



**JOINT FORCES STAFF
COLLEGE ELECTIVES
(JFSC)**

Syllabus

FOR INSTRUCTIONAL PURPOSES ONLY

**NATIONAL DEFENSE UNIVERSITY
JOINT FORCES STAFF COLLEGE
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JOINT and COMBINED WARFIGHTING SCHOOL (JCWS) SYLLABUS

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FOREWORD

1. The **mission** of the Joint Forces Staff College (JFSC) is to educate military officers and other national security leaders in joint, multinational, and interagency operational-level planning and warfighting, to instill a primary commitment to joint, multinational, and interagency teamwork, attitudes, and perspectives. While the college primarily focuses on joint, multinational and interagency operational planning and warfighting, it also emphasizes intellectual and professional development in a variety of mission areas. The central themes of the college are embodied in its four educational **goals**, which are to create a challenging academic environment; nurture joint, multinational and interagency perspectives and teamwork; promote the professional growth of its students, faculty, and staff; and create an atmosphere conducive to the personal development of all members of the college community.

2. The curriculum described herein this syllabus is based on a student-centered, level-of-learning approach to education. All courses and Lessons in the JFSC curriculum have specific learning objectives. These objectives are general statements that encompass a class of behavior and specify student-learning outcomes which the teaching-learning process should achieve. The majority of the learning objectives are based on the **cognitive** (intellectual or “thinking”) domain of learning; others fall in the **affective** (emotional or “feeling”) domain. In both domains, the learning objectives include specific behavioral verbs denoting the level of student learning to be achieved. Individual Lessons include “samples of behavior” specifying observable behavior students should be able to demonstrate at the end of a Lesson, course, etc., to provide evidence the learning objectives have been achieved.

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CHAPTER 1
EXECUTIVE SUMMARY
JOINT PROFESSIONAL MILITARY EDUCATION (JPME) PHASE II

1. Basis for School. The Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01E, *Officer Professional Military Education Policy* (OPMEP), 29 May 2015, furnishes the basis for the Joint and Combined Warfighting School

- a. The school's mission is the same as the College: To educate national security professionals to plan and execute joint, interagency, intergovernmental, and multinational operations to instill a primary commitment to joint, interagency, intergovernmental, and multinational teamwork, attitudes, and perspectives.
- b. JCWS has a distinct vision for its course. That vision is as follows:
- c. *A Joint and Combined Operational Warfighter who is able to significantly contribute to the development of comprehensive plans and effective execution across the range of military operations (ROMO).*
- d. The goal of the Phase II program is building upon foundation established by the institutions teaching JPME Phase I. In addition, intense faculty-student interaction in the completely joint environment of the JFSC campus cements the professional joint attitudes and perspectives that are essential to future successful military operations.
- e. The Joint Forces Staff College is a learning organization committed to the pursuit of a culture centered on innovation and adaptation. We provide the joint community with warriors and future national security leaders who understand joint doctrine and view the battlefield through a joint, multinational, and interagency lens. The small, joint, multinational and interagency seminars, led by joint cadre teams, focus on joint doctrine at the operational level, emerging concepts that are critical to success, along with using historical case studies and computer-enhanced war games to create the intellectual rigor to stretch student minds. The result yields students with the critical thinking capability required to conceive and apply joint solutions on the 21st Century battlefield. At the same time, the Joint Forces Staff College continually transforms to keep pace with the information age world while continuing to deliver a first class educational experience.
- f. JCWS has the task of accomplishing the specific learning areas outlined in the OPMEP (CJCS Inst. 1800.1E). Those learning areas are then restated in conjunction with current Chairman of the Joint Chiefs of Staff's (CJCS's) Special Areas of Emphasis, Congressional language, and recommendations from the combatant commanders to develop JCWS course and Lesson objectives. Those academic objectives are achieved through discussions, exercises and case studies in a joint, multinational, seminar environment by focusing at the application and higher levels of cognitive learning.

2. Levels of Learning. JCWS uses Bloom's taxonomy in describing levels of learning in the cognitive domain (i.e., knowledge, comprehension, application, analysis, synthesis, and evaluation) and Krathwohl's taxonomy in describing those levels of learning in the affective domain (i.e., receiving, responding, valuing, organization, and characterization).

3. School Summary. The JCWS curriculum consists of six courses, several exercise, and a broad array of electives that equate to approximately 260 scheduled hours of instruction. This dynamically linked core curriculum and electives program addresses the requirements as laid out in the OPMEP and meets the needs of the combatant commanders and the 21st Century warfighter. Students average approximately 6.1 hours in class daily, followed by three to four hours of out-of-class preparation for the next day's Lesson. The attendance of international officers contributes significantly to the educational development of U.S. officers and enhances the multinational dimension of the curriculum. The increasing participation of federal agency representatives also enhances student understanding of the increasing complexity of the interagency environment surrounding current DOD operations. Student participation in after-class athletics and other activities also supports school objectives.

- a. Over 90 percent of classroom hours are dedicated to active learning (practical exercises, case studies, student presentations, guided discussions, exams, formal after-action reviews, etc.). The remaining hours are dedicated to passive learning (formal and informal lectures) with the majority of these hours dedicated to outside guest speakers such as unified commanders.
- b. The curriculum uses a building-block approach that integrates the art of joint operational warfare with joint planning systems. This is aided by computer simulations and computer-assisted planning tools.

4. Student Evaluation. There is no Distinguished Graduate Program since the cornerstone principal of the JPME Phase II education is the collaborative principles of joint warfare. Teamwork not competition is the desired outcome. Students are evaluated on their performance on a final examination, the amount and quality of their overall seminar participation, the quality of two formal papers and their performance during seminar exercises.

CHAPTER 2 ELECTIVES PROGRAM

TOTAL SCHEDULED CLASSROOM HOURS: 12

APPROXIMATED NONCLASSROOM PREPARATION HOURS: Individual Course Dependent

ELECTIVE CREDIT HOURS: .5

1. **PURPOSE AND SCOPE:** The Joint and Combined Warfighting School (JCWS) Electives Program requires JCWS students to participate in focused study in one of the elective courses offered during the ten-week program. During the electives course, students are expected to develop a fuller understanding and depth of knowledge in specific areas relating to their joint assignments or potential areas of further study. The electives program complements the JCWS core curriculum by reserving a portion of the allocated academic time for courses tailored to the diversified interests and needs of students within the school. Several of the electives enable students to pursue greater depth of learning in selected Chairman of the Joint Chiefs of Staff (CJCS) Special Areas of Emphasis (SAEs).
2. **LESSON OBJECTIVES (EXPECTED OUTCOMES).** While all electives further students' development of a joint perspective and appreciation of the increased power available to commanders through joint, interagency, intergovernmental and multinational efforts and teamwork, each elective has specific objectives and outcomes published in each separate elective syllabus and associated lesson guide(s).
3. **ASSESSMENT.** Each elective instructor will assess student learning through the methodology described in the individual syllabus and lesson guide. A post-elective survey will be distributed to students for each elective to facilitate student feedback to individual instructors.
4. **STUDENT REQUIREMENTS.** Each student enrolls in one six-week elective. The Elective Program consists of six two-hour class sessions dispersed among the 10-week course. Electives normally meet Wednesday mornings during weeks 2, 4, 5, 7, 9 (Monday) and 10. Students assigned to a Combatant Command for less than six months will normally be required to take the elective tailored to their specific CCMD assignment. Enrollment will be conducted in first week of each JCWS class. .
5. **ACTIVE ELECTIVES NOT BEING OFFERED.** A number of active electives may not be offered for any specific class. Often the faculty has pulled the elective offline to enable a rewrite; faculty members are conducting excessive travel during a class, or are focused on different projects. The list below shows the electives that are not being offered for class 16-01.
 - a. None.

Combatant Command Electives

US Africa Command Regional Studies Elective -- 6010

1. **COURSE PURPOSE AND SCOPE.** This course is an overview of Africa and the unified command responsible for the region, USAFRICOM. It provides a broad look at Africa, touching selected areas of historical, political, cultural, military, and socio-economic significance that are especially relevant to current US Government policy and ongoing military operations in Africa. Subjects include (but are not limited to) an overview of AFRICOM, its mission and current operations; African history and analysis of cultural, religious, and tribal fault lines; the African security environment and peace keeping in Africa; transnational threats such as terrorism, smuggling, and narcotics trafficking; the nature of conflict in Africa and the systemic impact of protracted conflicts on African security; current US policy and initiatives in Africa.

- a. This course is designed to enhance the education of operational and strategic leaders by exposing them to new aspects of a changing national security environment by challenging conventional wisdom, and by encouraging independent, creative thinking. All sessions will relate to national and theater issues that leaders must consider in protecting U.S. security interests in Africa and in forming strategies and policies to support these efforts.
- b. The course will be conducted as a seminar. There will be six two-hour class sessions. Every effort will be made to ensure that one of the class sessions consists of a Video Teleconference (VTC) with members of the USAFRICOM HQ Staff. During the VTC students will have the opportunity to ask questions and discuss issues spanning the entire course content, depending on who is able to participate from AFRICOM. Learning objectives and content spanning several lessons will be covered during the VTC session. Guest speakers are also invited to the class. Changes in the schedule and impact on assigned readings will be communicated to each student to allow sufficient time to prepare for each session.
- c. For most class sessions, students will be assigned a selection of readings which support individual lesson objectives. These readings will be tailored to fit the scheduled discussion/event/guest speaker, and may include individual readings from multiple lessons rather than all the readings from just one lesson. The readings will be distributed in advance, normally via electronic media (web-based or email), or in the classroom. At the beginning of each session, students should be prepared to present an informal summary of any assigned readings for that day, and to answer questions and participate in or lead a critical evaluation of the reading. If readings are placed on reserve in the library, the location of reserve materials and specifics regarding the type of reserve limits established will be explained by the instructor at the beginning of the course.

2. **COURSE OBJECTIVES.**

- a. LO1: COMPREHEND the impact of historical, political, and cultural aspects of the African operational environment on US policy and military activities in Africa. EXPLAIN how the USAFRICOM organizational culture has evolved over the history of the command in response to changes in the operational environment.
- b. LO2: COMPREHEND current US policy toward Africa as a whole and toward various regions and actors on the continent. EXPLAIN how current USAFRICOM plans and operations support

implementation of policy and achievement of theater end states, while identifying areas that require further academic study.

- c. LO3: ANALYZE the African security environment and the impact to AFRICOM's actions caused by challenges such as: the unique and varied character of different societies, and politics; protracted regional conflicts; and transnational threats.
- d. LO4: ANALYZE the possible impact of multi-national, non-governmental, and non-western actors on US policies and interests in Africa.
- e. LO5: VALUE the perspectives of various stakeholders (other branches/departments within the US Government, local populations, US allies, actors of concern) when analyzing Africa's security environment and ongoing conflicts.

3. **PREREQUISITES.** Students assigned to USAFRICOM (onboard for less than six months) and others electing to take the course. All students must have a Secret Clearance.

US Southern Command Regional Studies Elective -- 6011

1. **COURSE PURPOSE AND SCOPE.** This course provides an overview of the Latin American region, the factors that shaped the region over time and continue to have a significant role in the current environment and U.S. Southern Command's (USSOUTHCOM) interaction with the countries in the region. The course discusses how USSOUTHCOM defines and responds to the various aspects of its responsibilities within the region in support US strategic guidance and policies. The course focuses on U.S. regional strategy for Latin America and discusses the political, military, and socio-economic aspects of this region that stretches from the Rio Grande to Patagonia, including the Caribbean Sea. Subjects include, but are not limited to, (depending on the availability of SOUTHCOM members and subject matter experts to assist in presenting certain subjects) USSOUTHCOM theater strategy; the influence of Indian, Iberian, European, African and Asian heritage on Latin America; the Latino vs. U.S. viewpoint; the role of society in Latin America; U.S. economic involvement, influence, and interests in the region; regional and country overviews: the Andean Ridge; the Southern Cone; Central America and the Caribbean. Topics include Illegal Migration, Transnational Criminal Organizations, the Civil-Military Relations in Latin America; the links between the concepts of National Security and Economic Development; National Security, Humanitarian Assistance and Disaster Relief Operations, Security Operations, The Haitian Earthquake Response, Poverty Alleviation, and Free Trade Initiatives.

- a. Delivery methods will include informal lecture, guided discussion, and case studies informed by student presentations on assigned topics. Instruction totals 12 hours of scheduled classroom hours and 24 hours of non-classroom student preparation.
- b. Students are expected to apply an analytic framework to the regional factors that dictate or frame U.S. and partner involvement in the SOUTHCOM region, and to synthesize and evaluate the effectiveness of current U.S. approaches and the potential for new approaches from a theater campaign plan perspective.

2. **COURSE OBJECTIVES.** COMPREHEND the region's challenges and opportunities, and explain the factors that shape U.S. strategic policies, security cooperation programs, and engagements in Latin America as well as recognize and discuss USSOUTHCOM's unique organizational structure and how it supports their assigned mission.

- a. LO1: DISCUSS the basic history, culture, geography, politics, civil-military relations, and the role of regional and international organizations in the USSOUTHCOM area of responsibility.
 - b. LO2: UNDERSTAND the roles and missions of USSOUTHCOM.
 - c. LO3: ASSESS the USSOUTHCOM theater strategy, campaign plan, and posture statements in their support to the National Security Strategy.
 - d. LO4: DESCRIBE Inter-American relations with an emphasis on U.S. security interests in the Latin American region.
 - e. LO5: ILLUSTRATE an understanding of Latin American militaries in order to effectively plan and execute future security cooperation activities in the hemisphere.
 - f. LO6: DEMONSTRATE disparate ideas about Latin America and U.S. relations in the contemporary strategic environment and to take into account potential approaches in support of the Theater Campaign Plan.
 - g. LO7: ANALYZE the USSOUTHCOM area of responsibility and area of interest using current political, military economic, cultural and historical factors to compile a regional assessment in one of these topics.
3. **PREREQUISITES.** Students assigned to USSOUTHCOM (onboard for less than six months) and others electing to take the course.

US Central Command Regional Studies Elective -- 6012

1. **COURSE PURPOSE AND SCOPE.** This course will provide the student with an enhanced appreciation of the United States Central Command (USCENTCOM) area of responsibility (AOR). It is designed to acquaint the student with regional political, military, economic, and culture realities.
 - a. This course is designed to be delivered as a combination of informal lectures, guided discussions, multi-media presentations, guest speakers, and student-led presentations. Total scheduled classroom time is 12 hours divided into six two-hour sessions. Approximate student preparation time is 12 hours.
 - b. This course is not intended or designed to be a USCENTCOM Staff Officer Orientation course. Some course time will be spent on USCENTCOM command issues; however, the majority of the course will be spent on socio-political and other factors in the region relevant to the security environment. While historical perspectives are important and included, this course is designed to complement historical lesson information with adaptive/responsive topics and content to enable discussion relevant to the current security environment.
2. **COURSE OBJECTIVES.**
 - a. LO1: COMPREHEND historical and current perspectives of USCENTCOM and the AOR.

- b. LO2: EVALUATE regional issues in the USCENTCOM AOR considering GEF directed strategic objectives and priorities.
 - c. LO3: ANALYZE the security environment in the USCENTCOM AOR to identify potentials, opportunities, tendencies, and/or threats.
3. **PREREQUISITES.** Students must be a US citizen and possess a Secret Clearance. Students assigned to USCENTCOM (onboard for less than six months) and others electing to take the course.

US Pacific Command Regional Studies Elective -- 6013

1. **COURSE PURPOSE AND SCOPE.** The purpose of the elective is to enhance understanding of this turbulent security environment and to examine and assess USPACOM's role in contributing to regional security and American policy goals. It is designed to enhance the education of operational and strategic leaders by exposing them to new aspects of a changing national security environment, by challenging conventional wisdom, and by encouraging independent, creative thinking. All sessions will relate to national and theater issues that leaders must consider in protecting U.S. security interests in the Asia-Pacific region and in forming strategies and policies to support these efforts.

- a. The course will be conducted as a graduate-level university seminar. There will be eight two-hour sessions. For each session, students will read articles and studies that relate to a set of course objectives. In addition to guided discussions, the course entails informal faculty lectures and student presentations.

2. **COURSE OBJECTIVES.** This course supports CJCS OPMEP learning areas and the vision and strategic initiatives of National Defense University.

- a. LO1: COMPREHEND the roles and missions of USPACOM.
- b. LO2: DISCUSS the Asia-Pacific operating environment with an emphasis on threats and challenges to security and stability in the region.
- c. LO3: REVIEW Asia-Pacific relations with an emphasis on U.S. security interests in the region.
- d. LO4: RELATE different Asian nations' security concerns and military capabilities to students' ability to plan and execute future combined operations in the hemisphere.
- e. LO5: PROPOSE U.S. options for managing a future Asia-Pacific environment characterized by the rise of new powers, the resurgence of older powers, and the return of former powers in a changing early 21st century security environment.

3. **PREREQUISITES.** Students assigned to USPACOM (onboard for less than six months) and others electing to take the course.

US Northern Command Regional Studies Elective -- 6014

1. **COURSE PURPOSE AND SCOPE.** This 12-hour elective uses a combination of Informal Lectures,

Guided Discussions, and Case Studies designed to provide an overview of United States Northern Command (USNORTHCOM)'s missions, organization, capabilities, and Area of Responsibility. Each elective session will be built around a specific topic and may include assigned readings to provide background for thoughtful seminar discussions. Outside class student preparation time required for this elective is 2.0 hours with students expected to complete any assigned readings and to reflect thoughtfully on the scope, concept, challenges and issues associated with each topic in order to engage in robust discussion. The "big idea" for this elective is USNORTHCOM's AOR is a unique operating environment requiring the combatant command to build trusted partnerships to address a variety of opportunities and challenges. Students will comprehend and analyze the conduct of military operations within the homeland and the critical nature of joint, interagency, intergovernmental, and multinational (JIIM) coordination with our western hemisphere neighbors.

2. **COURSE OBJECTIVES.** Provide an overview of USNORTHERN Command's mission, organization, capabilities, and Area of Responsibility (AOR) within the context of its unique operating environment.

- a. LO1: COMPREHEND Homeland Defense, Civil Support, Security Cooperation and associated Civil-Military relations and interagency (IA) coordination at the International, Federal, State and Local levels of government.
- b. LO2: COMPREHEND the scope, concepts and issues related to Homeland Defense and Defense Support of Civil Authorities (DSCA) doctrine and policy and how they interrelate with and support Homeland Security to include associated command and control challenges.
- c. LO3: COMPREHEND security cooperation missions and key partnerships associated with USNORTHCOM's cooperative defense line of operation.
- d. LO4: DESCRIBE theater campaign planning concepts and principles in the context of USNORTHCOM's Theater Campaign Plan (TCP) and associated contingency plans.
- e. LO5: EXPLAIN USNORTHCOM's roles and functions and describe how USNORTHCOM is organized to best support its missions.

3. **PREREQUISITES.** Students assigned to USNORTHCOM (onboard for less than six months) and others electing to take the course.

US Special Operations Command: Joint Special Operations in the 21st Century Elective -- 6015

1. **COURSE PURPOSE AND SCOPE.** The intent will be to look at the future application of SOF coming out of major combat in Iraq and Afghanistan, a similar period to post –Viet Nam. As such we will look at the shaping influence of these historical events and compare them to current operations. The goal of the elective is to enhance understanding of this turbulent security environment and to examine and assess USSOCOM's role in contributing to global, regional security and American policy goals. Main topics include: USSOCOM and the CAMPLAN for GWOT and against Violent Extremist Organizations (VEOs), Current TSOC/CFSOCC/JSOTF operations in support of the GCCs efforts against VEOs, current doctrine for FID/COIN/SFA, authorities and funding lines for USSOCOM operations, and case studies applying this doctrine for at least 3 cases that could include Afghanistan, Viet Nam, El Salvador, Philippines, and Colombia, depending upon available instructors.

2. **COURSE OBJECTIVES.** This course will support the vision and strategic initiatives the National Defense University has developed for its colleges. It is designed to enhance the education of operational and strategic leaders by exposing them to new aspects of a changing national security environment, by challenging conventional wisdom, and by encouraging independent, creative thinking. USSOCOM has both Combatant Commander Responsibility and Service –like Title 10 responsibilities. This elective will focus on his Combatant Commander responsibilities as the DOD lead for the synchronization of planning for the Global War on Terrorism (GWOT). Sequencing may vary dependent upon speaker availability.
3. **PREREQUISITES.** Students assigned to USSOCOM (onboard for less than six months) and others electing to take the course.
4. **ASSESSMENT.** Students will be assessed by a written exam that will require them to apply the USSOCOM SOF Operating Concept to the case studies presented and to further apply those principles to the current and near term threat from violent extremist organizations and recommend how those principles can be applied to assist the GCCs in their theaters.

US Transportation Command - Defense Transportation System Elective -- 6016

1. **COURSE PURPOSE AND SCOPE.** This course provides background, insight and a working knowledge of the United States Transportation Command (USTRANSCOM). The course examines how USTRANSCOM and its components are organized, its operational capabilities, and how it supports emerging joint logistics concepts. The course provides an overview of how USTRANSCOM executes its responsibilities as the Distribution Process Owner (DPO) in support of not only other combatant commands but also other customers of the Defense Transportation System (DTS). It support during deliberate and crises action planning is instrumental in the development of feasible plans. Attention is given to joint logistics doctrine with associated real-world application necessary for responsive and efficient logistical support to the war fighter.
2. **COURSE OBJECTIVES.**
 - a. LO1: UNDERSTAND how USTRANSCOM and its component commands support the availability of timely and efficient strategic transportation.
 - b. LO2: EXPLAIN how current and emerging joint doctrine and operating concepts facilitate global strategic transportation, distribution, and other related logistical procedures and policy.
 - c. LO3: EXPLAIN how the interrelationships between the various elements of USTRANSCOM, the DTS, and the supported command ensures greater efficiencies in global procurement, delivery, distribution, and sustainment.
3. **PREREQUISITES.** The course is only available to U.S. Department of Defense students.

Preparing for Strategic Surprise: US Strategic Command Perspectives

Elective – 6017

1. **COURSE PURPOSE AND SCOPE.** This course is designed to familiarize students with the missions and authorities given to the United States Strategic Command (USSTRATCOM) Commander. Additionally, students will be exposed to how USSTRATCOM is structured to accomplish its diverse mission set. Finally, students will apply the USSTRATCOM mission set and organizational model to readings throughout the elective on a variety of USSTRATCOM related areas and how that plays into the readiness of the strategic forces operating under USSTRATCOM and their components.

- a. Each 2 hour elective session will utilize a guided discussion format on USSTRATCOM command & organizational structure in relation to assigned missions, and a variety of topics as outlined in the weekly lesson summary in section 4 of this guide. Reading material for each topic is located on the USSTRATCOM Elective Sharepoint Portal located at <https://portal.ndu.edu/sites/electives/stratcom/default.aspx> or may be on file in the Classified Reading Room (CRR). This course builds upon TCP 3, 4, 6 & 9 analysis of strategic documents.
- b. Students will have approximately 2 hours of preparation prior to each lesson (approx. total 12 hr prep time).

2. **COURSE OBJECTIVES.**

- a. LO1: COMPREHEND USSTRATCOM organizational and command structure as well as the USSTRATCOM Commander's responsibilities as defined in the UCP.
- b. LO2: COMPREHEND and ANALYZE the role deterrence plays shaping today's complex environment and how USSTRATCOM and its Functional Components conduct strategic deterrence on a daily basis and the various methods by which deterrence can be accomplished.
- c. LO3: COMPREHEND and APPLY the mission of USSTRATCOM and each Functional Component in a given scenario.
- d. LO4: ANALYZE and SYNTHESIZE what USSTRATCOM and each Functional Component would do in a given scenario.
- e. LO5: COMPREHEND how Cyber could be used as a Weapon of Mass Destruction from USSTRATCOM and USCYBERCOMs perspective.
- f. LO6: COMPREHEND how Space and Missile Defense helps USSTRATCOM accomplish its overarching mission of Strategic Deterrence.
- g. LO7: COMPREHEND how USSTRATCOM is postured to combat an A2/AD Network and how that affects the DoD's shift to the Asia-Pacific Region (Rebalance).
- h. LO8: COMPREHEND the future of USSTRATCOM forces and how problems and budget cuts could impact overall USSTRATCOM force readiness.

3. **PREREQUISITES.** Students assigned to USSTRATCOM or one of USSTRATCOM's

organizations for 6 months or less and/or are enroute to USSTRATCOM or one of its sub-organizations. Other students who are interested in USSTRATCOM are welcome to enroll. A minimum Secret security clearance is mandatory for enrollment in the elective.

4. **ASSESSMENTS.** Students will demonstrate learning objectives through a writing assignment (**due in week 4**) on a topic as defined in the USSTRATCOM Elective Paper Topic document or you may choose a topic that is relevant to USSTRATCOM. Grading will be applied according to the rubric as outlined in the USSTRATCOM Writing Assignment Lesson Guide.

US European Command Regional Studies Elective -- 6019

1. **COURSE PURPOSE AND SCOPE:** This course will provide the current or prospective Joint Staff Officer assigned to the USEUCOM staff, within the USEUCOM AOR, or whose joint duties are related to USEUCOM, with an enhanced appreciation of USEUCOM's mission, organization, and area of responsibility/area of interest. It is designed to acquaint the student with regional political, military, economic and cultural realities to include significant challenges, factors, trends and major policy issues. It will offer an assessment of what the United States is achieving in terms of national security goals in the region and suggest broad strategic options. It provides a regional context for the student assigned or related to USEUCOM.

- a. This course is designed to be delivered as a combination of informal lectures, guided discussions, selected multi-media presentations, guest speakers, and student-led presentations. Total scheduled classroom time is 12 hours. Approximate non-classroom student preparation time is 24 hours. It will be conducted as a graduate-level seminar. Instruction and discussion will take place in six two-hour seminar sessions.
- b. This course is not designed as a USEUCOM Staff Officer Orientation course where the details of staff organization, responsibilities, and task distribution are discussed since students will have either received, or will receive, this orientation within the command itself. Rather, this course seeks to familiarize students with the command's area of responsibility (AOR) through discussion of the complex cultural, historical, political, demographic and religious milieus in which the staff officer will be expected to implement U.S. military and foreign policy.
- c. The goal of this course is not to generate answers, but rather to generate the right questions to assist the students in developing a deeper and more nuanced understanding of the seemingly intractable problems that beleaguer the continent and Levant. It doesn't seek to provide pat answers, or simplify the issues so they can be neatly packaged and presented with authoritative confidence, but rather seeks to embrace the ambiguity resident within every complex issue discussed. The students are provided an adult learning environment where they will have the freedom to discuss the issues or explore controversial ideas without worrying about potential censure from any COCOM.

2. COURSE OBJECTIVES:

- a. LO1: ANALYZE the complex, dynamic and ambiguous theater security environment within the USEUCOM area of responsibility and area of interest through a systems approach to determine the impact on USEUCOM planning and operations.

- b. LO2: APPLY appropriate joint leader critical thinking skills to anticipate, plan and respond to complex operational challenges in the joint and combined environment within the USEUCOM area of responsibility and area of interest in order to achieve operational success.
 - c. LO3: APPLY timely and effective assessments (to include risk assessments) and process diffuse information related to joint planning and execution activities within the USEUCOM area of responsibility and area of interest in order to recognize trends and to continually reevaluate the operational environment.
 - d. LO4: APPLY an analytical framework that incorporates global security environment factors such as ethics, culture, religion, economics, society, geopolitics and geo-strategy in shaping the desired outcomes of policies, strategies and theater campaign within the environment of the USEUCOM area of responsibility and area of interest.
3. **PREREQUISITES.** Students assigned to USEUCOM (onboard for less than six months) and others electing to take the course.

Functional Electives

National Intelligence Community Elective -- 6033

1. **COURSE PURPOSE AND SCOPE.** This Top Secret//Sensitive Compartmented Information-level (TS//SCI) course gives students an introduction to the U.S. National Intelligence Community (IC) with a focus on discussions of current and future intelligence-related issues and challenges. The students who would most benefit from this course include military and civilian action officers involved in planning and/or operations who do not have significant background or experience in intelligence. (While this course may be of interest or benefit to career intelligence professionals, they are encouraged to take a different JCWS elective course covering an area they are less familiar with.)
 - a. Of the six lessons comprising this elective, the first lesson is presented by the JCWS primary instructor(s), four lessons are presented by senior guest speakers from the four major U.S. intelligence agencies (the Central Intelligence Agency, the Defense Intelligence Agency, the National Geospatial-Intelligence Agency, and the National Security Agency), and the final session is a class discussion of intelligence issues and challenges with a visiting JFSC Senior Fellow or IC Senior Leader. The primary delivery method for the first five sessions is informal lecture and guided discussion. The delivery method for the final session with the JFSC Senior Fellow/IC Senior Leader is guided discussion. Total scheduled classroom contact hours is 12. Students are asked to do some light reading and/or watch a short video on each of the intelligence agencies.
 - b. The National Intelligence Strategy (August 2014), the Defense Intelligence Strategy (2010), Joint Publication 2-0 “*Joint Intelligence*” (22 October 2013), and Joint Publication 2-01, “*Joint and National Intelligence Support to Military Operations*” (5 January 2012) provide the foundations for this course and discussion. Overviews are presented of various intelligence agencies and their products, capabilities, limitations, and contributions available throughout the range of military operations, as well as some lessons learned from recent operations. This course provides current or prospective joint staff officers an overview of the organization, capabilities, and limitations of the U.S. national IC and selected national/operational-level intelligence organizations, systems, capabilities, and processes available to support combatant commanders, combatant command planners, and joint/combined warfighters.
2. **COURSE OBJECTIVES.** At the end of this course each student should be able to:
 - a. LO1: COMPREHEND the intelligence products and services available to support the planning and execution of military operations.
 - b. LO2: ANALYZE the components and structure of the US IC.

- c. LO3: EVALUATE the organization, responsibilities, capabilities and limitations of the IC (and related organizations) and the process by which its operational forces/assets and capabilities are integrated by combatant commanders.
 - d. LO4: ANALYZE the capabilities and limitations of the IC (individual organizations and collectively) and associated interagency processes in supporting a comprehensive approach to achieving the appropriate strategic objectives in joint and combined plans and operations.
 - e. LO5: EVALUATE the support the IC provides senior policy- and decision makers, warfighters, law enforcement officials, and the acquisition community.
3. **PREREQUISITES**. None; however, this course is open to U.S. personnel only and students must have a current TS/SCI clearance to be admitted to the course.
 4. **ASSESSMENT**. Students will write a one-page answer on a topic chose from a select list provided by instructors (current events and issues related to elective subject matter) or negotiate a topic of their choosing with instructor approval.

**Non-Lethal Weapons:
Support to IW and Defense Support to Civil Authorities
Elective -- 6040**

1. **COURSE PURPOSE AND SCOPE**. This course provides senior field commanders, staff officers and those that support the warfighter with information on the utility and limitations of non-lethal weapons (NLWs). It is designed to dispel the perception that NLWs are only tactical tools used by specialized military units. The ability to control the escalation of violence, discriminate between friend and foe and mitigate civilian casualties are field commander/staff officer challenges while conducting current and future military operations. The course covers all NLW technologies being assessed, developed and fielded by the Department of Defense (DOD). Additionally, the medical, legal, ethical, political and public perception issues are analyzed to provide students an appreciation for the planning factors that must be considered prior to employing NLWs.
 - a. This course is conducted as a graduate-level seminar. Instruction and discussion will take place in six two-hour sessions. In preparation for each class, students will be required to read/comprehend between 30-50 pages of reference material. The course will be presented as a combination of informal lectures, guided discussions and practical exercises.
 - b. Each lesson provides issues for consideration that provide the basis for student discussion. These discussions draw-on student knowledge of the required readings, the material presented and their real-world experiences. The discussions will challenge the student's analytical and decision making skills. The instructor will challenge students to articulate an opinion and defend it. Additionally, students

will access reference material via the web or read an article by individuals/groups opposed to some aspect of non-lethal technology development or fielding. The students will have to consider these opposing viewpoints and structure a response.

- c. To assess student comprehension and achievement, instructors will present actual incidents, fictional scenarios and “what-if” events that require students to express their opinion succinctly and eloquently while articulating courses of action based on logic and fact. The ability to “make your case” and influence others is stressed during class sessions and is the basis for the evaluation during the final presentation.

2. **COURSE OBJECTIVES**. Evaluate the utility and limitations of NLWs to support mission accomplishment across the range of military operations. This will be accomplished through:

- a. LO1: REVIEW the past use of non-lethal weapons and then define their applicability to support national security strategy through their integration/use in joint and combined operations.
- b. LO2: COMPREHEND the challenges of military forces using non-lethal weapons in support of a variety of military missions including offensive, defensive and stability operations.
- c. LO3: ANALYZE the impediments and consequences of NLWs being fully integrated into Service basic/advanced training requirements and subsequent joint operations.
- d. LO4: EVALUATE NL technologies to determine their impact on both Joint and Service warfighting doctrine.
- e. LO5: Examine NLW’s medical, legal, ethical, political and public awareness issues. EVALUATE their relevance and provide strategies to mitigate their impact on NLW acquisition, fielding and joint warfighting.
- f. LO6: ANALYZE potential threat scenarios to develop joint courses of action.

3. **PREREQUISITES**. None

**Transnational Terrorism:
Terrorism and Counterterrorism in the Global Context
Elective -- 6041**

1. **COURSE PURPOSE AND SCOPE**. For nearly a decade, significant amounts of research, investigations, military operations and policymaking have produced a new understanding about the threat of terror-ism and the changing and dangerous nature of the international security environment. This course offers a variety of conceptual tools and frameworks to help students think strategically about key issues in the field of

terrorism studies. Specifically, this course examines the unique challenge terrorism poses to liberal democratic states, while developing an understanding of terrorist motivations, and strategies, and how, if at all, terrorism can be defeated. It is a demanding graduate level course that seeks to educate the students for a world of uncertainty by drawing extensively on research in the field of terrorism, counterterrorism, and weapons of mass destruction.

This course will be conducted as an informal lecture, in which active student participation is critical, supplemented by case studies and informal discussion. There is a tremendous amount of reading in preparation for each lesson. Students can expect to spend approximately 2 hours per week outside of class preparing for each lesson. Readings are posted to the course BlackBoard site.

2. **COURSE OBJECTIVES.**

- a. LO1: UNDERSTAND the historical evolution of terrorism.
- b. LO2: ANALYZE the various types of terrorisms that exist.
- c. LO3: ANALYZE the options available for states to respond to terrorism.
- d. LO4: ANALYZE the change in U.S. responses to terrorism resulting from 9/11.
- e. LO5: ASSESS what the future of terrorism may look like, including the notion of a “new terrorism.”

3. **PREREQUISITES.** None

Introduction to Cyberspace Operations Elective -- 6042

1. **COURSE PURPOSE AND SCOPE.** This elective is six sessions consisting of 12 hours in the classroom. The elective provides current and prospective joint staff officers an overview of the cyberspace operational environment (actors/capabilities/intent, strategic factors), an overview of International Law and U.S. Strategic Guidance and Direction as it relates to cyberspace, and an analysis of a potential Key Strategic Factor whose tendency is to transform cyberspace. All in an effort to understand, discuss, and analyze cyberspace operations at the Combatant Command (CCMD) and the Joint Task Force (JTF) levels.

- a. The elective consists of 8 hours of informal lectures, 2 hours of guided discussions, a 1-hour case study and 1-hour for student presentations on a Cyber Operations topic for a total of 12 hours in the classroom. Outside classroom preparation is approximately 3 hours. Students are graded on classroom participation and a student presentation.
- b. Elective students are expected to examine the challenges of current and future cyberspace operations; explain the current U.S. government positions in cyberspace

law and authorities; summarize national cyber concepts and capabilities in support of a CCMD; illustrate, at the strategic-level, the threats and vulnerabilities facing DoD Information Networks, and value the potential of cyberspace operations.

2. **COURSE OBJECTIVES.**

- a. LO1: COMPREHEND national cyber concepts and capabilities in support of a combatant command.
 - b. LO2: COMPREHEND the current U.S. government positions in cyber law and authorities.
 - c. LO3: COMPREHEND the challenges of current and future cyberspace operations.
 - d. LO4: ANALYZE, at the strategic-level, the threats and vulnerabilities facing DoD Information Networks.
 - e. LO5: EVALUATE uses of Cyberspace Operations in support of achieving and facilitating Combatant Commander's objectives.
- 1) **PREREQUISITES:** This course requires a fully adjudicated Top Secret clearance. The student will be read into the required compartments prior to the beginning of the first class.

Strategic Foresight Elective -- 6043

1. **COURSE PURPOSE AND SCOPE.** This six-week elective (12 hours contact, 24 hours preparation) provides students with an anticipatory approach to understanding the strategic security environment using foresight tools and techniques. Particular emphasis is placed on strategic leadership and strategic thinking competencies as they pertain to developing policy, strategy, organizations and processes in the attainment of U.S. national security objectives. The course will use a variety of instructional methods to include formal lecture (15%), informal lecture (15%), guided discussion (20%), and practical exercise (50%).

Effective Joint leaders think, act, and influence stakeholders in ways that promote an organization's sustainable advantage. Strategic foresight enables leaders to frame key issues affecting an organization, integrating hindsight, insight, and foresight to envision possible and preferred outcomes. Developing an understanding that leads to successful outcomes in a 21st Century multi-cultural world requires leaders to leverage systems thinking, system dynamics, trends analysis and futuring, social change theory, anticipatory management practices, and strategic design.

JCWS students will analyze a current issue as it affects policy, strategy, process, or an organization. Using foresight tools and techniques, students will develop recommendations or adjustments to an existing system, process, or policy or create an entirely new one if

necessary. This lesson leverages the core JCWS lessons throughout the course.

2. **COURSE OBJECTIVES.**

- a. LO1: COMPREHEND strategic foresight and the tools used to inform strategic decision making.
- b. LO2: SYNTHESIZE visual models of systems and subsystems.
- c. LO3: ANALYZE system thinking and system dynamics to develop a shared understanding of an issue.
- d. LO4: SYNTHESIZE alternative futures.
- e. LO5: ANALYZE social change and determine potential effects on key stakeholders in a multi-cultural environment.
- f. LO6: APPLY strategic alignment.
- g. LO7: SYNTHESIZE new or alternative approaches to current national security issues.

3. **PREREQUISITES.** None.

4. **ASSESSMENTS.** Students will be required develop a 15 minute presentation on a topic or policy issue of their choice. The presentation will address the foresight tools presented n class and cover the analysis and assessments drawn from their use. In addition, students will write an accompanying narrative that will serve as the source for slide presentation notes or a stand-alone essay.

Joint Operations in a Maritime Environment Elective -- 6050

1. **COURSE PURPOSE AND SCOPE.** This elective familiarizes students with the role of naval forces in promoting United States global interests and improves understanding of how to integrate the maritime domain into planning. Included will be an overview of maritime strategy and its historical roots, examples of the historical use of the US Navy in the joint environment, and a discussion of current roles and challenges facing US Navy in the joint environment.

The course is a seminar that will meet during six, 2-hour sessions. Seminars will include informal lectures, guided discussions based upon the readings, and short case study analysis.

This elective builds upon the introduction to naval service capabilities brief provided earlier in the Foundations of Unified Action (FUA) course of instruction and amplifies maritime aspects of Theater Campaign Planning (TCP) and Contingency Planning (CNP).

At the conclusion of this elective, students are expected to better understand how the Maritime Services contribute to the Joint Force Commander's conduct of operations in support of national objectives. Approximate outside class student preparation time is ten hours (6.0 hours for classroom reading and 4.0 hours for the assessment preparation). The elective is suited to both Navy personnel and *particularly those without a sea service background*. Discussions will generally be broad enough to develop an initial understanding and appreciation of the material while also providing those with more background opportunities to take a deeper look at select topics or provide insights gained from operational experience.

2. **COURSE OBJECTIVE:**

- a. LO1: COMPREHEND how the Maritime Services contribute to the Joint Force Commanders conduct of joint, interagency, and multinational operations in support of national objectives.

3. **PREREQUISITES.** None.

4. **ASSESSMENT.** Students will write a 1-2 page paper on a topic chose from a select list provided by instructors (current events and issues related to elective subject matter) or negotiate a topic of their choosing with instructor approval. Students will have an opportunity to briefly present findings for class discussion.

Military Deception (MILDEC) and Operations Security (OPSEC) Elective -- 6053

1. **COURSE PURPOSE AND SCOPE.** Deception serves as a force multiplier at all levels of warfare. When military planners match deception in warfare with the element of surprise, they can gain an operational advantage. This course examines practical and contemporary applications of military deception and operations security. Primary course focus is the historical analysis of deception as a means to accomplish national objectives. Additionally, the course explores the planning environment and the constraints associated with implementation of deception at the strategic and operational levels of war. At the end of the course, students will have an informed, holistic appreciation for the application of military deception and operations security, as well as interagency considerations for deception employment.

- a. Instruction and discussion will take place in six two-hour seminar sessions, consisting of 12.0 total scheduled classroom hours and 18.0 non-classroom hours of student preparation. The instructor presents this course as a graduate-level seminar through a combination of informal lectures, guided discussion, and case studies.
 - i Informal Lecture (IL)-Passive and active learning: Presentation of information or demonstrating the use of relevant concepts or principles to a seminar but with the students actively participating during the presentation. The presentation and verbal contribution comprises 50% or greater of the total faculty-student discourse.

- ii Guided Discussion (GD)-Active learning: Lessons can be instructor or student lead to conduct a review of readings, joint doctrine, historical events, or other processes to focus at the application level or above as joint and combined issues are analyzed and debated. Direct faculty verbal contribution comprises 49% or less of total faculty-student discourse. This allows students to reach the higher levels of Bloom's Taxonomy (analysis, evaluation, and synthesis).
 - iii Case Study (CS)-Active learning: Lessons utilizes a critical analysis of historical events or potential scenarios to analyze the facts, debate the successes and failures of the actions and doctrine, and discuss lessons learned. Faculty verbal contributions comprise well under 49% of the student-faculty discourse. Case studies can be used to achieve learning at the analysis and evaluation levels.
- b. Upon completion of this course, students should: know and recognize the fundamentals of Joint MILDEC and OPSEC, and their respective planning processes; be able to describe MILDEC and OPSEC's historical roots; and comprehend how the synchronized application of Joint MILDEC and OPSEC can assist in achieving the Joint Force Commander's operational objectives. This elective links to the Fundamentals of Unified Action (FUA) lesson number eight (8)--Strategic Communication and Information Operations.

2. **COURSE OBJECTIVES:**

- c. LO1: COMPREHEND the doctrinal alignment, origin, and authority chain for Military Deception and Operations Security within the scope of Joint Operations.
- d. LO2: COMPREHEND the environment and challenges each operational planner faces in contemporary planning of MILDEC and OPSEC and appreciate how guidance, policy, and TTPs impact planning.
- e. LO3: COMPREHEND the basic theoretical tenets of Military Deception and Operations Security.
- f. LO4: COMPREHEND the basic elements that compose decision-making theory and the components of a decision-maker's profile and the role that structure, style, and skew play in adversary decision-making.

3. **PREREQUISITES.** US Students only.

Joint and Coalition Operational Analysis: Recent Joint Operations Elective -- 6062

1. **COURSE PURPOSE AND SCOPE.** Using military operation critical analyses from the DD Joint Staff J-7 Joint and Coalition Operational Analysis (JCOA), this focus study examines current operational-level challenges to the warfighter that have led to recommendations for change. JCOA analysts focus on military operations at the

operational level of war, from pre-crisis activities through combat operations to post-combat efforts. JCOA informs the transformation of the joint force by producing compelling recommendations derived from direct observations and sound analysis of current joint operations. The specific requirement for this course is derived from the APEX (JOPES) planning function of Strategic Guidance which specifically addresses the requirement to review previous operations. JOPES Volume I states that:

*The Joint Center for Operational Analysis and Lessons Learned (JCOA-LL) [currently named Joint and Coalition Operational Analysis], as well as the Joint Universal Lessons Learned System (JULLS) [currently Joint Lessons Learned Information System (JLLIS)] database, should be contacted early in the planning process and periodically thereafter to obtain specific practical lessons in all areas of planning and execution based on actual operation and exercise occurrences. A regular review of this information during plan development can alert planners to known pitfalls and to successful and innovative ideas.*¹

The purpose of this elective is twofold: to increase understanding of ongoing challenges to the joint warfighter and to guide group discussion regarding the role of Joint and Coalition Operational Analysis in capturing, analyzing, and addressing lessons learned from current crises and supported operations around the globe. The courseware is centered on current operational challenges to warfighters as captured in lessons learned from across the globe to include for example 2014 Russia-Ukraine conflict, the Decade of War Study, Operations IRAQI FREEDOM, ENDURING FREEDOM, Israel-Hezbollah 2006 War, 2008 Russian-Georgian Conflict, ongoing global threats, and past and ongoing humanitarian assistance such as Ebola and disaster relief operations such as Operation UNIFIED RESPONSE.

- a. Delivered using an informal lecture methodology, each session will be built around related JCOA products with required and/or suggested (additional-optional) readings that will enable sufficient background for thoughtful seminar discussions. The first five blocks of instruction will center on a respective JCOA product line: Joint Warfighting, Joint Adaptation to Irregular Warfare, Homeland Defense or Security Cooperation using products described in Appendix C (JCOA Study and Product Descriptions). Lectures led by JCOA guest speakers SMEs are the primary educational vehicle. Readings and handouts will provide background information and generate points for rigorous discussion. The required readings for each iteration of the elective will be processed prior to the start of each class based on selected studies.
- b. This course is a comprehension/application-level seminar that will meet for six 2-hour sessions. The last session will be devoted to students presenting joint briefing tied to a crisis of their choosing and linking to lessons observed from a variety of studies available to the student population.

¹ CJCSM 3122.01A (Joint Operation Planning and Execution System (JOPES) Volume I, Planning Policies and Procedures), dtd 29 September 2006, p. C-7.

- c. Outside class preparation for this elective, including the presentation, is 2.0 hours per session.
 - d. This elective can be directly or indirectly linked to virtually every learning area described in the OPMEP as well as SAEs 1, 2, 3, and 6 depending on the slate of case studies being presented.
2. **COURSE OBJECTIVES**. The following LOs and samples of behavior (SB) provide a framework to examine various case studies and analysis conducted by JCOA during each of the four sessions. This provides the faculty with sufficient flexibility with which to determine which JCOA studies and products will be used during each course based on JCOA SME availability (see Appendix A – JCOA for descriptions).
- a. LO1: COMPREHEND current operational-level challenges facing our warfighters/CCMDs around the globe.
 - i SB-1: PROVIDE examples of operational-level findings with potential relevance to CCMDs/JTFs.
 - b. LO-2: APPLY lessons from past and ongoing operations to students’ assigned command and/or the fictional USEASTCOM CCMD.
 - c. LO-3: COMPREHEND JCOA’s relationship to both Deliberate and Crisis Action Planning.
 - i SB-1: DESCRIBE how a joint planner might leverage JCOA’s capabilities and products in ongoing deliberate planning efforts as well as during crisis action planning.
3. **PREREQUISITES**. Current SECRET clearance is required as many of the JCOA products reviewed are classified. Course auditors will be approved IAW the JFSC Electives Audit Policy dated August 28, 2006.

Joint Logistics Elective - 6064

1. **COURSE PURPOSE AND SCOPE**. This elective course will enhance the students understanding of joint matters through the focused study of joint logistics as a key element of the sustainment joint function in support of joint operations.
- a. This course is divided into six 2.0 hour lessons consisting of both informal lecture (4.0 hours) and guided discussion (8.0 hours).
 - b. The course is intended to educate students on how logistics contributes to enhanced global agility and the concept of Globally Integrated Operations (GIO) for Joint Force 2020. JCWS students will comprehend and gain a practical appreciation of joint logistics integration through the study of global and theater challenges

drawing from both recent events and historical analysis. Guided discussions will be led by both faculty as well as a variety of mission partners in the Joint Logistics Enterprise to include representatives from U.S. Transportation Command (USTRANSCOM), the Defense Logistics Agency (DLA), and the Joint Staff J4 (JS J4). Content includes an overview of joint logistics doctrine and concepts, the functions of key global logistics providers and mission partners, the function of a Combatant Command logistics directorate in integrating logistics support for a Joint Force Commander (JFC), Service logistics capabilities and limitations, and global and theater challenges coordinating and synchronizing efforts across the Joint Logistics Enterprise. Approximate outside class student preparation time required for this lesson is 5.0 hours.

2. **COURSE OBJECTIVES.**

- a. LO1: COMPREHEND joint logistics doctrine and concepts necessary to design and execute campaign and contingency plans at the operational level of war.
- b. LO2: COMPARE the functions of key global providers and mission partners in the Joint Logistics Enterprise.
- c. LO3: COMPREHEND the logistics capabilities and limitations of the services with regard to each service's contributions to joint operations.
- d. LO4: COMPREHEND the function of a CCMD logistics directorate in integrating logistics support for the Joint Force Commander (JFC).
- e. LO5: ANALYZE key global and theater challenges coordinating and synchronizing joint logistics.

3. **PREREQUISITES.** None.

4. **ASSESSMENT.** Students will demonstrate comprehension of how joint logistics contributes to enhanced global agility and the concept of Globally Integrated Operations (GIO) for Joint Force 2020. Students will demonstrate successful attainment of course objectives during seminar discussion and by developing an individual position paper on a related topic. By the fifth elective session, students will submit a one to two page position paper focusing on one of the 24 Globally Integrated Logistics (GIL) required capabilities in the JCL (Ch 6: GIL-01 through GIL-24) and identify a capability or capability enhancement necessary for future joint forces to fully implement the concept of GIL in support of GIO as envisioned in the Capstone Concept for Joint Operations (CCJO) and the Joint Concept for Logistics (JCL). Students will have an opportunity to briefly present their recommendation to class during the final class session for discussion.

**Military Ethics: Just War – Just Peace
Elective -- 6065**

1. **COURSE PURPOSE AND SCOPE.** This course introduces military professionals

and future Joint Planners to critical ethical considerations found in the history and philosophy of war. The course focuses how the *Just War Theory* (JWT) informs the military profession and the planning process and provides students the chance to examine the critical thought process needed for joint planning by looking at the case for waging war *Jus Ad Bellum*, the conduct of war *Jus in Bello*, and the just conclusion of war *Jus Post Bellum*; as well as the issues of proportionality, discrimination, and collateral damage. The course links the critical thinking process of Joint Planners to the classic understanding of philosophy, JWT and other ethical problems faced by policy makers, commanders, staff officers and those who they advise at the operational and strategic level.

- a. The elective is comprised 12 hours of classroom work. This is divided between 3.0 hours of informal lecture, 3.0 hours of guided discussion, and 6.0 hours of practical exercise where students discuss and apply ethical theories in relationship to real world issues in military ethics to examine moral problems associated with war by extending theoretical principles to new situations. A further 24 hours of outside the classroom divided between reading, research, and preparation for class presentations is expected.
- b. Students will be able to draw from their own experience and historical examples to articulate classic, current, and emerging military ethical issues related to Joint Planning at the Operational level of War in their case study presentations.

2. **COURSE OBJECTIVES:**

- a. LO1: KNOW the role that ethics plays in military operations at the operational level and COMPREHEND how your own philosophical presuppositions that may impact your role as a Joint Planner.
- b. LO2: ANALYZE historical events to determine the appropriate adherence to ethical principles and EVALUATE how these events and the ethical decision making or lack of an ethical decision making process can be used by policy makers, commanders and planners today when faced with similar ethical dilemmas.
- c. LO3: SYNTHESIZE ethical theories from class lessons and readings, with the expectations found in the America's Military: A Profession of Arms White Paper, the lessons found in historical examples and APPLY them to current ethical situations faced by policy makers, commanders and planners.

3. **PREREQUISITES.** None.

Stability Operations – Concepts and Planning Considerations Elective -- 6067

1. **COURSE PURPOSE AND SCOPE.** Department of Defense Instruction 3000.05 dated 16 September, 2009 states that “Stability operations are a core U.S. military mission that the Department of Defense shall be prepared to conduct and support. They shall be

given priority comparable to combat operations and be explicitly addressed and integrated across all DOD activities including doctrine, organizations, training, education, exercises, material, leadership, personnel, facilities, and planning.” This elective examines the guidance, introduces and explores the differing concepts and philosophies regarding stability and uses recent/historical examples to highlight these concepts and philosophies in action.

- a. The elective uses several instructional methodologies throughout the six weeks. They are *Guided Discussion, Case Study, and Practical Exercise*. In order to gain maximum benefit from the course you must spend at least 2 hours of preparation for each hour of instruction.
- b. In January of 2012, President Obama in conjunction with the Secretary of Defense Panetta published a supplemental guidance document entitled “Sustaining U.S. Global Leadership: Priorities for the 21st Century Defense. The guidance in that document is filled with numerous references to the importance of stability and maintaining and/or creating stable environments. It emphasizes the essential conditions for economic development and prosperity as a peaceful and stable environment. Moreover, it looks to set the conditions with our National programs and operations “that ensures underlying stability and encourages the peaceful rise of new powers, economic dynamism, and constructive defense cooperation”. The guidance does highlight that the intent is to “reduce the demand for significant U.S. force commitments to stability operations.” This may be interpreted by some that Stability operations are no longer important in fact the guidance specifies that despite the approach to reduce commitments “U.S forces will nevertheless be ready to conduct limited counterinsurgency and other stability operations if required...” With the experiences from recent Combat and Stability operations fresh in our memory and accounting for the above national level guidance, the Stability Operations elective course examines the guidance, introduces and explores the differing concepts and philosophies regarding stability and uses recent/historical examples to highlight these concepts and philosophies in action. The elective is designed for those joint leaders and planners who want to improve their understanding of the root causes, drivers, and triggers associated with instability and to refine their methods for addressing these issues in order to clearly understand future operational requirements regarding stability and our mission to accomplish National Security Objectives. Students will comprehend the basic stability framework and apply it to an instructional scenario.

2. **COURSE OBJECTIVES.**

- a. LO1: KNOW the doctrinal manuals that cover stability operations.
- b. LO2: KNOW which basic literature addresses Stability Operations.
- c. LO3: COMPREHEND the basic doctrinal stability framework.
- d. LO4: APPLY the doctrinal stability framework to the JCWS CNP instructional scenario.

3. **PREREQUISITES.** None.

Yorktown Campaign of 1781 Elective -- 6070

1. **COURSE PURPOSE AND SCOPE.** This is an twelve-hour (six, two hour blocks) elective, involving a one hour informal lecture and nine hours of faculty and student *guided discussions* and a two-plus hour field study visit, analyzing enduring lessons learned from the Yorktown Campaign of 1781. Week six involves field research study to Cape Henry and presentation of student reflection papers. This course builds on and reinforces the concepts and principles gained during the core curriculum. Approximate student preparation time outside class is 12 hours.

The elective purpose is to expand on material introduced in the core curriculum and expose students to enduring constructs of the American Revolution and specifically those influencing the Yorktown Campaign of 1781 in order to reinforce core curriculum learning objectives. Students have the opportunity to identify enduring elements of warfare that maintain relevance in our current operational environment. A secondary purpose is to expose students to details of American military history largely ignored in casual studies of the American Revolution to better understand that situations faced by other people in the world today are not unlike those faced by Americans and others during our own revolutionary period. Students are encouraged to “think in time” and learn from analysis of history.

2. COURSE OBJECTIVES.

- a. LO1: ANALYZE the Yorktown Campaign for enduring strategic and operational lessons applicable to planning for and executing current and future campaigns.
- b. LO2: VALUE the enduring lessons of campaigning.

3. **PREREQUISITES.** None.

4. **ASSESSMENT:** Students will generalize concepts from the readings and those discussed in class to current and future campaigns and reflect on their application/relevance in the current operational environment. Students actively participate in guided discussions and prepare a two page reflection paper. The paper will discuss one item you learned from participation in this elective that has application/relevance in the current operational environment. Use a minimum of two creditable citations, not including class readings, as appropriate and document with accepted citation style (APA, Chicago, other). The paper is due the week of class meeting five of six meetings.

US Interagency Elective - 6071

1. COURSE PURPOSE AND SCOPE. The course provides an advanced appreciation of current and projected challenges facing national security professionals (NSP) working on complex national security problems across all instruments of national power.

- a. This course is presented through a combination of informal lectures (1.0 hours), guided discussions (5.0 hours), guest speaker presentations (4.0 hours), and student practical exercise (2.0 hours). Students will develop a more sophisticated understanding of “interagency” issues.
- b. JCWS students are expected to apply how the U.S. Government (USG) integrates elements of national power through various interagency systems to achieve strategic objectives. The most important aspect of this lesson is for students to learn how to achieve unity of effort across disparate departments and agencies of the USG. Even though past graduates of JCWS consistently rate “relationships” as the ultimate integrator and takeaway for interagency and unity of effort, this understanding requires concrete actions to achieve those effects. Through practical hands on exercises and exchanges with experienced Washington “hands,” students will have an opportunity to develop these intangible skill sets. This elective builds on practical lessons learned from Foundations of Unified Action (FUA) and Theater Campaign Planning (TCP) lessons. Students must possess an introductory knowledge of interagency and other departments or agencies responsible for instruments of national power such as diplomatic, information/intelligence, military, and economic problems. Student preparation time outside of class is approximately 24.0 hours.

2. COURSE OBJECTIVES. Upon completion of this course, students will evaluate efforts to achieve unity of effort across disparate departments and agencies of the USG. Analysis and synthesis of different scenarios demanding unity of effort will hone awareness and understanding of the challenges facing members of partner organizations. Not all situations result in sufficient unity of effort or unity of purpose. The test for national security professionals (NSPs) is to evaluate situations for avoidable failures. Students will analyze US interagency areas of influence, responsibility, and interest and will discuss departmental, governmental, and agency similarities and differences for authorities, policy, strategy, and plan development. By discussing instances where the nation achieved or failed to achieve unity of effort, they can develop problem statements and creative ideas for improving US interagency efforts in the future.

- a. LO1: ANALYZE the US Interagency areas of influence, responsibility and interest.
 - i SB1: EXAMINE elements of the joint, interagency, intergovernmental, or multinational (JIIM) organizations that influence national strategy from the four instruments of power: diplomatic/political, information/intelligence, military, or economic.
 - ii SB2: DISTINGUISH differences in department and agency policy and strategy

development, specifically unified action versus unity of effort in a dynamic and ambiguous global security environment.

- iii SB3: COMPARE how individuals attain or fail to obtain unity of effort or unified purpose.
 - b. LO2: SYNTHESIZE products to articulate an integrated unity of effort national security strategy and geopolitical imperatives across the DIME.
 - i SB1: PREDICT strengths and weaknesses in and between national security professional (NSP) departments and agencies across the DIME model by comparing historical and emerging examples.
 - ii SB2: CREATE ways to build trust among USG departments and agencies.
 - iii SB3: CONSTRUCT a strategic understanding of national security, unified action and unity of effort across the whole of government.
 - iv SB4: DESIGN an operational approach to improve national security professional interactions using a systems approach to determine the impact on planning and operations.
 - c. LO3: EVALUATE peer products designed to articulate an integrated unity of effort for CCDR implementation of national security strategy objectives within a dynamic and ambiguous geopolitical environment.
 - i SB1: INTERPRET student presentations of unity of effort operational approaches for assessment of accurate strengths and weaknesses in and between national security professional (NSP) departments and agencies across the DIME model.
 - ii SB2: COMPARE student products for incorporation of lessons learned from both history and emerging examples.
 - iii SB3: RECOMMEND a better framework for operational planners and staff to synchronize other department and agency priorities for national security, unified action, and unity of effort across all instruments of national power.
3. **PREREQUISITES**. TS/SCI clearance for intelligence portions of this curriculum.

Operational Art and the Great Captains **Elective -- 6072**

1. **COURSE PURPOSE AND SCOPE**. This course blends the study of military history, operational art, operational design, and personal biography to enrich student understanding of what Joint Publication 3-0 defines as Commander-Centric Leadership. The central purpose of the course is to gain a deeper understanding of some of the “Great Captains of

History” and an ability to understand their strengths and weaknesses in executing operational art during campaign planning.

2. **COURSE OBJECTIVES.** This course will support the vision and strategic initiatives that the National Defense University has developed for its colleges. It is designed to enhance the education of operational and strategic leaders by exposing them to the historical grounding of modern aspects of an evolving national security environment, by challenging conventional wisdom, and by encouraging independent, creative thinking. All sessions will emphasize the aspects of commander’s vision and how great commanders past and present implement that vision through campaign plans and operational art and design:

- a. LO1: EXPLAIN the various aspects of commander’s vision.
- b. LO2: SUMMARIZE the command and biographical history of selected great captains.
- c. LO3: SHARE significant historical, political, and military aspects of past, current, and future operational environments, identifying areas that require further academic study.
- d. LO4: EXPLAIN how great captains deal with complexity and wicked problems by emphasizing elements of operational design and balancing risk/reward.
- e. LO5: ENCOURAGE students to consider how other current or past commanders develop and implement their visions.
- f. LO6: VALUE how as subordinate commanders and staff officers, students will be called upon in their careers to support the development and implementation of commander’s vision.
- g. LO7: VALUE the relationship between commander’s vision, operational art, operational design, and campaign planning.

3. **PREREQUISITES.** None.

Command and Control of US Forces Elective -- 6075

1. **COURSE PURPOSE AND SCOPE.** This elective is a graduate-level seminar that will use informal lecture, guided discussions (8.0 hours) accompanied with a case study (2.0 hours, and practical exercise (2.0 hours), focusing on command and control (C2) of U.S. forces (8.0 hours). Joint Pub 1, Doctrine for the Armed Forces of the United States, the capstone publication, states, “Command is the single most important function undertaken by a Joint Force Commander.” (JP 1, 25 Mar 13, page xxii) Joint Force Commanders and their staff officers who desire to accomplish the assigned mission effectively and efficiently must have a comprehensive knowledge and understanding of the principles, tenants, functions, and processes of C2. In this elective, we will ANALYZE operational level C2 structures, specifically the joint task force (JTF) organization and prescribed command relationships, to IDENTIFY adequacy and consistency according to

doctrinal considerations and the principles of C2. The course is designed in modules that allow for relocation throughout the instruction period to take advantage of guest speaker availability. Student preparation time outside of class is approximately 24.0 hours.

2. COURSE OBJECTIVES. Upon completion of this course, students will have a comprehensive understanding of the doctrinal underpinnings of how to organize U.S. forces to conduct joint, combined, and/or multinational operations. Students will gain a practical knowledge of the various options available to joint force commanders in constructing an effective and efficient command organization.

- a) LO1: ANALYZE operational level C2 structures, specifically the JTF organization and prescribed command relationships, to IDENTIFY adequacy and consistency according to doctrinal considerations and the principles of C2.
 - i) SB1: INTERPRET previous classroom discussion and formulate a cogent C2 scheme for the assigned case history and a fictional scenario.
 - ii) SB2: COMPARE and CONTRAST the organizational decisions of past military operations.
 - iii) SB3: ANALYZE strengths and weaknesses of U.S. approaches to organizing joint and combined forces under different conditions.
 - iv) SB4: ANALYZE organization structures and command relationships for joint, combined, and multinational forces.

3. PREREQUISITES. None.