of the new Visitor and Education Center. The Museum is in the design phase while the Conservation Center is also under construction.

The AHEC embraces its public history mission by a Living History program with interactive, public, weekend events on the Army Heritage Trail. Bi-annual living history events at the AHEC draw over 5000 visitors to the Trail and include artillery and Soldier demonstrations, educational workshops, lectures in Ridgway Hall and historical sports events on Traditions Field. The Army Heritage Museum initiated a current operations project by developing relationships with units serving in the field, tracking them and gathering Soldier stories and artifacts in a real time collection effort. USAMHI completed the organization of the AWC curricular files. Recently, the AHEC acquired General Omar Bradley's estate, personal papers from MAJ Dick Winters who was made famous in the *Band of Brothers* series, and 1983 Grenada files from General Norman Schwarzkopf, along with papers from LTG Ricardo Sanchez and GEN John Abizaid. In the materials

preservation department, the AHEC boasts two of the Army's scarce conservators; both are fully engaged in their respective specializations of paper and object conservation.

AHEC's facilities are fully open to the public and staffed with professional historians, librarians, and curators who see to patron needs. The AHEC boasts a new website at www.USAHEC.org with up-to-the-minute information on public programs, hours of operation, research aids, and contact information; the website receives over 50,000 visitors a month.

U.S. Army Military History Institute (USAMHI)

The USAMHI acquires, preserves, and makes available to a broad audience, historical records, and materials on the heritage of the U.S. Army. It serves as the Army's central repository for unofficial materials relating to the history of the Army and related ground forces. USAMHI's vision is to provide unequalled access to the world's premiere collection of historical records and materials on the heritage of the U.S. Army.

USAMHI responds to official and public inquiries; supports the USAWC Military History Program; conducts the Senior Officer Oral History Program (SOOHP) and the Division Command Lessons Learned Programs (DCLL); surveys and documents the experiences of veterans; hosts a lecture series on military history; and develops and maintains the Army Heritage Collection Online (www.ahco.army.mil).

Most important is the service USAMHI provides to patrons—both on and off-site. In FY 2008, the research room staff provided assistance to over 38,800 researchers. This includes visits to Ridgway Hall, inquiries via interlibrary loan, e-mail, phone and fax.

USAMHI also has secure storage facilities to hold recently donated collections of General Officer papers as part of the largest collection of classified holdings in the U.S. Army. The Security Manager is available to answer questions about declassification and related activities, and often performs declassification on documents for other organizations as well as in-house actions. Recently, USAMHI declassified 90,000 pages of After-Action Reports (AARs) from 1966-1972, constituting the largest concentration of Vietnam era combat AARs held in one collection. These previously unseen documents, and many others, are available for public research by patrons.



USAWC Distance Education Program

The USAWC Distance Education Program (DEP) consists of a series of 8 core plus elective on-line courses and 2 resident courses, taken over a 2-year period, giving a total of 36 credit hours for the program. Each course is composed of several blocks or lessons. The lesson is the basic unit of instruction and consists of selected readings and other educational materials that support accomplishment of course objectives. Course performance is evaluated through writing, forum participation, and collaborative requirements. Individual student requirements are subjective in nature, based on required study and designed to ensure that course learning objectives are attained. See Appendices C, D, and E for more details on course administration.

CORE COURSES

DE2300 Orientation

The orientation assists students in configuring their computers and provides an introduction to the learning methods and expectations of DDE, such as graduate level writing, and online forum participation. The orientation requires students to enter biographical data, participate in an online forum discussion, and complete a 500-word essay for writing assessment. These ensure that students are fully ready to begin their DEP studies.

0 credit hours

DE2301 Introduction to Strategic Leadership

The Strategic Leadership course provides the doctrinal foundation of the Army War College curriculum. In this course, students examine the foundations of leadership at the strategic level with an emphasis on evaluating competencies and challenges and civil-military relations. Students also evaluate strategic decision making to include critical and creative thinking, and ethical decision making. Finally, students apply Strategic Leader competencies and decision making factors to a complex Volatility, Uncertainty, Complexity, Ambiguity (VUCA) environment.

3 credit hours

DE2302 National Security Policy and Strategy

The National Security Policy and Strategy course is focused on American national security and foreign policy formulation. This course provides a theoretical framework for

analyzing the international context for security issues. Students examine the interagency process for developing and implementing U.S. foreign and security policies, making the connections between the various external and domestic influences at play. Finally, students are introduced to a methodology for formulating and assessing national security strategies that employ all instruments of national power.
4 credit hours

DE2303 War and Military Strategy

This course examines the history and theory of war and military strategy, providing students with a strategic level understanding of the military element of power. The fundamental nature and evolving characteristics of varying levels of conflict provide students with insights about how war and conflict shape strategic thought and military practice. Studying classic and contemporary masters of strategic thought provides a foundation for examining war and formulating current and future military strategy.
4 credit hours

DE2304 Regional Issues and Interests

This course examines important global transnational challenges such as crime and the international drug trade, poverty and development, disease, migration, energy security, the environment, and fragile/failing states. These issues challenge the prosperity, political capacity and security of many regions and countries of the world. The course also examines the world's several regions and contributes to the regional strategic appraisal process, with each student focusing on one of the following in their regional elective: Africa, the Americas, Asia, Europe, the Greater Middle East, and Russia/Eurasia.
3 credit hours

DE2306 Strategic Leadership in a Global Environment First Resident Course (FRC)

The FRC is an opportunity for students to examine the relationships between strategic leadership, international relations, national security policy and strategy, war and military strategy, and regional studies. A combination of guest lecturers, seminar discussions, exercises, agency visits in Washington, DC, a staff ride, and student oral briefings on interagency visits, and participation in a regional strategy formulation exercise creates a dynamic learning environment. Students have the opportunity to utilize the USAWC Library and AHEC for research and to participate in the Leadership Feedback and Physical Fitness Assessment programs.
3 credit hours

DE2307 Contemporary Military Issues (CMI)

DE2307 is a survey course that challenges students to examine contemporary and future concepts that will influence U.S. National Security and war fighting over the next

twenty years. The course provides materials that will provoke student critical thinking on aspects of warfare in the 21st Century, to include globalization, irregular warfare, space, cyber warfare and leveraging information in the operational environment (network-centric operations) that incorporate land, sea, air, and space technologies. Students will investigate emerging issues associated with Defense, Joint, and Army Transformation. The course provides students the opportunity to investigate the Army's Brigade Combat Team Modernization and LandWarNet (Global Network Enterprise Construct). This course acts as a catalyst and resource for students to draw upon as they broaden their knowledge of future joint force capabilities in their role as strategic leaders.

3 credit hours

DE2308 DOD Organization and Processes

DE2308 provides the student, as a future leader in the strategic environment, with information and tools to increase his/her strategic leader technical competency and understanding of DOD structure and function and how DOD integrates into the overall national security structure. Its content furnishes the student with knowledge of the systems and processes that help senior national and military leaders translate theory into military strategy, plans, actions, and resources. The course examines the interactions of systems and processes including the Joint Strategic Planning System (JSPS) and DOD Decision Support Systems including the Joint Capabilities Integration & Development System (JCIDS); the DOD Planning, Programming, Budgeting and Execution (PPBE) process; and the Defense Acquisition System (DAS). The course also explores doctrine for unified direction and organization, joint command and control, joint and multinational operations, and interagency, intergovernmental and nongovernmental organization coordination. The material in DE2308 is a logical follow-on to that of the First Year courses and sets the stage for the remainder of the Second Year core courses.

3 credit hours

DE2309 Theater Strategy and Campaigning I

DE2309 considers how the combatant commander and joint force commander translate national strategy and resources into strategies and approaches for a specific region or area. Block One examines joint operations and the joint functions. Joint operations and joint functions enable all operations at the combatant commander or joint force level. Block Two focuses on the domains. This block examines all five domains: land, air, maritime, cyber and space. Block Three introduces operational art and operational design. The lessons discuss the three aspects of operational design and the elements of operational design.

4 Credit Hours

DE2310 Theater Strategy and Campaigning II

Theater Strategy and Campaigning II (DE2310) takes an interdisciplinary approach to the study of military campaigning and joint operation planning. It focuses on the

translation of national policy and guidance into theater-level campaign and contingency plans through the application of operational art and current U.S. joint doctrinal processes. DE2310 is organized into three blocks of instruction. Block One focuses on comprehension and analysis of the doctrinal methods and processes for planning at the combatant command level and the current, academic debate regarding their sufficiency. Block Two focuses on the analysis and evaluation of campaign planning for Operation Iraqi Freedom, covering both initial planning and the reframing and redesign of the campaign. Block 3 reinforces the material in Block 1, introduces crisis action planning procedures, and focuses on experiential learning using a realistic scenario in the South China Sea.

4 credit hours

DE23XX Elective Courses

Electives provide students with instruction in a specialized subject which builds on the knowledge gained during the 2-year program and is either of personal or professional interest to the student. The list of offerings varies from year to year. Courses in the Elective Program are designed to provide the opportunity for greater depth of study with an expert in a specific area of study and provide 2 credit hours. Examples of courses that could be offered follow:

Peace and Stability Operations

Geostrategy

The U.S. Experience with COIN: Past, Present, Future

Modern Airpower

War in the Pacific.

DE2344 PROGRAM RESEARCH PROJECT (PRP)

The PRP is an opportunity to demonstrate research and writing skills developed at the USAWC while communicating important ideas to the larger intellectual community of strategic leaders. Students engaged in the PRP pursue original research projects that explore a specific research question or a defined strategic problem. This research effort leads to the production of a 5,000 word (minimum) paper potentially suitable for USAWC research and writing award competition and outside publication. Students should pursue projects that facilitate their professional and intellectual development. For some, that means pursuing work in a completely new area of interest. For others, that means building upon areas of expertise to extend knowledge and generate new insights into strategic problems and national security issues. Refer to the USAWC Communicative Arts Directive for guidance and suspense information. A PRP substitutes for an elective and is also worth 2 credit hours.

DE2345 PERSONAL EXPERIENCE MONOGRAPH (PEM)

The PEM is an opportunity to write about professional experiences with an eye toward and an emphasis upon strategic considerations. The PEM supports the desire of the

Chief of Staff of the Army to capture the experiences of those who have participated in combat or peace operations or who have had unique mission experiences. The ideal PEM invites senior officers to examine and chronicle personal experiences at the tactical and operational levels and to consider how those experiences derive from and serve to inform strategic possibilities. A PEM has a minimum length requirement of 6,000 words and is written in a first person, narrative style, for an audience of strategic leaders. A PEM, upon nomination by the FI, is eligible for a USAWC Writing Award. Refer to the USAWC Communicative Arts Directive for guidance and suspense information. A PEM substitutes for an elective and is also worth 2 credit hours.

DE2312 Strategic Leadership in Current and Future Warfare Second Resident Course (SRC)

Strategic Leadership in Current and Future Warfare examines strategic leadership and its application of military forces in current and future warfare. In the process students assess and discuss the current issues facing the Department of Defense and those organizations that influence the implementation of national security strategy (e.g., interagency, media, NGO, IO). This course is designed to be the capstone course for the Distance Education Program and builds upon and compliments the previous two years of study. Just as in the First Resident Course, students attend lectures by current military and civilian leadership, participate in seminar discussions, staff rides, case studies and exercises and exploit the full resources of the United States Army War College.

3 Credit Hours

EDUCATIONAL TRIPS/STAFF RIDES

Staff rides have long been a part of officer professional education in the U.S. Army and are integrated into the DEP as a part of the required instruction program. During the resident courses, all DEP students have the opportunity to participate in scheduled instructional activities outside the classroom. During the FRC, DEP students participate in a 1-day trip to Washington, DC. The trip is designed to give students the opportunity to interface with DoS and other organizations to provide a better understanding of the interagency. In addition, students in small group sessions have the opportunity to better understand the joint arena. Staff rides to Antietam and Gettysburg allow officers to study leadership and strategy of the North and South in two significant Civil War campaigns.

Antietam Staff Ride. This optional Staff Ride is scheduled during the FRC. It permits students to consider this battle, which occurred on September 17, 1862, as a part of Robert E. Lee's first campaign into the North. Thus, students will review and assess senior leadership on the battlefield at the Battle of South Mountain, the siege of Harper's Ferry, and the culminating battle of the campaign on the banks of Antietam Creek.

Gettysburg Staff Ride. Scheduled during the SRC, the staff ride to Gettysburg gives the DEP student the opportunity to study Lee's second and last major

campaign into the North. It encourages students to consider Lee's and Jefferson Davis' strategy to wage a successful campaign and possibly affect the course of the war.

DEFENSE STRATEGY COURSE (DSC)

DSC is a 6-month online non-resident distance education course that is offered twice each year to Majors and Lieutenant Colonels. Fifty active duty, 25 U.S. Army Reserve, and 25 Army National Guard officers may participate in each course. The course focuses on improving student understanding of the National Security Strategy of the United States within a volatile, uncertain, complex, and ambiguous environment. Moreover, the course addresses the national security policymaking process and the relationship of the national elements of power to defense strategy. Interested officers may apply with their Proponent Assignment Officers for enrollment.

DEFENSE STRATEGY FOUNDATION COURSE (DSFC)

The DSFC is a 12-week online program of study for GS14 and 15 level civilians from the Defense Senior Leader Development Program (DSLDP). This course is a prerequisite for DSLDP students attending Senior Service College. DSFC focuses on the National Security Strategy policymaking process and the relationship of the national instruments of power to defense strategy. Successful completion of the course includes participation in online forums and a written essay. No formal Military Education Level is awarded for completion of the DSFC nor does it provide college course credits. All students who complete the course will receive a certificate signed by the Commandant of the U.S. Army War College.



DDE Resident Courses: FRC and SRC

BASIC ADMINISTRATIVE INFORMATION

The Distance Education Program (DEP) includes two resident courses: one after the completion of the first year of non-resident study and the second, upon completion of the second year. Each resident course lasts two weeks. Resident courses permit the synthesis of individual solutions in seminar group sessions and provide students with the opportunity to attend lectures and gain access to classified material relevant to the course of instruction.

Attendance at both scheduled resident courses of instruction is required for successful completion of the curriculum. Students should plan to attend the resident course for the class in which they are enrolled. Exceptions to attendance in resident courses can be granted, but only for the most extraordinary compelling reasons. In exceptional circumstances, permission to be deferred from resident course attendance to attend a resident course scheduled for the subsequent class may be granted for compelling reasons. Requests for deferment from resident course attendance should be submitted in writing to the Chairman, Department of Distance Education, U.S. Army War College, 122 Forbes Avenue, Carlisle, PA 17013-5243.

Non-attribution Policy — Reference to Guest Lecturers' Remarks and Education Online Content

Full freedom of expression is encouraged during all academic endeavors. Outside speakers and lecturers, faculty and students are encouraged to speak openly. It is the policy of the College that students and faculty will not later attribute speaker's statements to them in public media or forums or knowingly transmit them to persons who will. When it is necessary to refer to remarks by a previous speaker, make that reference in general terms so as to protect the previous speaker's identity.

This non-attribution policy applies to online lectures, videos, forums, and any other presentations made available to DEP students. Online participants contribute to the DEP based on the adherence of our students to this policy.

It is permissible to include USAWC lectures in bibliographies of research papers, but to do this specific written permission must be obtained from the speaker.

FRC/SRC Eligibility

- Successful completion of the first year DEP courses constitutes a prerequisite for attendance at the First Resident Course. Successful completion of the remaining DEP courses must be accomplished in order to attend the Second Resident Course and graduation.
- Security Clearance. Students in the Distance Education Program must initiate the process to attain a **Secret** security clearance. Students should ensure that their supporting security offices forward a memorandum verifying their security clearance or other equivalent clearance certificate, to U.S. Army War College, Security Branch, 122 Forbes Avenue, Carlisle, PA 17013-5219, immediately following selection for the program. Students' supporting security offices are responsible for initiating necessary investigations to obtain final **Secret** clearances for students requiring them, and for providing the required certification of that clearance to the USAWC. International students enrolled in the DEP are exempt from this requirement ***U.S. Students are required to have a final Secret clearance to graduate from the U.S. Army War College.***
- Physical Fitness. Weight, appearance, and a sustained program of physical fitness continue to be a matter of special emphasis throughout the Army. Students must meet Army weight standards as described in AR 600-9 at the time of their acceptance into the program and upon arrival for both Resident Courses. All U.S. Army students will provide a current copy of their DA Form 705, Army Physical Fitness Test Score Card. Where necessary, students will provide a copy of their DA Form 5500-R, Body Fat Worksheet, or DA Form 3349, Physical Profile. Students may be weighed while attending resident instruction.

Military Pay and Allowances

Questions regarding military pay and allowances should be referred to the appropriate paying office. TPU/AGR and National Guard soldiers need to contact units.

Travel (Lodging)

DDE Education and Training Technicians work in conjunction with local hotels to block rooms for reservation. Notification is sent by the First and Second Year staff instructing students which hotel to call for reservations. It is the students' responsibility to make and confirm their reservation with the hotel.

Upon arrival for First Resident Course or Second Resident Course, a copy of TDY orders must be presented to appropriate DDE staff member.

Full Time Training (FTT) and Active Duty for Training (ADT) Tours

Full Time Training and Active Duty for Training Tours for the purpose of attending a resident course are authorized for officers of the Reserve components under the provisions of Chapter 4, paragraph 4-2, NGR 350-1 and AR 140-1.

Dress Requirements FRC/SRC

Any authorized version of the Army service uniform may be worn (e.g., black pullover sweater, short sleeved shirt, long-sleeved shirt with tie, coat). Comparable uniforms are to be worn by members of the sister services. Proper military dress for academic activities will be established in the weekly pocket schedule. When the full Army uniform is not specified, Army personnel may wear the Class B uniform with or without tie. Military personnel may also wear civilian attire in lieu of the uniform, when the wearing of the uniform is not specified. For men, a suit coat with dress slacks, dress shirt and tie and a social name tag (issued at the First Resident Course) will be worn in the hallways on the first floor of Root Hall, except adjacent to the offices in the "C" wing. For women, appropriate civilian attire is a suit or jacket with coordinating skirt or slacks or a dress. Wearing a coat is not required to be on the second and third floors. Civilian students wear business attire, i.e., coat and tie for men and equivalent dress for women.

Civilian casual attire may be worn during non-duty hours. Casual is defined as slacks, sport shirt, and/or sweater for men and dress, skirt or slacks with top for women, when in a non-duty or leave status and during duty hours when in non-classroom related research. Duty hours are considered to be 0800-1700, Monday-Saturday. During non-duty hours, more casual attire to include shorts and blue jeans may be worn.

Regulation name tags will be worn with the military uniform. A student social name tag is provided for wear with civilian clothes at curricular functions and on field trips. Students should wear their social name tags at social events when the uniform is not worn. Security cards are provided for each student during the resident courses. **They are to be openly displayed while attending instructional activities in Root Hall, Bliss Hall or Collins Hall.**

Duty Hours

The usual academic week is Monday through Saturday. This time will be allocated to scheduled curricular activities, individual and seminar group research, discussion, and study. Duty hours at the College during resident courses are normally from 0800 to 1630 hours. Evening and weekend sessions may be scheduled during this period, as required, meeting course objectives.

Leaves and Absences

Attendance at all scheduled curricular activities (e.g., lectures, question periods, panels, seminars and seminar group discussions, work sessions, and presentations) is mandatory. This includes evening and weekend academic activities as specified by the Chairman, DDE. Requests for absence during duty hours will be made to the Chairman, DDE, after securing the concurrence of the seminar Faculty Instructor and the Seminar Group Chairman. Seminar Group Chairmen are responsible for reporting to the Chairman, DDE, those students who are absent from curricular activities without a previously approved excuse.

Requests for emergency leave or absence should be submitted to the Chairman, DDE, for approval. When required, the Chairman, DDE, will approve requests for leave due to emergencies. After duty hours, leave due to emergencies will be approved telephonically by the Chairman, DDE. The Chairman, DDE, will pass information on absences to the USAWC Chief of Staff to keep the Deputy Commandant and Commandant informed.

Telephone Service

Seminar study rooms are equipped with telephones, which are restricted to official calls. Study room telephones are not to be moved to seminar rooms. The following types of telephone service are available at USAWC:

- a. Commercial phones are the primary means of making long distance phone calls. There are an extremely limited number of DSN lines available at the U.S. Army War College. Department staff can assist in converting from DSN to commercial numbers.
- b. To place official long distance calls within CONUS, dial 95 + the area code + the seven digit telephone number you desire. For OCONUS calls, dial 96 + 011 + the country code + city code + the number.
- c. Unofficial direct distance dialing from telephones in USAWC is not authorized.
- d. Secure Voice (a STU-III) telephone is the only telephone authorized for classified communications at the USAWC. One is available for student use in the Security Office, Room SB-08.

A fax machine (outgoing faxes) for student use is located in Room A-11, Root Hall (basement). To receive an incoming fax use phone numbers DSN 242-4570 or 242-3584; or Commercial (717) 245-4570 or 245-3584. An incoming fax should include your name and DDE Class of 20XX and will be placed in your distribution box. Only transmission of Official (non-personal) material is allowed.

Postal Service

The USAWC Mail Room located in Root Hall provides individual mail delivery and dispatch services for members of the Distance Education Program. Included in these services are the delivery of personal, official, registered, insured, and certified mail. The Carlisle Barracks Branch Post Office is located in Building 46 and sells stamps and money orders and dispatches personal, registered, insured, and certified mail. Window hours are 1000 to 1400, Monday - Friday.

Mail to Distance Education Program students during the resident courses should be addressed as follows:

LTC JOHN DOE
DDE Class of 20XX
U.S. Army War College
122 Forbes Avenue
Carlisle, PA 17013-5243

Personal/official mail addressed as shown above will be picked up at the DDE Admin Office and notification will be posted in the student mail boxes.

Auditorium: Procedures for Lectures in Bliss Hall

In preparation for Bliss Hall lectures, chimes/bells sound throughout Root and Bliss Halls ten minutes before the starting time of Bliss Hall activities. You must arrive in time to be seated two minutes prior to the starting time ensuring all cellular devices with alarms are off or muted. Chimes/bells at two-ring intervals indicate that attendees are ready for the entrance of the Commandant's party. When the auditorium lights flick off and on, this signals the entrance of a general officer or a distinguished guest. Students will rise on the entrance alert. In addition, at the end of the session, students and faculty will rise and remain standing until dismissed by a faculty member. An individual student should rise when asking a question of a guest speaker. Students will remain seated when guests return to the auditorium for question and answer periods. **You are reminded to review the non-attribution policy.**

Food and Drinks are not permitted in Bliss Hall lobby or auditorium.



Bliss Hall Lectures

For each resident course, the College invites highly qualified persons to address students in the Bliss Hall Auditorium. As a general rule, lectures are scheduled for 45 minutes, followed by a break and then a question and answer period. The question and answer period affords students a valuable opportunity to probe more deeply into the views examined by the speaker.

Personnel and Physical Security

During the resident course, DDE students will, upon verification of clearance, be issued a security identification card at in-processing. The Security Card will be displayed when attending classified lectures in Bliss Hall. It will be worn at all times when visiting Collins Hall. Because it authorizes access to classified presentations and the USAWC Classified Library, it must be protected from unauthorized use. This card will be collected during out-processing. If the card is forgotten, a temporary card can be obtained from the Root Hall Security Guard. Actual or suspected loss of a security card must be reported immediately to the USAWC Security Manager.

Bliss Hall and Root Hall have selected restricted areas and require display of your security identification card for access. Cameras, recording equipment, cell phones, and radios are not permitted in these areas, or elsewhere within the USAWC where classified discussions are underway or classified materials are displayed.

Family members are authorized access to Root Hall, Monday through Friday from 0700 to 1630. In order to enter Root Hall a family member must show a photo I.D. and sign in. The guard will then issue a temporary security card which will grant access to the library

and cafeteria. Students can ONLY enter Root Hall after 1630 or on weekends with a valid security card.

Bliss Hall, Wil Washcoe Auditorium, and seminar and study rooms are cleared for classified discussions through SECRET, with the following stipulations:

- a. Clearances must be verified in advance by the Security Manager for all visitors or guests participating in lectures or discussions involving classified information.
- b. During classified discussions in seminar rooms or study rooms, doors must be closed; telephones and televisions turned off, and only cleared personnel present.
- c. Classified information must not be discussed on telephones or in the coffee shop or other common access areas, such as hallways or the mail room lobby.

Document Security

Resident Course instruction will not usually require the issue of classified course materials.

Since the possibility of using classified materials exists, a security officer will be designated for each seminar group. The seminar group security officer will ensure that good security practices are stressed to group members, and in the event classified materials are used, will receive from Classified Records Branch all classified material to be used by the group. The group security officer will issue classified materials to group members, and will collect all classified materials prior to the conclusion of the course and return them to Classified Records Branch.

Classified material may be obtained by cleared personnel from the USAWC Classified Library or the Classified Records Branch (Room SB08, Root Hall). All classified materials must be secured in a security container when not in use. Open storage of classified information is not authorized in student, staff, faculty offices or work areas. If classified notes are generated during presentations or discussions they must bear appropriate classification, downgrading and declassification markings, and be protected as described in AR 380-5.

When individual security containers are put in use, Standard Form 702, the Security Container Check Sheet located on each container, must be annotated each duty day. Containers will be locked when the assigned safe custodian is not present.

All classified materials must be returned to the issuing point prior to the close of the resident course. Any questions on security matters should be referred to the Chief, Security Division, Room SB-08, Root Hall, (Ext. 54440).

Visitors to USAWC

- a. **Unofficial Visitors.** Unofficial visitors, including family members, are welcome to the USAWC common use facilities (e.g., Barber Shop,

Cafeteria, Library, Computer Laboratory, Photo Studio, Defense Printing Plant Service Window) when the following conditions are met:

- (1) Employees are responsible for ensuring their family members and guests are appropriately attired. Adult family members and guests are expected to adhere to the minimum dress code requirements for casual attire. Children are exempted from this standard; however, sponsors are to ensure children entering Root Hall meet reasonable standards of good taste. The Root Hall Sentry will enforce the dress code requirements. Therefore, sponsors should ensure that family members and guests are aware of the dress code in order to prevent embarrassment.
 - (2) Children under ten must be escorted by an adult at all times. Inappropriate behavior by dependent children will be brought to the attention of the sponsor.
 - (3) Visits are not authorized to areas where classified information is displayed or discussed.
- b. Subject to available space, unofficial visitors may participate in specifically identified sanctioned academic events that take place in Bliss Hall, Wil Washcoe Auditorium, the Mary Walker Room, the Otto Chaney Room, or the Command Conference Room. Access rules for unofficial visitors' participation will generally be announced concurrently with the scheduling of the event. In cases where access rules are not announced, staff members or students desiring to bring unofficial visitors into an academic convocation of this nature will seek permission through their department leadership (or faculty advisor) to the sponsoring department or institute leader. In some cases when the speaker has not provided permission for unofficial visitor participation, these requests may also need to be referred to the Dean and Deputy Commandant for resolution. (Permission for unofficial visitors to attend academic convocations in Collins Hall is also subject to Collins Hall security procedures.)
- (1) Unofficial visitors who wish to audit individual classes or courses must contact the Registrar for appropriate instructions.
 - (2) Unofficial visitors are strongly discouraged from participating in curricular events in the seminar rooms since these visits can inhibit the sustainment of a candid learning environment and hinder the free-flowing exchange of ideas. In cases where a faculty member, staff member or student believes there is a compelling reason to give an unofficial visitor access to a seminar discussion, that faculty member, staff member, or student must obtain the full concurrence of the Faculty Instructor responsible for the block of instruction and the Chairman of the Department responsible for the course being conducted. In cases where the Faculty Instructor is inviting the

unofficial visitor into his or her own class, the Department Chairman's permission is still required.

- (3) Except as provided in sections a. and b. above, DDE will provide notification of all unofficial visitors in Root Hall through the Dean to the Deputy Commandant. The Deputy Commandant may decline to accept unofficial visitors in College facilities due to conflict with other official business in the facility, for security management reasons, or for other reasons as appropriate.
 - (4) Visits to the Computer Laboratory may be restricted to War College students, Fellows, and official visitors during periods of high-access demand for students preparing papers and other course materials.
- c. **Official Visitors.** Official Visitors are those individuals visiting the USAWC to conduct official government business. When presentations or discussions may include classified information, the sponsor must have the visitor forward his security clearance to the Security Manager or, if access to Sensitive Compartmented Information (SCI) presentations or the SCI facility is anticipated, to the Special Security Detachment (SSD). This must be accomplished for all visitors, regardless of rank, except for those general officers and high-ranking civilians who are at the USAWC to address the entire class in Bliss Hall. However, security clearances should be sent to USAWC Security Office for all other members of the party of those speakers.
- d. **Staff Responsibilities and Procedures for Sponsoring Visitors.**
- (1) Faculty Instructors are principally responsible for sustaining the desired candid learning environment in their seminar rooms. As such, Faculty Instructors have the right to refuse unofficial visitors to their seminar sessions. The Department Chairman may also refuse unofficial visitor requests that they view as disruptive to seminars or to the conduct of the course.
 - (2) The Deputy Commandant and the Dean are the approving authorities for all official visitors to curricular activities.
 - (3) Departmental notification of unofficial visitors in seminar discussion will be submitted in writing. The specific date and times of the visit will be identified along with the course session number. The notification will indicate the specific concurrence of the FI, and Department leadership.
 - (4) In general, sponsors are encouraged to arrange visits at a time when minimal disruption of activities will occur. After duty hours, sponsors are to include the names of their guests on the sign-in/out register in the main lobby.
 - (5) Sponsors must remain with the visitors while they are in the facilities.

INSTRUCTION AT RESIDENT COURSES

The seminar group is fundamental to the U.S. Army War College resident methodology. It is the principal mechanism for review and discussion of curricular material and for the presentation of student study efforts. It also serves as a forum for group analysis, research, study, and problem solving as well as preparation of group oral and written reports. Dissent in a logical, tactful, and convincing manner is encouraged. The seminar may be conducted with a variety of instructional purposes, all having in common predetermined learning objectives. Examples of these purposes are:

- Review and discussion of material studied or presented in the preceding instruction. Such discussions may be based upon an agenda expressed in broad terms. The primary purpose of such discussion should be to synthesize and develop conceptual understanding.
- Consideration of new material or exploration in depth of particular subject matter. In addition, the Faculty Instructor may provide a highlighted document including a general plan for conduct of the discussion, discussion points for each agenda item, and other appropriate items, such as a list of alternative policies, the pros and cons of debatable issues, or suggested models of problem solving.
- Consideration of a discussion topic. The discussion topic may be published as a separate document or as a directive appendix if a substantial amount of background information is appropriate to the topic. The document may include both faculty written material and selections from authoritative sources, presenting opposing views of controversial subjects.
- Consideration of a case study. Case studies are published as separate documents and focus on a narrative account of a factual or hypothetical set of events from which the learning objective may be derived. Case studies may concern decisions that have been reached, actions that were taken, or problems that are in the process of developing, and are presented in sufficient detail to permit others to understand the facts and forces at play.

Lectures are also scheduled to enrich the seminar experience. For each resident course, the College invites highly qualified persons to address students in the auditorium. As a general rule, lectures are scheduled for 45 minutes, followed by a break, a question and answer period, and seminar group discussion. The lecture method is regarded by the College as primarily a vehicle for direct communication of authoritative opinions and insights. It is used to afford students the advantages of timely insights into issues of national security and strategy. Information on past lecturers may be obtained from the Library Reference Section. Taped recordings of a number of past lectures are maintained in the Library and in the Military History Institute. Excerpts from these may be used on closed circuit television in seminar rooms, when appropriate.

The question and answer period following the lecture affords all students a valuable opportunity to probe more deeply into the views expressed by the speaker and on occasion to present contrary views—their own or those of others. Questions and comments should be clear and brief. Only one question at a time should be put to the speaker. However, related questions are encouraged to further clarify the issue. If views

presented by a student were derived from a previous speaker, they may not be attributed to the speaker by name, position, or title. This is in compliance with the College's long-standing non-attribution policy. No exceptions are permitted.

Additional Seminar Activities

Politico-military simulations, international relations exercises, war fighting exercises or other decision-making simulations may be scheduled. Both computer-assisted and manually conducted simulations are used at the College.

Noontime Lecture Series. These presentations are held during both resident courses. Their purpose is to provide a forum for an exchange of ideas with selected faculty members or guest lecturers and students concerning their views and experiences on a variety of command, management, and strategy issues. These discussions are held in an informal atmosphere. Student attendance in these sessions is voluntary.

Student Requirements. Individual preparation for each day's scheduled activity includes reading the introduction, learning objectives, student requirements, and central points for each unit of instruction. Bibliographic items may be reviewed. Such preparation enhances the understanding of, and appreciation for, informed participation in the question and answer periods following lectures and during seminar group discussions. Some units of instruction in the USAWC curriculum may contain group requirements. These involve broad issues applicable for group study and discussion. Students working alone or as members of a subgroup may be designated to conduct research and report on assigned portions of an issue and to defend their viewpoints. A minority report in the form of a non-concurrence to that portion of the group effort which is not acceptable to a student's personal view may be prepared. A comprehensive appraisal of the issue is achieved only when there is complete student participation in the group study effort.

THE SEMINAR GROUP SYSTEM

Organization of Seminar Groups

The student seminar group is the center of academic activity at the USAWC. Just prior to in-processing, information on seminar group assignments is provided which designates seminar group chairmen, assistant chairmen, and other positions.

The **Faculty Instructor** (FI) is the person responsible for facilitating the seminar group's learning process. He serves to:

- Link the curriculum and the student body.
- Explain the USAWC objectives and place course studies in context with the remainder of the curriculum.
- Provide academic direction to the group and coordinate its academic efforts and performance.

- Assist members of the seminar group in understanding the objectives and requirements for group performance.

The **Faculty Instructor** plays an active, not a passive role. The FI's primary role is to facilitate discussion and serve as an adviser as well as a teacher. FIs evaluate group and individual performance, provide prompt and effective feedback and counseling to both individuals and groups. He guides the group's discussions and provides specific instruction, information, and guidance. He questions alleged facts assumptions and guides the seminar group to ensure that sound analytic methods and a proper research basis are maintained.

In matters affecting the academic organization of the group and its accomplishment of group tasks, the Faculty Instructor usually exercises his influence through the Seminar Group Chairman with whom he must be in closest communication. He advises the Seminar Group Chairman on how to organize the group to best accomplish its discussion tasks and group requirements, and defines the standards the group must meet.

The **Seminar Group Chairman** is a student who is primarily responsible for the performance of the nonacademic administrative and social activities of the group. In addition, the Seminar Group Chairman (under the supervision of the Faculty Instructor) organizes and directs the seminar in its accomplishment of group academic requirements. The Seminar Group Chairman has a triple function: he has administrative duties that are his alone; he is the leader in the seminar group effort to achieve substantive results for which the seminar group as a whole is responsible; and, he contributes to seminar group study as an individual. Specific functions that he usually retains are:

- Responsibility for administrative and social matters concerning the seminar group.
- Preparing a planning calendar and a schedule for seminar group work.
- Supervising preparation for seminar group presentations including necessary writing of reports, training aids, and rehearsals.
- Keeping the Faculty Instructor informed of seminar group progress and need for assistance.
- Maintaining attendance.
- Attending morning meetings with Chairman, DDE.

The **Seminar Group Chairmen** designated for the First Resident Course and the Second Resident Course will meet with their respective Faculty Instructors on the Sunday afternoon before the start of these resident courses. The purpose of this meeting is to ensure that the objective, scope, and requirements of the course, the time factors involved, and the seminar group relationship with the Faculty Instructor are understood. If indicated, the Faculty Instructor may suggest an appropriate organization of the seminar group, a methodology for attack of academic requirements, a reasonable scheduling of tasks, deadlines for reports and visual aids, and a scope and format for

reports. If appropriate in the course of the study, he may suggest that certain aspects of the problem be further considered, researched, and discussed to ensure that findings are logically reasoned and soundly supported.

The administrative organization of the seminar group is left to the discretion of the chairman. He may appoint subgroups and various assistants for effective performance of the many administrative and substantive functions. To make best use of seminar group talents and interests, he should consult student biographies. Some assistants and subgroups and their functions might be as follows:

- **Assistant Chairman.** This officer is designated in the course directive. He is in fact the seminar group vice-chairman who assists the chairman in the accomplishment of his duties and may be assigned additional responsibility for administrative details such as:
 - Drawing materials from the Library.
 - Supervising seminar room arrangement for meetings (the course directive assigns regular seminar rooms to each seminar group).
 - Assisting the chairman in the conduct of seminar group meetings, particularly in following the agenda time schedule.
 - Acting as chairman during the absence of the chairman.
- **Seminar Group Secretary (Permanent Recorder).** (As Required) Some duties might be to:
 - Record all matters needed for future reference arising from seminar group meetings.
 - Maintain master copies of all working papers.
 - Arrange for reproduction of seminar group material.
 - Assure that working papers to be discussed by the seminar group as a whole are distributed in sufficient time to permit their prior study by seminar group members.
- **Seminar Group Security Officer.** (As Required) Each Seminar Group Chairman will appoint one group member as group security officer. This individual will perform or monitor the following:
 - Receive classified curricular material from Classified Records Branch for distribution to seminar group members and ensure such material is returned at the course conclusion.
 - Establish procedures to ensure that security inspections are conducted of seminar and study rooms at the end of each duty day. Inspections should:
 - Ensure areas are free of classified material except that stored in security containers.

- Ensure that all doors are closed, telephones and televisions are disconnected, and only appropriately cleared personnel are present prior to classified discussions in study or seminar rooms.
 - Advise the Seminar Group Chairman and members on security related matters.
 - Coordinate, as necessary, with the USAWC Chief, Security Division.
 - Report security violations and hazards to the Chairman of the Department of Distance Education and the USAWC Chief, Security Division.
 - Ensure security policies contained herein are applied in the conduct of group activities.
 - Collect and return all security badges at the end of the resident courses.
- **Social chairman.** This individual makes arrangements as to time, place, charges, and invitations in connection with seminar group social functions. The Commandant's policy encourages social activity as long as it is not extravagant and does not interfere with the College program. Usually, student seminar groups have one "get acquainted" type activity during each resident course. Wearing of social name tags at such gatherings is encouraged.
 - **Gift Committee representative.** U.S. Army War College Classes normally present a gift to the College. The selection of the gift is accomplished through a gift committee consisting of a member from each seminar.
 - **Yearbook Committee representative.** Each DDE graduating class is included in the Army War College Yearbook. Each seminar will appoint a yearbook representative to work with a representative from the resident side to facilitate the inclusion of seminar activities.
 - **Other subgroups.** Additional subgroups may be appointed by the seminar subgroups, by the group chairman, or by the Faculty Instructor as needed to fulfill academic requirements.

Seminar Group Responsibilities

- a. As previously indicated, either of the two-week resident courses may include one or more requirements to be completed by the seminar group. All pertinent information regarding each phase and the associated requirements are described in a directive issued just before the beginning of the respective resident course.
- b. The success of the seminar group system depends on active, enthusiastic, and thoughtful participation by each student. Each member should think of himself/herself as an important part of a team upon which a specific

responsibility has been placed. Each member is responsible to the seminar group for contributing his/her best efforts to the team task.



Students are divided into seminar groups of 15-17 for the Resident Courses. The College uses the seminar group system as the major vehicle for instruction during the resident courses. In seminars students are challenged to clearly express their ideas developed during the distance education phase and defend them during group discussions with their peers. Seminar group membership, formed for the First Resident Course, typically remains the same for the Second Resident Course.

STUDENT PROFILE

The USAWC is a multi-disciplinary program designed for U.S. Army, U.S. Air Force, and U.S. Marine Corps officers in the grade of lieutenant colonel or colonel, and U.S. Navy and U.S. Coast Guard officers in the grade commander or captain. International Fellows (IFs) of similar grade (and occasionally holders of flag rank) will attend, as well as civilian personnel with equivalent seniority from a number of federal agencies.

The profile of a typical class includes:

- Army: Army Competitive Category, Army National Guard, Army Reserve
- Other Services: Air Force, Air Force Reserve, Air National Guard, Marines, Marine Reserve, Navy, Navy Reserve, Coast Guard
- International Fellows
- Civilian: Department of the Army, Department of State, Department of Homeland Security, National Security Agency

The average military student is 44 years old and has completed roughly 21 years of service. All military officers possess a college degree, over two-thirds hold a graduate degree, and around one-fourth have commanded at the battalion equivalent or higher level.

CLASS ORGANIZATION

Class officers perform duties for the entire academic program. The REP class president is nominated from the active Army colonel population by the department chairs and appointed by the Commandant. Similarly, the DEP class president is nominated from the Active Army or Reserve component colonel population, and appointed by the DDE Department Chair.

The president performs the following student related functions:

- Represents the class with the College leadership and appropriate external agencies. Calls and conducts class meetings. Appoints committees for class activities (i.e., sports, social, gift, community activities, etc.);
- Supervises the operation of the class fund;
- Keeps the College leadership informed of all class activities.
- Prepares recommendations for guidance to the next class president.

The class vice president, secretary and treasurer are nominated by the Faculty Instructors, selected by the First Year Director, and approved by the DDE Chairman. They perform functions appropriate to those offices and as assigned by and in support of the class president.

SEMINAR DUTIES

The faculty teaching team selects a student to serve as seminar group chairperson. This individual serves as the key information link between the seminar group and the class president. The chair is responsible for administrative matters concerning the seminar group. Specific responsibilities include, but are not limited to, the following:

- Accountability of seminar group members at mandatory functions and other academic or administrative activities where seminar group representation is required;
- Maintaining appropriate decorum by seminar members during lectures and in seminar;

- Maintaining appropriate seminar group rosters, as required;
- Appointing committee members from the seminar group for class activities;
- Representing the seminar group at meetings chaired by the class president; and
- Serving as the seminar group point of contact for USAWC administrative matters as appropriate.

While the seminar group chairperson's responsibilities generally are nonacademic in nature, chairs may assist the faculty team by coordinating seminar group accomplishment of tasks for which the group as a whole is responsible. The faculty instructor and the seminar group chair will agree upon specific details and responsibilities.

The assistant chairperson assists the seminar group chairperson in the accomplishment of assigned duties. The faculty teaching team also selects the assistant.

The chairperson, in concert with the faculty team and the seminar, determines internal organization of the seminar group at large. Various subgroups and assistants may be appointed to support academic, administrative, and social functions. Details may be found in the USAWC Faculty, Staff, and Student Manual.

WHAT TO EXPECT

Students face a variety of challenges during the academic program. This program marks a significant career transition for most students. The fundamental challenge is to use the program to prepare and equip students to deal with national and international problems that have a number of characteristics in common. These problems by nature are complex and ambiguous; they lack precedent, seldom appear in the form of problems students have previously encountered, demand immediate attention, and generally lack a clearly-defined endpoint. Often there is scant reward for success; failure can affect the security or prosperity of the country.

To help students make the transition, the curriculum is designed to be provocative, demanding, and rigorous. Students work hard throughout the course at the conceptual level, researching, analyzing, and evaluating issues in depth to bring informed, critical judgment to every task they encounter. The USAWC experience helps students evolve from a world of tactical orientation and close supervision to one characterized by volatility, uncertainty, complexity, and ambiguity in which they must rely on cooperation and consensus to achieve success. Joint and multinational organizations, issues, and operations are paramount in this "new" world.

The curriculum is designed to help students cultivate the art of critical questioning. There are at least two sides to every issue and there are no "approved or school

solutions.” Unexamined acceptance of assumptions and the status quo is neither expected nor desired. High quality conceptual thinking can only result from close, detailed, reflective study of a wide range of military disciplines, and it can only be done by imaginative people who have trained themselves to think logically about tough problems. Logical thinking about complex and ambiguous issues should be a goal during the academic year.

During seminar sessions, students will face the challenge of submitting their ideas to the critical analysis of their faculty instructors and their peers. Both faculty and students possess an exceptional range of expertise. Similarly, students will find ample opportunity to exercise the fine art of dialogue by engaging daily in logical, tactful, and persuasive reasoning about ambiguous topics.

Academic programs are scheduled so that each activity contributes to a student’s development as a vigorous, informed, thoughtful, and effective individual. The curriculum will keep students busy and involved, but also will allow time for the reflection, individual study, and research essential for genuine intellectual growth.

Successful performance in this new realm will require students to break some old habits, improve existing critical skills, and develop new competencies. To succeed in the strategic environment will require future senior leaders to think differently than they have in the past. To that end, the USAWC curriculum is rooted in the theory and application of strategy. Grounded in Elihu Root’s great problems of responsible command -- national defense and military art and science -- the curriculum emphasizes the process by which the United States formulates National Military Strategy and the factors essential to develop and refine military strategy in an increasingly volatile, uncertain, complex, ambiguous, and interdependent post-Cold War world.

Carlisle Community

Adjacent to the post, the city of Carlisle, with an estimated population of 20,000, offers additional shopping and restaurant facilities for USAWC students. Harrisburg, with an estimated population of 500,000, is 20 minutes away and offers a full range of facilities and services. The major metropolitan areas of Washington DC, Baltimore, and Philadelphia are approximately 2 hours away, and New York City is approximately three hours from Carlisle.

WELLNESS PROGRAMS

Health and Fitness. The physical, psychological, and spiritual well-being of students, staff, faculty, and families is an important concern at the USAWC. Students will have opportunities to assess and enhance their overall health and fitness through a comprehensive health and fitness assessment program provided by the Army Wellness Center at Carlisle Barracks. The Wellness Center's multi-disciplinary, professional staff assists in improving lifestyle behaviors to help achieve soldier fitness goals and avoid future risk for disease development. The first assessment, body composition, will be assessed using the BOD POD or ultrasound technology, and will help gain insight as to risk for cardiovascular disease. Resting metabolic rate testing, the second assessment, can help determine how many calories you should be taking in daily to reach your goals. Aerobic fitness will be assessed using VO2 testing, and this will also help determine appropriate heart rate training zones. The opportunity to attend a group out-brief will be provided to all those that participate in the assessments, and ongoing follow-up will also be offered.

Military Family Program

The activities of the Military Family Program are structured into four distinct categories for the REP: Personal Growth and Fitness, Family Growth and Fitness, Personal Financial Management, and Strategic Leadership and Readiness. They encompass a series of lectures and workshops for students and spouses dealing with important family and unit readiness issues. The purpose of these events is to increase awareness of the individual's own family situation and to better prepare both the future senior leader and spouse for working with subordinates and their families. Many of the workshops target the personal growth and well being of the student and the student spouse during the academic year, and provide information and training in finance, wellness, interpersonal skills, and much more. Other workshops and lectures are designed to help both students and their spouses by equipping them for future leadership responsibilities.

For further information on the Military Family Program seminars and workshops presented each academic year, go to: www.carlisle.army.mil/usawc/dclm/milfam.htm.

SUPPORT FACILITIES

On Post Shopping and Restaurant Facilities

Carlisle Barracks has a commercial complex consisting of a laundry/dry cleaner, Class VI (retail beverage) store, Commissary, and Post Exchange that provide military students the ability to conduct some of their shopping within walking distance of their homes. This complex also includes a food court, barber shop, and optical center. In addition, a credit union for banking needs is available for use by all students and employees. The Letort View Community Center, while not in the shopping area, offers event oriented dining opportunities for the USAWC community; seasonally the Letort

View Community Center offers evening social activities at the “Tiki Bar” pavilion or “Joint Pub.”

Medical Support

The Dunham U.S. Army Health Clinic provides medical care for resident military students (and Distance Education students when attending summer sessions), the uniformed faculty, and retired military personnel. Dunham is capable of providing primary medical care and is equipped for routine outpatient medical conditions. Family Practice is the primary clinical service available, including limited pediatric and gynecological care. The clinic does not have an emergency room or inpatient capability, but emergency medical services are available in the local community. Students requiring hospitalization or medical care from specialists are referred to military treatment facilities at Fort Meade (Maryland), the Bethesda Naval Hospital (Maryland), or Walter Reed Army Hospital (Washington DC), or to local or regional medical facilities. Dunham also provides comprehensive dental care to all active duty personnel and has optometry services as a part of its health care offerings.

Religious Services

Since the inception of the American military forces, the military’s leadership has felt a responsibility to attend to the religious needs of its personnel. Beginning with the Revolutionary War, chaplains and chapels have been a part of the American military scene. The USAWC continues this tradition. Carlisle Barracks has a Memorial Chapel that serves the religious needs of the students, staff, and faculty. The Chapel has in residence Protestant and Catholic Chaplains. The Chapel offers religious education programs, activities for youth, and a number of activities for young and mature adults. In addition, the Chapel can offer information on the locations of Jewish services. Though no special services are offered for followers of the Islamic faith, a small prayer room is provided in Upton Hall for Muslim students.

Child Care

The Moore Child Development Center (Building 455) provides full-day, part-day, and hourly care programs for children from 6 weeks through 5 years of age. The center is open 6:30 a.m. to 5:30 p.m., Monday through Friday. Hourly care is by reservation on a space available basis. Fees are determined according to total family income. Children must be registered with Child Development Services before care is provided at the center.

Morale, Welfare, and Recreation Activities

Carlisle Barracks offers a full range of Morale, Welfare, and Recreation activities. These include Information, Ticketing, and Registration; Outdoor Recreation; Letort View Community Center; Army Community Service; Golf Course; Youth Services; Sports Programs; Strike Zone Bowling Center; Barracks Crossing Studios (offers framing and engraving, auto care, and special arts and crafts on a seasonal basis).

USAWC LIBRARY

As the award-winning library for the Army's senior educational institution, the USAWC Library is an integral and strong component of the USAWC's Program for JPME and plays a key role in the development of military, civilian, and international strategic leaders. Noted for sustained, high-quality services, and extensive research resources, the Library is a graduate-level special academic library supporting the College's educational, research, strategic communications, and well-being missions. It also serves as a primary research and information resource for organizations and individuals outside of Carlisle Barracks and the Army, including Congress, the DoD, Federal agencies, universities and colleges, the media, and individual researchers and writers.

The highly expert and customer-friendly library staff, including nine librarians, ensures the efficient retrieval and delivery of research and information services. All nine librarians hold a minimum of a baccalaureate degree in an academic subject and a master's degree in library and information science. All have varied and extensive professional and managerial experience of progressively higher responsibility. The Director is active on DoD-level committees, and librarians support membership in professional organizations and participate in continuing education thus fostering innovation and improving library services. Through formal and informal liaison with the faculty, the staff keeps abreast of all curriculum requirements. The Library also receives feedback from other USAWC boards, as well as from individual faculty, students, and staff members. This feedback contributed to making the Library the center of gravity for collective academic activity.

The Library offers its customers a variety of services: one-on-one research and reference assistance; "Ask a Librarian" electronic reference service; information literacy programs and tutorials for individuals and groups; library tours and briefings; current awareness and bibliography compilations; copyright support service; hard copy and electronic course reserves; paper and micrographic copying and scanning services; acquisition and distribution of curriculum texts; inter-library loan and document delivery. Supporting the curriculum and research, the Library regularly produces course-related, special bibliographies. Major bibliographies include: Jointness; Ethics; Terrorism; Homeland Security; Mentorship; Multinational Operations, Post-Conflict Reconstruction; Transformation; Warfare in the 21st Century; Peacekeeping; Strategic Vision; U.S. National Security and Strategy; Human Dimensions of Strategic Leadership; The Military Profession; and Women in the Military. Bibliographies also receive worldwide dissemination. Monthly, the Library's current awareness program produces and widely distributes listings of pertinent current journal articles; this is supplemented with frequent e-mail alerts. The Library sponsors an active materials display program, coordinating with academic and community offices to support special events and programs and to highlight special library services and publications.

The Library provides its customers a rich and varied collection of print, electronic, and other non-print materials. Subjects covered in depth include military strategy and operations, area studies, international relations, foreign policy, management, and

economics. To supplement a book and document collection of 165,400 volumes, the Library maintains subscriptions to over 600 current hardcopy subscriptions to periodicals in these and other subject areas, providing current information and opinion for reading and research. Library holdings include a broad cross section of domestic and foreign newspapers, Army, DoD, and other official military publications, and a classified documents collection. The Library's collection also includes a large selection of audio-visual materials, extensive microform holdings, and the equipment needed to access these special formats.

Current electronic research and information resources include fee-based and DoD online services and Internet resources, including standard research databases such as ProQuest, Nexis, Jane's Geopolitical Library, and military specific databases such as JDEIS, AULIMP, SCAMPI, STINET, Periscope, and Inside Defense. The Library's online catalog provides quick and concise information on publications held in the Library or at any department or office on Carlisle Barracks. The catalog is available to customers on the Library's website on both the Internet and the Intranet. At the Library's public website www.carlisle.army.mil/library, customers can access general resource information, the Library's authoritative bibliographies, links to other military and academic databases, and online catalogs. By using Intranet access, authorized customers can use all of the resources on the public site plus many specialized fee-based databases supporting the academic and research needs of the USAWC students and faculty.

All students, staff, and faculty have remote access to the Library's resources and services, including access to the fee-based databases and other library research resources. All can request research assistance and borrow publications by contacting the Library by e-mail, telephone, fax, or mail. The Library will respond to requests quickly and will work with the requestors to identify research resources and facilitate the most convenient method of access, to include direct borrowing from the USAWC Library, interlibrary loan, and use of their local libraries.

The Library also offers its customers access to other library resources through its affiliation with several cooperative ventures. These include the Military Education Research Library Network (MERLN), which electronically provides ready access to the holdings of major DoD and other military libraries. Membership in the Associated College Libraries of Central Pennsylvania (ACLCP) allows Library customers direct access and borrowing privileges to 24 other academic and special libraries within an easy drive of Carlisle, such as Dickinson College, Bucknell University, and the State Library of Pennsylvania. The Online Computer Library Center (OCLC) database includes records for over a billion publications available through interlibrary loan from libraries all over the world.

Housed on 2 levels in Root Hall, with about 27,500 square feet of space, the Library is conveniently located for students and faculty. It is ADA compliant, and authorized customers have access 24/7 to the Library facility. The main level holds the Library's primary collection, its online catalog, and other manual and automated research tools. It

comfortably seats over 76 customers in the Reading Room, and provides Breakout Areas, with computer access, for study groups and meetings. There are DSL computers as well as wireless service for students, DoD, and other visitors needing access to the Internet. It provides 92 carrels for general use by students and faculty, and 3 small conference rooms for individual DVD or video viewing and for private consultations. The lower level houses restricted and classified documents, maps, and other library holdings.

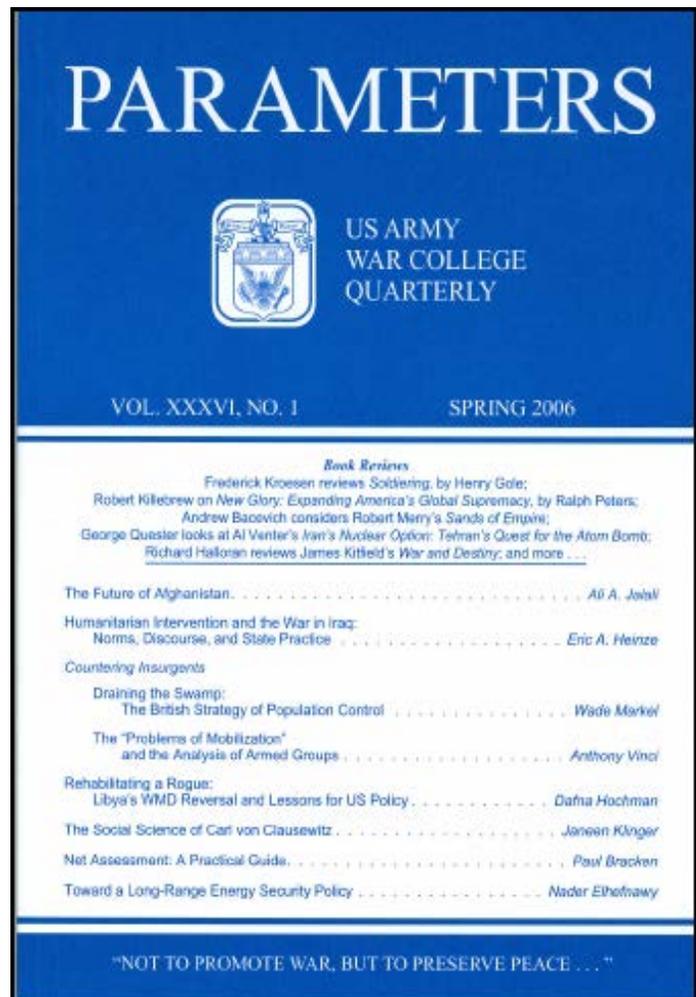


Parameters

The U.S. Army's Senior Professional Journal

Parameters, the U.S. Army War College Quarterly, complements the Army War College's curriculum, continues the professional education of its graduates, and reinforces the War College's role in this country and around the world as a leading center for contemporary military thought. The journal focuses on international security affairs, national defense policy, joint and combined matters, military strategy and the intersection of strategy and the operational art, and all aspects of senior military leadership and command. Because the journal is an integral part of their continuing education, Army War College graduates of all components receive gratis subscriptions to ***Parameters*** until they retire.

The journal is also distributed to Army general officers and select senior officers from the sister services; to key officials in the Defense Department, the State Department, and the National Security Council; to interested members of Congress and their staffs; to defense-minded members of academe, think tanks, business, and the news media; and to military units, including ROTC detachments and U.S. service schools. More than 600 libraries and more than 80 U.S. and foreign military journals receive subscriptions, as do many U.S. and allied embassies. Copies also go to the military educational establishments of many allied and other nations. The Marshall Center subscribes for its international faculty and student body and also uses its copies in its English language training program.



Parameters' printed circulation is approximately 13,000 copies per issue. Significant secondary distribution occurs through military and civilian educational institutions in the United States and overseas which reproduce articles used by thousands of students every year. On the average more than 120,000 copies of **Parameters** articles are printed annually for use by military and civilian educational institutions, military organizations, and private citizens. The journal is also available to the public by subscription through the Superintendent of Documents.

Parameters is accessible on the Internet at: <http://www.carlisle.army.mil/usawc/Parameters/>. There you'll find selected articles, review essays, a complete index of **Parameters** articles, subscription information, and guidance on submitting manuscripts for possible publication. More than 85,000 unique users access **Parameters** online each quarter.

For those of you who desire to write scholarly articles of interest to senior military professionals, **Parameters** provides an excellent audience. An author guide is available at the **Parameters** web site. Manuscripts are welcome, and may be submitted by e-mail, but the editors recommend reading the author guide first. In addition, the editors will be happy to discuss with students their publishing plans and projects. Operations and Gaming Division, the Science and Technology Division, the Peacekeeping and Stability Operations Institute, the Strategic Experiential Education Group, and the Management and Logistics Division.

U.S. ARMY WAR COLLEGE FOUNDATION & ALUMNI AFFAIRS

The Army War College Foundation, Inc., established in 1977, is proud to provide the "margin of excellence" to the academic experience at the U.S. Army War College. The Foundation has enhanced the educational experience of our students through stewardship of traditional programs.

The Foundation funding has directly supported student and faculty events: such as National Security Seminar Week, honorariums for distinguished guest lecturers, writing awards for students and faculty, texts for the College's professional library, projects of the International Fellows Program, and financial assistance for high-level conferences and exercises. Since 2002, the Army War College Foundation has funded jointly, with Dickinson College, the General of the Army Omar N. Bradley Chair of Strategic Leadership. In Academic Year 2009 the Foundation began funding for the Francis W. de Serio Chair for Strategic Intelligence.

Individual, foundation and corporate constituents are steadfast in their contribution to our national defense through stewardship of academic excellence and traditions at the United States Army War College.

The Alumni Association of the U.S. Army War College (now known as the Office of Alumni Affairs) was formed on May 19, 1967 as an organization that would enable

graduates to stay connected and promote the interests of the Army War College. The organization has grown from an association with a few founding members to one with over 10,000 current members today. The organization serves as the U. S. Army War College Gift Shop (The Sutler Store); it holds the alumni database and it supports a wide range of programs for current class members and graduates and their families. The Alumni Association sponsors and holds the copyright on the official history of the U.S. Army War College.

The Army War College Foundation, Inc. and the Alumni Association of the U.S. Army War College merged on August 1, 2008. The organization remains committed to the best possible support to the College and its graduates and friends





DDE Faculty



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Professor Clay Chun serves as Chairman of the Department of Distance Education. Prior to this appointment, he was a Professor of Economics for the Department of National Security Studies at the U.S. Army War College. He has a Bachelor's Degree from the University of California, Berkeley; Masters degrees from the University of California, Santa Barbara and the University of Southern California; and a Ph.D. in Public Policy Analysis from RAND Graduate School. He is a graduate of the Command and General Staff College at Fort Leavenworth, Naval War College and the Air War College.

Dr. Chun is a retired Air Force Officer with 22 years of active duty service, beginning his career in the missile operations field. He served in a number of positions including Space Shuttle Planning Manager, Vandenberg AFB. Assistant Professor at the U.S. Air Force Academy, Senior Economist for the Secretary of the Air Force, Joint Planner, Strategy Division, Chief of Staff of the Air Force, Assistant Dean, School of Advanced Airpower Studies, Maxwell AFB, and Commander, 34th Education Squadron, Colorado Springs. He is the author of numerous publications on national security and economic issues. Dr. Chun is the former holder of the General Hoyt Vandenberg Chair of Aerospace Studies.



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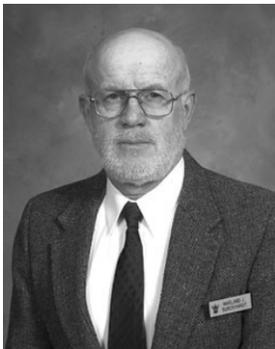
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Colonel McDougall has over 22 years of service with numerous overseas assignments in Germany, Bosnia, and Iraq. Highlights of his career include but are not limited to Chief of Methodology, USA Operational Test Command, Fort Hood, TX; Chief of Warplans, Headquarters, III Corps, Fort Hood, TX, Combat Operations Analyst, TRADOC Analysis Center, Fort Leavenworth, KS; and Commander, A Company, 1-35th AR, Baumholder, Germany.

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Lieutenant Colonel Miettinen has over 24 years of USAR service and is currently Command Inspector General of the 98th Division (IET). He was previously an Information Operations (cyberwarfare) battalion commander. LTC Miettinen's other assignments have been in Command at platoon and company levels, and on staff in Personnel (S1), Intelligence (S2), and Operations (S3) assignments. He is qualified in Infantry, Civil Affairs, Psychological Operations, Intelligence, Information Operations, and Network Engineering.



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COL (Ret) Reynolds is an Infantryman with 33 years of service. He has held numerous command and staff positions both in CONUS and overseas. Highlights of his career include assignments as a Battalion Commander; Brigade Executive Officer; Chief of Plans, 3d U.S. Army Forward Command Post; Corps Plans Officer, XVIII Abn Corps; Division G3, Chief of Current Operations; Brigade Operations Officer, Battalion Operations Officer and as an Observer Controller at the National Training Center and the Battle Command Training Center.



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Lieutenant Colonel Sibayan has 23 years of experience in numerous capacities such as Platoon Leader, Company Commander, Senior Engineering Advisor, Director of Public Works, 417th Base Support Battalion, Kitzingen-Wuerzburg-Giebelstadt, Germany, Chief, Stryker Transformation Team, Ft. Benning GA, and Chief, 37th Brigade, 9 IA Division Military Transition Team, Taji, Iraq. He served during Operation Desert Shield / Desert Storm, Operation Iraqi Freedom, Operation Safe Haven, and Operation Safe Passage.



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Colonel Robert E. Smith (USA Retired) is a contract instructor for the Department of Distance Education, U.S. Army War College. He received his BS degree from the U. S. Military Academy. He is a 1995 graduate of the U.S. Army War College.

COL (Ret) Smith completed a 29 year career in the U.S. Army as an Infantry Officer. He has held command positions at a number of levels including platoon leader, company commander, Commander 2nd Battalion, 39th Infantry and Commander 2nd Brigade, 101st Airborne Division. He also served as an Infantry branch assignment officer and Chief of the Joint Doctrine Division for the Joint Staff. Prior to his retirement he was Director of Plans and Operations, Chief of Staff, U.S. Army War College.



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Colonel Dean Stodter (USA Retired) is a contract faculty instructor for the Department of Distance Education. He received his Bachelor of Science degree from the United States Military Academy and a Master of Arts degree in European Studies and International Economics from the Johns Hopkins' School of Advanced International Studies. He is also a graduate of the Belgian Staff College and the U.S. Army War College with a Master in Strategic Studies.

COL Stodter is a Field Artillery Officer with over 25 years of service, including command of a Field Artillery battalion. He is also a Foreign Area Officer, fluent in French and Dutch, and has served several assignments in Europe and the Pentagon. His last assignment was with the Combined Security Transition Command in Kabul, Afghanistan, serving as the Senior Advisor for Afghan officer education programs and Chief of the Military Academy Implementation Team.



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Master of Strategic Studies from the U.S. Army War College.

COL Streight is an engineer with over 25 years of service. Highlights of his career include command of the 45th Support Group (Provisional), commander of the 45th Rear Operations Center, Commander of the Selective Service System Detachment for the Oklahoma Army National Guard and Director of the Selective Service System of Oklahoma. An Army Reserve Officer, COL Streight is Dean of Academic Affairs at Ivy Tech State College-Wabash Valley



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COL (Ret) Wallace was an Armored Cavalry Officer with 30 years of Army service. He served in the 2nd and 11th Armored Cavalry Regiments and commanded the 1st Squadron 9th Cavalry in the 1st Cavalry Division. He served on exchange to the New Zealand Army for two years and was the U.S. Army Attaché to Australia, New Zealand and Papua, New Guinea for three years. His instructor experience includes two years in the Department of Tactics, at the USACGSC and eleven years at the U.S. Army War College. COL (R) Wallace is a past Chairman of the Department of Distance Education.



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Kevin Weddle is Professor of Military Theory and Strategy. Dr. Weddle holds a Bachelor of Science degree from the U.S. Military Academy, Master's degrees in Civil Engineering and History from the University of Minnesota, and a Ph.D. in History from Princeton University. He is a graduate of the U.S. Command and General Staff College and the U.S. Army War College.

Dr. Weddle served in a variety of command and staff positions as a combat engineer officer including service in Desert Storm and Operation Enduring Freedom before retiring with over 28 years on active duty. His assignments included service in the 7th Engineer Brigade, VII Corps, S3 of the 555th Combat Engineer Group, and command of the 299th Combat Engineer Battalion, 4th infantry Division, Task Force XXI. He also served on the DA Staff and with the Defense Intelligence Agency. His academic assignments included Assistant Professor of Military History at West Point and Director of the Advanced Strategic Art Program and Deputy Dean of Academics at the U.S. Army War College. He has authored numerous publications on military history and national security topics.



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COL Weigle has 25 years of Army, joint and multinational logistics experience, with a concentration in fuels support that included his company and battalion commands. His career includes overseas postings in Bahrain, Germany, Turkey, Spain and two tours in Korea, with two assignments in NATO. His operational deployments include Somalia, Bosnia, Kosovo, Macedonia and the Middle East.



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COL Wilson is a career infantry officer who has held a variety of command and staff positions that has included the privilege of commanding two companies and three battalions. His last three assignments included the position of Chief of Plans, III Corps and Ft Hood as Multinational Corps-Iraq during the surge, FY06-08, and Executive Officer to the Assistant Chief of Staff for Installation Management and Director, Services and Infrastructure Core Enterprise Implementation Team, Pentagon.



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COL (Ret) Womack is an Air Force operations officer with 24 years of Air Force service. As a command pilot, he has over 3,900 flying hours in the U-2, T-38, and B-52 aircraft in a variety of operational assignments. He commanded an operational U-2 detachment and commanded the 1st Reconnaissance Squadron, responsible for training all Air Force U-2 pilots for worldwide reconnaissance duty. He was a fully qualified joint specialty officer, serving two tours with the U.S. Joint Chiefs of Staff where he managed the worldwide reconnaissance program and directed the Chairman's Joint Exercise Program for senior military and civilian leaders in the Department of Defense and other government departments and agencies.



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Colonel Young is an Army Reserve, Active Guard and Reserve (AGR) officer with over 27 years of service. He serves as a Faculty Instructor in the Department of Distance Education, First Year Studies. He holds a Bachelor of Science Degree in Accounting from Morgan State University, a Master of Science in Management Degree from Troy State University and a Master of Strategic Studies Degree from the U.S. Army War College.

Colonel Young is a Finance Officer and Certified Defense Financial Manager. He has held numerous leadership and staff positions including Operations Officer, Company Commander, Finance Instructor, NATO Fiscal & Accounting Officer, Budget Officer and Compensation Analyst. His assignments include overseas assignments in Germany and Korea, 12-month deployments to Zagreb, Croatia and Baghdad, Iraq, in addition to several years on staff in the Comptroller Directorate, Office of the Chief, Army Reserve, and in the Plans & Resources Directorate of the Deputy Chief of Staff, G-1 at the Pentagon.

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APPENDIX A:

Frequently Asked Questions

We have made every effort to provide you with a set of comprehensive help materials in the OASIS User Guide and in the chapters of this Student Handbook. Additionally, the Directive of each course we offer contains amplifying information on a suggested time line for the completion of the various course deliverables to provide you with a reference for completion without feeling rushed or pressured. In general, you will find the answers to virtually every course-related issue there. But students have questions that fall outside of normal operations; here are a few that may fit your particular situation:

1. **Question:** I had to replace my computer and now I cannot access some parts of my courses. What's wrong?

Answer: In all probability, you need to reconfigure your machine. The easiest way to do that is to open Course DE2300, and complete Block 1 of that course, including the automatic configuration routine that is there. If you still have questions, you can contact the help desk at 800-716-2769, 0700-1630 Eastern, after hours, on weekends, and holidays.

2. **Question:** I need to request an extension in the due-date of my course deliverable. How do I go about doing that?

Answer: All extension requests for **First Year** Students should go through your Education and Training Technician. Please send your perspective completion date, as different extensions require different levels of approval. For Last Names A-K contact Mike Semrau at 717-245-3578 mike.r.semrau.civ@mail.mil; for Last Names L-Z, contact Amos Myers at 717-245-3592 amos.s.myers.civ@mail.mil.

All extension requests for **Second Year** Students should go through your Faculty Instructor. If the Faculty Instructor is unable to be reached then, you will contact the Second Year Education and Training Technicians, Darby Burkholder at 717-245-3568 darby.e.burkholder.civ@mail.mil; or Kathy Ramsey at 717-245-3594 kathryn.c.ramsey.civ@mail.mil.

3. **Question:** I forgot my password. What do I do now?

Answer: if you have forgotten your password, or if you attempted to change your password and find yourself "locked-out" of DDE, you will need to contact your Year Group Admin Office, or David Birdwell at 717-245-4255 office; 717-329-3656 cell.

4. **Question:** I have a question about the course material and what my deliverable needs to include. Who should I contact?

Answer: All questions that you have concerning your course work or your assignments should be referred to your Faculty Instructor.

5. **Question:** What is “monthly maintenance” and how does it affect me?

Answer: Once each month, our maintenance technicians are required to take the server that contains your course material offline for routine, scheduled maintenance. You should not plan on having access to OASIS during these periods. In general, these once-a-month maintenance activities will be held on a Sunday, from 0600 until 1400, Eastern.

6. **Question:** Why should I subscribe to “News & Events?”

Answer: The very best way for you to keep abreast of issues here in DDE is to “subscribe” to “News & Events.” Subscribing involves checking the small box in the “News & Events” section that allows you to receive email notifications about issues that directly affect you and your studies. Check your OASIS User Guide for more information on this.

7. **Question:** Am I allowed to work ahead in completing my course work?

Answer: You are very much in-charge of completing your assignments using whatever schedule you choose, so long as you adhere to the Course Author and Faculty Instructor identified suspense dates. For your convenience, we have provided a recommended timeline for completion of the various course elements.

8. **Question:** When I travel, do I need access to a “.mil” domain in order to work on my courses?

Answer: Absolutely not! You may access your coursework through regular Internet domains.

9. **Question:** I plan to complete my course work on several different machines; for example, I want to be able to use a computer at work, one at home, and a laptop when I travel. Do I have to configure each computer?

Answer: Yes. As explained in the lesson, you are configuring each machine, not an account.

10. **Question:** I am a member of the RC and have a question about Retirement Point Credit Hours and Retirement Points? To whom should I address my question?

Answer: USAWC Registrar’s Office 717-245-3563.

APPENDIX B: REQUESTING A DEFERMENT OR DISENROLLMENT

The US Army War College no longer issues deferments. To request a deferment, individuals should contact the appropriate Point of Contact listed below:

USA

DEPARTMENT OF THE ARMY
Commander, U.S. Army Human
Resources Command
ATTN: AHRC-OPL-L
1600 Spearhead Division Ave, Dept 280
Fort Knox, KY 40122-5208
(502) 613-6421
Ross S. Corbett
ross.s.corbett@us.army.mil

ARNG

ARNG-TRI, Individual Training Branch
111 South George Mason Drive
Arlington, VA 22204-1382
(703) 607-1354
jim.f.morehouse.civ@mail.mil

USMCR

Commandant of the Marine Corps Reserve
Reserve Forces HQMC Code Ram-3
ATTN MAJ Andy Boggs
3280 Russell Road
Quantico, VA 22134-5103
(703) 784-0531
thomas.a.boggs@usmc.mil

USAF

Denise Emery
Denise.emery@Pentagon.af.mil
(703) 695-7323/7324
Ann.igl@Pentagon.af.mil

USAR

Commander, U.S. Human
Resources Command – St. Louis
AHRC-PLS-S (PDE)
ATTN: LTC Lenora Young
(502)-613-9043
1600 Spearhead Division Ave, Dept 280
Fort Knox, KY 40121-5407
Mark Bowen (502) 613-6443
Pspde.board@conus.army.mil

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Director
College of Continuing Education
ATTN: Dennis Chinault
2079 Barnett Ave.
Quantico, VA 22134-5118
(703) 784-6041
dennis.chinault@usmc.mil

USN

Navy Personnel Command , Naval
PERS-440C
ATTN LCDR Mark Fegley
5270 Integrity Drive
Millington, TN 38055-0440
(901) 874-2676
Mark.r.Fegley@navy.mil

NGA

HDR – Career Development Office
Vector Study Program Mgr
Senior Service School Program Mgr
ATTN: Michael Boling
(314) 676-0237
michael.c.boling@nga.mil

USNR

Navy Reserve Forces Command
LCDR Steven Earnest
4400 Dauphin Street, Bldg. 603
ATTN N7
New Orleans, LA 70146
(757) 322-6659
Steven.earnest@navy.mil

DAC/CIV

DEPARTMENT OF THE ARMY
Central Programs Branch, DAPE-CP-CP
Hoffman Bldg. 1, Room 476
ATTN: Ms. Linda Donaldson
2461 Eisenhower Avenue
Alexandria, VA 22332-0300
(703) 602-9055
linda.l.donaldson@us.army.mil

Edy Coutcher (Supervisor)
(703)325-0391

DSLDP

Defense Leadership & Management Program
Civilian Personnel Management Service
ATTN: Patti Kasold
CPMS-JLDD-DLAMP
1400 Key Blvd. B200
Arlington, VA 22209-5144
(703) 696-9630
Kimberly.kessler@cpms.osd.mil

NSA

National Security Agency
9800 Savage Road, Suite 6242
Fort Meade, MD 20755-6242
Beth Long
(301)688-3949

DOS

U.S. DEPARTMENT OF STATE
George P. Shultz
Foreign Service Institute
ATTN Ms. Sue Emerson
Room F2210
Washington, DC 20522-4201
(703) 302-7145
emersonsl@state.gov

USMA (WP)

U.S. Military Academy
Office of the Dean of the
Academic Board
ATTN: Ms. Deb Scully
Bldg. 600, Room 101
West Point, NY 10996-5000
(914) 938-2695
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International Development
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Room 2.07-013
1300 Pennsylvania Avenue, NW
Washington, DC 20523-2823
dshanks@usaid.gov
Sharon Scott (202) 712-1995

USA HQDA DCS G-3/5/7

Chris Rizzo
Army War College Program Mgr.
Senior Service College Quota Mgr.
DCS, G-37/TRL
450 Army Pentagon, Room 2D639
Washington, DC 20310-0450
(703) 614-9734
DSN: 224-9734
chris.rizzo@conus.army.mil

The following are examples of deferment memoranda:

Example of USAR component deferment memo utilizing the Memorandum FOR format:

OFFICE SYMBOL

Date

MEMORANDUM FOR Commander, US Human Resources Command, AHRC-PLS-S (PDE),
Attn: LTC Lenora Young, 1600 Spearhead Division Ave, Dept 280, Fort Knox, KY, 40121-
5407

-

SUBJECT: Request for Deferment from U.S. Army War College

1. I, state your name, request a deferment from the U.S. Army War College Distance Education Program, Class XXXX. Due to...state reason or reasons for deferment request.
2. Background i.e. enclosed mobilization orders, currently serving as..., per AR350-1, para. 3-20 meet criteria, etc. Give some back ground for the reason to defer.
3. Conclusion could be POC for this memorandum recommendation is the undersigned and can be reached at...give phone numbers and email address.

Encl (if you have one enclosure)

Your Signature Block

Example of USMCR component deferment memo utilizing MEMORANDUM THRU format:

OFFICE SYMBOL

Date

MEMORANDUM THRU 2/315th, 2nd Brigade (your command)

FOR Commandant of the Marine Corps Reserve, HQMC CODE RAM-3, MAJ Andy Boggs,
3280 Russell Road, Quantico VA 22134-5103

SUBJECT: Request for Deferment from U.S. Army War College

1. I, state your name, request a deferment from the U.S. Army War College Distance Education Program, Class XXXX. Due to...state reason or reasons for deferment request.
2. Background i.e. enclosed mobilization orders, currently serving as..., per AR350-1, para. 3-20 meet criteria, etc. Give some back ground for the reason to defer.
3. Conclusion could be POC for this memorandum recommendation is the undersigned and can be reached at...give phone numbers and email address.

Encl (if you have one enclosure)

Your Signature Block

NOTE: Students send Deferment letters to Components.

EXAMPLE of DISENROLLMENT EMAIL

If you wish to disenroll the Department of Distance Education requests a clean email with the following statement:

I request to be voluntarily withdrawn from the U.S. Army War College Department of Distance Education, Class of 2011 due to _____.

COMPONENT POINTS of CONTACT (provided here in proper memoranda format):

USA

Commander, US Army Human Resources Command, AHRC-OPL-L, 1600 Spearhead Division Avenue, Dept 280, Ft Knox, KY 40122-5208

USAR

Commander, US Human Resources Command – St. Louis, AHRC-PLS-S (PDE),
Attn: LTC Lenora Young, 1600 Spearhead Division Avenue, Dept 280, Ft Knox,
KY 40121-5407

ARNG

Individual Training Branch, ARNG-TRI, Attn: David Pearson, 111 South George Mason Drive, Arlington, VA 22204-1382

USMC (DDE Only)

Director, College of Continuing Education, Attn: Dennis Chinault, 2079 Barnett Avenue, Quantico, VA 22134-5118

USMCR

Commandant, US Marine Corps Reserve, HQMC CODE RAM-4, Attn: MAJ Andy Boggs, 3280 Russell Road, Quantico, VA 22134-5103

DAC/CIV

Department of the Army, Central Programs Branch, DAPE-CP-CP, Attn: Ms. Linda Donaldson, Hoffman Bldg. 1, Room 476, 2461 Eisenhower Avenue, Alexandria, VA 22332-0300

DSLDP

Defense Leadership and Management Program, Civilian Personnel Management Service, CPMS-JLDD-DLAMP, Attn: Patti Kasold, 1400 Key Boulevard, B200, Arlington, VA 22209-5144

USMA (WP)

Dean, US Military Academy, Office of the Academic Board, Attn: Ms. Deb Scully, Bldg. 600 Room 101, West Point, NY 10996-5000

DOS

US Department of State, George P. Schultz Foreign Service Institute, Attn: Ms. Sue Emerson, Room F2210, Washington, DC 20522-4201

USN

Navy Personnel Command, PERS-440C, Attn: LCDR Mark Fegley, 5720 Integrity Drive, Millington, TN 38055-0440

POINTS of CONTACT Con't

USNR

Navy Reserve Forces Command, LCDR Steven Earnest, 4400 Dauphin Street, Building 603, ATTN N7, New Orleans, LA 70146

NSA

National Security Agency, Attn: Beth Long, 9800 Savage Road, Suite 6242, Fort Meade, MD 20755-6242

USAID Letters

US Agency for International Development, USAID/HR/ELR, Attn: Darren Shanks, Room 2.07-013, 1300 Pennsylvania Avenue, NW, Washington, DC 20523-2823

NGA

National Geospatial-Intelligence College Human Development Career Development Office, ATTN: Michael Boling, 3838 Vogel Road, Mail Stop L-036, Arnold, MO 63010

*Students seeking a deferment to the next class must submit the request to the address above. Note that your component authorizes the deferment in cooperation with DDE. Still, you are required to furnish the **Department of Distance Education** a copy of your request for deferment.

APPENDIX C: PAJE and INSTITUTIONAL LEARNING OBJECTIVES

PAJE LEARNING AREAS AND OBJECTIVES. Since the passage of the Goldwater-Nichols Defense Reorganization Act of 1986, the CJCS has administered a program to insure that the appropriate levels of joint education are included in the curriculums of the service schools. Learning areas and objectives have been established to insure compliance with Goldwater-Nichols.

Service SLCs focus on the development and application of military power in support of national objectives in a joint, interagency, intergovernmental, and multinational environment. Although each Service SLC mission is unique, a fundamental objective of each is to prepare future leaders for high-level policy and command and staff responsibilities by educating them in the diplomatic, informational, military, and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning. SLC subject matter is inherently joint; JPME at this level focuses on the students in a joint, interagency, intergovernmental, and multinational environment.

The DEP has been accredited as an approved Phase I program by the Chairman of the Joint Chiefs of Staff (CJCS). As courses are developed, DDE Faculty Instructors insure that these Joint Education Learning Areas and supporting objectives are covered in the instructional materials. The current learning areas and objectives have been extracted from the 15 July 2009 OPMEP (CJCSI 1800.01D) and are listed for the convenience of both our faculty and students.

SERVICE-SENIOR LEVEL COLLEGES JOINT LEARNING AREAS AND OBJECTIVES (JPME PHASE I)

1. Learning Area 1 – National Security Strategy

- a. Apply key strategic concepts, critical thinking and analytical frameworks to the formulation and evaluation of strategy.
- b. Evaluate historical and/or contemporary applications of national security strategies, to include the current U.S. national security strategy and military strategy.
- c. Apply appropriate strategic security policies, strategies, and guidance used in developing plans across the range of military operations to support national objectives.
- d. Analyze the integration of all instruments of national power in achieving strategic objectives.

2. Learning Area 2 – National Planning Systems and Processes

- a. Comprehend the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in conjunction with other instruments of national power, to attain national security objectives.

- b. Evaluate the DOD and intergovernmental systems and processes by which national ends, ways, and means are reconciled, integrated, and applied.
- c. Analyze the principal joint strategy development and operational planning processes.
- d. Analyze how the interagency's structure and processes influence the planning for and application of the military instrument of national power.

3. Learning Area 3 – National Military Strategy and Organization

- a. Comprehend the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in concert with other instruments of national power, to attain national security objectives.
- b. Evaluate the national defense and military strategies and their supporting strategies.
- c. Evaluate how the capabilities and limitations of the U.S. force structure affect the development of joint military strategy.
- d. Comprehend the fundamentals of traditional and irregular warfare.

4. Learning Area 4 – Joint Warfare, Theater Strategy, and Campaigning in a Joint, Interagency, Intergovernmental, and Multinational Environment

- a. Evaluate the principles of joint warfare, joint military doctrine, and emerging concepts in peace, crisis, war, and post-conflict, to include traditional and irregular warfare.
- b. Evaluate how campaigns and operations support a comprehensive approach to achieving national objectives and relate to the national strategic, national military strategic, theater strategic, and operational levels in war.
- c. Analyze how national military and joint theater strategies meet national strategic goals across the range of military operations.
- d. Analyze the role and perspective of the combatant commander and staff in developing various theater policies, strategies, and plans, to include WMD/E, IO, cyberspace operations, SSTR, joint intelligence, joint logistics, and strategic communication.
- e. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, region, society, culture, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.
- f. Analyze the integration of information and cyberspace operations to theater campaign development.

5. Learning Area 5 – Integration of Joint, Interagency, Intergovernmental and Multinational Capabilities

- a. Analyze the roles, relationships, and functions within the national security and homeland security systems.
- b. Evaluate the capabilities and limitations of all Services and special operations forces (SOF) in achieving strategic objectives in an integrated environment.
- c. Evaluate the integration of capabilities across the range of military operations, including traditional and irregular warfare.
- d. Analyze the attributes of the future joint force and how this force will organize, plan, prepare, and conduct operations.
- e. Develop a thoroughly joint perspective on the increased power available to commanders in an integrated environment.

6. Learning Area 6 – Joint Strategic Leadership

- a. Evaluate the skills needed to lead in a joint, interagency, intergovernmental, and multinational strategic environment.
- b. Evaluate the skills, including strategic communication, needed to lead organizational change and transformation and to build and sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational environment.
- c. Evaluate critical thinking and decision-making by strategic leaders.
- d. Evaluate the ethical and legal ramifications of specific historic or contemporary national security decisions.

SERVICE SENIOR-LEVEL COLLEGES JOINT LEARNING AREAS AND OBJECTIVES (JPME PHASE II)

Although each Service SLC mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy and command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating them in the diplomatic, informational, military, and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning. SLC subject matter is inherently joint; JPME at this level focuses on the immersion of students in a joint, interagency, intergovernmental, and multinational environment and completes educational requirements for JQO nomination.

1. Learning Area 1 – National Security Strategy

- a. Apply key strategic concepts, critical thinking, and analytical frameworks to the formulation and evaluation of strategy.
- b. Evaluate historical and/or contemporary applications of national security strategy, to include the current U.S. national strategies.
- c. Apply appropriate strategic security policies, strategies, and guidance used in developing plans across the range of military operations to support national objectives.

d. Analyze the integration of all instruments of national power in achieving strategic objectives.

2. Learning Area 2 – National Military Strategy

- a. Comprehend the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in conjunction with other instruments of national power, to attain national security objectives.
- b. Evaluate the national defense and military strategies and their supporting strategies.
- c. Evaluate how the capabilities and limitations of the U.S. force structure affect the development of joint military strategy.

3. Learning Area 3 – Joint Warfare, Theater Strategy, and Campaigning in a Joint, Interagency, Intergovernmental, and Multinational Environment

- a. Evaluate the principles of joint warfare, joint military doctrine, and emerging concepts in peace, crisis, war and post-conflict.
- b. Evaluate how campaigns and operations support national objectives and relate to the national strategic, national military strategic, theater strategic, and operational levels in war.
- c. Analyze how national military and joint theater strategies meet national strategic goals across the range of military operations.
- d. Analyze the role and perspective of the combatant commander and staff in developing various theater policies, strategies, and plans, to include WMD/E, IO, cyberspace operations, SSTR, joint intelligence, joint logistics, and strategic communication.
- e. Apply an analytical framework that incorporates the role factors such as geopolitics, geostrategy, region, society, culture, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.
- f. Analyze the integration of IO to theater campaign development.
- g. Apply the fundamentals of traditional and irregular warfare.

4. Learning Area 4 – National and Joint Planning Systems and Processes

- a. Analyze how the interagency and intergovernmental structures and processes influence the planning for and application of instruments of national power.
- b. Evaluate the DOD and interagency systems and processes by which national ends, ways, and means are reconciled, integrated, and applied.
- c. Analyze the principal joint strategy development and operational planning processes.

5. Learning Area 5 – Integration of Joint, Interagency, Intergovernmental, and Multinational Capabilities

- a. Analyze the roles, relationships, and functions within the national security and homeland security systems.
- b. Evaluate the capabilities and limitations of all Services and SOF in achieving strategic objectives in an integrated environment
- c. Evaluate the integration of joint, interagency, intergovernmental, and multinational capabilities across the range of military operations and plans.

- d. Analyze the attributes of the future joint force and how this force will organize, plan, prepare, and conduct operations.
- e. Develop a joint perspective on the increased power available to commanders in an integrated environment.

6. Learning Area 6 – Joint Strategic Leadership.

- a. Evaluate the skills needed to lead in a joint, intergovernmental, interagency, intergovernmental, and multinational strategic environment.
- b. Evaluate the skills, including strategic communication, needed to lead organizational change and transformation and to build and sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational environment.
- c. Evaluate critical thinking and decision making by strategic leaders.
- d. Evaluate the ethical and legal ramifications of specific historic or contemporary national security decisions.

USAWC INSTITUTIONAL LEARNING OBJECTIVES (ILO):

To accomplish its mission the USAWC offers a curriculum based on national defense, military science, and responsible command that prepare graduates for a broad range of duties. To accomplish its mission, the USAWC presents a curriculum designed to produce graduates who can:

- ILO 1. Distinguish the unique nature of strategic-level leadership and apply competencies required by strategic leaders.
- ILO 2. Use strategic thought processes to evaluate the national security challenges and opportunities facing the United States in the 21st Century.
- ILO 3. Evaluate the theory of war and strategy.
- ILO 4. Evaluate DOD, joint, interagency, intergovernmental, multinational, and Non-Governmental Organization (NGO) processes and relationships, including Army contributions to the nation in peace and war.
- ILO 5. Evaluate the role of landpower in joint, interagency, intergovernmental, and multinational operations.
- ILO 6. Synthesize theater strategies, estimates and campaign plans to employ military power in a unified, joint, interagency, intergovernmental, and multinational environment.
- ILO 7. Synthesize critical elements, enablers, and process that define the strategic environment in peace and war.
- ILO 8. Study and confer on the American military profession and guide its future direction.

The USAWC's responsibility is to produce graduates who understand how to operate in strategic security environments, who can deal effectively with complex, unstructured problems involving national security, and who are prepared to make sound decisions or render sound advice when the application of military force is being considered as a policy option. The USAWC experience completes the formal military education of those officers selected to attend the resident course or participate in the DEP. Instruction is conducted at

the graduate level using rigorous, active, adult- learning techniques. Learning occurs through conceptualizing or participating, rather than by simply seeing, hearing or assimilating data. Students are challenged to take positions on issues and defend them and are stimulated to think critically and creatively. Academic freedom and non-attribution are fundamental to our learning philosophy and practice. In sum, ours is an applications-based experiential learning philosophy which strives to produce an educational environment grounded in the principles and practices of effective adult learning methods.

The curriculum focuses on “process” more than “product.” It emphasizes theory, concepts, doctrine, systems, the national security decision-making process, and the ability to analyze, synthesize, evaluate, and apply theory to actual issues and situations. Application methodologies include historical case studies, contemporary contingency exercises, and war games. Written and oral requirements are designed to demonstrate the student’s ability to apply what has been learned. The curriculum is constantly refined to blend historical examples with current events. The lessons of history, ethics, strategic vision, and □jointness are “enduring themes” which permeate the curriculum. They are embedded in discussions of such key issues as national goals and interests, strategic direction, theater-level warfare, and operations other than war.

In the final analysis, the academic program seeks to develop broadened intellectual ability and enhanced flexibility focused on strategic thinking in each student. Upon graduation, each student should be prepared to analyze complex political-military situations, develop military strategies to assure the accomplishment of national security objectives, and lead our military forces competently during peace and war. In sum, it is the beginning mastery of the strategic art from a landpower perspective.

Virtually all activities in the core curriculum focus on the organization, mobilization, deployment, employment, and sustainment of unified, joint, and multinational forces. Joint awareness and perspective underlie everything the college does, beginning with the presence of students from each Service in every seminar. The presence of faculty members from other Services, as well as lessons and courses dedicated to the capabilities, doctrine, and employment of the Marine Corps, the Navy, and the Air Force underscore the USAWC’s firm commitment to joint matters. Other lessons, as well as the broad design objectives of the core curriculum, emphasize joint support to the Combatant Commanders and joint planning for the employment of national military capabilities. Exercises and case studies require the specific application of joint doctrine, planning, and warfighting capabilities.

APPENDIX D: Coursework Evaluation Standards and Academic Progress and Standards Memo

1. Coursework Evaluation. Each course has coursework/subcomponents that require formal assessment of student performance by faculty. Unless specifically exempted by the Dean of Academics, students' performance is assessed in at least two areas in each course: contribution (to resident seminar, project work or forums) and written presentation. In resident courses student contributions to the seminar, to include oral presentations, will be evaluated. A passing course evaluation requires as a minimum a "meets standards assessment" for either the written presentation or student contributions.

a. Faculty will formally record in their evaluation of student performance on required coursework using numbers as follows:

- (1) Fails to Meet Standards (1).
- (2) Incomplete, has not completed course requirements (2).
- (3) Meets Standards (3).
- (4) Exceeds Standards (4).
- (5) Outstanding (5).

b. An evaluation of (2), Needs Improvement on a part of a course, allows the student to resubmit the specified portion within a timeframe designated by the course director. If the resubmission meets standards, the entry on the student's record will be changed, indicating the work meets standards. Faculty will enter comments in the course evaluation reflecting that the student met standards after resubmission. Coursework not meeting standards upon resubmission by the agreed-upon deadline will be recorded as failing to meet standards.

c. A passing course evaluation requires, as a minimum, a meets standards evaluation for a written presentation, and/or contribution (if required) course sub-components.

d. Evaluations of student coursework in each of these areas will adhere to the following criteria:

Contribution. When in the resident courses, students must be actively involved in the seminar learning process—sharing ideas, analyses, knowledge, and they have a responsibility for establishing and contributing to seminar goals. When called upon to provide an oral presentation, an oral presentation must be clearly and effectively delivered, reflect appropriate research and analysis, and offer

original ideas and insights. Evaluation of oral presentations focuses on the quality of ideas and analysis, not the use of sophisticated briefing aids and charts. Faculty will assess student formal oral presentations for content, organization, and delivery. Faculty Instructors will assess student participation based on their professional observation. Additionally, faculty instructors will assess the value of contributions by students to threaded discussions and assigned work on projects. The value of contribution to the discussions will not be gauged solely on volume; rather on knowledge, analysis and volume.

Written Presentation. In view of the direct relationship between writing and the demonstration of critical thinking, strong writing skills are essential for USAWC graduates. The student is expected to emphasize analysis and exposition, rather than description or opinion. Knowledge and views should be presented and supported. Students are encouraged to exchange views and solicit advice and opinions from others, but written work must represent individual analysis and conclusions. Papers are expected to be concise, clear, logically organized, and contain a well-supported thesis. Topic, format, and length will be as specified in the pertinent directive or as directed by the FI. All papers must be submitted in English. Written work should reflect academically acceptable rules of grammar and syntax appropriate for senior military and civilian officials. Faculty will assess student written projects for organization, content, and style.

e. Evaluation of student performance on written and contribution requirements focuses on the organization, content, and style (or delivery) of the presentation. While all three elements are important, the assessment of the student's ability to present relevant content is paramount. A student paper or presentation in which content receives a grade of Needs Improvement (2) or Fails to Meet Standards (1) cannot receive an overall evaluation of Meets Standards (3). Nor can a paper or presentation achieve Meets Standards if either organization or style receives an assessment of Fails to Meet Standards (1).

2. Feedback. Faculty will provide academic feedback on individual, academic-related activities and course requirements. Feedback will be based on an assessment of each student's performance compared to standards for learning objectives in the course or lesson. Faculty Instructors will provide feedback on an individual basis in a timely manner. Comments should focus on the individual's professional growth.

a. Feedback is expected to be frequent, timely, specific, and confidential. To be timely, formal feedback occurs upon completion of specified events; e.g., seminar contributions, a course submission, project or exercise work, or the presentation of a course requirement. Informal feedback should be provided spontaneously, as warranted, especially regarding seminar discussion. Meaningful feedback indicates how a student performs academically and professionally with regard to USAWC academic standards and suggests how that student's academic performance might be improved.

3. Plagiarism. Copying or paraphrasing from any source requires acknowledging that source. Plagiarism, verbatim copying, or extensive paraphrasing without crediting the source violates the standards of conduct expected of military officers, Department of Defense civilians, and other federal agency civilians. This applies to oral and written presentations, papers, and briefing materials originated by other students. Cases of suspected plagiarism will be brought before a USAWC Academic Review Board. Substantiated charges of plagiarism will result in the award of a Fails to Meet Standards assessment and disenrollment from the USAWC, and potentially other forms of administrative action.



DEPARTMENT OF THE ARMY
UNITED STATES ARMY WAR COLLEGE AND CARLISLE BARRACKS

REPLY TO
ATTENTION OF

ATWC-ADE

27 August 2013

MEMORANDUM FOR Faculty Instructors and Staff, Department of Distance Education, United States Army War College (USAWC), Carlisle Barracks, Carlisle, PA 17013

SUBJECT: Academic Progress and Standards

1. References:

a. CBks Memorandum 623-1, USAWC Student Academic Assessment and Evaluation, Resident and Distance Education Programs, 11 January 2007.

b. CBks Memorandum 350-7, Disenrollment from the U.S. Army War College, 1 May 2007.

2. This memorandum establishes USAWC procedures for monitoring Department of Distance Education student academic performance and expands academic probation and involuntary disenrollment procedures. It is meant to augment the policies and procedures contained in CBks Memorandums 350-7 and 623-1.

3. Failure to maintain academic progress.

a. Students who miss a course requirement suspense without a valid extension will be given a course evaluation of incomplete by the Year Group Director. For those students who do not have an approved USAWC deferral from his or her respective component and fail to submit a third requirement (generally spanning two courses), the Year Group Director will recommend either involuntary disenrollment to the Academic Review Board for failure to maintain academic progress or administrative disenrollment to the Dean, School of Strategic Landpower (SSL), whichever is appropriate.

b. As the approving authority for administrative disenrollment, the Dean, School of Strategic Landpower, will consider, on a case-by-case basis, exceptions to paragraph 4, (2), (f) of Carlisle Barracks Memorandum 350-7, dated 7 May 2007. If a student enrolls in the Distance Education Program, completes the orientation program (DE2300), and then fails to complete the first evaluated core course in accordance with the published suspense guidance, the student may be administratively disenrolled without convening an Academic Review Board in accordance with CBks Memorandum

350-7. In some specific cases involving civilian students, the Dean may also consider administrative disenrollment when the student has completed evaluated core courses.

4. Failure to maintain academic standards

a. Students who fail to meet standards will be given additional feedback and the opportunity to resubmit their requirement. If a student fails to meet standards for the second time (either on a resubmission in the same course or in a subsequent course requirement), the Year Group Director will recommend to the Dean, in coordination with the registrar, that the student be placed on academic probation.

(1) Students will remain on academic probation until the standards are met without resubmissions in a minimum of three subsequent courses (to include the First Resident Course).

(2) Once a student is removed from academic probation, any subsequent coursework submissions that fail to meet standards may be cause for referral to an Academic Review Board for disenrollment consideration.

b. If a student fails to meet standards for the third time, the Year Group Director will recommend disenrollment to an Academic Review Board for failure to maintain academic standards. Students may continue in the program while awaiting the Academic Review Board results. However, if a student fails to meet standards for a fourth time (either on their next submission in the same course or in a subsequent course), the Year Group Director will recommend to the Chairman, Department of Distance Education, that the student's course access be terminated.

Appendix E: Student Recognition Program

PURPOSE: Identify and recognize the top academic performers for the Class of 2015 DEP. The Student Recognition Program is an institutional enhancement to recognize the most successful academic performers and convey this recognition both internally and externally. Provided below is the guidance for identifying of the top DEP academic performers who the USAWC will recognize as “Distinguished Graduates.”

OVERVIEW: The USAWC will recognize students for exceptional academic performance across the full two-year program. The Provost will approve selection of the Distinguished Graduates based formal course evaluation ratings of all the evaluated courses in the two-year program, to include DE2306 and DE2312 (First and Second Resident Courses). The Registrar will weigh the ratings by multiplying each numeric course score by the academic credit hours for that course.

Students will be considered for potential recognition as Distinguished Graduate as long as the following criteria are met:

1. The Registrar will present a weighted list of students to the Year Group Directors identifying members of the class whose academic performance exceeds standards and qualifies them as potential Distinguished Graduates.
2. Overall course evaluation ratings in all evaluated courses must meet or exceed standards as validated by the respective Year Group Director.
3. Students who receive more than one resubmission due to not meeting academic standards on any individual academic requirement during the conduct of any evaluated course will not be considered for potential Distinguished Graduate, regardless of their overall weighted evaluation results.
4. Final validation: The Year Group Directors in consultation with the seminar faculty will validate each nominee’s final status as a potential Distinguished Graduate before graduation. Conversely, the seminar faculty can recommend exclusion of a student from potential Distinguished Graduate status for exceptional negative reasons, such as examples of competence, character, or commitment that are inconsistent with Army values. The Year Group Directors will then make their recommendations to the Chairman of the Department of Distance Education.
5. Approval: The Chairman will present the final list of potential Distinguished Graduates to the Dean, who will forward to the Provost for final approval.

RECOGNITION: The Registrar, US Army War College will take the following steps to recognize each Distinguished Graduate:

1. Develop processes to annotate distinguished graduate student evaluation reports with appropriate block checks and comments. Evaluation reports will include the following language: “(Name) distinguished himself/herself through exceptional performance in the USAWC academic program and is therefore designated a Distinguished Graduate of the USAWC Class of 20**. His/Her performance and intellectual skills demonstrate great potential for success as a senior leader.”
2. Annotate the USAWC diploma with the words “Distinguished Graduate.”
3. Identify distinguished graduates in the graduation program.

Appendix F

What a “Course” Looks Like!

Here is an example of a Course Directive from YG2011:

"Undoubtedly the military profession in the great Western democracies, which wholeheartedly desire peace, is one which has required great sacrifices from those who devote themselves to it. All around them goes the busy exciting world of business and politics with all its varieties, but the officers frugally, modestly, industriously,

faithfully pursue their professional studies and duties, very often for long periods at a time, without the public notice. . . . I shall always urge that the tendency in the future should be to prolong the courses of instruction at the [war] colleges rather than to abridge them. . . . Professional attainment, based upon prolonged study, and collective study at colleges, rank by rank, and age by age--those are the title needs of the commanders of the future armies, and the secret of future victories."

Winston S. Churchill, Remarks to senior American and British officers, The Pentagon, March 9, 1946



Video

(5:02) 1. [INTRODUCTION](#)



TRANSCRIPT

Course DE2204 is a study in military strategy and the military element of power. It emphasizes the fundamental nature and evolving character of war, and how conflict shapes strategic thought and military practice. The conclusions of classical and contemporary masters of strategic thought provide a point of departure for examining war and formulating military strategy for both today and into the future. Understanding the development of military strategy – the use of military power to achieve political objectives – is critical to your development as strategic leaders. This course will help you understand the nature of warfare and military strategy in all of its complexities.

Block 1 concerns the nature and theory of war. Your focus is on the work of Carl von Clausewitz, the Prussian military theorist whose ideas were essential parts of American military strategic thinking for much of the past century and whose masterpiece *On War* should be on the bookshelf of every military professional. The block also reflects on the ideas of Antoine-Henri Jomini, Sun Tzu, Liddell Hart, and Colin Gray to provide a comprehensive view of the nature of war and its conduct. Additionally, you study the strategic schools of thought that have developed based on specific warfare environments. These are the land, sea, and air warfare schools of thought. As the United States military nears the end of the first decade of the 21st century, service-specific ideas seem to be converging into a joint military strategic tradition. As you read the block's chapters and articles and participate in its online activities, you should identify the aspects of war that are constant and universal and those that are subject to change. You should also assess historical and contemporary events and the insight of new theorists in light of the ideas of Clausewitz and other masters of strategic thought. Also, ask yourself what is the role of theory in practice. Think of the first block of this course as providing you with a theoretical "toolbox" for your future roles as strategic leaders.

In Block 2, the block includes readings covering World War II to allow you to evaluate the theorists and strategic schools of thought you examined in Block 1 in a conflict of global dimension. The focus of this block is on Operation OVERLORD. You will examine the strategic context upon which OVERLORD was conceived, planned and executed. You will build on readings from DE2201 Strategic Leadership and will use concepts that were introduced to you in DE2203 National Security Policy and Strategy.

The course concludes with Block 3 where you examine contemporary strategic challenges and how military strategy may develop in the future. The block explores how advances in technology and revolutions in military affairs affect the nature and conduct of war – including the issues of nuclear deterrence and the proliferation of weapons of mass destruction. The block also examines strategic culture, terrorism, insurgencies, counterinsurgency, peacekeeping operations, and war termination and aftermath and the U.S. strategic response to these contemporary challenges. Included in this block are the writings of more modern theorists who address many of these strategic challenges. It also includes readings on Operation Iraqi Freedom and Operation Enduring Freedom where you apply classical and contemporary military theory to ongoing U.S. national security initiatives and military operations. DO NOT approach these blocks in a "fire and forget" manner. In both the online and written evaluation requirements, you will apply what you learn in Block 1 to the material in Blocks 2 and 3.

Readings and online interactive material – including commentary on historical and contemporary events and primary and secondary sources of the theorists and practitioners concerned – are included to support course objectives. At the end of this course, you should be able to develop your own personal theory of war that synthesizes past theory and practice with your own personal experience and ideas. War and military strategy should also be examined in light of the international relations theories introduced in Course DE2202 and the national

security policy processes examined in Course DE2203. You should also apply the strategy formulation model introduced in Course DE2203 as an appropriate means of transitioning from theory to practice. Students who are not conversant with military history will find a good deal of new and relevant reading and online activities in the course; those more familiar with the material should gain new insights into the nature and theory of war and strategy. Course DE2204 supports Course DE2205, on Regional Issues and Interests, and Second Year Studies where you examine and evaluate military issues at the strategic, theater, and operational levels.

As you complete the three blocks of this course, consider your own thoughts about war and strategy. As an educated national security professional, you should carefully assess the theories and ideas of the classical and more contemporary theorists of war and strategy. From the ideas that you find most persuasive, you should develop your own personal theory of war and strategy. National security professionals like yourself will find this exercise extremely useful as you move into strategic leadership positions of increasing responsibility.

2. COURSE OBJECTIVES.

- a. Compare and contrast key concepts of classical and modern military theorists.
- b. Evaluate the importance of strategic culture in the making of strategy and the conduct of warfare.
- c. Evaluate the strategic schools of thought of land, sea, and air/space warfare.
- d. Evaluate the impact of contemporary strategic challenges on the development of military strategy and the conduct of warfare.
- e. Assess the relevance of the classical military theorists to contemporary strategic challenges.

3. SCOPE. Course DE2204 consists of three blocks designed to provide a historical and theoretical foundation for understanding and assessing war and military strategy.

4. CURRICULUM RELATIONSHIPS. Course DE2204 builds on previous courses to provide a foundation in military strategic thought for the remaining courses of the program.

- a. The course supports the U.S. Army War College Institutional Learning Objectives of: manage change by applying resources to the processes for translating strategy into force requirements and capabilities; advise, in concert with other elements of national power, on the role of the military in national security strategy formulation; analyze threats and other factors that affect U.S. interests; apply strategic thought to U.S. national security decision-making processes; and, synthesize critical elements of warfare at the strategic and operational levels. DE2204 builds on the courses that precede it: DE2201 Strategic Leadership, DE2202 International Relations and the Use of Power, and DE2203 National Security Policy and Strategy. It also introduces concepts such as strategic culture that will be explored in greater depth in DE2205 Regional Issues and Interests. Finally, many of the concepts and topics introduced at the theoretical or basic level here in DE2204 you will examine in greater detail in DE2207 Contemporary Military Issues.
- b. This course supports the U.S. Army War College enduring themes of Ethics, History, Human Dimensions of Strategic Leadership, Jointness, and Strategic Vision. It also supports the special themes of Transformation and Warfare in the 21st century.
- c. It also supports the following Program for Joint Education (PJE) Objectives (JPME Phase I as outlined in CJCSI 1800.01C Officer Professional Military Education Program dated 22 December 2005):
 - Learning Area 1, Learning Objectives (a) and (b);
 - Learning Area 2, Learning Objectives (b);
 - Learning Area 3, Learning Objectives (a), (b) and (e);

- Learning Area 4, Learning Objectives (a) and (b);
- Learning Area 6, Learning Objectives (b).

d. The course also supports the Program for Joint Education Objectives (JPME Phase II as outlined in CJCSI 1800.01C Officer Professional Military Education Program dated 22 December 2005):

- Learning Area 1, Learning Objectives (a), (b) and (d);
- Learning Area 2, Learning Objectives (b);
- Learning Area 3, Learning Objectives (b) and (e);
- Learning Area 7, Learning Objective (b).

5. ORGANIZATION. Course DE2204 is organized into **three** blocks and concludes on 10 February 2010 with the submission of evaluation requirements. Evaluation Requirement One is a mandatory all-student forum while Evaluation Requirement Two consists of written essays.

Block 1: Classical Theorists of War and Strategy

Objectives:

- a. Assess development of warfare from the 19th century to the 20th century.
- b. Compare and assess theories of war.
- c. Analyze key concepts from Clausewitz, such as absolute and real war, friction, limited and unlimited war, military genius, and the paradoxical trinity.
- d. Assess the strategic schools of thought of land, sea, and air/space warfare.

Block 2: Military Theory in Practice: World War II and Operation OVERLORD

Objectives:

- a. Assess the application of the various strategic theories and ideas in the development of military strategy and coalition warfare during World War II.
- b. Evaluate Operation OVERLORD (conception, planning, and execution) in terms of the USAWC strategy model, the classical strategic theorists, and GEN Eisenhower's strategic leadership.
- c. Analyze and evaluate the planning and execution of Operation OVERLORD for insights on the use of military operations to secure political objectives in the context of coalition warfare.
- d. Synthesize your understanding of the nature of strategic leadership, with particular emphasis on the difficulties involved in translating policy and political guidance into viable military plans and operations.

Block 3: Contemporary Strategic Challenges

Objectives:

- a. Examine the effects of technology on the nature and conduct of war in the 21st century.
- b. Analyze contemporary strategic challenges such as COIN, terrorism, and the development of

military strategies to address them.

c. Evaluate the ideas of classical and modern military theorists and strategists in addressing contemporary strategic challenges.

d. Assess the importance of strategic culture in the preparation of military strategy and the conduct of warfare.

6. METHODOLOGY. The course learning objectives are met through individual study of the required resources, review and analysis of pertinent issues, participation in online forums, collaboration with classmates, interaction with the course author and other Distance Education instructors, and completion of evaluative requirements. While you are encouraged to discuss the subject matter with classmates and others who might contribute to your learning, you are reminded that (unless otherwise directed) your written submissions must be your own work. Refer to the “**Curriculum Catalogue**” for the U.S. Army War College and the department’s academic standards and guidance for course requirements.

a. Block 1 looks at the theoretical foundation for thinking about war with a primary focus on classical theorists. This block also explores theorists on key strategic schools of thought of land, sea and air/space warfare. Block 2 allows you to apply what you have learned in Block 1 to an historical case study on World War II coalition warfare and military strategy and Operation OVERLORD. These are the historical foundation for the U.S. military forces of today and the doctrine by which they fight. Block 3 focuses on contemporary military challenges that senior leaders will face in future assignments such as the important concept of strategic culture, insurgencies and counterinsurgencies, and how technology impacts warfare and strategy.

b. The course moves from classical military theory, to strategic schools of thought, an historical case study, through strategic culture, and culminating in an examination of contemporary strategic challenges. Each learning area and objective has at least one resource dedicated to its exposition, with alternative views offered where appropriate. Blocks are divided into major sections with specific emphasis. Subdivision and compartmentalization can assist the learning process, but do not forget that strategic leaders must develop comprehensive views on very large issues and need to synthesize their conclusions from disparate sources and elements.

c. The instructional commentary in each block is your guide to the learning path. The blocks are structured to build your analytical abilities as the course develops, so the learning resources are best used in the order specified. Although some articles may be redundant in specific areas, they should reinforce key points and offer different perspectives. Note that several of the video lectures are taken from the resident course. Thus, the lecturer may reference resident course requirements. Disregard any reference to requirements or the resident course in these lectures. The distance program has different readings and requirements from the resident program. The video lectures are offered to reinforce and illuminate the readings and other course materials.

d. Course author comments accompany many of the resources. They may explain why the resource is included, provide background material on the resource and its author, or give other pertinent information to assist the student.

e. The blocks and their resources are organized as a three-way dialogue between the student, the course author, and the creator(s) of the resource. Course author comments may identify some of the key ideas presented and link particular resources to the course as a whole. Online forums provide more direct contact and discussion between students and faculty. If this is not sufficient, the course author or other Distance Education faculty member can be contacted to continue the dialogue. As part of the learning methodology, all of the department’s assets are available to assist in your education.

f. Comprehension of the material in the course is evaluated in a variety of ways. You should be able to

answer the requirements satisfactorily from the material provided by the block, unless otherwise noted. Questions may sometimes draw upon contemporary events so be sure to stay up to date on important security and military issues. Because the blocks are interrelated, insight into the evaluation requirements may be gained from any or all of the lessons. The goal is to encourage thinking at the Senior Level College level with knowledge and skills appropriate for service as a strategic leader. Original ideas and proper expression are important, but so is the knowledge basis used in your answers. You are welcome to draw from your considerable experience in crafting your responses and from sources in addition to course material, but you must also complete the writing and forum requirements in a manner demonstrating comprehension of course material.

g. History is integrated into the blocks through various readings, outlines, and references to military and political events. Examples and case studies can be used to illustrate key points in the written and forum requirements.

h. As part of your preliminary review, you should determine how to allocate your time over the duration of the course to ensure all the material is covered adequately and that requirements are completed on time. A suggested timeline follows to assist you in observing/participating in forums and in scheduling your work during Course DE2204, (forum dates are listed below, but refer to Education Online News and Events as the event draws near):

Event	Date
Complete Block 1 reading and online activities.	18 December 2009
Complete Block 2 reading and online activities.	9 January 2010
Evaluation Requirement One all-student forum/JIIMLab	8-15 January 2010
Complete Block 3 reading and online activities, complete draft of Evaluation Requirement Two	5 February 2010
Submission of written requirements	4-10 February 2010

7. COURSE RESOURCES. The course texts listed below are issued with Course DE2204 or were mailed previously. They contain the assigned readings and reference material required to complete Course DE2204 requirements. Although additional reading is encouraged, students need read only the sections specified in the Lesson Commentaries to answer course requirements. Reading Clausewitz and other military theorists can be challenging, but well worth the effort. As designed, the course allows you to take away some of the big ideas of war and military strategy for your immediate use and to stimulate further interest and contemplation.

Strategy in the Contemporary World: An Introduction to Strategic Studies. John Baylis, James Wirtz, Eliot Cohen, and Colin S. Gray. Oxford, England: Oxford University Press, 2007. (Issued with DE2202)

Conflict After the Cold War: Arguments on Causes of War and Peace updated 3rd ed. Ed. Richard K. Betts. New York: Pearson/Longman, 2008. (Issued with DE2202) (Note: Some students will receive the 2nd edition. All articles in this course from the Betts 3rd edition are also in the 2nd edition.)

On War. Carl von Clausewitz. Eds. and trans. Michael Howard and Peter Paret. Princeton, NJ: Princeton University

Press, 1976.

Makers of Modern Strategy: from Machiavelli to the Nuclear Age. Ed. Peter Paret. Princeton, NJ: Princeton University Press, 1986.

Sun Tzu: The Art of War. Trans. Samuel B. Griffith. Oxford University, 1971.

The Art of War. Baron Antoine-Henri Jomini. Staple Books, 1992.

Strategy. B. H. Liddell Hart, Meridian/Penguin Group, 1991.

Eisenhower: A Soldier's Life. Carlo D'Este. New York: Henry Holt, 2002. (Issued with DE2201)

U.S. Army War College Guide to National Security Issues: Volume I: Theory of War and Strategy. Ed. J. Boone Bartholomees, Jr. Department of National Security and Strategy, 2008. (Issued with DE2201)

Education Online: The USAWC Distance Education Internet Resource, Course DE2204 Directive and Block Instructional Commentaries.

8. EVALUATIVE REQUIREMENTS. Course DE2204 has two requirements. Evaluation Requirement One is a mandatory all-student forum/JIIMLab while Evaluation Requirement Two consists of written essays. Be sure to read the requirements carefully and to address every aspect of them before submitting your work for evaluation. You must submit Course DE2204 requirements no later than 4-10 February 2010. A select group of approximately 16 students will also participate in an on-going Course Author-led forum using Defense Connect Online (DCO). This select group of students who “meet standards” will receive constructive credit for completing the second (written) evaluation requirement.

Forum Participation Requirements. Evaluation Requirement One is a mandatory forum for all students. There is a written substitute available for students with urgent personal or professional obligations that prevent participation.

Forum/JIIMLab Evaluation Criteria. Students participating in evaluated forums are assessed and provided feedback from the faculty on their ability to communicate effectively and to apply course concepts to the discussions. The faculty evaluators apply evaluation standards as specified in the USAWC Curriculum Catalogue. Students failing to achieve forum standards will be required to submit the written Evaluation Requirement. To participate effectively in forums, students must:

- a. Demonstrate knowledge and application of block resources applicable to the forum through active participation.
- b. Participate in the forum at least once daily by making a substantive entry, **and** commenting on a classmate's posting.
- c. Successfully complete all directed activities in accordance with faculty guidance before the forum closes.

For those students completing the Evaluation Requirement One forum, at the same time you submit written Evaluation Requirement Two; submit a sheet of paper for Evaluation Requirement One stating: “This sheet is submitted in lieu of a written requirement because of my participation in the Course DE2204 Evaluation Requirement One Forum.”

Additionally, if you are selected and successfully participate as a student leader in the select DCO forum (see “c” below), you must also submit a sheet of paper stating, “This sheet is submitted in lieu of a written requirement because of my successful participation in the Course DE2204 Evaluation Requirement Two JIIMLAB.”



- a. [Evaluative Requirement One](#).  **TRANSCRIPT** In this requirement, you will participate in an online forum using the

JIIMLab tool. The forum is mandatory for all students unless prevented from taking part by critical personal or work-related issues. It involves participation in online discussion concerning war and military strategy, and will draw from Block 1 and Block 2 material. The forum will be conducted within assigned seminars located under Course DE2204 Forum section of DE2204 course in Education Online. The forum is currently scheduled for 8-15 January 2010, but refer to Education Online News and Events for specific details as the beginning date approaches. Student involvement in the forum should take two to three hours per day, assuming course readings and other assigned activities have been completed prior to the beginning of the forum. An alternate written requirement will be provided to students who cannot participate in the online forum/JIIMLab.



b. Evaluative Requirement Two



TRANSCRIPT (Course DE2204: 2000 words – one long essay of 1000 words and two short essays of 500 words each). In this requirement, you will discuss the strategic challenges facing the United States. The requirement gives you an opportunity to develop complex arguments and to use critical thinking in assessing military strategy. While this requirement is based largely on material from Block 3, do not forget what you have learned in Blocks 1 and 2. Provide complete answers to each portion of the requirement and **ensure that your answers draw substantively from Course DE2204 assigned material.** Other resources **may** be used to supplement your response, but your essay should be grounded in the assigned readings. For these brief essays, you should include a short introduction that concisely communicates your position and previews the essence of your argument. A brief conclusion is optional, but not required given the brevity of the written assignment. A select group of approximately 16 students will also participate in an on-going Course Author-led forum using Defense Connect Online (DCO). This select group of students who “meet standards” will receive constructive credit for completing the second evaluation requirement.

You are required to upload the three written responses in a single MS Word document.

YOU MUST RESPOND TO ALL THREE PORTIONS OF THIS REQUIREMENT ENUMERATED BELOW:

(1) (500 words) Many military theorists have argued that the fundamental nature of warfare never changes no matter how profound the technological advance. Others maintain technological change can and does significantly impact the nature of warfare, and not simply how a war is fought. Using the readings in Block 1 “Classical Theorists of War and Strategy” and Section 2 of Block 3, “Technology and Military Strategy,” which school of thought do you agree with and why? You may use either a contemporary or a historical focus to answer this question.

(2) (500 words) Answer **one** of the two questions below:

(a) The study of strategic culture and the recognition by decision-makers of its importance increased after the attacks of 9/11. Using the course readings from Block 3, do you believe that the concept of strategic culture is useful to the military strategist when applied to a non-state actor(s)? Why or why not?

--OR--

(b) Deterrence strategy has long been credited with playing a major role in the Soviet Union’s defeat in the Cold War. Why is or is not this strategy still viable in the post-Cold War era? Can deterrence strategy work when applied to non-state actors? Why or why not? Use course readings from Block 3 to support your arguments.

(3) (1000 words) Assess President Obama’s 27 March 2009 announcement of a new national strategy for Afghanistan and Pakistan, General Stanley A. McChrystal’s military strategy proposal as outlined in his 30 August 2009 “COMISAF’s Initial Assessment,” and the president’s 1 December 2009 “Remarks by the President in Address to the Nation on the Way Forward in Afghanistan and Pakistan,” using the principal theories of counterinsurgency described in the Block 3 readings. Which COIN theory or theories does the

new strategy most closely embrace? Identify 2-3 key tenets of COIN theory and explain how they have been incorporated into the new U.S. strategy. Based on the Block 3 readings, what suggestions would you make to improve the new U.S. strategy?

c. Select DCO forum. Those students selected to lead groups in the select DCO forum will be evaluated on their participation in DCO in lieu of the second written requirement. Successful completion of the select forum as a student leader fulfills the requirements for evaluation requirement two. *(Note: This should not be confused with the optional student discussion groups in DCO. Participation in those groups is optional and does not fulfill Requirement Two.)*

Those students selected to participate as leaders in this forum will be notified NLT 30 November 2009. This student-select forum is tentatively scheduled to last from 10 December – 22 January 2010. Refer to Education Online News and Events for specific details as the beginning date approaches. Those selected to participate must complete a Defense Connect Online (DCO) host training session NLT 4 December 2009. The select forum will consist of a bi-weekly, student-led synchronous forum in DCO and a synchronous bi-weekly instructor review using DCO. A series of questions will be given to the student hosts at the beginning of each block to serve as a basis for student discussion. Faculty Instructors from the U.S. Army War College may monitor student-led discussions, however they will not make comments nor will they evaluate student performance. Following the student-led sessions, the Course Author will address any issues brought up during the student-led discussions using News and Events. Student involvement in the select forum should take two to three hours per week, assuming Course DE2204 readings and online activities have been completed prior to the beginning of the DCO session. Students will have to keep up with the material in order to successfully participate, or will be instructed to complete the written requirements. Each week, the forum will cover a different section of course material (see chart below):

<u>Event</u>	<u>Date</u>
DCO host training session (dates TBD) (selected students)	1 – 3 Dec 2009
FI-led DCO review of Block 1 (selected students)	15 December 2009
Student-led DCO discussion on Block 1 (open to all students)	16-20 December 2009
FI-led DCO review of Block 2 (selected students)	29 December 2009
Student-led DCO discussion on Block 2 (open to all students)	30 Dec 2009 – 3 Jan 2010
FI-led DCO review of Block 3 (selected students)	26 January 2010
Student-led DCO discussion on Block 3 (open to all students)	27-31 January 2010

9. ATTRIBUTION. Your signature on the cover sheet or the electronic transmission of your evaluation requirements is certification that the submission is your own words and work except where you attribute the thoughts, words, or work of others through appropriate referencing (footnotes, etc.). This policy in no way precludes group study and discussion to share knowledge and expertise. The USAWC encourages this. This policy

in no way precludes you from having someone check your work for spelling, typographical, syntax, or English usage errors. However, the work must be accomplished by you and substantially reflect your own thinking and effort. Copying the work of others and presenting it as your own constitutes plagiarism and is grounds for administrative actions as outlined in the Curriculum Catalogue. Students found guilty of plagiarism may be involuntarily disenrolled from the course and have the supervisory and personnel managers of their respective service or component notified.



SURVEY 10. COURSE SURVEY. Please take a few minutes to participate in the [Course DE2204 survey](#). Your responses are very important to the USAWC leadership and will help shape the next offering of this course. The survey will be available until 24 March 2010.

Here is an example of Block One from that same course:

“In an age of staggering material and technological progress and change, when we instinctively search for technological and scientific ‘rational’ solutions, it has become more important than ever to identify those dimensions that have remained constant. Paradoxically, therefore, it is now more, not less, critical to study the classical works of war.”

Dr. Michael I. Handel in *Masters of War: Classical Strategic Thought*, p. xxiv.



Video



TRANSCRIPT

(2:31) 1. INTRODUCTION Block 1 provides a theoretical foundation for thinking about war.

Understanding military theory is critical for you as a senior national security professional. Theory does not tell you what to think, but rather it provides ways to think about issues and challenges. While much has been written about war, there are only a few comprehensive and enduring theories about it. Clausewitz, Jomini, and Sun Tzu are three of the most renowned war theorists, but other strategic thinkers introduced in this block provide additional insight into the war phenomena. Military theorists can help today's strategic leaders understand the nature and conduct of war as it evolves through time and circumstance.

The block begins with an overview of strategic studies from the textbooks *Strategy in the Contemporary World: An Introduction to Strategic Studies* and the *U.S. Army Guide to National Security Issues*. You then move to the *Makers of Modern Strategy* text for several historical and analytical pieces that take strategic studies through the Enlightenment and French Revolutionary periods. These provide brief insights into the ideas of several theorists/practitioners, such as Frederick the Great and Napoleon. The historical readings establish a basic framework for thoughts and ideas about war. Lectures and other material supplement these readings.

Of the most significant theorists, Clausewitz is the first in the lesson to be studied. His writings and analysis were heavily influenced by the wars of Frederick the Great and the French Revolution and Napoleon. Unlike his contemporary, Jomini, Clausewitz's ideas had relatively little influence on military and political leaders until the 20th century. Despite Jomini's importance and influence (for example, Jomini's writings heavily influenced many military leaders on both sides of the American Civil War and his ideas are reflected in our doctrine yet today), much of Block 1 is devoted to Clausewitz and his magnum opus *On War*. You have readings that discuss Clausewitz and his theories but also assignments from *On War* itself to investigate first hand Clausewitz's most important ideas. At the U.S. Army War College and in many other institutions of higher learning, Clausewitz is the essential foundation for the study of war.

Sun Tzu provides a different view of war and conflict drawn from a non-Western culture. Writing at about the same time that Thucydides observed the Peloponnesian War, Sun Tzu looks at war in China during the Warring States period. His analysis often differs from that of Western scholars, but at times is reminiscent of Clausewitz. The block concludes with readings by and about Basil H. Liddell Hart, a British soldier-scholar who departed from Clausewitz but was fundamental to the analysis and development of 20th century warfare. An understanding of the phenomenon of war can emerge when theorists both agree and disagree.

You have undoubtedly been exposed to these great theorists in your previous professional military educational experiences, but as future senior leaders and strategists, they are even more important than ever before. Understanding these theorists and their ideas can provide you with a strategic "toolbox" from which you can draw to think about complex problems and from there to develop options and solutions.

Block 1 of Course DE2204 investigates ideas about war itself. As such, it complements previous courses and helps prepare you for the remainder of your strategic studies program.

2. BLOCK OBJECTIVES.

- a. Assess the development of warfare from the 19th century to the 20th century.
- b. Compare and assess theories of war.
- c. Analyze key concepts from Clausewitz, such as absolute and real war, friction, limited and unlimited war, military genius, and the paradoxical trinity.
- d. Assess the strategic schools of thought of land, sea, and air/space warfare.



TRANSCRIPT 3. EVALUATIVE REQUIREMENT. The material from this lesson is covered primarily in the Evaluation Requirement One all-student forum detailed in **Paragraph 8** of the Course Directive. The forum is scheduled for 8-15 January 2010, but refer to Education Online News and Events for specific details as the beginning date approaches. Participation in the forum is mandatory for all students unless prevented by critical personal or work-related issues. Students unable to participate in the forum will be required to complete a written evaluation requirement in lieu of the forum. **You will also be asked to apply what you have learned in Block 1 to the issues and cases presented in Blocks 2 and 3.**

4. INSTRUCTIONAL COMMENTARY. Why be concerned with theories of war? Clausewitz answers this with the following:

*It (theory) is meant to educate the mind of the future commander, or more accurately, to guide him in his self-education, not to accompany him to the battlefield; just as a wise teacher guides and stimulates a young man's intellectual development, but is careful not to lead him by the hand for the rest of his life... It will be sufficient if it helps the commander acquire those insights that, once absorbed into his way of thinking, will smooth and protect his progress, and will never force him to abandon his convictions for the sake of any objective fact (**On War**, pp. 141, 147).*

Theory, then, does not provide the answers to war. Instead, it provides a framework that stimulates the strategist to ask the right questions and perhaps to recognize answers. Theory offers insight and improves your judgment; it is not doctrine and has few definitive answers. It also provides us with a common framework from which professional discussions can occur. Good theory can also help explain and describe many complex situations. At the same time theory must not be dogmatic – it must be flexible, allow, and even encourage debate. If it can no longer do that, new theory will usually emerge to challenge or replace the old. The senior professional officer and national security professional must be well grounded in theory and strategy to be effective at the highest levels of our national security organization. Approach your studies accordingly.

Section 1 introduces the block and establishes a theoretical framework for military theory and strategy. Section 2 examines warfare prior to the modern age while Section 3 introduces you to Jomini's *The Art of War*. Section 4 analyzes Clausewitz's *On War* and guides you toward in-depth analysis of Clausewitz and comparison with other theorists. Section 5 focuses on Sun Tzu and his classic work *The Art of War* while Section 6 concludes the lesson with study of B. H. Liddell Hart. Finally, Section 7 examines the three “strategic schools of thought” of land, sea, and air/space warfare and their theorists.

Section 1: Overview of Strategic Studies

The readings in this section provide an overview of the discipline of strategic studies and relate it to other social and technological issues. They also survey the works of Carl von Clausewitz, Sun Tzu, and a number of other military theorists and strategists. These first readings will introduce you to strategic theory and the nature of warfare. The authors briefly discuss the various schools of strategic thought and the ideas and influence of both classical and more modern strategic thinkers. As you begin this course, start thinking about how you would frame your own theory of war and strategy.

Lesson 1: Introduction. In this lesson, you are introduced to the concept of strategic thought. The two readings do an excellent job establishing the importance of understanding strategic studies as a national security professional. In addition, the first readings are a good introduction to one of the basic texts for the course.

Baylis, John and James J. Wirtz. “**Introduction**” in John Baylis, James Wirtz, Eliot Cohen and Collins S. Gray. *Strategy in the Contemporary World: An Introduction to Strategic Studies*. Eds., John Baylis, James Wirtz, Eliot Cohen and Collin S. Gray. New York: Oxford University Press, Inc. 2007. 1-15 (15 pages). (**Issued Separately**)

Mahnken, Thomas G. “**Strategic Theory**” in *Strategy in the Contemporary World: An Introduction to Strategic Studies*. Eds., John Baylis, James Wirtz, Eliot Cohen and Collins S. Gray. New York: Oxford University Press, Inc., 2007. 66-81 (15 pages). **(Issued Separately)** This is an excellent summary of some of the theorists’ ideas that you will study in the following sections and lessons of this block. You will want to refer back to this summary as you move forward in your studies.

Lesson 2: Survey of the Theory of Strategy and Strategic Thought. This lesson provides a great overview of classical and contemporary strategic thought. The first reading in particular gives you a great summary of the major ideas advocated by a number of the most famous and influential theorists. The second reading by an influential thinker and strategic scholar, argues for the critical importance of thinking strategically. This is especially important for students in this course.

Bartholomees, Boone J. “A Survey of the Theory of Strategy” in *U.S. Army War College Guide to National Security Issues, Volume I: Theory of War and Strategy*. Ed. J. Boone Bartholomees, Jr., June 2008. 13-41 (28 pages). **(Issued Separately)** This is very good survey of key theorists and Bartholomees’ article will expose you to their different ideas.



Owens, Mackubin Thomas. "[Strategy and the Strategic Way of Thinking.](#)" *Naval War College Review*. Autumn 2007, 111-124 (14 pages).



(53:22 - over 3 parts) Dr. H.R. “Rich” Yarger, “[Theory of Strategy.](#)” In this lecture, Dr. Yarger of the U.S. Army War College’s Department of National Security and Strategy provides an excellent overview of the basics of strategy. This lecture will enable you to place the classical theorists in context.



[mp3](#) (49:15) [Audio Only](#) [PowerPoint Slides](#) (1.3 MB)

Section 2: War before Clausewitz

To comprehend fully the nature of war, you should understand the evolution of warfare and how it has been viewed over time. This section examines the conduct of war with particular emphasis on the Napoleonic period. It was Napoleon who had the most impact on the theories of Jomini and Clausewitz. These readings will help you place these important theorists in the proper historical context.

Sheehan, Michael. “**The Evolution of Modern Warfare.**” *Strategy in the Contemporary World: An Introduction to Strategic Studies*. Eds. John Baylis, James Wirtz, Eliot Cohen and Colin S. Gray. New York: Oxford: Oxford University Press, Inc. 2007. 42-51 (9 pages). **(Issued Separately)**

Paret, Peter. “**Napoleon and the Revolution in War**” in *Makers of Modern Strategy: from Machiavelli to the Nuclear Age*. Ed. Peter Paret. Princeton, NJ: Princeton University Press, 1986. 123-142 (20 pages). **(Issued Separately)** This reading provides a history of the warfare that most influenced Jomini and Clausewitz, i.e., that of Napoleon.

To Know More:

Palmer, R.R. “**Frederick the Great, Guibert, Bulow: From Dynastic to National War**” in *Makers of Modern Strategy: from Machiavelli to the Nuclear Age*. Ed., Peter Paret. Princeton, NJ: Princeton University Press, 1986. 91-105 (16 pages). **(Issued Separately)** Frederick the Great is one of the most successful and skilled military captains of history. This reading provides a discussion of his campaigns and strategic thought.

Section 3: Jomini and the Art of War

Comparing the contemporaries Jomini and Clausewitz is a frequent enterprise of students of war. Jomini believed that scientifically based laws of warfare existed and that he had mastered them while Clausewitz argued that war was far too complex to be bound by one set of beliefs. Yet some would argue that there is more similarity than difference between the two theorists and that renewed study of Jomini would bear fruit. Jomini's writings, however, focus more on the operational level of war than Clausewitz – a realm covered extensively in the second year of the Distance Education Program; in Course DE2204, you work primarily at the strategic level of war. Both Jomini and Clausewitz have been described as being members of the combative school of military strategy, in that both theorists advocated the conduct of battles to achieve political objectives. You be the judge.

Jomini, Antoine-Henri. “**Introduction**” by Charles Messenger, 1992, and Chapter III, “**Strategy**,” *The Art of War*. Ed. Greenhill Books, Lionel Leventhal Limited, 1992. Stackpole Books, 5067 Ritter Road, Mechanicsburg, PA 17055. v-xii, 66-72, and 85-92 (23 pages). (**Issued Separately**)



[Jomini – Immutable Principles of War](#). This presentation summarizes Jomini's principles of war. They remain influential in contemporary U.S. military doctrine, but you must decide if they are truly “immutable.”

To Know More:

Shy, John. “**Jomini**.” *Makers of Modern Strategy: from Machiavelli to the Nuclear Age*. Ed. Peter Paret. Princeton, NJ: Princeton University Press, 1986. 143-185 (43 pages). (**Issued Separately**) Although this reading is entitled “Jomini,” it does an excellent job providing insight into Clausewitz as well and he does a good job comparing and contrasting the two competing theorists.

Section 4: Clausewitz on War

An educated national security professional must be able to intellectually engage the leading theorists of war and strategy, the foremost of which is Clausewitz. In this section, you will be exposed to the great Prussian's ideas, arguments, and concepts on war and strategy. Most of you have already studied Clausewitz during earlier professional military educational opportunities during your career. However, now that you are a senior leader, your previous experience and education will most likely enable you to view Clausewitz differently than you have before.

A good way to begin your study of Clausewitz is to complete this entire section and then take the self-diagnostic in Lesson 7. If you are comfortable with your knowledge following the self-diagnostic, then move on to the remaining sections of the block. If you find that many of the concepts are still perplexing, concentrate on the specific sections and modules that address your weaknesses and skip the others. Focus in particular on Lesson 4 covering the paradoxical trinity, a historically weak area among students. Expend appropriate time and energy on this section; it is not possible to understand Clausewitz by reading only selected pages here and there.

One of the major differences between Jomini and Clausewitz is how each theorist views the importance of politics or policy. While both men recognized that political considerations were important, Clausewitz argued that one cannot understand war without placing it squarely within a broader political context. Politics and war are inseparable, according to Clausewitz. Jomini, on the other hand, could divorce politics from the study and conduct of war.

Lesson 1: Overview.

This lecture by Clausewitz scholar Christopher Bassford (divided into short segments) provides a brief analysis of Clausewitz and the major themes and ideas contained within *On War*. Bassford also examines the analytical method used by Clausewitz in his arguments about the nature and conduct of war. Viewing this lecture before reading *On War* should enhance your understanding of the text. You may want to listen to the lecture again at various times during your War College studies to help solidify your understanding of

Clausewitz's key concepts.



(3:30) [Part 1. Clausewitz's use of Dialectic Philosophy](#)



(6:29) [Part 2. Types of War](#)



(7:43) [Part 3. Dialectic Trinity](#)



(2:40) [Part 4. Demonstration of Trinity](#)

(18:49) Immutable Principles of War ([Audio only](#))

In this first reading from Clausewitz's masterpiece, *On War*, you will be introduced to many of his major arguments including the nature of war, the concept of absolute war, the fact that war is not an isolated act, the primacy of the political objective, the rational calculus of war (the value of the objective determines the sacrifices in war both in value and duration), and the trinity. These are important concepts that you must understand before you can grasp Clausewitz and his far-reaching influence on generations of strategists.

Clausewitz, Carl von. *On War*. Eds. and trans. Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, 1976. 75-99 (25 pages). (**Issued Separately**)

Lesson 2: Absolute War.

Absolute war is the starting proposition or thesis for Clausewitz's discussion of war. This section emphasizes that interactions in war can lead to escalation – escalation that exists in the real world and is observable. The question becomes, “why escalation does not proceed to the extreme?”

Clausewitz, Carl von. *On War*. Eds. and trans. Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, 1976. 579-581 (3 pages) (**Issued Separately**)

Lesson 3: Real War.

Clausewitz writes that “absolute war” cannot be reached because it is only theoretical in nature; he identifies “real war” as how war is actually fought. “Real war” is subject to friction – forces that limit natural escalation of violence; wars are also fought to achieve a political end, another limitation on their conduct. It is important that you be able to distinguish between the Clausewitzian concepts of Absolute War, Real War and Limited War.

Clausewitz, Carl von. *On War*. Eds. and trans. Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, 1976. 69, 100-123; scan 585-586, 595-600, 603-610 (36 pages). (**Issued Separately**)

This reading will help you focus on how Clausewitz views war's relationship to policy, limited and unlimited war, uncertainties of war, friction, military genius, center of gravity, and real war.

Lesson 4: Paradoxical Trinity.

The paradoxical trinity is a key concept of Clausewitz. He called the three parts of the trinity the dominant tendencies of war. Many authors and students, such as Michael Handel, tend to associate the trinity only with the people, the army, and the state, but this may be only one manifestation of these tendencies. Study what Clausewitz actually says and decide for yourself. The Villacres and Bassford article should help with understanding the nuances of the trinity idea.

Clausewitz, Carl Von. *On War*. Eds. and trans. Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, 1976. 89 (1 page). (**Issued Separately**)



Villacres, Edward J. and Christopher Bassford. "[Reclaiming the Clausewitzian Trinity.](#)" *Parameters*, Autumn 1995. 9-19 (11 pages).

Lesson 5: Critiques of Clausewitz.

All national security professionals should read and make their own assessment of Clausewitz and his ideas; however, because of his influence and importance, it is useful to read what his detractors have written. The first article by Steve Metz is a summary of some of the most recent and well-known critiques by such renowned scholars as Martin van Creveld and John Keegan. The second article is a brief and very negative assessment of Clausewitz by Phillip Meilinger. Read these assessments critically (as you should all readings) and make your own assessment of Clausewitz.



Metz, Steven. "[A Wake for Clausewitz: Toward a Philosophy of 21st Century Warfare.](#)" *Parameters*, Winter 1994-1995. 126-132 (7 pages).



Meilinger, Phillip. "[Clausewitz's Bad Advice.](#)" *Armed Forces Journal*, August 2008. 18-21, 39 (4 pages).

Lesson 6: Battle-Centric Theories.



(56:09) **Professor Leonard Fullenkamp**, "[Battle-Centric Theories.](#)" Professor Fullenkamp discusses the various battle-centric theories from the top classical theorists with particular emphasis on Clausewitz and Jomini. He will also expose you to air, maritime, and nuclear theorists. This lecture should place these important thinkers in context for you.



[Audio Only](#) (55:38) [PowerPoint Slides](#) (650 KB)

Lesson 7: Self-Diagnostic.



Diagnostic: [Clausewitzian Theory.](#) Answer the questions to the best of your ability. The quiz should give you confidence that you can apply the concepts of Clausewitz's theory of war. It may also point out weak areas and provide recommendations on which passages of *On War* you should review again to enhance your understanding.

Section 5: Sun Tzu and *The Art of War*

This section will develop your understanding of Sun Tzu, another eminent classical theorist of warfare. In Course DE2201, you examined diversity and organizational culture – among many other issues related to strategic leadership. Sun Tzu is particularly useful as a comparison to Clausewitz to determine if there are enduring truths about war that span culture, continents, and centuries – he is also useful in determining the differences.

Sun Tzu's *Art of War* is the earliest known attempt to develop a theory of war. The text is a list of maxims supported by examples and discussion. The author(s) stress the indirect approach, deception, surprise, speed and intelligence. The text became widely known throughout Asia and reached the West in 1772 translated by a French missionary. The text is truly a classic. As you read Sun Tzu, think about the concept of strategic culture. Do societies (Western, Eastern, etc) have their own unique strategic culture? You will examine the concept of strategic culture in Block 2.

Unlike Clausewitz and Jomini, Sun Tzu has been categorized by scholars as a theorist who generally advocated battle avoidance strategies. See if you agree with this assessment.

Sun Tzu. *The Art of War*, trans. by Samuel B. Griffith: Oxford University Press. 39-44 and 63-110 (52 pages). **(Issued Separately)** This is another key resource for Block 1. You can gain a great deal of understanding from reading the actual words of great strategists, a necessary complement to commentaries and critiques by experts. The text of *The Art of War* has both the words of Sun Tzu – written near the Warring States period of China (453-221 BC) – and by military leaders and commentators who followed – primarily from the Three Kingdoms period (184-280 AD) and later. It is essential that you read the words of Sun Tzu and it is highly recommended that you read the commentaries. Although this assignment is long, it should not take very long to complete.

Pages 39 through 44 provide a summary of Sun Tzu's key thoughts and ideas on war. Pages 63 through 110 provide detailed explanation of his concepts. By reading these selected pages, you should have better understanding of Sun Tzu's thoughts on generalship, shaping, estimates, deception, use of spies, shaping, politics and war, and winning without fighting. Sun Tzu's ideas include that "War is a matter of vital importance to the state; the province of life or death; the road to survival or ruin. It is mandatory that it be thoroughly studied." "War is fought to achieve a political goal" and victory should be achieved as quickly as possible, with minimal casualties and with limited damage to your enemy. His four offensive strategies state that it is better to take a state intact than to ruin it; it is better to capture an enemy than to destroy him; it is better to subdue the enemy without fighting than the converse; and it is supremely important to attack the enemy's strategy if one is to emerge victorious. These are a few of the ideas that shaped Sun Tzu's theory and should enable you to compare him with other theorists studied in this lesson. Does Sun Tzu have it right?



Lecture. (34:49) Dr. Paul Kan, "History and Mystery of Sun Tzu." In this lecture, Dr. Kan provides fascinating context on the great Chinese theorist in a fun and entertaining manner.



[Part 1](#) (20:58)



[Part 2](#) (13:51)



[Audio Only](#) (34:33)



Lecture. [Sun Tzu and Theater Strategy](#) (34:40) [Audio only](#). View this lecture by COL(R) Donald Boose to enhance your understanding of Sun Tzu. COL Boose explains what Sun Tzu's writings mean to the modern military strategist. [PowerPoint](#) (907 KB).

Section 6: B. H. Liddell Hart and the Indirect Approach

This section addresses one additional theorist important to the development of contemporary military strategy. B. H. Liddell Hart served in World War I and was appalled by what he viewed as the needless slaughter of soldiers during the great offensive operations of the war. His "indirect approach" to war, also associated with Sun Tzu, seeks to disrupt the enemy prior to the battle, paving the way for victory and fewer casualties. As you read Liddell-Hart and

other military strategists and theorists, you may find that some agree with Clausewitz that war is too complex and diverse to be reduced to principles or doctrine and that others side with Jomini to argue that you can indeed come up with rules that govern the conduct of war.

Like Sun Tzu, Liddell Hart is also typically viewed an advocate of battle avoidance strategies.

Liddell Hart, B. H. “**The Theory of Strategy.**” *Strategy*. New York: Meridian/Penguin Group, 1991. 319-333 (15 pages). **(Issued Separately)**

Liddell Hart, B. H. “**Grand Strategy.**” *Strategy*. New York: Meridian/Penguin Group, 1991. 353-360 (8 pages). **(Issued Separately)** Liddell Hart examines the indirect approach in this reading. He contends that the indirect approach is more than moving indirectly against the enemy. The strategy can only be achieved by combining the psychological (element of surprise) aspect and the physical (indirect movement) aspect together.

Section 7: Strategic Schools of Thought: Land, Sea, and Air/Space Warfare

Strategic schools of thought form the historical basis for the development of the U.S. military forces we have today and the joint doctrine by which they fight. The block should provoke questions such as whether strategic culture and the strategic schools of thought of land, sea, and air power are relevant, how they affect military strategy into the 21st century, and whether they represent unwavering principles likely to hold true during technological change and evolving strategic challenges facing the country. The material of this block, complemented by the writings of the military theorists and practitioners introduced in sections 1 through 5, and is an appropriate prelude to discussion of more contemporary military strategy to be conducted in Block 3.

Lesson 1 provides an overview of strategic schools of thought presented in the context of the development of joint warfare. Lesson 2 looks at land warfare and complements the land warfare focus of Clausewitz and Sun Tzu, and others studied in Sections 3-6. Lesson 3 looks at two sea warfare schools of thought with selections from Alfred Thayer Mahan and Julian Corbett. Mahan’s *The Influence of Sea Power Upon History, 1600-1783* and other publications were enormously influential in the late 19th and early 20th centuries and helped form the basis for modern naval strategy throughout the world. Lesson 4 presents the air warfare tradition and examines how air power theory has evolved from the ideas Giulio Douhet put forth immediately following World War I. Lesson material also offers historical analysis of air power and either supports Douhet’s ideas, offers other theories, or brings air power strategy to the current day. This lesson also introduces the concept of space power.

Lesson 1: Strategic Schools of Thought: Overview.



[Strategic Schools of thought.](#)



TRANSCRIPT

Military strategic schools of thought are those ideas and practices used in the past that affect current and future military strategy. This block examines those schools of thought by analyzing several of the theorists and practitioners who established the basics for their development. This multimedia presentation by COL Kevin Reynolds provides an overview of the Strategic Schools of thought. [PowerPoint presentation](#) (39K)



mp3 (7:33) [Strategic Schools of thought](#) (Audio only)

Lesson 2: Land Power.

Previous sections and lessons covered the classical military theorists, such as Clausewitz and Sun Tzu. These dominant figures wrote about land power and must be considered in your reflections on land power schools of thought, along with the more contemporary authors provided in this section.



Tanks have been the mainstay of army maneuvers for decades, but now share operations with the Stryker, an agile and more deployable vehicle designed to combat the new adversaries of the 21st century. Official photo available at <http://www4.army.mil/OCPA/uploads/large/SolOline-2005-07-07-090018.jpg>

Cunningham, G. K. “**Landpower in Traditional Theory and Contemporary Application**” in *U.S. Army War College Guide to National Security Policy and Strategy, Volume I: Theory of War and Strategy*. Ed. J. Boone Bartholomees, June 2008. 107-128 (21 pages) (Issued Separately)

Moran, Daniel, “**Geography and Strategy.**” Eds., John Baylis, James Wirtz, Eliot Cohen and Colin S. Gray. *Strategy in the Contemporary World: An Introduction to Strategic Grand Strategy*. New York: Oxford University Press, Inc. 2007. 124-128 (4 pages). (Issued Separately)

Lesson 3: Sea Power.

U.S. sea power tradition is richly served by both its British heritage and by the writings of American naval officer and scholar Alfred Thayer Mahan. This section provides the history of sea power and examines Mahan’s and his British counterpart, Julian Corbett’s contribution to maritime strategy and the relevance of their theories. Both theorists’ original writings are included for examination and formulation of your own analysis. The section also presents the thoughts and ideas of contemporary scholars of naval strategy. As you read Mahan and Corbett, compare and contrast their ideas and theories.



USS MAHAN is a Navy destroyer stationed at Norfolk, Virginia. Like several predecessors, she is named after Alfred Thayer Mahan, one of the architects of U.S. Navy strategy. Official U.S. Navy Photograph available at <http://www.mahan.navy.mil/privsec.htm>

Sheehan, Michael. “The Evolution of Modern Warfare.” *Strategy in the Contemporary World: An Introduction to Strategic Studies*. Eds. John Baylis, James Wirtz, Eliot Cohen and Colin S. Gray. New York: Oxford: Oxford University Press, Inc. 2007. 51-53 (3 pages). (Issued Separately)

Moran, Daniel, “Geography and Strategy.” Eds., John Baylis, James Wirtz, Eliot Cohen and Colin S. Gray. *Strategy in the Contemporary World: An Introduction to Strategic Grand Strategy*. New York: Oxford University Press, Inc. 2007. 129-132 (3 pages). (Issued Separately)

Crowl, Philip A. “Alfred Thayer Mahan: The Naval Historian. *Makers of Modern Strategy: from Machiavelli to the Nuclear Age*. Ed. Peter Paret. Princeton, NJ: Princeton University Press, 1986. 444-477 (33 pages). (Issued Separately)



Corbett, Julian Stafford. “The Theoretical Study of War – Its Use and Limitation” and “Theory of the Object: Command of the Sea.” *Some Principles of Maritime Strategy*. Annapolis, MD: Naval Institute Press, 1988, 3-11 and 91-106. (23 pages)



(37:15) Captain Al Lord, “[Seapower: Foundation and Future](#).” In this lecture, Captain Al Lord, USN, discusses the intellectual underpinnings and historical context for seapower theory and doctrine with emphasis on Mahan. Captain Lord is on the faculty of the U.S. Army War College.



[mp3 Audio Only](#) (37:08) [PowerPoint Slides](#) (39 KB)

To Know More:



Handel, Michael I. "[Corbett, Clausewitz, and Sun Tzu.](#)" *Naval War College Review*. Autumn 2000, Vol. 53, No. 4, pgs. 106-124 (18 pages)

Lesson 4: Air and Space Power.

This section examines air and space power theory and its relevance to war today. It also examines the history of air power and its affect on overall military strategy. While you consider the materials in this section, ask yourself if there is a need for a theory of space power that is separate from air power.



B-17 Flying Fortresses from the 398th Bombardment Group fly a bombing run to Neumunster, Germany, on 13 April 1945. On 8 May 1945, Germany surrendered, and Victory in Europe Day was declared.
<http://www.af.mil/photos/index.asp?galleryID=161&page=2>

Moran, Daniel, "Geography and Strategy." Eds., John Baylis, James Wirtz, Eliot Cohen and Colin S. Gray. *Strategy in the Contemporary World: An Introduction to Strategic Grand Strategy*. New York: Oxford University Press, Inc. 2007. 132-137 (5 pages). (Issued Separately)

Biddle, Tami D. "Air Power Theory: An Analytical Narrative from the First World War to the Present." *U.S. Army War College Guide to National Security Policy and Strategy, Volume I: Theory of War and Strategy*. Ed. J. Boone Bartholomees, June 2008. 263-294 (31 pages). (Issued Separately) Dr. Biddle's article is an excellent survey of the various air power theories and how they have been applied throughout history.

Farnsworth, Jeffery A. "Spacepower: A Strategic Assessment and Way Forward." *U.S. Army War College Guide to National Security Policy and Strategy, Volume I: Theory of War and Strategy*. Ed. J. Boone Bartholomees, June 2008. 309-321 (12 pages). (Issued Separately)

To Know More:

MacIsaac, David. “Voices from the Central Blue: The Air Power Theorists.” *Makers of Modern Strategy: from Machiavelli to the Nuclear Age*. Ed. Peter Paret. Princeton, NJ: Princeton University Press, 1986. 624-647 (23 pages). (Issued Separately)

Chun, Clayton K.S. “John Warden’s Five Ring Model and the Indirect Approach to War.” *U.S. Army War College Guide to National Security Policy and Strategy, Volume I: Theory of War and Strategy*. Ed. J. Boone Bartholomees, June 2008. 295-307 (12 pages). (Issued Separately)



Mets, David R. “Hugh Trenchard,” [*The Air Campaign: John Warden and the Classical Airpower Theorists*](#). Air University Press, 1999. 21-30 (9 pages)



Mets, David R. “William Mitchell,” [*The Air Campaign: John Warden and the Classical Airpower Theorists*](#). Air University Press, 1999. 31-54 (23 pages)



Mets, David R. “John Warden,” [*The Air Campaign: John Warden and the Classical Airpower Theorists*](#). Air University Press, 1999. 55-72 (17 pages)



Mets, David R. [*The Air Campaign: John Warden and the Classical Airpower Theorists*](#). Air University Press, 1999. (Rest of the book)

5. QUICK REFERENCE. Quick Reference provides a summary list of this Block’s courseware.



Dr. H.R. “Rich” Yarger, “[Theory of Strategy](#).”



(49:15) [Audio Only](#) [PowerPoint Slides](#) (1.3 MB)



[Jomini – Immutable Principles of War](#).



Chris Bassford on Clausewitz.



(3:30) [Part 1. Clausewitz’s use of Dialectic Philosophy](#)



(6:29) [Part 2. Types of War](#)



(7:43) [Part 3. Dialectic Trinity](#)



(2:40) [Part 4. Demonstration of Trinity](#)

(18:49) Immutable Principles of War ([Audio only](#))



(Professor Leonard Fullenkamp, "[Battle-Centric Theories.](#)"



[Audio Only](#) (55:38) [PowerPoint Slides](#) (650 KB)



Diagnostic: [Clausewitzian Theory.](#)



Lecture. Dr. Paul Kan.



[Part 1](#) (20:58)



[Part 2](#) (13:51)



[Audio Only](#) (34:33)



Lecture. [Sun Tzu and Theater Strategy.](#) [Audio only.](#) [PowerPoint](#) (907 KB).



[Strategic Schools of thought.](#) (Audio only)



[PowerPoint presentation](#) (39K)



[Strategic Schools of thought](#)



Captain Al Lord, "[Seapower: Foundation and Future.](#)"



[Audio Only](#) (37:08) [PowerPoint Slides](#) (39 KB)



“Not to promote war but to preserve peace
by intelligent and adequate preparation
to repel aggression . . . “

“To study and confer on the great problems
of national defense, of military science,
and of responsible command.”

Elihu Root