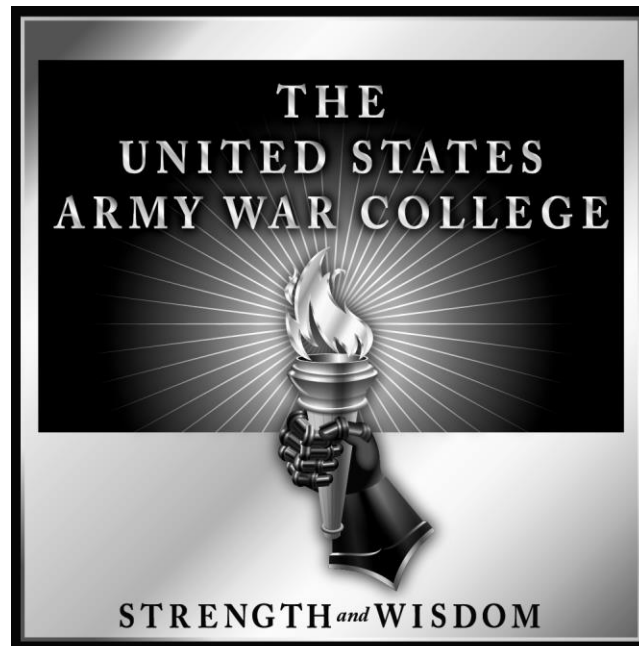


**U.S. ARMY WAR COLLEGE
ACADEMIC YEAR 2017**

CORE CURRICULUM

**INTRODUCTION TO STRATEGIC
STUDIES COURSE
AND
GLOBAL SECURITY SYMPOSIUM
DIRECTIVE**



**U.S. Army War College, Carlisle, PA 17013-5050
12-22 August 2016 & 9-10 March 2017**

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ACADEMIC YEAR 2017

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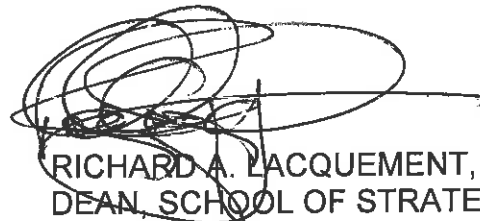
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A handwritten signature in black ink, appearing to read 'Richard A. Lacquement, Jr.', with a long horizontal line extending to the right.

RICHARD A. LACQUEMENT, JR., Ph.D.
DEAN, SCHOOL OF STRATEGIC
LANDPOWER

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TABLE OF CONTENTS

	<u>Page</u>
SECTION I: INTRODUCTION TO STRATEGIC STUDIES (ISS) COURSE OVERVIEW	
Introduction	1
Course Learning Outcomes	2
SECTION II: COURSE REQUIREMENTS	
General	3
Daily Reading	3
Student Academic Evaluation/Assessment Methods	3
SECTION III: PLANNING CALENDAR ISS.....	5
SECTION IV: LESSONS	
Lesson Index.....	7
Lesson Directives	9
SECTION V: PLANNING CALENDAR GLOBAL SECURITY SYMPOSIUM	27
SECTION VI: GLOBAL SECURITY SYMPOSIUM OVERVIEW	29
SECTION VII: APPENDICES	31
Appendix I: USAWC Institutional Learning Outcome AY17	31
Appendix II: Program Learning Outcomes (PLOs)	33
Appendix III: Service Senior-Level College Joint Learning Areas and Objectives (JPME Phase II).....	35
Appendix IV: Enduring Themes.....	39
Appendix V: Crosswalks.....	41
Appendix VI: Rubrics.....	43

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SECTION I

COURSE OVERVIEW

Case Study: Analysis of the 1990-1991 Persian Gulf War.

Preparation for war is an expensive, burdensome business, yet there is one important part of it that costs little - study. However changed and strange the new conditions of war may be, not only generals, but politicians and ordinary citizens, may find there is much to be learned from the past that can be applied to the future...

Field-Marshal Viscount William Slim
(*Defeat Into Victory*, p. 535)

1. Introduction.

a. The Study of War as an Academic Endeavor.

(1) War is an exceptionally complex human endeavor, maybe the most demanding collective endeavor that humans undertake. Cities, states, tribes, empires, civilizations, and other social collectives have been annihilated, subjugated, elevated, or disrupted by the outcomes of war. At the individual level, war can be a defining, often searing, event for all affected – not just those in the maelstrom of battle, but all who are marked by the clash of wills that is central to the act of war. Further, the prominence of war at the major milestones and inflection points of history attests to its power in shaping the course of human events.

(2) The study of war is a critical component of the U.S. Army War College's (USAWC) mission. The USAWC Institutional Learning Objective states, "Our graduates are intellectually prepared to preserve peace, deter aggression and, when necessary, achieve victory in *war* through ***studying and conferring on the great problems of national defense, military science, and responsible command.***"

(3) Thus, in the lessons that constitute this course, we will study a particular case, the 1990-91 Persian Gulf War (or "Gulf War" for short), as a means of understanding how to think about war at the strategic level. Academically, we intend this case to introduce most of the major themes and concepts of the entire core curriculum within the context where they matter most – war. The case study relies on an interdisciplinary approach, but it also provides an historical example that all students will hold in common and can refer to as we continue our more detailed exploration of theories, concepts, and processes throughout the remainder of the core curriculum.

(4) To some degree, we jump right into a particular example of war without having armed you with all of the tools of analysis that might be handy to understand this complex human endeavor. However, we will arm you with key questions you should be asking about war and its many facets.

b. The Purpose of Studying the Persian Gulf War Case.

(1) The Persian Gulf War provides a fascinating case study of key national security themes that cut across all the major elements of the School of Strategic Landpower's core resident education program. Strategic leadership, policy, strategy, defense management, and theater strategy and operations play out in interesting and intricate ways that draw attention not just to the use of the military instrument in war to achieve specific national security policy aims, but to an understanding of national security and the wider array of instruments of national power. This particular case (that included U.S. Operations named Desert Shield and Desert Storm) aptly highlights the use of the other three instruments of national power (diplomatic, informational, and economic) employed in conjunction with military activities. Additionally, the case provides an interesting perspective on joint and multinational operations, to include the importance of building coalitions. Moreover, while this conflict occurred more than two decades ago, it is surprisingly contemporary for our understanding of U.S. interagency roles and processes. Lastly, the case is pertinent in that it demands that we assess the strategic security environment at a time of great change. The Persian Gulf War took place as the Cold War was ending. In the late 1980s, the Union of the Soviet Socialist Republic (USSR) had withdrawn from Afghanistan, begun a unilateral reduction of its forces (to include withdrawal of some forces from Eastern Europe), and agreed to limitations on intermediate range nuclear forces. Relaxed Soviet control over its Eastern European "allies" in the Warsaw Pact led to the "fall" of the Berlin Wall in November 1989. The Persian Gulf War (1990-91) takes place in the midst of this larger global drama. Indeed, at the end of 1991, less than a year after the Gulf War, the dissolution of the Soviet Union would be complete. The international order the U.S. had helped create in the aftermath of World War II was in transition, and a "New World Order" was being born.

(2) A crucial goal of the USAWC senior-level college is to develop strategic leaders who can think critically and apply military power in support of national security objectives. With this goal in mind, interwoven throughout the Gulf War case are myriad examples of senior national security professionals, both civilian and military, applying critical, creative, and ethical thinking while exercising discretionary judgment on behalf of society, understood in its broadest sense to include the international community. All of the various considerations of environment, objectives, methods, and instruments inform the profound strategic choices that such leaders make in this regard.

2. Course Learning Outcomes.

a. Comprehend the USAWC institutional learning outcome (ILO) and the School of Strategic Landpower (SSL) program learning outcomes (PLOs).

b. Analyze war at the strategic level.

SECTION II

COURSE REQUIREMENTS

1. General. This course lends itself to the active learning process, requiring imaginative thought and student interaction. A simplified model to follow is to ask the WHAT of a topic or issue, the WHY of its significance, and the HOW of its utility to professional military responsibilities. The answers to these questions are subjective; often no clear-cut solution exists. You may feel uncomfortable. That is normal; uncertainty and ambiguity are frequently the norm when studying such complex issues. Honing creative thinking skills is central to the educational experience. Meaningful research, diligent preparation, thought-provoking presentations, and participation in seminar discussions are the principle ingredients in making the active learning process successful.

2. Daily Reading.

a. Required Readings. You must read this material prior to the class because seminar discussions and learning rely on the readings. The readings support the lesson's learning objectives. They also provide basic knowledge and, in some cases, analysis of the topic. Follow-on discussions in the seminar room build upon these elements to achieve a more comprehensive understanding of the topic and, ultimately, an analysis of the lesson topic. The readings are demanding and often rigorous. In general, you can expect to accomplish the readings in about 2 ½ to 3 hours for each 3-hour seminar session.

b. Focused Readings. Faculty Instructors (FIs) may assign these readings to selected students and ask them to provide a brief oral report and analysis to the seminar. These reports may offer an opposing point of view from the required reading, provide a degree of understanding beyond that required in the lesson objectives, or support one or more of the "Points to Consider" for the lesson.

3. Student Academic Evaluation/Assessment Methods. To complete the course successfully, students will meet established standards in each of the two basic requirements specified below. The FIs will evaluate each requirement throughout the course. For the ISS course, contribution throughout the course will comprise 50% of each student's final grade. The written assignment, due on August 23, 2016, will comprise the other 50% of the overall grade.

a. Contribution. The essential requirement to achieve the overall learning objectives of the course is active participation in the seminar-learning environment. Through active participation, students contribute to the learning of others. Students are expected to be prepared to contribute by accomplishing the required readings and other assigned tasks for each lesson.

b. Writing Requirement.

(1) Following the standard Communicative Arts Directive format, prepare a 4- to 5-page paper that answers the following:

Choose two Mission-Specific roles from the Galvin reading in the Seminar Learning Lesson, and use examples from the case study to identify areas you need to strengthen as you prepare for senior leadership.

(2) Students must include citations from the readings as appropriate, such as to define terms, give examples, and explain concepts. However, the citations should be limited as this is a reflection paper, intended to allow students to demonstrate skills in organizing thoughts and communicating them in written form. The points to consider in the lesson directive provide some ideas on how to proceed but are not prescriptive – students may organize the paper in any manner they wish so long as the paper satisfies the requirements.

c. Evaluation Standard. Written assignments will be evaluated based on content, organization, and style. The criteria for evaluating papers will be the student's demonstrated understanding of and ability to apply course concepts, to organize material logically, and to compose and express thoughts clearly and coherently through effective writing. Descriptions of the criteria for evaluation are found in the *Communicative Arts Directive*.

SECTION III

PLANNING CALENDAR

AY17 INTRODUCTION TO STRATEGIC STUDIES 12-22 August 2016

Friday, 12 August 2016	Monday, 15 August 2016	Tuesday, 16 August 2016
Time: 1200-1430	Time: 0830-1130	Time: 0830-1130
Seminar Learning	ISS-1-S Senior Leader Environment	ISS-2-S The Strategic Environment
Wednesday, 17 August 2016	Thursday, 18 August 2016	Friday, 19 August 2016
Time: 0830-1600	Time: 0830-1130	Time: 0830-1130
SRP 2	ISS-3-S Invasion and the U.S. Response	ISS-4-S Building a Coalition
Monday, 22 August 2016	Tuesday, 23 August 2016	Wednesday, 24 August 2016
Time: 0830-1130	Time: 0830-1600	Time: 0830-1130
ISS-5-S Liberating Kuwait and Its Aftermath	RWR	TWS Begins

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SECTION IV

LESSONS

Lesson Index

<u>Lesson</u>	<u>Title</u>	<u>Page</u>
	Seminar Learning	9
ISS-01-S	Senior Leader Environment	11
ISS-02-S	The Strategic Environment	15
ISS-03-S	Invasion and the U.S. Response.....	19
ISS-04-S	Building a Coalition	21
ISS-05-S	Liberating Kuwait and its Aftermath	24

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SEMINAR LEARNING

Mode: Seminar

1. Introduction. This lesson introduces concepts associated with seminar learning that provide an intellectual foundation for the upcoming academic year. It covers different discourse types, reflection, listening, and team learning insights within an adult learning environment. Further, it provides initial insights on eight different persistent and mission specific senior leader outcomes associated with one's educational journey. Individual student commitment and preparation, combined with valued and productive seminar experiences, have proven to be a most effective learning environment at the U.S. Army War College. Students have the opportunity to learn not only from academic materials associated with lectures and readings, but more importantly, from a diverse group of civilian, military, and international perspectives associated with seminar members and faculty. The college's seminar learning approach provides valuable learning opportunities that involve exploring new concepts, presenting ideas, listening carefully, appreciating diverse viewpoints, reflecting on complex issues, and refining one's thinking with a strategic perspective.

2. Learning Outcomes.

a. Examine concepts associated with listening, discourse types, team learning, and reflection that influence interactions and enhance learning within the seminar.

b. Develop a set of seminar norms for the upcoming academic year.

3. Student Requirements.

a. Come to class prepared to explore what you can do individually and collectively as a seminar to optimize your own and the seminar's learning environment for the upcoming year.

b. Required Readings.

(1) Thomas Galvin, *Welcome to the Seminar* (Carlisle Barracks, PA: U.S. Army War College, p.1-9). **[Blackboard]**

(2) Richard M. Meinhart, *Reflection and Learning* (Carlisle Barracks, PA: U.S. Army War College, p.1-6). **[Blackboard]**

(3) Herman B. Leonard, "With Open Ears: Listening and the Art of Discussion Leading," in *Education for Judgment: The Artistry of Discussion Leadership*, R. Roland Christensen, David A. Garvin, and Anne Sweet, eds. (Boston, MA: Harvard Business School Press, 1991), 137-150. **[Blackboard]**

(4) Peter M. Senge, *The Fifth Discipline: The Art & Practice of the Learning Organization* (New York: Currency Doubleday, 2006), 216-232 and 260-262. (Read "The Potential Wisdom of Teams," pp. 216-221; "The Discipline of Team Learning: Dialogue and Discussion," pp. 221- 232; and "Reflective Openness," pp. 260-262.) **[Student Issue]**

c. Focused Readings. None.

d. Suggested Readings. None.

4. Points to Consider.

a. What can I do individually and what can we do collectively to maximize the seminar's learning environment?

b. Why is reflection important to my educational experiences?

c. In what ways will the seminar be a microcosm of the joint, interagency, intergovernmental, and multinational environment?

d. What thoughts do you have about your education experience related to the mission specific and persistent roles of Army War College graduates from Galvin's article?

SENIOR LEADER ENVIRONMENT

Mode: Seminar

ISS-01-S

1. Introduction.

a. Having established the seminar-learning environment and discussed the types of roles that you will play as a future senior military leader, we now move to a two-lesson introduction to some general principles about strategic leadership, the strategic environment, and the tools and resources available. The presentation of these principles will help with the case study and aid you in introspection about who you are/were as a mid-career leader coming to this transition (and will be helpful for the reflection paper due in the last lesson). As you learn from the readings and seminar dialogue, think about how you saw and interacted with senior leaders before and how you saw the environment and interacted with it.

b. This lesson will use excerpts from the autobiographies of General Powell and General Schwarzkopf, both key figures in the Gulf War case, at two important points of their careers – first shortly after senior service college attendance and second in their respective duty positions as Chairman of the Joint Chiefs of Staff and Commander of U.S. Central Command before the Iraqi invasion of Kuwait. Both men became well-known figures in the course of the war as four-star generals, but they were once colonels too and experienced similar journeys to the one you now undertake.

c. Strategic leadership is an interactive human endeavor. You probably have served with and been mentored by exemplary senior leaders. Understanding the roles, tasks, and competencies of strategic leadership can help you examine how and why these leaders have excelled in the strategic environment. As the course moves toward the case study, you have an opportunity to reflect on what it takes to be part of a senior leadership team comprised of service, joint, and interagency members, who work together while also sometimes competing with each other. You will begin to understand what it takes to lead a joint force, both from the warfighting perspective of a combatant command staff and its leadership, and an institutional perspective of the Joint staff or a service staff and its leadership, through the examples of those who have succeeded or are succeeding at those levels. These themes will be reinforced in many ways throughout the core curriculum.

2. Learning Outcomes.

a. Comprehend the scope of strategic leadership, the character of the strategic environment, and the roles and responsibilities of military strategic leaders, particularly as members of a profession.

b. Understand the skills and competencies required for leaders to operate effectively in the joint, interagency, intergovernmental, and multinational environment.

3. Student Requirements.

a. Tasks.

(1) Read the assigned readings and be prepared to discuss in seminar.

(2) Reflect on senior military leaders who have been inspirations or mentors to you. Consider how they demonstrated senior leader competencies or how their perspectives align with those of Powell or Schwarzkopf in the readings.

b. Required Readings.

(1) Stephen J. Gerras, ed., *Strategic Leadership Primer*, 3rd ed. (Carlisle Barracks, PA: U.S. Army War College, Department of Command, Leadership, and Management, 2010), <http://www.carlisle.army.mil/orgs/SSL/dclm/pubs/slp3.pdf> (accessed May 19, 2016). Read the passage on The Strategic Leadership Team, on pp. 6-7; Chapter 4: "Strategic Leader Competencies;" and Chapter 7: "The Strategic Leader and the Human Dimension of Combat," in their entirety. **[Student Issue]**

(2) Bob Woodward, *The Commanders* (New York: Simon & Schuster, 1991). Read excerpts of Chapter 16, pp. 208-209, 213-214) and excerpt of Chapter 18, pp.259-262. **[Student Issue]**

c. Focused Readings. Students are required to read one of the following and scan the other.

(1) Colin L. Powell, *My American Journey* (New York: Random House, 1995). Read excerpt of Chapter 9, pp. 205-210; excerpt from Chapter 10, pp. 233-248, on his post-brigade command assignment in DoD); and Chapter 17 in full, pp. 435-458 (covering his term as Chairman prior to the Iraqi invasion of Kuwait, in the face of Cold War planning and the coup attempt in the Philippines). **[Blackboard]**

(2) General H. Norman Schwarzkopf, *It Doesn't Take a Hero* (New York: Linda Grey Bantam Books, October 1992). Read except of Chapter 11, pp. 187-196 (on War College and immediate Pentagon follow on assignment); Chapter 13, pp. 217-233 (on his assignments in Pacific Command); and Chapter 15 in full, pp. 267-289 (covering his early days in CENTCOM, ending with a passage about his views on Powell).

[Blackboard]

d. Suggested Readings. None.

4. Points to Consider.

a. Why is it important for senior military leaders to understand organizational behavior?

b. How does the meaning of 'team' differ between a unit environment (where duties and responsibilities are typically well defined) and the strategic environment?

c. How do the strategic leadership competencies (Chapter 4 of the *Primer*) differ from tactical or operational leadership competencies? Are the differences matters of scope, or are there qualitative differences?

d. What are the tensions facing the military between being a profession and acting as a bureaucracy? How do senior military leaders deal with these tensions to make sound decisions?

e. In what ways do the joint force and Services work together, and in what ways do they compete against each other? What factors might lead senior leaders to pursue cooperation and collaboration, or go back and forth between them?

f. From the readings by General Powell and General Schwarzkopf, consider the following:

(1) How did the senior service college and early strategic-level duty positions shape their perspectives as budding senior leaders? How did these carry on to four-star generalship?

(2) What strengths and vulnerabilities did these officers exhibit, what conflicts did it present, and how did they overcome them?

(3) What roles did relationships and collaboration serve for these officers?

(4) How were these officers oriented as the invasion of Kuwait was about to unfold?

g. Compare the Powell and Schwarzkopf examples with senior leaders who have personally inspired you. What do their stories tell you about your journey toward becoming a senior military leader?

THE STRATEGIC ENVIRONMENT

Mode: Seminar

ISS-02-S

1. Introduction.

a. Our attention now turns to the environment in which leaders operate, and to the instruments of national power the strategic leader may use to implement national security policy and strategy. The “strategic environment” contains both domestic and international elements, though both are often blurred in the increasingly interdependent world in which we live. Most mid-career national security leaders have had some *exposure* to this environment, particularly in the context of operations in Iraq and Afghanistan. As senior leaders, the expectation will be to *lead* within this complex and dynamic environment. In assuming that responsibility, strategic leaders are obliged to assess strategic issues within a broad context that includes other views and the competing interests of government and non-government actors, to gather information to assist national leaders in decision-making, to make decisions about the application of the military instrument in support of national policy, and to guide a large military organization into the future. Additionally, a grasp of history is an important part of understanding the strategic environment.

b. The threefold purpose of this lesson is to introduce key concepts related to the strategic environment (domestic and international), introduce the instruments of national power, and introduce the role of history.

(1) Topic areas regarding the first purpose include theoretical discussions about the characterization of the environment and civil-military relations.

(2) The second aim of the lesson regards the instruments of national power, particularly the military instrument, and their use, taken mainly from the joint doctrine for introductory purposes. Senior leaders are responsible for not only advising on and contributing to the military element of power as part of a national response, but also integrating the military element with diplomatic, informational, and economic elements. Senior leaders must weigh options across the full range of military operations, depicted in Figure I-3 of Joint Pub 1 that are foundational to the case study that follows and that will be explored in detail during the core curriculum.

(3) Third, this lesson offers an introduction to the role of history in policy-making and decision-making. The goal is to introduce the many ways that an understanding of history and historical thinking can help policymakers and strategists analyze current-day problems, think about the future, and use that understanding to make good decisions. This portion of the lesson introduces historical thinking, that is, the use of historical

examples and analogies, as well as the various historical issues you will study in the remainder of the core curriculum.

2. Learning Outcomes.

a. Analyze the characteristics of the strategic environment, considering the domestic and international influences on the development and implementation of national security policy and strategy.

b. Understand the instruments of national power available to senior leaders, particularly the military instrument.

c. Understand the role of history in national security policy and decision-making.

3. Student Requirements.

a. Tasks.

(1) Read the assigned readings and be prepared to discuss in seminar.

(2) Identify one or two major issues facing your service or your national military for presentation to the seminar, so that seminar dialogue may draw out the strategic perspectives of that issue and implications for national security.

b. Required Readings.

(1) Review: William T. Allison, "The U.S. Military in 1990" in *The Gulf War, 1990-91* (New York: Palgrave MacMillan, 2012), 54-62. **[Student Issue]**

(2) U.S. Joint Chiefs of Staff, *Doctrine for the Armed Forces of the United States*, Joint Publication 1 (Washington, DC: U.S. Joint Chiefs of Staff, March 25, 2013), http://www.dtic.mil/doctrine/new_pubs/jp1.pdf (accessed May 19, 2016). Read Chapter 1, "Theory and Foundations." **[Online]**

(3) Stephen J. Gerras, ed., *Strategic Leadership Primer*, 3rd ed. (Carlisle Barracks, PA: U.S. Army War College, Department of Command, Leadership, and Management, 2010), <http://www.carlisle.army.mil/orgs/SSL/dclm/pubs/slp3.pdf> (accessed May 19, 2016). Read Chapter 2: "The Strategic Leadership Environment," starting with the passage on "Threats," pp. 13-19. **[Student Issue]**

(4) William E. Rapp, "Civil-Military Relations: The Role of Military Leaders in Strategy Making," *Parameters* 45, no.3 (Autumn 2015), [Proquest](#)

(5) Philip A. Crowl, "The Strategist's Short Catechism: Six Questions Without Answers," Harmon Memorial Lecture in Military History, no. 20 (1977), Department of History, U.S. Air Force Academy, <http://www.usafa.edu/df/dfh/docs/Harmon20.pdf> (accessed May 19, 2016). Copy and paste URL into Firefox.

(6) Richard Neustadt and Ernest May, "What to Do and How: A Summary," in *Thinking in Time: The Uses of History for Decision Makers* (New York: The Free Press, 1986), 232-246. **[Blackboard]**

c. Focused Readings. None.

d. Suggested Readings.

(1) Jay Luvaas, "Military History: Is It Still Practicable?" *Parameters* 12 (Carlisle Barracks, PA: Strategic Studies Institute, March 1982): 82-97, <http://strategicstudiesinstitute.army.mil/pubs/parameters/Articles/1995/luvaas.pdf> (accessed May 19, 2016).

(2) Eliot A. Cohen, "The Historical Mind and Military Strategy," *Orbis* 4 (Fall 2005), <http://web.clas.ufl.edu/users/zselden/Course%20Readings/Cohen.pdf> (accessed May 19, 2016). Copy and paste URL into Firefox.

(3) Peter N. Stearns, "Why Study History?," American Historical Association (1998), www.historians.org/pubs/free/whystudyhistory.htm. (accessed May 19, 2016).

(4) Antulio J. Echevarria II, "The Trouble with History," *Parameters* 35, no. 2 (Summer 2005), [Proquest](#) (accessed May 19, 2016).

4. Points to Consider.

- a. What does "war" mean, and how does it differ between military and societal use?
- b. What aspects of current joint doctrine describing the strategic level of war raises questions in your mind based on your experiences?
- c. What are the four instruments of national power, and how can they be applied across the range of military operations?
- d. How does the strategic environment, to include the concept of international order, shape decision-making within an organization, such as a military Service, and within a national government?
- e. As the 1980s ended, the strategic environment (domestic and international) was undergoing significant changes. How did the vast changes in the Soviet Union and Eastern Europe, the implementation of Goldwater-Nichols Act reforms, and the new generation of high-technology weapons, as examples, affect the U.S. military?
- f. What impact did the outcome of the Vietnam War (2nd Indochina War) have on the U.S. military and on U.S. political leaders' calculation of the use of force?

g. What criteria are most important to strategic leaders in identifying and prioritizing competing U.S. missions between Operations DESERT SHIELD on one hand and other U.S. interest of vital importance elsewhere in the world?

INVASION AND THE U.S. RESPONSE

Mode: Seminar

ISS-03-S

1. Introduction.

a. The reason why wars occur and recur is a complex subject, although there is a tendency among both scholars and practitioners to seek a single factor. Unsurprisingly, analysts who study war from a variety of disciplinary perspectives (e.g., biologists, philosophers, historians, and social scientists) do not agree as to what the causes are. Some focus on events that trigger conflict, while others examine the conditions surrounding a particular war arguing that each case is unique. Others, taking different theoretical approaches, consider the structure of the international system or the domestic politics of nation-states, especially their enduring beliefs and values. Still others focus on human nature, the psychological makeup of political leaders or group behavior, or humankind's propensity for violent behavior. Even these identified approaches do not exhaust the possibilities. Yet, examining the causes of war is not a mere academic exercise; it is also an important subject for strategic leaders since the causes of war can help anticipate the actions of a potential adversary and influence the formulation of feasible policy options. Additionally, the decision for war is one fraught with risk, which in ideal circumstances relies on political leaders rationally calculating the costs and benefits of undertaking such an aggressive act.

b. In this lesson, we examine the reason why Iraq invaded Kuwait and the U.S. response. Both aspects are relevant. Why did Iraq attack Kuwait? Was it simply a matter of Saddam Hussein's desire to annex Kuwaiti territory and resources? If so, what were his motives? Did he misperceive how the U.S. would respond? If so, what contributed to his misunderstanding of U.S. interests? Did the U.S. transmit conflicting signals to Hussein?

c. It is equally important to examine the willingness of the U.S. to take steps toward war first by using the economic instrument of power, and ultimately, military force. In scrutinizing the U.S. stance, it is critical to consider such issues as the strategic environment in the late Cold War era, U.S. national interests in the Persian Gulf region, and President Bush's political experience, leadership, and decision-making process. Understanding and examining these complicated features make the study of war an interesting but difficult undertaking.

2. Learning Outcomes.

- a. Interpret the events that precipitated the Iraq invasion of Kuwait.
- b. Understand how senior leaders responded to the invasion.

c. Examine how senior leaders initially employed U.S. capabilities.

3. Student Requirements.

a. Tasks. Read the assigned readings and be prepared to discuss in seminar.

b. Required Readings.

(1) Review: William T. Allison, Preface and Chapters 1-2, in *The Gulf War, 1990-91* (New York: Palgrave MacMillan, 2012). **[Student Issue]**

(2) Gary R. Hess, "George H. W. Bush and the Persian Gulf Crisis: This Aggression Will not Stand," in *Presidential Decisions for War: Korea, Vietnam, the Persian Gulf and Iraq* (Baltimore: Johns Hopkins University Press, 2009), 153-198. **[Student Issue]**

(3) U.S. Department of Defense, *Conduct of the Persian Gulf War: Final Report to Congress* (Washington, DC: U.S. Department of Defense, April 1992). Read "Overview," pp. i-xxviii; "The Invasion of Kuwait," pp. 1-20; and "The Response to Aggression," pp. 21-35. **[Blackboard]**

(4) The White House, "Responding to Iraqi Aggression in the Gulf (U)," in *National Security Directive 54* (Washington, DC: The White House, January 15, 1991), <http://nsarchive.gwu.edu/NSAEBB/NSAEBB39/document4.pdf> (Copy and paste URL into Firefox)

c. Focused Readings. None.

d. Suggested Readings. None.

4. Points to Consider.

a. What were the motives for Iraq's invasion of Kuwait? How did the historical U.S. national interests in the Middle East affect the U.S. response to the invasion?

b. What did U.S. political leaders believe their response should be to the invasion? Did the U.S. response change after the immediate crisis had passed?

c. What policy objectives did President Bush want to attain by employing U.S. forces and other capabilities?

d. What are some of the challenges in determining the personnel requirements (including AC/RC) for an operation of the magnitude of DESERT STORM?

BUILDING A COALITION

Mode: Seminar

ISS-04-S

1. Introduction.

a. The formation of coalitions for the conduct of war requires the art of diplomacy. Unlike alliances, where there is a formal agreement, that is, a treaty, whereby two or more nations (actors) agree to collaborate for mutual security, including war, coalitions can be fragile arrangements. They are usually temporary or even a matter of expediency. Thus, coalitions rely on willing association based on common concerns or interests. Moreover, where alliances impose mutual obligations, coalitions rely on actors recognizing that they share an interest of such a magnitude that they are willing to act with other states to attain a common policy goal. The diplomatic instrument is crucial in the formation of coalitions since a state that believes its interests are threatened or at risk must convince other states that they share these same or related interests and that they should invest resources, and even lives, to attain their shared objective.

b. In this lesson, we will explore two major efforts. The first concerns how the Bush administration organized the coalition for the Persian Gulf War. As William Allison points out in his study of the conflict, the President and other senior U.S. officials invested substantial effort in assembling and preserving the coalition in response to the Iraqi invasion of Kuwait. The first step was the diplomatic effort to persuade likeminded states to impose economic sanctions on Iraq (the economic instrument of power) through a United Nations Security Council resolution that would induce Iraq to remove their military forces from Kuwait. When this approach did not resolve the problem, then the focus of U.S. and coalition diplomats turned to securing a United Nations Security Council Resolution to compel Iraqi military forces to leave Kuwait. Underlying U.S. diplomatic efforts were the administration's attention to U.S. domestic politics to build support for the possible use of force with particular attention to the role of Congress. This domestic debate ultimately put the spotlight on the Congressional vote on the use of force that took place on the eve of war.

c. The second major focus of the lesson is to consider the use of the military instrument of power through campaign planning from both a U.S. perspective (joint) and a coalition perspective. The planning effort was no small feat. There are sizable challenges in coordinating among the armed forces of a single nation even using the existing geographical combatant command structure, Central Command in this case. Ultimately, the coalition consisted of 34 countries, including several Arab states, many of whom provided substantial military assistance (land, air, and naval forces). To

coordinate this effort effectively, U.S. military planners had to create an organizational structure to integrate coalition planners in the planning process and ensure the successful execution of the plan by coalition forces.

2. Learning Outcomes.

a. Examine how the U.S. built a multi-national coalition to attain its policy objectives (DIME).

b. Examine the evolution of the joint and coalition planning effort.

c. Examine how national leaders successfully attained authorization to liberate Kuwait (i.e., national and international).

3. Student Requirements.

a. Tasks. Read the assigned readings and be prepared to discuss in seminar.

b. Required Readings.

(1) Review: William T. Allison, Chapters 3, 4, and 5, in *The Gulf War, 1990-91* (New York: Palgrave MacMillan, 2012). **[Student Issue]**

(2) James A. Baker III with Thomas M. DeFrank, "Building the Coalition," and "All Necessary Means," in *The Politics of Diplomacy: Revolution, War and Peace, 1989-1993* (New York: G. P. Putnam's Sons, 1995), 277-328. **[Blackboard]**

(3) U.S. Department of Defense, "Transition to the Offensive," in *Conduct of the Persian Gulf War: Final Report to Congress* (Washington, DC: U.S. Department of Defense, April 1992), 83-108. **[Blackboard]**

(4) UN Security Council, *Resolution 678 (1990)*, November 29, 1990, <http://www.worldlii.org/int/other/UNSC/1990/32.pdf> (accessed May 19, 2016). **[Online]**
Copy and paste URL into Firefox.

c. Focused Readings. None.

d. Suggested Readings. None.

4. Points to Consider.

a. What challenges (e.g., logistical, organizational, financial) do strategic leaders face with deploying forces to another nation in an area of operations that is a considerable distance from CONUS?

- b. What were the key elements involved in planning for a successful offensive operation?
- c. What were the political steps necessary (domestically and internationally) for the Bush administration to attain authorization to liberate Kuwait, using force, if necessary?
- d. What were the economic ramifications for the U.S. economy and for the global economy in deciding to use economic sanctions to coerce Iraq to withdraw from Kuwait?
- e. What factors (e.g., logistics, funding, and force structure) did the Secretary of Defense and the Joint Chiefs of Staff have to consider in building a force to protect Saudi Arabia from Iraqi attack (DESERT SHIELD) while also planning for offensive operations (DESERT STORM) in support of General Schwarzkopf?

LIBERATING KUWAIT AND ITS AFTERMATH

Mode: Seminar

ISS-05-S

1. Introduction.

a. This lesson has two areas of emphasis. First, we will investigate the coalition's military operations, delving into the immediate preparations for the offensive campaign, the air attack, the ground attack, and the often-neglected element, the maritime campaign. Victory was not, however, a foregone conclusion. Therefore, it is critical to examine the factors that contributed to the outcome. These factors include planning, training, technology, doctrine, and even the application of airpower theory to the campaign. Other conditions were also important, such as terrain and weather. Yet, in using any case study, the cautious application of analogical reasoning is paramount to comprehending the critical lessons that may be useful in other instances.

b. Further, as the authors of the Defense Department's report on the Gulf War observed: "Prudence dictates that national defense planning assume future adversaries will be more adept, better equipped, and more effective than Saddam Hussein." This is a vital point as recent events in Georgia, Ukraine, and the Baltics have shown.

c. Second, we will begin our study of conflict termination. The United Nations Security Council Resolution (UNSCR) that authorized the use of force and the Bush administration's declaration of war aims were important factors in ending military action against Iraq and the removal of sanctions, provided Iraq accepted and complied with the conditions that the UN Security Council established. Additionally, once the coalition achieved the mandate specified in UNSCR 678, and therefore believed it had achieved its objective of expelling Iraqi forces from Kuwait, the odds of maintaining the coalition began to diminish considerably. For all these reasons, understanding how national interests, as well as security policy and strategy, connect to the conduct of military operations is an essential component of this lesson.

2. Learning Outcomes.

- a. Outline the implementation of coalition operations.
- b. Analyze how senior leaders prosecuted the campaign, assessing how they weighed the attainment of policy objectives while accomplishing military operational aims.
- c. Evaluate the terms and conditions for terminating offensive operations.
- d. Assess the outcomes and consequences of the campaign.

3. Student Requirements.

a. Tasks. None.

b. Required Readings.

(1) Review: Chapters 6 through 8, in William T. Allison, *The Gulf War, 1990-91* (New York: Palgrave MacMillan, 2012). **[Student Issue]**

(2) Gary R. Hess, "George H. W. Bush as Commander in Chief: The Imperatives of Coalition Warfare," in *Presidential Decisions for War: Korea, Vietnam, the Persian Gulf and Iraq* (Baltimore: Johns Hopkins University Press, 2009), 199-220. **[Student Issue]**

(3) George Bush and Brent Scowcroft, "After the Storm," in *A World Transformed* (New York: Alfred A. Knopf, 1998), 488-492. **[Blackboard]**

(4) James A. Baker III with Thomas M. DeFrank, "Saddam Stays in Power," in *The Politics of Diplomacy: Revolution, War and Peace, 1989-1992* (New York: G. P. Putnam's Sons, 1995), 435-442. **[Blackboard]**

(5) UN Security Council, Resolution 686 (1991), March 2, 1991, <http://www.worldlii.org/int/other/UNSC/1991/3.pdf> (accessed May 20, 2016). **[Online]**
Copy and paste URL into Firefox.

(6) Richard Haass, "Desert Storm, the Last Classic War; Twenty-five years after Iraq's invasion of Kuwait, the lessons of the Gulf War remain urgent, even in today's chaotic Middle East," *Wall Street Journal*, July 31, 2015, [Proquest](#)

c. Focused Readings. None.

d. Suggested Readings. None.

4. Points to Consider.

a. What strategic centers of gravity did each side identify? How well were they understood and attacked? [Alternatively, how well did the U.S. understand its strengths and vulnerabilities? How well did the U.S. exploit its strengths and guard against its vulnerabilities?]

b. How well were command and control relationships structured in order to plan and execute military operations effectively? Consider links between tactical, theater (combatant command), national, and coalition organizations involved in war.

c. How strategically effective was air power in the Gulf War? Landpower?

d. What role did coalitions play in the Gulf War? Were they an asset or a hindrance to strategic success? Why or why not?

e. Ultimately, what U.S. national interests and foreign policy objectives did the Bush Administration consider vital enough to use force? How did the changing strategic environment affect their definition of those interests and objectives?

f. What factors should strategic leaders consider in ending a conflict? What importance do ethics and the laws of war have in terminating a war?

g. Was the Persian Gulf War a “victory” for the U.S. and its coalition partners? If so, how do you define victory? If not, then why was the U.S. and its coalition partner’s efforts unsuccessful?

h. What were the lessons of the war for U.S. military forces, especially with respect to such issues as operational planning, command and control of a multinational force, investment in high-technology weapons, and military leadership?

i. What challenges did the Department of Defense need to address in sustaining a force (air, ground, and sea) in an austere land environment or offshore for several months?

j. What impact did the Persian Gulf War have on previously scheduled force drawdowns?

k. How did each of the services modify restructuring plans based on lessons learned?

SECTION V
PLANNING CALENDAR
AY17 GLOBAL SECURITY SYMPOSIUM
9-10 March 2017

Wednesday, 8 March 2017	Thursday, 9 March 2017	Friday, 10 March 2017
Time: 0830-1600	Time: 0830-1600	Time: 0830-1600
RWR	GSS-1-S	GSS-2-S
Monday, 13 March 2016		
Time: 0830-1600		
Comp Prep Day		

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SECTION VI
GLOBAL SECURITY SYMPOSIUM

1. Introduction.

a. The Global Security Symposium (GSS).

GSS is a two-day symposium that provides the opportunity for students to conduct synthesis across core courses in addition to the individual core course synthesis objectives already achieved within the USAWC curriculum. It focuses on contemporary national security issues relevant to students' future assignments. Details on required readings will be provided prior to GSS and will be based on the current strategic environment.

b. Purpose of Studying Contemporary National Security Issues.

During ISS and throughout the core curriculum, students have focused on a variety of issues and have taken those issues to a particular depth of discussion and analysis. GSS allows the focus to come upwards and expand across the entire core curriculum, thus providing synthesis and analysis for a variety of subjects and learning outcomes. Through GSS, students will leave the War College with a better appreciation for the challenges every senior leader will face in the future.

2. GSS Learning Outcomes.

a. Synthesize the USAWC Institutional Learning Outcome (ILO) and the School of Strategic Landpower (SSL) Program Learning Outcomes (PLOs).

b. Evaluate war at the strategic level.

3. Student Requirements.

a. Tasks. Read the assigned readings and be prepared to discuss in seminar.

b. Foundational Readings.

(1) Andrew J. Bacevich, "Generational War," in *America's War for the Greater Middle East: A Military History* (New York, Random House, 2016), 358-370.

[Blackboard]

(2) Timothy Came and Colin Campbell, "The Dynamics of Top-Down Organizational Change: Donald Rumsfeld's Campaign to Transform the U.S. Defense Department," *Governance* 23, no. 3 (July 2010): 411-435. **[Blackboard]**

(3) Richard D. Hooker, Jr. and Joseph J. Collins, "Introduction," in *Lessons Encountered: Learning from the Long War* (Washington, DC: National Defense University Press, 2015), 1-17. **[Student Issue]**

(4) 2017 Department of Defense and Service Posture statements. **[Blackboard]**

c. Symposium Readings. These readings will be provided by your seminar instructors based on the contemporary environment and will include documents from the new administration.

4. Points to Consider.

a. Based on your study during the core curriculum (including the Regional Studies Program), how have national policy makers dealt with the ambiguity of the contemporary security environment, especially in providing sufficient guidance to military and civilian organizations to advance national policy?

b. If national policy has been articulated for your region (or a region you studied), how have the instruments of national power been applied to achieve the objectives of that policy?

c. From a military perspective, which of the theorists that you studied are applicable to the current security environment? What potential military strategies would their theories advance to achieve policy objectives?

d. What are the most significant threats confronting your region (or a region you studied)? What advice would you give the combatant commander in how the military instrument of power should be used to address those threats? If there are limitations on the use of military power, what other options would you recommend?

e. How should military institutions use historical experience and theories of organizational learning/change to guide them in preparing for the character of contemporary conflict and future strategic uncertainty?

SECTION VII: APPENDICES

USAWC MISSION

The USAWC educates and develops leaders for service at the strategic level while advancing knowledge in the global application of Landpower.

APPENDIX I

USAWC INSTITUTIONAL LEARNING OUTCOME AY17

Our graduates are intellectually prepared to preserve peace, deter aggression and, when necessary, achieve victory in war. In pursuit of these goals, they study and confer on the great problems of national defense, military science, and responsible command.

Achieving this objective requires proficiency in four domains of knowledge:

- Theory of war and peace
- U.S. national security policy, processes, and management
- Military strategy and unified theater operations
- Command and leadership

And the ability and commitment to:

- Think critically, creatively, and strategically.
- Frame national security challenges in their historical, social, political, and economic contexts.
- Promote a military culture that reflects the values and ethic of the Profession of Arms.
- Listen, read, speak, and write effectively.
- Advance the intellectual, moral, and physical development of oneself and one's subordinates.

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APPENDIX II

PROGRAM LEARNING OUTCOMES (PLOs)

The School of Strategic Landpower (SSL) establishes Program Learning Outcomes (PLO) that relate to critical fields of knowledge and appropriate jurisdictions of practice for our students to master. The core competence of our graduates is leadership in the global application of strategic landpower. The curriculum addresses the “great problems of national defense, military science, and responsible command.”

To accomplish its mission, SSL presents a curriculum designed to produce graduates who are able to:

PLO 1. Evaluate theories of war and strategy in the context of national security decisionmaking.

PLO 2. Analyze, adapt and develop military processes, organizations, and capabilities to achieve national defense objectives.

PLO 3. Apply strategic and operational art to develop strategies and plans that employ the military instrument of power in pursuit of national policy aims.

PLO 4. Evaluate the nature, concepts, and components of strategic leadership and synthesize their responsible application.

PLO 5. Think critically and creatively in addressing national security issues at the strategic level.

PLO 6. Communicate clearly, persuasively, and candidly.

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APPENDIX III

SERVICE SENIOR-LEVEL COLLEGE **JOINT LEARNING AREAS AND OBJECTIVES** **(JPME Phase II)**

SOURCE: The REP and DEP curricula address requirements for JLAs and JLOs derived from CJCSI 1800.01E, *Officer Professional Military Education Policy (OPMEP)*, May 29, 2015, Enclosure E-E-1.

1. Learning Area 1 - National Security Strategy.

- a. Apply key strategic concepts, critical thinking and analytical frameworks to formulate and execute strategy.
- b. Analyze the integration of all instruments of national power in complex, dynamic and ambiguous environments to attain objectives at the national and theater-strategic levels.
- c. Evaluate historical and/or contemporary security environments and applications of strategies across the range of military operations.
- d. Apply strategic security policies, strategies and guidance used in developing plans across the range of military operations and domains to support national objectives.
- e. Evaluate how the capabilities and limitations of the U.S. Force structure affect the development and implementation of security, defense and military strategies.

2. Learning Area 2 - Joint Warfare, Theater Strategy and Campaigning for Traditional and Irregular Warfare in a Joint, Interagency, Intergovernmental and Multinational Environment.

- a. Evaluate the principles of joint operations, joint military doctrine, joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment), and emerging concepts across the range of military operations.
- b. Evaluate how theater strategies, campaigns and major operations achieve national strategic goals across the range of military operations.
- c. Apply an analytical framework that addresses the factors politics, geography, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns.

d. Analyze the role of OCS in supporting Service capabilities and joint functions to meet strategic objectives considering the effects contracting and contracted support have on the operational environment.

e. Evaluate how strategic level plans anticipate and respond to surprise, uncertainty, and emerging conditions.

f. Evaluate key classical, contemporary and emerging concepts, including IO and cyber space operations, doctrine and traditional/ irregular approaches to war.

3. Learning Area 3 - National and Joint Planning Systems and Processes for the Integration of JIIM Capabilities.

a. Analyze how DoD, interagency and intergovernmental structures, processes, and perspectives reconcile, integrate and apply national ends, ways and means.

b. Analyze the operational planning and resource allocation processes.

c. Evaluate the integration of joint, interagency, intergovernmental and multinational capabilities, including all Service and Special Operations Forces, in campaigns across the range of military operations in achieving strategic objectives.

d. Value a joint perspective and appreciate the increased power available to commanders through joint, interagency, intergovernmental and multinational efforts.

e. Analyze the likely attributes of the future joint force and the challenges faced to plan, organize, prepare, conduct and assess operations.

4. Learning Area 4 - Command, Control and Coordination.

a. Evaluate the strategic-level options available in the joint, interagency, intergovernmental and multinational environment.

b. Analyze the factors of Mission Command as it relates to mission objectives, forces and capabilities that support the selection of a command and control option.

c. Analyze the opportunities and challenges affecting command and control created in the joint, interagency, intergovernmental and multinational environment across the range of military operations, to include leveraging networks and technology.

5. Learning Area 5 - Strategic Leadership and the Profession of Arms.

a. Evaluate the skills, character attributes and behaviors needed to lead in a dynamic joint, interagency, intergovernmental and multinational strategic environment.

b. Evaluate critical strategic thinking, decision-making and communication by strategic leaders.

c. Evaluate how strategic leaders develop innovative organizations capable of operating in dynamic, complex and uncertain environments; anticipate change; and respond to surprise and uncertainty.

d. Evaluate how strategic leaders communicate a vision; challenge assumptions; and anticipate, plan, implement and lead strategic change in complex joint or combined organizations.

e. Evaluate historic and contemporary applications of the elements of mission command by strategic-level leaders in pursuit of national objectives.

f. Evaluate how strategic leaders foster responsibility, accountability, selflessness and trust in complex joint or combined organizations.

g. Evaluate how strategic leaders establish and sustain an ethical climate among joint and combined forces, and develop/preserve public trust with their domestic citizenry.

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APPENDIX IV

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 issues.

- Strategic Leadership and the exercise of discretionary judgment
 - Evaluate leadership at the strategic level (national security policy and strategy, especially in war)
 - Understand the profession's national security clients and its appropriate jurisdictions of practice
 - Evaluate leadership of large, national security organizations
 - Evaluate strategic thinking about the future (2nd and 3rd order effects)
 - Analyze the framework for leadings and managing strategic change, specifically the components of organizational change and the process by which organizations change.

- Relationship of policy and strategy (relationship between ends, ways, and means)
 - Analyze how to accomplish national security aims to win wars
 - Analyze how to connect military actions to larger policy aims
 - Analyze how to resource national security
 - Evaluate international relations as the context for national security

- Instruments of national power and potential contributions to national security
 - Comprehend Diplomatic Power
 - Comprehend Informational power
 - Evaluate Military Power
 - Comprehend economic power

- Professional ethics
 - Evaluate the ethics of military operations (to include jus in bello and post bello)
 - Evaluate the ethics of war and the use of force (to include jus ad bello)
 - Evaluate the ethics of service to society (domestic civil-military relations)

- Civil-Military Relations
 - Evaluate relationships between military and civilian leadership
 - Evaluate relationships between the military and domestic society
 - Evaluate relationships between armed forces and foreign populations

- Instruments of war and national security
 - Joint: Evaluate the capabilities and domains of joint forces (especially land, maritime, air, space, cyber)
 - Interagency: Understand other U.S. government agencies and departments
 - Intergovernmental: Understand potential relationships with other national governments
 - Multinational: Understand potential relationships with armed forces or agencies of other nations/coalition partners

- History as a vehicle for understanding strategic alternatives and choices
 - Identify and analyze relevant historical examples of strategic leadership and strategic choices (across time and around the world)
 - Evaluate historical examples relevant to war and other national security endeavors

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APPENDIX VI: RUBRICS

SEMINAR CONTRIBUTION RUBRIC

Seminar Contribution Standard	
Outstanding (5)	Consistently exhibits sustained superior performance in seminar dialogue. Consistently offers insightful analysis, without prompting, which advances the dialogue. Comments demonstrate a depth of knowledge of the subject and assigned readings beyond that of peers and demonstrate active listening to other participants. Comes to the seminar prepared, often with notes and annotated readings, and frequently offers novel ideas which enhance learning. Consistently demonstrates the ability to synthesize material from previous lessons and personal experience which directly supports the lesson objectives. Consistently supports others. Respects ideas, feedback and diverse opinions. Avoids use of logical fallacies.
Exceeds Standard (4)	Performed above the standard in contributions during seminar dialogue. Consistently offers solid analysis, without prompting, which advances the dialogue. Comments reflect a deep knowledge of subject matter and assigned readings and demonstrate active listening to other seminar members. Comes to the seminar prepared, often with notes or annotated readings. Demonstrates the ability to synthesize material from previous lessons and personal experience which directly supports the lesson objectives. Rarely resorts to inaccurate assumptions, inferences, biases and heuristics.
Meets Standard (3)	Met the standard in contributions during seminar dialogue. Offers solid analysis without prompting. Comments reflect a solid knowledge of the subject matter and assigned readings and demonstrate active listening to other seminar members. Comes to the seminar prepared and offers insight and personal experience during seminar dialogue which contributes to group understanding of the lesson objectives. Occasionally exhibits use of logical fallacies and bias.
Needs Improvement (2)	Participated in seminar dialogue. Offers some analysis, but often needs prompting from the seminar leader and/or others. Comments demonstrate a general knowledge of the material and assigned readings. Sometimes seems unprepared, with few notes and no marked/annotated readings. Actively listens to others, but does not offer clarification or follow-up to others' comments. Relies more upon personal opinion and less on the readings to support comments.
Fails to Meet Standards (1)	Did not participate in seminar dialogue. Does not complete readings and is unprepared for seminar. Occasionally listens to others but appears uninterested in the classroom interaction.

WRITTEN REQUIREMENT RUBRIC

	Criteria	Outstanding (5)	Exceeds Standards (4)	Meets Standards (3)	Needs Improvement (2)	Fails to Meet Standards (1)
Content	Substantive Content Focus on academic approach and quality of research.	The paper stands as an exemplar of excellence in written communication. It displays exceptional insight and creativity, able analysis, solid research, and precise documentation. Reflecting both depth and balance, it advances a thoughtful explication of a problem, question or subject area, and is an inviting, compelling read—one suitable for publication with only minor edits and polishing. Deftly synthesizes two or more course learning outcomes.	Impressive and clearly above the norm, the paper is insightful and responsive to the task, well researched, and ably documented. The writer has a strong ability to analyze, synthesize, and integrate material. The work exhibits clarity in thought and expression and reflects an accomplished and continuously developing command of language. Demonstrates an above average grasp of concepts, using reputable literature to support discussions. Correctly, integrates two or more course learning outcomes in the paper.	The paper is an acceptable and competent response to a writing opportunity: informative, somewhat persuasive, and includes some evidence grounded in research. Major points are clearly identified and appropriately developed, often with support from properly documented credible sources. The author displays a mature ability to gather information, address important issues, express ideas/arguments in appropriate language, accomplish a stated task, and accommodate the reader. Conveys clear understanding of at least one of the course learning outcomes.	The paper is weaker than it should be and possibly deficient in one or more salient respects. The content is weak or the reasoning and logic noticeably flawed. The absence of substantial material severely undercuts the ability to fashion a thoughtful and articulate paper. A manuscript characterized by minimal analysis, deficient insight, lack of evidence, inadequate research, and slipshod documentation “needs improvement.” Demonstrates fair grasp of concepts, Marginally supported with excessive reliance on quotations and Internet sources. Weak documentation of sources. Unclearly conveys a connection to the course learning outcomes.	The paper is more than simply weak or deficient—it misses the mark substantially. The content is superficial at best. Knowledge claims and observations are offered without research support and appropriate source documentation. Failure to submit a paper within the specified timeframe also “fails to meet standards.” Does not connect the paper to any of the course learning outcomes.
	Critical Thinking Evidence of analysis, synthesis, and evaluation.	Advances a thoughtful explication of a problem, question or subject. Challenges assumptions and creatively defends positions. Provides innovative solutions to problems.	Goes beyond mere grasp of essentials to incorporate evaluation, synthesis, and analysis in using sources and concepts. Challenges assumptions somewhat effectively. Suggests solutions to problems.	Displays a firm grasp of essentials to incorporate evaluation, synthesis, and analysis in using sources and concepts. Identifies and resolves problems and issues.	Compares and contrasts positions, concepts, and data; identifies contradictions and gaps and routinely resolves most issues and problems when presented with them. Pragmatically applies concepts and experience	Merely summarizes known information. Rarely displays detailed analysis or creative approaches to problem solving. Fails to apply concepts and experiences to practical uses.

	Criteria	Outstanding (5)	Exceeds Standards (4)	Meets Standards (3)	Needs Improvement (2)	Fails to Meet Standards (1)
Style	Formatting Following USAWC guidelines for citations and references.	All writing format, mechanics, in-text crediting, and foot- or endnote entries follow the AY17 CAD with no errors.	Almost all writing format, mechanics, in-text crediting, and foot- or endnote entries follow the AY17 CAD. A few errors may exist.	Most writing, in-text crediting, and reference page entries follow the AY17 CAD, but some minor format errors exist.	Writing and in-text crediting is generally sound; however, the paper does not adequately follow AY17 CAD. Multiple errors exist.	Not evident that the provisions of the AY17 CAD are understood or followed.
	Grammar and Spelling In this respect, it should be perfect!	No errors in grammar and spelling.	All grammar, syntax, spelling, and punctuation conform to the AY17 CAD. Some discrepancies exist, but not consistent patterns.	Most grammar, syntax, spelling, and punctuation conform to the AY17 CAD. Some noticeable discrepancies, some pattern errors exist.	Grammar, syntax, spelling, and punctuation somewhat conform to the AY17 CAD, but major noticeable discrepancies exist, including pattern errors.	Noticeable and distracting errors in grammar, syntax, spelling, and punctuation. Inattention to details and patterns of consistent errors are excessive.
	Readability Writing flows naturally and is readable, reflecting an academic tone of voice.	Resonates in smooth expository prose, using concrete imagery and pertinent examples. Language is erudite and direct without ostentation. Incorporates examples and sources with the context effortlessly.	Resonates in smooth expository prose. Language is direct and exhibits a command of the language. Incorporates examples and sources with the context with minimum effort.	Communicates in straightforward manner and academic voice. Language is usually understandable and includes examples and sources efficiently.	Writes clearly, but without flair. Language is usually understandable and includes examples and sources that fit the context. Sometimes uses contractions, slang, or jargon.	Writing is choppy, forced, or gilded. Examples and illustrations do not fit the context. Uses contractions, slang, or jargon, and reverts to statements of opinion and authorial intrusion.
Organization	Organization Work well organized with logical flow. Makes coherent sense.	Work is well organized, with coherent, unified paragraphs and seamless transitions. A clear statement of purpose, summary of research and doctrine, well-supported with compelling rhetorical argument, sound conclusions, and recommendations	Work is well organized, with coherent, unified paragraphs, and effective transitions. A clear statement of purpose, summary of research and doctrine, the argument is well supported and theory and research are clearly stated.	Work is generally well organized, in clear expository prose. There is a discernible introduction, main body, and conclusion. Transitions are generally effective in maintaining a logical flow of ideas.	Work is weakly organized, with no clear statement of problem or purpose and weak theory and argument. Conclusions are a mere summary of previous points. Transitions are somewhat weak or ineffective.	Work is disorganized and it makes an argument that is inconclusive and hard to follow. Prose is rambling and the rhetoric is unfocused. Conclusions are nonexistent or weak, merely repeating previous statements. Transitions are awkward or entirely absent.

Assessment Guidance. CBKs Memorandum 623-1 details that assessment of written work centers on the Content, Organization, and Style of a paper with Content being paramount. A paper in which Content receives an assessment of Needs Improvement or Fails to Meet Standards cannot receive an overall assessment of Meets Standards—even if both Organization and Style were Outstanding.

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