

ARMY FORCE EMPLOYMENT

Mode: Seminar

Lesson No. 4-09-S

1. Introduction. To ensure that the full potential of military power is brought to bear on the enemy through planning and execution of a theater campaign plan, it is necessary to know how each service conducts warfighting. This lesson examines how the Army, as part of a joint force, conducts warfighting and operations other than war. We will examine how the Army structures and organizes a corps, the main echelon for conducting theater warfare. This is the Army's largest tactical organization and the key element for joint operations. The Corps primarily fights as part of a large ground force. However, Army Corps are also capable of taking on the role of an ARFOR, JFLCC, or JTF. This leads us to analyze the composition, capabilities, and functions of a corps and apply Army warfighting doctrine on corps employment as part of the joint team.

2. Learning Objectives.

a. Analyze Army Corps organizations, support structure, and operational concepts.

b. Analyze the fundamentals and capabilities of Army Corps in the battlefield framework of joint and multinational operations.

c. Apply combat employment options for Army Corps in a Major Theater of War and Operations Other Than War.

3. Student Requirements.

a. Tasks. Complete readings, prepare and participate in seminar discussions. As assigned by the Faculty Instructor, selected students will brief on Corps structure, organization, capabilities, limitations, and operations. Selected students are responsible for presenting a Corps briefing on the III U.S. Armored Corps and XVII Airborne Corps.

b. Required Readings.

(1) Headquarters, Department of the Army. FM 100-15, Corps Operations, October 1996, pp. 1-1 thru 1-11 to Joint Forces Capabilities, 2-1 thru 2-8 to BOS, 3-1 thru 3-9 to Entry Ops, and Appendix A, pp. A-1, to top of A-2, A-9 thru A-28. This reading describes the basic role and organization of an Army Corps as well as providing baseline information on the composition of support elements required to comprise a Corps. (Student Issue)

(2) Army Employment Data. This provides a description of the Army Corps, organization, capabilities, type divisions and brigades which could comprise a corps, weapons and intelligence systems, logistics data, and current projection and employment issues. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

c. Suggested Readings.

(1) Kindsvatter, Peter S. "VII Corps in the Gulf War - Ground Offensive," Military Review, February 1992. VII Corps was given the main attack mission by CENTCOM. This article describes VII Corps' action during the ground campaign of Desert Storm. (Library Reserve Shelf)

(2) Center of Military History, United States Army. To Bizerte with the II Corps, 1990 (1943). This reading summarizes II Corps operations in the final campaign for North Africa from 23 April to 9 May 1943. (Library Reserve Shelf)

(3) Army War College. Department of Military Strategy, Planning and Operations. Case Study, The North Africa Campaign, November 1942, "The Battle of Tunis, 19 April-13 May," pp. 156-163. Read to determine how II Corps operations contributed to the overall campaign by 18th Army Group to take Tunis. (Student Issue)

(4) Computer Application: "USAWC Toolbox Applications, Army Primer." AWC-Apps icon on your desktop. Review warfighting organizations and unit structure and composition, division down to crew/squad level. This information can be located from the quick index, 2 - Concepts, 3 - Types of Forces, and 5 - Organization.

4. Points to Consider. Students who are assigned oral presentations should review the following points, in order to lend focus to their briefings.

a. What are the critical roles of a Corps? How is a Corps organized and what general types of forces comprise a Corps?

b. Analyze the complexities in force projection operations and employing an Army Corps.

c. What are the Corps combat capabilities and limitations in a theater of operations? How do these capabilities support the CINC?

d. Analyze the operations of II Corps in the Final campaign for North Africa and compare and contrast that with the operations of VII Corps during Desert Storm almost 50 years later.

e. Analyze how VII Corps integrated combat forces and support functions and synchronized them during employment. What considerations were made for multinational or coalition for integration?

f. What are the implications of the conservative heavy division design on employment at Corps or below, especially when you consider combat power?

g. What factors do technological advances contribute to employment? What are the advantages as well as the disadvantages technology may have on warfighting?

5. Relationship to Professional Joint Education (PJE) Learning Areas.

a. PJE LA 3.a. Objectives, Readings, Points to Consider, Practical Exercise

b. PJE LA 3.c. Practical Exercise

c. PJE LA 3.d. Objectives, Practical Exercise

d. PJE LA 4.a. Objectives, Readings, Points to Consider, Practical Exercise

e. PJE LA 4.b. Objectives, Readings, Points to Consider, Practical Exercise

- f. PJE LA 4.c. Objectives, Readings, Points to Consider, Practical Exercise
- g. PJE LA 4.d. Objectives, Readings, Points to Consider, Practical Exercise
- h. PJE LA 4.e. Objectives, Readings, Points to Consider, Practical Exercise
- i. PJE LA 4.f. Objectives, Readings, Points to Consider, Practical Exercise
- j. PJE LA 5.c. Objectives, Readings, Points to Consider, Practical Exercise
- k. PJE LA 5.d. Objectives, Readings, Points to Consider, Practical Exercise

6. Relationship to USAWC Institutional Learning Objectives (ILOs), Enduring and Special Themes.

- a. ILOs: 3, 5, 6, and 7
- b. Enduring Themes: History, Strategic Vision, Jointness
- c. Special Themes: Coalition Warfare, International Security/Warfare in the 21st Century, The Army-21st Century