Agenda

• Institutional Foundations
• Organization
• Faculty, Staff & Student Demographics
• Curriculum Overview
• Director’s Assessment
• Key Initiatives
Institutional Foundations
History

• Aug 1990: Started as the “Art of War Studies” Program
• Aug 1991: Designated an independent school under MCU
• Dec 1992: JPME Phase I accreditation
• Aug 1999: Accessed interagency students
• Aug 2001: Accredited by SACS/ Master of Strategic Studies
• Sep 2006: JPME Phase II accreditation
• Jul 2008: Expanded to two seminars
• Jul 2010: Accessed international military students
• Apr 2012: Joint Staff J7/PAJE reaffirms JPME Phase II accreditation
“Professional Military Education represents the most important investment the Marine Corps can make to meet the challenges that the 21st Century will bring. The Marine Corps has traditionally believed that people and human qualities such as honor, courage, commitment, and intellect are more important than the material accouterments of war. Wars are won by the enduring powers of human spirit and intelligence, as opposed to the fleeting technologies and the weapon systems of the day.”

General James F. Amos

“Marines are specifically trained and broadly educated to understand cultures and populations, to thrive in chaotic environments, and to recognize and respond creatively to demanding situations.”

General James T. Conway

“We will better educate and train our Marines to succeed in distributed operations and increasingly complex environments.”

General James F. Amos

#3 of 4 Enduring Priorities

CMC Planning

“Professional Military Education represents the most important investment the Marine Corps can make to meet the challenges that the 21st Century will bring. The Marine Corps has traditionally believed that people and human qualities such as honor, courage, commitment, and intellect are more important than the material accouterments of war. Wars are won by the enduring powers of human spirit and intelligence, as opposed to the fleeting technologies and the weapon systems of the day.”

General James F. Amos

“Marines are specifically trained and broadly educated to understand cultures and populations, to thrive in chaotic environments, and to recognize and respond creatively to demanding situations.”

General James T. Conway

“We will better educate and train our Marines to succeed in distributed operations and increasingly complex environments.”

General James F. Amos

#3 of 4 Enduring Priorities

CMC Planning

“The critical thinking skills that are the product of education are an essential asset for the increasingly complex and uncertain future operating environment...The military has traditionally relied on education in times of uncertainty to develop understanding of the future security environment, lead adaptation and ensure readiness to face future, unknown challenges.”

General Martin Dempsey,

CJCS
MCWAR Vision

To be the preferred choice for leaders seeking a world-class educational experience in preparation for assuming senior leadership positions in a dynamic and complex security environment – grounded in enduring principles and values while continuously adapting to ensure relevance.

MCWAR Decision Memorandum dtd 28 Feb 12
MCWAR Strategic Goals

Source: MCWAR Strategic Plan AY2010-2015 (1 July 10)

• **Goal 1 (Students):** Enhance and expand the student population in order to improve the quality of education and the number of graduates to meet the needs of the services and the combatant commanders.

• **Goal 2 (Faculty & Staff):** Expand and enhance the faculty in order to provide world-class instruction on the design, development and implementation of national security policy and strategy.

• **Goal 3 (Curriculum):** Apply academic rigor to the design, development, presentation, and evaluation of the curriculum in order to better prepare graduates to make sound decisions in a complex security environment.

• **Goal 4 (Facilities):** Secure sufficient educational resources (funding, facilities, furnishing, and technology) to support the College’s expansion and enhance the students’ ability to operate in an increasingly digital and distributed environment.

• **Goal 5 (Outreach):** Increase the College’s organizational reputation as a center for Marine Corps and joint professional military education excellence.

Pending Update
MCWAR Mission

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

• Develop critical thinkers with the broad intellectual foundation required to creatively employ all instruments of national power to meet the challenges of a complex and dynamic security environment.

• Develop military strategists educated in the profession of arms and in the relationships between ends-ways-means who understand the utility (and limitations) of employing force or the threat of force in the pursuit of political objectives.

• Develop joint warfighters skilled in the employment of joint, interagency and multinational forces to attain theater-strategic objectives through the design, organization and conduct of campaigns and major operations in support of national military strategy.

• Develop strategic leaders who possess the judgment, creativity, communications skills, and ethical grounding required to assume senior leadership positions within their service or agency.
The character of war changes over time but the nature of war is enduring.

Social, cultural, and economic factors shape the way that states (and non-state actors) use force or threaten the use of force to achieve political objectives.

The “human dimension” is central in war, politics and diplomacy; consequently, the subjects of leadership, morality, ethics, and the art of command are central to an understanding of the profession of arms.

Consistent success in war and peace requires the integrated application of all instruments of national power.

The national security environment is inherently complex, dynamic, and unpredictable.

Effective strategists understand the relationships between ends-ways-means in the pursuit of political objectives.
MCWAR Strategic Leader Competencies

• Critical Thinking
• Creative Reasoning/Problem Solving
• Communication
• Negotiation & Consensus Building
• Judgment & Decision-Making
Organization
MCWAR Organization

DIRECTOR
(USMC O-6)
CJCS CHAIR

DEAN OF ACADEMICS
DEPUTY DIRECTOR
(TITLE 10 PHD)

ASSOCIATE DEAN
(USN O-5)

ADMIN PRG MGR (GS-9/11)
ADMIN NCO (CPL)
LT/WO TEMP AUGMENTS

DIA CHAIR
NSJW INSTRUCTOR
(GS-15)

NSJW / IRP
COURSE DIRECTOR
(TITLE 10 PHD)

L&E COURSE DIRECTOR
WPS INSTRUCTOR
(USMC O-6)

WPS / ENP
COURSE DIRECTOR
(TITLE 10 PHD)

RS COURSE DIRECTOR
(TITLE 10 PHD)

USA CHAIR
NSJW INSTRUCTOR
(USA O-6)

USAF CHAIR
NSJW / L&E INSTRUCTOR
(USAFO 0-6)

STATE DPT CHAIR
RS INSTRUCTOR
(Minister-Counselor)
Demographics
Faculty & Staff Profile
Snapshot as of 12 July 2012

<table>
<thead>
<tr>
<th>Element</th>
<th>Military Officers</th>
<th>Military Enlisted</th>
<th>Civilian (Title 10)</th>
<th>Civilian (Other)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cmd Element</td>
<td>1</td>
<td></td>
<td>1(^1)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Staff</td>
<td>3(^2)</td>
<td>1</td>
<td></td>
<td>1(^3)</td>
<td>5</td>
</tr>
<tr>
<td>Faculty</td>
<td>3</td>
<td></td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>1</strong></td>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

- \(1\) Billet gapped; incoming Dean of Academics to report 30 July
- \(2\) Includes (2) temporary augments from TBS awaiting training
- \(3\) Billet gapped; pending replacement

<table>
<thead>
<tr>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Colonels</td>
</tr>
<tr>
<td>4 - Title X Professors (PhD)</td>
</tr>
<tr>
<td>1 - Minister-Counselor Graduates</td>
</tr>
<tr>
<td>1 - Intelligence Officer (J.D.)</td>
</tr>
</tbody>
</table>

The faculty is augmented by MCU & DoD adjunct faculty, subject matter experts & senior military, government & industry leaders.
## Faculty & Staff Turnover
### AY12-13

<table>
<thead>
<tr>
<th>Position</th>
<th>Outgoing</th>
<th>Incoming</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Academics/Deputy MCWAR</td>
<td>Dr. Bob Mahoney</td>
<td>Dr. James Anderson</td>
<td>Reports 30 July</td>
</tr>
<tr>
<td>L&amp;E Course Director</td>
<td>Col B.K. McCrary</td>
<td>Col Jeff “SAM” Dubinok</td>
<td>Reported Aboard</td>
</tr>
<tr>
<td>Air Force Chair</td>
<td>Col Byran “Clam” Bearden</td>
<td>Col Mike “Slam” Byrne</td>
<td>Reports 16 July</td>
</tr>
<tr>
<td>Army Chair</td>
<td>COL Phil Swinford</td>
<td>COL Steve Miska</td>
<td>Reported Aboard</td>
</tr>
<tr>
<td>State Dept Chair</td>
<td>Mr. Terry Breese</td>
<td>Mr. Kevin Johnson</td>
<td>Reports 16 July</td>
</tr>
<tr>
<td>Admin Program Manager</td>
<td>Ms. Jennifer Vanhorn</td>
<td>Ms. Carol Ann Parker</td>
<td>TBD Pending Final Processing</td>
</tr>
</tbody>
</table>

**Notes:**

- All (3) military faculty in transition
- 50% (4 of 8) first line faculty; continuity provided by (4) remaining civilian faculty:
  - Dr. Tammy Schultz, NSJW & IRP Course Director
  - Dr. Jim Lacey, ENP & WPS Course Director
  - Dr. Bill Morgan, RS Course Director
  - Dr. Bruce MacKay, DIA Chair & NSJW Instructor
## Student Profile

<table>
<thead>
<tr>
<th>Service /Agency</th>
<th>Students</th>
<th>Service /Agency</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>USMC</td>
<td>9</td>
<td>USMC</td>
<td>9</td>
</tr>
<tr>
<td>USMCR</td>
<td>1</td>
<td>USMCR</td>
<td>1</td>
</tr>
<tr>
<td>USAF</td>
<td>4</td>
<td>USAF</td>
<td>4</td>
</tr>
<tr>
<td>USA</td>
<td>3</td>
<td>USA</td>
<td>4</td>
</tr>
<tr>
<td>USN</td>
<td>3</td>
<td>USN</td>
<td>2</td>
</tr>
<tr>
<td>USCG</td>
<td>1</td>
<td>USCG</td>
<td>1</td>
</tr>
<tr>
<td>State Department</td>
<td>1</td>
<td>State Department</td>
<td>0</td>
</tr>
<tr>
<td>CIA</td>
<td>1</td>
<td>CIA</td>
<td>1</td>
</tr>
<tr>
<td>DIA</td>
<td>1</td>
<td>DIA</td>
<td>1</td>
</tr>
<tr>
<td>FBI</td>
<td>1</td>
<td>FBI</td>
<td>1</td>
</tr>
<tr>
<td>International*</td>
<td>2</td>
<td>International*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total**

*Jordan, ROK*

**Total**

*Taiwan, Pakistan, UAE*
Curriculum Overview
Core Courses

• Leadership & Ethics (L&E)
• Economics & National Power (ENP)
• War, Policy & Strategy (WPS)
• National Security & Joint Warfighting (NSJW)
• Regional Studies (RS)
• Independent Research Project (IRP)
Leadership & Ethics

Key Themes:
- Strategic Leadership
- Critical & Creative Thinking
- Complexity & Systems Theory
- Morality & Ethics
- Strategic Negotiations
- Self-Assessment/ EADP

Curriculum Breakdown (AY11-12):
- Academic Days 14.5
- Semester Hours 4
- Contact Hours 55
- CH % of Curriculum 9%

* (16) in AY12-13 not incl Advanced Studies

Learning Outcomes:
1. Apply critical analysis skills to complex situations.
2. Evaluate individual thought processes through systematic self-assessment.
3. Contrast the creative thinking and creative problem solving methodology with the critical analysis methodology as viable approaches to complex situations.
4. Analyze the differences in command and collaborative approaches of senior leaders in the joint, interagency and international environments.
5. Analyze pertinent cultural contexts in order to operate and communicate effectively across cultural, joint, interagency and international environments.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8500</td>
<td>Introduction to the Foundations Block</td>
</tr>
<tr>
<td>8501</td>
<td>Seven Revolutions (CSIS)</td>
</tr>
<tr>
<td>8502</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>8503</td>
<td>Decision-Making and Implementation</td>
</tr>
<tr>
<td>8504</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>8505</td>
<td>Foundations of Western Philosophy (Antiquity)</td>
</tr>
<tr>
<td>8506</td>
<td>Foundations of Western Philosophy (Post-Middle Ages)</td>
</tr>
<tr>
<td>8507</td>
<td>Professional Skills Development: Effective Reading</td>
</tr>
<tr>
<td>8508</td>
<td>Strategic Leader Decision-Making</td>
</tr>
<tr>
<td>8509</td>
<td>Professional Skills Development: Research Methodology</td>
</tr>
<tr>
<td>8510</td>
<td>Professional Skills Development: Effective Writing</td>
</tr>
<tr>
<td>8511</td>
<td>Profession of Arms and Ethics</td>
</tr>
<tr>
<td>8512</td>
<td>Ethical Use of Military Force</td>
</tr>
<tr>
<td>8513</td>
<td>Command Responsibility: Use of Force</td>
</tr>
<tr>
<td>8514</td>
<td>Collaborative Decision-Making (Gen Zinni)</td>
</tr>
<tr>
<td>8515</td>
<td>Strategic Negotiation Exercise</td>
</tr>
<tr>
<td>8516</td>
<td>Future War</td>
</tr>
<tr>
<td>8517</td>
<td>Executive Assessment and Development Program (EADP)</td>
</tr>
</tbody>
</table>
## Economics & Nat Power

### Key Themes:
- Key Instrument of National Power
- Impact on Strategy
- Economic Statecraft
- Impact of Globalization
- Competition for Strategic Resources
- Capstone: New York City Trip

### Curriculum Breakdown (AY11-12):
- Academic Days: 9*
- Semester Hours: 4
- Contact Hours: 51.5
- CH % of Curriculum: 8%

* No change in AY12-13

### Learning Outcomes:
1. Apply the fundamentals of monetary, fiscal and trade policy.
2. Analyze the impact of the global move to free market economies.
3. Analyze the relationship between economic conditions and national security.
4. Analyze the growing interdependence of the global economic environment and the impact of this interdependence on national power.
AY13 Economics & Nat Power Core Curriculum

8600  Course Overview / Introduction
8601  Nation At Arms: A History of Finance and Power
8602  Economic Systems: Concepts and Definitions
8603  How US and Global Finance Markets Work
8604  Geostrategic Impact of Current Financial Decisions – Debt Crisis
8605  Monetary and Fiscal Policy
8606  International Finance and Economic Situation
8607  Trade
8608  Energy: Strategic Resources
8609  Development
8611  Preparation for NYC Field Study Trip
8612  NYC: Equilibrium of the US Economy (JP Morgan)
8613  NYC: Global Economics (Duquense Global Management)

8614  NYC: Field Study Trip Synthesis - Economics and National Security
8615  Economics Writing Assignment
War, Policy & Strategy

Key Themes:
- Strategic Theory & Practice
- Historical Case Studies
- Staff Rides:
  - Antietam/Gettysburg
  - Normandy
  - Waterloo

Learning Outcomes:
1. Apply traditional and non-traditional principles of war at the strategic and operational levels of war.
2. Analyze national security policies, national military strategies and associated theater campaigns and operations.
3. Analyze the relationship between the components of national power (DIME) and the achievement of strategic end states.
4. Analyze the impact of cultural, social and political factors on the design, development and execution of military strategy.

Curriculum Breakdown (AY11-12):
- Academic Days: 32.5
- Semester Hours: 5
- Contact Hours: 78.5
- CH % of Curriculum: 13%

* (29) in AY12-13 not incl Advanced Studies
## AY13 War, Policy & Strategy

### Core Curriculum

**Block I: Basic Concepts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8100</td>
<td>Introduction to WPS</td>
</tr>
<tr>
<td>8101</td>
<td>War, Policy and Strategy: The Basic Concepts</td>
</tr>
<tr>
<td>8102</td>
<td>War in the Traditional Western World: Thucydides (I)</td>
</tr>
<tr>
<td>8103</td>
<td>War in the Traditional Western World: Thucydides (II)</td>
</tr>
<tr>
<td>8104</td>
<td>Napoleon: The Austerlitz Campaign</td>
</tr>
<tr>
<td>8105</td>
<td>Why Napoleon Lost: Strategic Factors</td>
</tr>
<tr>
<td>8106</td>
<td>Jomini</td>
</tr>
<tr>
<td>8107</td>
<td>Why the North Won the Civil War: Strategic Factors (Civil War Staff Ride)</td>
</tr>
</tbody>
</table>

**Block II: The Theory and Practice of War**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8108</td>
<td>Power and Strategy</td>
</tr>
<tr>
<td>8109</td>
<td>Clausewitz I</td>
</tr>
<tr>
<td>8110</td>
<td>Clausewitz II</td>
</tr>
<tr>
<td>8111</td>
<td>War in the Traditional Sinitic World: Sun Tzu (Sun Zi)</td>
</tr>
<tr>
<td>8112</td>
<td>World War I Instructor Reading</td>
</tr>
<tr>
<td>8113</td>
<td>March To War: The July Crisis</td>
</tr>
<tr>
<td>8114</td>
<td>World War I: The Collapse of Strategy</td>
</tr>
<tr>
<td>8115</td>
<td>World War I: Case Study (Middle East – Part One)</td>
</tr>
</tbody>
</table>
Block II  The Theory and Practice of War (continued)
8116  World War I: Case Study (Middle East – Part Two)

Block III  Modern War Case Studies
8117  Sea Power
8118  Air and Space Power
8119  The Indirect Approach
8120  Warfighting from the Sea
8121  Innovation
8122  WWII Case Study: The Making of Global Strategy (Casablanca Wargame)
8123  WWII Case Study: Military Strategy in the Pacific
8124  War Termination
8125  The Cold War and Nuclear Revolution – NSC-68

Block IV  Strategic Issues
8126  The American Experience with Insurgencies
8127  Mao Case Study
8128  Vietnam – A Strategic Examination
8129  Power Transitions in History
National Security & Joint Warfare

Key Themes:
- National Culture
- Structures & Actors
- Strategic Documents & Policies
- Executing National Strategy
- Joint Planning
- Capstone: JLASS-EX

Curriculum Breakdown (AY11-12):
- Academic Days: 45*
- Semester Hours: 13
- Contact Hours: 201
- CH % of Curriculum: 33%

* (41) in AY12-13 not incl Advanced Studies

Learning Outcomes:
1. Analyze relationships among the principal contributors to national security policy.
2. Evaluate the formal governmental processes that contribute to the development of national security and defense policy.
3. Apply concepts for the direction of joint warfare to operations plans.
4. Evaluate the impact of current issues on national defense policy.
AY13 Nat Security & Joint Warfare
Core Curriculum

Block I  National Security Culture, Structure & Actors
8400  Introduction to National Security and Joint Warfare
8401  Principles of American Government I
8402  Principles of American Government II
8403  American Foreign Policy Tradition
8404  Civil-Military Relations
8418  Benevolent Hegemony
8411  The “Interagency”
8405  Pre-Goldwater-Nichols Joint/Interagency Operations
8436  The Presidency
8406  The Department of Defense, the QDR, and the NMS
8407  The Intelligence Community
8408  The Department of Homeland Security & Defense Support to Civil Authorities
8409  The National Security Staff & the National Security Strategy
8410  Congress  Changed to one day versus two
8412  The Media
8437  Operational Civilian Capacity
8413  Non-Governmental Organizations and Contractors
Block I National Security Culture, Structure & Actors (continued)
8414 Think Tanks
8498 Visits to/from Services, Agencies, and Departments

Block II Joint Warfare
8419 Stability Operations
8420 Counter-Insurgency Operations
8421 Contemporary Issues in Conventional Operations
8422 Coercion
8424 Weapons of Mass Destruction: Technology /Issues
8426 Cyber Warfare/Space Operations
8428 National Strategic Direction I: JSPS
8429 National Strategic Direction II: JOPES
8435 Life on a Joint Staff
8430 Operational Art
8431 Joint Operations Planning Process
8432 Introduction to Joint Land, Aerospace, and Sea Simulation Exercise
8433 Joint Land, Aerospace, and Sea Simulation Exercise Planning
Regional Studies

Key Themes:

- Study of Key Regions/Countries
- Strategic Context
  - Geopolitical
  - Socioeconomic
  - Cultural
- Capstone: Intl Field Study Program

Curriculum Breakdown (AY11-12):

- Academic Days 33*
- Semester Hours 11
- Contact Hours 165
- CH % of Curriculum 27%

(29) in AY12-13 not incl Advanced Studies

Learning Outcomes:

1. Evaluate U.S. foreign policy in the context of national security through a variety of analytical lenses.
2. Synthesize strategies to protect and promote U.S. global interests in an increasingly globalized world.
3. Analyze the impact of the use of U.S. forces on key regions of the world.
4. Analyze causes of regional instability, conflict and cooperation, including an evaluation of cultural influences at the political and strategic level.
5. Evaluate the risks and opportunities inherent in the relationships between the U.S. and foreign countries and their impact on U.S. policy.
AY13 Regional Studies
Core Curriculum

**Block I  Foundations**
- 8211  International Relations and the International System
- 8201  Deciphering Foreign Policy Decision-Making
- 8206  The UN, Peacekeeping, & Intl Security
- 8205  The State Department
- 8215  The Embassy and Country Team
- 8207  State Department Field Study
- 8202  Strategic Communication/Public Diplomacy
- 8203  Comparative Politics
- 8204  Operational Culture

**Block II  Africa, Asia and Latin America**
- 8216  Africa Mega-Trends
- 8228  China I
- 8229  China II
- 8226  US-Japan Alliance
- 8227  The Korean Peninsula
AY13 Regional Studies
Core Curriculum, cont.

Block II  Africa, Asia and Latin America, cont.
8230  Southeast Asia
8231  South China Sea
8224  India
8218  Brazil
8219  Colombia – A COIN Success?
8222  Mexico
8221  Democracy, Populism and Authoritarianism
8223  US Policy in Latin America

Block III  Asia & Europe
8208  The Middle East and the Arab Spring
8209  The Arab-Israeli Conflict
8210  Iran
8212  SW Asia: Afghanistan & Pakistan
8236  The EU Project
8237  European Security and NATO
AY13 Regional Studies
Core Curriculum, cont.

Block III Asia & Europe, cont.
8238 Russia: Politics and Economy
8239 Russia: Foreign Policy and Military
8235 Turkey

Block IV International Field Study Trips
8246 Europe Trip
8247 Asia Trip
8244 Europe Trip Brief and Synthesis
8245 Asia Trip Brief and Synthesis
Independent Research Project

Key Themes:
- In-Depth Study of Strategic Issues
- Four options:
  - Scholarly Research Paper
  - Agency, Dept, Service Paper
  - Co-Authored Faculty Paper
  - Advanced Study Program (ASP), (13) in AY12-13 if writing a paper vice ASP

Curriculum Breakdown (AY11-12):
- Academic Days: 12*
- Semester Hours: 4
- Contact Hours: 60
- CH % of Curriculum: 10%

Learning Outcomes:
1. Defend well-stated positions with clear logic and evidence.
2. Develop scholarly, research-based written and oral projects.
3. Derive research-based recommendations to address complex strategic issues.
Field Study Program

• Staff Rides
  – Antietam, Gettysburg, Normandy, Waterloo

• New York City Trip
  – ENP capstone, RS and L&E linkages

• COCOM Trips
  – Linked to JLASS preparation

• JLASS Exercise

• International Field Study Trips
  – Europe (France, Belgium, Turkey, Russia)
  – Asia (South Korea, China)
Advanced Studies Program

New for AY12-13

• Purpose: to provide students with the opportunity to explore critical subjects more deeply than is feasible within the core curriculum
• Advanced Studies ("electives") linked directly to existing courses within the core curriculum (no change to core course Learning Outcomes)
  - AY12-13 pilot: 1) L&E; 2) WPS; 3) NSJW; 4) RS
• (5) Advanced Studies modules (Fall Semester)
  - All students will participate
• (5) IRP Extension modules (Spring Semester)
  - Optional extension (students who elect to fulfill IRP requirement via the ASP coursework)
AY13 Leadership & Ethics Advanced Studies Program

8599: Strategic Leadership

**L&E ASP: Base Program (Fall Semester)**

- Module 1  Critical & Creative Thinking (Book: *Thinking Fast and Slow*)
- Module 2  Critical Thinking (Selected Readings)
- Module 3  My Lai Case Study (Selected Readings)
- Module 4  Leadership I (Book: *The Charisma Myth*)
- Module 5  Leadership II (Book: *The Power of Habit*)

**L&E ASP: IRP Extension (Spring Semester)**

- Module 6  Higher Command (Book: *Memoirs of U.S. Grant*)
- Module 7  Strategic Leadership (Book: *Winston’s War: Churchill, 1940-1945*)
- Module 8  Higher Command (Book: *Defeat into Victory*)
- Module 9  Strategic Leadership (Book: *20th Century American Biography Series: George C. Marshall*)
- Module 10 Strategic Leadership (Book: *George Washington and the American Military Tradition*)
AY13 War, Policy & Strategy
Advanced Studies Program

8199: Strategy in Theory & Practice

WPS ASP: Base Program (Fall Semester)
Module 1  World of Warfare I (Book: The Peloponnesian War)
Module 2  World of Warfare II (Book: History of War)
Module 3  Battle – Close-Up (Book: The Face of Battle)
Module 4  Technology and War (Book: Pursuit of Power)
Module 5  Military Revolutions (Books: Dynamics of Military Revolution/Military Revolution)

WPS ASP: IRP Extension (Spring Semester)
Module 6  Alexander the Great (Book: The Campaigns of Alexander)
Module 7  Caesar (Book: The Gaelic Wars)
Module 8  Napoleon (Book: The Campaigns Napoleon)
Module 9  General Marshall (Book: General of the Army)
Module 10 Winston Churchill (Book: Churchill at War)
AY13 Nat Security & Joint Warfare Advanced Studies Program

8499: Leadership & Strategic Decision Making

NSJW ASP: Base Program (Fall Semester)
Module 1  Why Do Good Leaders Make Bad Decisions? (Book: Analogies at War)
Module 2  Leadership – Contested Views (Books: Fire in the Lake, A Better War)
Module 3  Sleeping with the Wrong Guy (Books: Triumph Forsaken, The Two Vietnams)
Module 4  Civilian-Military Relations with Baggage (Books: Dereliction of Duty, Little America)
Module 5  Tolerance of Ambiguity – The Essence of Leadership & Strategic Decision-making? (Books: The Age of the Unthinkable, The Black Swan)

NSJW ASP: IRP Extension (Spring Semester)
Module 6  The Next War IRP Theme
Module 7  The Next War IRP Theme
Module 8  The Next War IRP Theme
Module 9  The Next War IRP Theme
Module 10  The Next War IRP Theme
AY13 Regional Studies
Advanced Studies Program

8299: From the War Hawks to the Reagan-Gorbachev Summit -
Major Crises in American Foreign Relations, 1783-1989

RS ASP: Base Elective (Fall Semester)
Module 1  The Atomic Bombings (Book: Prompt and Utter
Destruction: Truman and the Use of Atomic Bombs Against Japan)
Module 2  War of 1812 (Selected Readings)
Module 3  Manifest Destiny and The Mexican War (Book: A Country of Vast Designs)
Module 4  1898: America’s Rise to World Power (Books: American Gibraltar and Fighting for American Manhood)
Module 5  American Entry into World War I (Book: Nothing Less Than War)

RS ASP: IRP Extension (Spring Semester)
Module 6  The Road to Pearl Harbor (Book: Pearl Harbor and the Coming of the War)
Module 7  Origins of the Cold War (Book: Strategies of Containment)
Module 8  The Vietnam War (Book: America's Longest War)
Module 9  Restoring U.S.-China Relations (Book: On China)
## Representative Week

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar (G) 0830-1030</td>
<td>Seminar (G) 0830-1030</td>
<td>PSPT</td>
<td>Seminar (G) 0830-1030</td>
<td>Seminar (S/G) 0830-1130</td>
</tr>
<tr>
<td>Seminar (S) 1100-1300</td>
<td>Seminar (S) 1100-1300</td>
<td>PSPT</td>
<td>Seminar (S) 1100-1300</td>
<td>PSPT 1130-1700</td>
</tr>
<tr>
<td>PSPT 1300-1700</td>
<td>Additional Class/Trip 1400-1700</td>
<td>PSPT 1300-1700</td>
<td>Reading 100-125 Pages</td>
<td>Reading 100-125 Pages</td>
</tr>
<tr>
<td>Reading 100-125 Pages</td>
<td>Reading 100-125 Pages</td>
<td>Reading 100-125 Pages</td>
<td>Reading 100-125 Pages</td>
<td>Reading 100-125 Pages</td>
</tr>
</tbody>
</table>
# Breakdown of Curriculum Hours (AY11-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours (SH)</th>
<th>Contact Hours (CH)</th>
<th>CH % of Curriculum (not incl PSPT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership &amp; Ethics</td>
<td>4</td>
<td>55</td>
<td>9%</td>
</tr>
<tr>
<td>Economics &amp; National Power</td>
<td>4</td>
<td>51.5</td>
<td>8%</td>
</tr>
<tr>
<td>War, Policy &amp; Strategy</td>
<td>5</td>
<td>78.5</td>
<td>13%</td>
</tr>
<tr>
<td>National Security &amp; Joint Warfare</td>
<td>13</td>
<td>201</td>
<td>33%</td>
</tr>
<tr>
<td>Regional Studies</td>
<td>11</td>
<td>165</td>
<td>27%</td>
</tr>
<tr>
<td>Independent Research Project</td>
<td>4</td>
<td>60</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td><strong>611</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*PSPT AY11-12 = 596.5 hours*
## Contact Hours by Teaching Methodology (AY11-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Lectures</th>
<th>Seminar</th>
<th>Practicum</th>
<th>Field Study</th>
<th>Exam</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership &amp; Ethics</td>
<td>3</td>
<td>44.5</td>
<td>6</td>
<td>1.5</td>
<td>0</td>
<td>55</td>
</tr>
<tr>
<td>Economics &amp; National Power</td>
<td>7</td>
<td>24.5</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>51.5</td>
</tr>
<tr>
<td>War, Policy &amp; Strategy</td>
<td>0</td>
<td>70.5</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>78.5</td>
</tr>
<tr>
<td>National Security &amp; Joint Warfare</td>
<td>6</td>
<td>67</td>
<td>25.5</td>
<td>96.5</td>
<td>6</td>
<td>201</td>
</tr>
<tr>
<td>Regional Studies</td>
<td>1</td>
<td>88</td>
<td>0</td>
<td>76</td>
<td>0</td>
<td>165</td>
</tr>
<tr>
<td>Independent Research Project</td>
<td>0</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td><strong>294.5</strong></td>
<td><strong>93.5</strong></td>
<td><strong>200</strong></td>
<td><strong>6</strong></td>
<td><strong>611</strong></td>
</tr>
</tbody>
</table>

**PERCENTAGES**

- Lectures: 2.8%
- Seminar: 48.2%
- Practicum: 15.3%
- Field Study: 32.7%
- Exam: 1.0%
- Total: 100%
Student Assessment

• Contribution
  - Seminar (Socratic dialogue)
  - Practical application & exercises
  - JLASS-EX

• Assignments
  - Oral presentations
  - Papers
  - Exams
  - Journal entries
  - Independent Research Project (IRP)
Curriculum Development

Foundational Docs & Doctrine
CJCS / CMC / MCU Priorities
Vision/Mission/Program Outcomes
Other Resources

Requirements Analysis

Institutional Effectiveness Evaluation

MCWAR Underlying Logic

Course/Lesson Design

Learning Outcomes
Educational Objectives
Levels of Learning Evaluation Methods

Courseware Development

Teaching Methodology
Readings
Assessment Measures
Scheduling

Lesson Execution

Preparation Implementation

CCRB / CRB Processes
Student Critiques
Student Focus Groups
Graduate & Supervisor Surveys
Graduate Focus Group (TBD)
Accreditation
Director’s Assessment
Director’s Assessment: Key Strengths

1. An experienced, educated and diverse faculty.
2. A highly professional and diverse student body.
3. A strong curriculum that relies on active learning methodologies and promotes synergies between core courses through integrated design and concurrent execution.
4. An ample allotment of Professional Study and Preparation Time (PSPT) provides students with time to read, reflect and prepare for seminar.
5. A small student body that provides for considerable operational and organizational agility, increases student-faculty interaction, enables small-group interaction with strategic leaders, and facilitates a robust and inclusive field study program.
1. A small faculty means less depth to absorb high turnover and/or gaps in assigned billets, as well as fewer opportunities for faculty development.

2. An increasingly constrained budget puts the field study program at risk.

3. A small student body means a reduced alumni base and results in weaker “brand recognition” relative to our counterparts.
Key Initiatives AY12-13

• Implementation of a “paperless” educational environment
• Assessment of the pilot Advanced Studies Program
• Rewrite of the MCWAR Strategic Plan
  – Including an examination of continued expansion
• Evaluation of opportunities to leverage new Strategic Leader Competencies to measure student improvement
MCWAR Command Brief

QUESTIONS