

UMBC UGC New Course Request: NAVY 302 Evolution of Warfare

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COURSE INFORMATION:

Course Number(s)	NAVY 302
Formal Title	Evolution of Warfare
Transcript Title (≤30c)	Evolution of Warfare
Recommended Course Preparation	NAVY 100 (Introduction to Naval Science) & NAVY 101 (Seapower and Maritime Affairs)
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	Permission by the Professor of Naval Science
Credits	3
Repeatable?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

This course traces the development of warfare, from earliest recorded history to the present, with focus on the impact of major military theorists, strategists, tacticians, and technological developments. The student acquires an intermediate sense of strategy and develops an understanding of military alternatives and the impact of historical precedent on military thought and actions.

RATIONALE FOR NEW COURSE:

a) **Why is there a need for this course at this time?** NAVY 302 prepares future leaders by providing students with a comprehensive introduction to the foundational concepts and history of the art, science, and concepts of how warfare has evolved over time. The course begins with "Warfighting" and a focus on theory and doctrine. It then moves to "Culture and Military Theory." With that backbone in place we will begin using that knowledge in the "Evolution of Warfare" to look at how the Gunpowder Revolution, 1st and 2nd industrial revolutions, indirect fire and airpower have shaped the battle space. These concepts will be synthesized with the previous two modules, Warfighting and Culture and Military Theory. The final quarter of the course will focus on the most recent developments in the evolution of warfare. These topics range from the 4th Generational model to Information Operations.

b) **How often is the course likely to be taught?** The course will be piloted in the Spring 2017 semester and the course will be taught every other spring semester (once per two Academic Years). Once approved, the course will be adopted into the NROTC program at UMBC as part of its Naval Science curriculum offerings.

c) **How does this course fit into your department's curriculum?** This course is designed to fulfill the U.S. Marine Corps-mandated foundational concepts and history of the art, science, and concepts of how warfare has evolved over time. The purpose of the Evolution of Warfare course is to provide the Marine student with a basic understanding of the art, science, and concepts of warfare. The flow of the course starts with USMC warfare theory foundations (MCDP 1 Warfighting) to ensure students are introduced to concepts that are integral to being a USMC officer. Next, the guide uses topical periods with notable progressions in warfare. Varying teaching points can be related to doctrine (tactics, techniques, and procedures - TTPs), organization, training, material (equipment), leadership, and personnel (DOTMLPF); this is a succinct version of modern day USMC DOTMLPF. Furthermore, the curriculum laces modern day shifts in warfare with sections for irregular and cyber warfare. The Navy and Marine Corps are charged with maintaining superiority in the maritime domain, and a historical survey and evaluation of the evolution of warfare will inform the student officer candidates. The course will consist of 1.25 hours of instruction twice each week and practical assessments.

d) **What primary student population will the course serve:** This course is intended for NROTC scholarship students and those students who wish to join the NROTC program and commission as an officer in the U.S. Marine Corps. It is open to all enrolled UMBC students with approval by the Professor of Naval Science. This course is designed for midshipmen/students in their third year of academic study within the NROTC program, although other students may be accepted for attendance on a case-by-case basis.

e) **Why is the course offered at the level (ie.100, 200, 300, or 400 level) chosen?** This course is intended for NROTC scholarship students and those UMBC students seeking to join the NROTC unit who desire a commission in the U.S. Marine Corps. It is offered at the 300 level for expansion on warfare and leadership foundations learned in Navy 100 (Introduction to Naval Science) and NAVY 101 (Seapower & Maritime Affairs). The four-year curriculum track for NROTC scholarship students is designed for enrollment of midshipmen/students to this course who are in their junior year of collegiate study. Course completion for students participating in NROTC on two- or three-year curriculum tracks will be accepted pending referral from NROTC Academic Advisors.

f) **Explain the appropriateness of the recommended course preparation(s) and prerequisites(s).** This course is designed to fulfill the U.S. Marine Corps-mandated foundational concepts and history of the art, science, and concepts of how warfare has evolved over time. The flow of the course starts with USMC warfare theory foundations (MCDP 1 Warfighting) to ensure students are introduced to concepts that are integral to being a USMC officer. Varying teaching points can be related to doctrine (tactics, techniques, and procedures - TTPs), organization, training, material (equipment), leadership, and personnel (DOTMLPF); this is a succinct version of modern day USMC DOTMLPF. The curriculum can be applied in many ways but the focus is to view warfare not through the lens of a historian but as a military professional. This class is one of the required naval science courses required for completion of the commissioning requirements for the NROTC scholarship, however, it is open to all UMBC students with permission from the Professor of Naval Science.

g) **Explain the reasoning behind the P/F or regular grading method.** Students are able to take a pass/fail course only after they have completed 30 or more credits. Because this class is a core course within the student's Naval Science curriculum continuum, it should only be available as a course with a regular grading method.

h) **Provide a justification for the repeatability of the course.** The Evolution of Warfare course will be offered once per every two academic years, dependent on the availability of classrooms and associated resources. It is a core course in the NROTC curriculum continuum, and must be completed with a grade of C or higher. Students may repeat the course only one time, consequent to academic review by the Professor of Naval Science.

ATTACH COURSE OUTLINE (mandatory):

NAVY 302 – SYLLABUS
NAVAL SCIENCE – EVOLUTION OF WARFARE

Spring 2017

Meeting Times: Monday / Wednesday or Tuesday / Thursday 0800 – 0930

Location/Time: TBD

Course Coordinators: CAPT Troy Mong CDR Stew Wennersten
UC 116, 410-455-8035 UC 116, 410-455-8035
tmong@umbc.edu swenners@umbc.edu

Office Hours: The coordinators' office door is open most of the time – feel free to drop in and visit. If no one is available, please arrange an appointment via email. When sending an email, always include your full name and course number in the subject line. Also, use your UMBC email account to ensure validity and delivery.

Fixed office hours for the Course Coordinators will be provided on the official syllabus for this class.

Resources: Texts, assigned readings and handouts, websites, and potential guest lecturers. Texts will be loaned to all NROTC students by the Department of Naval Science, and to all other UMBC students as available. The texts are the property of the U.S. Government. Students can highlight the texts, but should not write in the margins. The books must be returned at the end of the semester in usable condition. If the text is unavailable from the Department of Naval Science, students can either buy or rent the textbooks. Additionally, a copy of each text can be found in the UMBC Albin O. Kuhn Library.

Texts: The following resources will be distributed during the first class.

1. Boot, Max. War Made New. New York, NY: Gotham Books, 2006.
2. Department of the Navy, Headquarters United States Marine Corps. Warfighting, Marine Corps Doctrinal Publication (MCDP) 1. Washington, D.C.: Government Printing Office, 1997. (**MCDP 1**)

Computers: Students are permitted to use computers during class for note-taking and other class-related work. All electronic media will be provided by the NROTC unit. Those using computers during class for work or communication not related to that class must leave the classroom for the remainder of the class period.

Blackboard Site: A Blackboard course site is set up for this course. Each student is expected to check the site throughout the semester as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students may access the course site and support at <https://blackboard.umbc.edu>.

Course Description: NAVY 302 prepares future leaders by providing students with a comprehensive introduction to the foundational concepts and history of the art, science, and concepts of how warfare has evolved over time. The course begins with “Warfighting” and a focus on theory and doctrine. It then moves to “Culture and Military Theory.” With that backbone in place we will begin using that knowledge in the “Evolution of Warfare” to look at how the Gunpowder Revolution, 1st and 2nd industrial revolutions, indirect fire and airpower have shaped the battle space. These concepts will be synthesized with the previous two modules, Warfighting and Culture and Military Theory. The final quarter of the course will focus on the most recent developments in the evolution of warfare. These topics range from the 4th Generational model to Information Operations. Throughout the course there is a strong focus on Leadership, as the fundamental purpose of this course is to develop the skills, knowledge, leadership background and mentality necessary for a successful Marine Corps Officer. The curriculum composes a foundational knowledge course for midshipmen/students focused on joining the NROTC program and commissioning as an officer in the U.S. Marine Corps (USMC).

Prerequisites: Permission of the Professor of Naval Science.

Course Purpose: For students to be successful USMC officers, they require an understanding of the fundamental concepts and history relating to the history of the operational art of warfare. The curriculum incorporates elements of USMC professional military education (PME), by pulling from baseline USMC doctrine, and by incorporating military processional articles relative to USMC Expeditionary Warfare School and similar service schools. The purpose of the Evolution of Warfare course is to provide the Marine student with a basic understanding of the art, science, and concepts of warfare. The overall flow is in line with threads presented in the article titled "Fundamental Concepts: History of the Military Art" which is a product of the United States Military Academy. An excerpt of this article is provided in this document. The flow of the course starts with USMC warfare theory foundations (MCDP 1 Warfighting) to ensure students are introduced to concepts that are integral to being a USMC officer. Next, the guide uses topical periods with notable progressions in warfare. These periods illuminate the effects of both innovative and stale leadership and the resulting major transformations in warfare. Varying teaching points can be related to doctrine (tactics, techniques, and procedures - TTPs), organization, training, material (equipment), leadership, and personnel (DOTMLPF); this is a succinct version of modern day USMC DOTMLPF. The curriculum can be applied in many ways but the focus is to view warfare not through the lens of a historian but as a military professional. Furthermore, the curriculum laces modern day shifts in warfare with sections for irregular and cyber warfare. The courseware ends by relating the teachings to today's USMC doctrine, thus coming full circle with the introductory section and ensuring the mastering of professional core competencies. The Navy and Marine Corps are charged with maintaining superiority in the maritime domain, and a historical survey and evaluation of the evolution of warfare will inform the student officer candidates. The course will consist of 1.25 hours of instruction twice each week and practical assessments.

The purpose of this course is to help you develop professional core competencies:

I. ACADEMIC STANDARDS

A. Demonstrate a proficiency of the English language through usage, both spoken and written.

II. LEADERSHIP AND MANAGEMENT

A. Comprehend the relationship between authority, responsibility, and accountability within a task-oriented organization.

B. Apply leadership and management skills to prioritize among competing demands.

1. Demonstrate the ability to establish meaningful goals and objectives.

2. Apply techniques of prioritization and time management to resources and personnel.

C. Apply leadership skills to achieve objectives.

1. Comprehend the different leadership styles and how they apply to different situations and groups.

2. Comprehend basic principles of human behavior and group dynamics.

3. Comprehend the difference between informal and formal groups.

4. Comprehend the contribution of formal group organization and standard procedures to mission accomplishment.

D. Comprehend the importance of planning and supervision to mission accomplishment

1. Comprehend the importance of planning and forecasting.

2. Comprehend the relationship between goal setting and feedback and apply this understanding to the establishment of control systems.

3. Know the important reasons for development and constant re-evaluation of alternatives in decision-making.

III. NAVAL HISTORY

A. Know the effect developing states and terrorist movements have had on the interests, policies, and strategies of the United States.

B. Comprehend the relationship between technological progress and the evolution of military strategies, policies, doctrines and tactics.

IV. NAVAL WARFARE

A. Comprehend the spectrum of warfare.

Course Learning Outcomes: By the end of this course, students will be able to:

- To introduce the Marine and civilian student to a warfighting culture.
- Comprehend baseline USMC doctrine.
- To develop the students critical thinking skills as they pertain to warfare.
- Comprehend the major cultural, technological, and doctrinal transformations in warfare.
- To develop fundamental USMC officer skills of public speaking and concise communication of thought, analytical thinking, professional writing, and general public speaking.
- To impart to the student the lessons learned with the development of warfare with an emphasis on leadership remaining forward thinking and not stagnate.
- To give the student a baseline of understanding of today's conventional and irregular warfare and the historical context as to how warfare has evolved throughout history.

- Comprehend the importance of leaders remaining vigilant with development of warfare as it is related to doctrine, training, organization, material (equipment), and leadership.

COURSE STRUCTURE

This is a course instructed by a Department of Naval Science faculty member. Each week, students and faculty will meet Monday / Wednesday or Tuesday / Thursday 0730 – 0900. Course activities include the following:

- Class Participation/Attendance/Discussions (10%). Students are expected to **read** and **study** any handouts provided ahead of class. This will enable the students to comprehend the topics covered during the week and to be prepared for class. Students will also participate in class to demonstrate comprehension of fundamental course core competencies. It is paramount that students read each session’s objectives and complete the assigned reading prior to attending class. Unexcused absences, tardiness, and lack of class preparedness will result in the reduction of this grade (2% per absence, 1% per tardiness). Online discussion topics will be posted on Blackboard and are due at midnight prior to class. Late online discussion submissions will incur a 25% per day penalty. There will be announced and unannounced quizzes over the course of the Semester. Students should complete applicable assignments after each lesson to ensure complete understanding of the material – all concepts are related. Quizzes will be given online via Blackboard.
- Online Discussions (10%). Online discussions will be conducted via Blackboard under the “Discussions” tab. Each discussion will focus on a topic discussed in class. Students are responsible to respond either directly to the instructor’s post or to another student’s response. The student’s graded post should be no less than 100 words, and will be graded on content, clarity, and grammar. This assignment is designed to be interactive so feel free to read and respond to other student’s posts. This discussion must be each student’s original work. Students are not authorized to copy any other student’s work without giving them credit.
- Online Quizzes (10%). Quizzes will be given online via Blackboard. All quizzes have a 5-minute time limit and must be completed prior to the beginning of class. Quizzes are individual assignments. As such, collaborating/discussing the quiz with other members of the class while the quiz is still open is strictly prohibited. Violations of this policy will result in NROTC and university discipline. If there are any issues with Blackboard or with the quiz please bring them up to the instructor prior to the deadline.
- Position Papers (20%). Position papers will be a 2-page document discussing the student’s opinion regarding the assigned topic. Students will be graded on writing skills, use of assigned format, use of concepts discussed in class, and use of sources. Papers will be written in APA format (<http://aok.lib.umbc.edu/research/APAQuickGuide.pdf>), single-spaced, and 12 point font, with a cover page, and works cited page. A minimum of four sources is required. Sources must be proper academic sources from a reputable source; Wikipedia is not considered a source. Topics will be distributed by the instructor on the first day of class and posted on Blackboard.

- Presentations (20%). Often there will be class discussion followed by student presentations. The number of people in the group and the number of people from the group will be delineated in the assignment during class.

Two class sessions prior to each presentation, the group will submit a well developed, in-depth outline (no less than one page) to the instructor with the names of everyone in the group CLEARLY written (first and last), the date, the topic, and the presenter's names will be circled. One class session prior to each presentation, the group will meet with the instructor to review the presentation, (For example: If the group has chosen to present on the "OODA Loop" during class meeting #5, the group shall turn in its outline prior to class meeting #3 and meet with the instructor prior to class meeting #4). Students are encouraged to utilize multiple multimedia methods (PowerPoint, white board, etc) but are required to provide the instructor with the printed outline of the presentation at the beginning of class. Students will be graded based on content, presentation quality, and knowledge of the topic. Students will cite sources utilized in the presentation.

Each student must present at least once during the course or will lose 20 presentation points. Presentations and the questions asked of the presenters are directly tied to participation. Note: lack of participation in the preparation for the presentations is very obvious for the instructor. This will be reflected in the presentation and participation points for the day.

The grading rubric for presentations is indicated below. Topics will be distributed by the instructor on the first day of class and posted on Blackboard.

Trait	Criteria				Points
	1	2	3	4	
Content Did the presentation have valuable material?	Presentation contained little to no valuable material.	Presentation had moments where valuable material was present but as a whole content was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	—
Collaboration Did everyone contribute to the presentation? Did everyone seem well versed in the material?	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.	The teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	—
Organization Was the presentation well organized and easy to follow?	The presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation.	The presentation had organizing ideas but could have been much stronger with better preparation.	The presentation was well organized, well prepared and easy to follow.	—
Presentation Did the presenters speak clearly? Did the presenters engage the audience? Was it obvious the material had been rehearsed?	Presenters were unconfident and demonstrated little evidence of planning prior to presentation.	Presenters were not consistent with the level of confidence/preparedness they showed the classroom but had some strong moments.	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class.	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	—

- Examinations (30%). Both exams are conventional written exams and comprised primarily of questions including multiple choice, matching, short answer, and essays. The exams will be comprehensive of the material covered prior to the test date. Each subsequent lesson will build off of all previous lessons. Additional details will be discussed in class.

GRADING AND EVALUATION

Letter grades will be assigned on a straight 90+ = A, 80+ = B, etc. basis. There is no curving; the grade is a reflection of how much students learned, not how much more or less they learned when compared to other students.

EVALUATION	% of GRADE
Class Participation / Attendance	10
Online Discussions	10
Online Quizzes	10
Position Papers (2)	20
Group Presentation	20
Midterm Exam	15
Final Exam	15
TOTAL	100

COURSE POLICIES

Classroom Conduct: This seminar will be commensurate with a junior-level course. The Instructor acts as a facilitator to ensure discussions remain pertinent to the subject matter and that the interaction among students remains on a professional level. Thorough preparation and participation are critical to success, but so are demonstrated respect and consideration for your classmates' views and opinions. Inappropriate behavior or conduct will not be tolerated and can result in dismissal from the course.

Apart from the military courtesies extended to the instructor by the NROTC students, the classroom behavior of all students should be "collegiate," courteous, and respectful. Students are free to interject and question, even without waiting for direct recognition from the instructor (i.e. raising hand and being called upon), so long as the interjection is not unduly disruptive. Both students and the instructor will "police" classroom behavior.

Respect the viewpoints of others. Discussions of controversial subject matter will arise in class. Students' candid opinions are required to meet seminar objectives. However, remarks intended to offend classmates, or slurs that target race or religion will not be tolerated. And while students are encouraged to have "thick skins" regarding the viewpoints of others, when remarks create a hostile classroom environment the dialogue suffers. A simple standard will be applied to controversial remarks: Was the intent of the remark to heighten the dialogue?

Any views expressed by the instructor, unless specifically attributed otherwise, should be considered the personal views of the instructor and may not be representative of any official policy or viewpoint of the government, U.S. Naval Services or UMBC.

Honor Code: "A midshipman does not lie, cheat, or steal, nor tolerate those who do." All students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be

in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

Attendance: Your presence at every class session, including discussion sections, is mandatory and expected. Unusual circumstances will be handled on a case-by-case basis. Absences are to be arranged with the Instructor prior to the class session. Subsequent make-up work will be assigned accordingly. If you need to miss class due to illness, or are otherwise unexpectedly detained, you must notify your class leader no later than 15 minutes prior to the beginning of class. An “excused” absence is at the sole discretion of the Instructor. Unauthorized absences will negatively affect your grade. All NROTC scholarship students are expected to attend every class, as it is their appointed time and place of duty for that day.

COURSE SCHEDULE

The following is a tentative timeline and is subject to change.

Wk	Date	Topic	Item Due	Presentation
1		Course Introduction and Book Checkout Lesson 1 – Introduction to the Evolution of Warfare Course and Basics of Warfighting Read: Syllabus	- Blackboard Familiarization	
2		Lesson 2 – The Nature of War Read: MCDP 1, Ch. 1	- Online Discussion	
3		Lesson 3 – The Theory of War Read: MCDP 1, Ch. 2	- Online Discussion - Presentation Group and Signup	
4		Lesson 4 – Preparing for War Read: MCDP 1, Ch. 3	- Online Discussion	
5		Lesson 5 – Conduct of War Read: MCDP 1, Ch. 4; Attritionist Letters #3 (Blackboard)	- Quiz 1 - Online Discussion	- OODA Loop
6		Lesson 6 – Basics of Marine Corps Operations Read: MCDP 1, Pp. 1-2 to 1-10, 1-23, 2-2 to 2-3, 3-10 to 3-16, 4-21 to 4-22, 6-2, 6-11 to 6-13, 6-24, 7-7 to 7-23, 8-3 to 8-8, App A, App B.	- Online Discussion	
7		Lesson 7 – Western Way of War Read: <u>Guns, Germs, and Steel</u> excerpt (Blackboard)	- Online Discussion	- Western Theorists
8		Lesson 8 – Eastern Way of War Read: Read Sun Tzu at http://www.history.com/topics/sun-tzu Watch: The Art of War at http://www.history.com/topics/the-art-of-war (all videos)	- Online Discussion	- Eastern Theorists
9		Lesson 9 – Non-State Actors	- Online Discussion	- Irregular

		Read: Porter, Patrick. <u>Good Anthropology, Bad History: The Cultural Turn in Studying War.</u> (Blackboard)		Warfare in the Southern Campaign in SC, 1780-1781
10		Lesson 10 – Introduction to Military Historical Analysis and Theories Read: “The Changing Face of War: Into the 4th Generation”; “The Problem with the 4th Generation Warfare”; <u>War Made New</u> , Pp. 7-11, 13-16 (Blackboard)	- Quiz 2 - Online Discussion	
11		Lesson 11 – Gun Powder Revolution Read: <u>War Made New</u> , Pp. 1-6, 19-25, 50-76 (Blackboard)	- Online Discussion	- Battle of Austerlitz
12		Lesson 12 – 1st Industrial Revolution Read: <u>War Made New</u> , Pp. 109-145	- Online Discussion	- Battle of Somme - Battle of Verdun
13		Lesson 13 – 2nd Industrial Revolution Read: <u>War Made New</u> , Pp. 205-240	- Online Discussion	- Operation Michael - Operation Barbarossa
14		Lesson 14 – Indirect Fires Read: <u>War Made New</u> , Pp. 146-170; “Evolution of Artillery” (Blackboard) Midterm Review	- Online Discussion	
15		MIDTERM	- None	
16		Lesson 15 – Evolution of Air Power Read: Aviation Operations (MCWP 3-2), Pp. 1-2 to 2-6; FY 2010 Marine Aviation Plan: Deputy Commandant for Aviation (Blackboard)	- Online Discussion	
17		Lesson 16 – U.S. Navy and Sea Power Today Read: “U.S. Navy in Distress” (Blackboard)	- Online Discussion	- U.S. “Pivot to the Pacific” - Blue vs Brown Water Navies
18		Lesson 17 – Reconnaissance Read: <u>Scouts Out</u> , Pp. 1-5, 145-177, 197-205 (Blackboard)	- Online Discussion	- Battle of Sajo River (Mongols)
19		Lesson 18 – 4th Generation Warfare Read: “Fourth Generation Warfare” Primer (Blackboard)	- Online Discussion	
20		Lesson 19 – Counterinsurgency: The Russian Experience Read: “Russia in Afghanistan and Chechnya” (Blackboard)	- Quiz 3 - Online Discussion	- Tet Offensive
21		Lesson 20 – Information Operations Read: MCDP 1, Pp. 4-22 to 4-23; Information Operations (JP 3-13), Pp. ix - xvi (Blackboard)	- Online Discussion	
22		Lesson 21 – Counterinsurgency Operations:	- Online Discussion	- Operation

		Operation Iraqi Freedom Read: "Twenty-Eight Articles" (Blackboard)		Phantom Fury
23		Lesson 22 – Development of Precision Weapons Read: <u>War Made New</u> , Pp. 318-351; "Precision Firepower: Smart Bombs, Dumb Strategy" (Blackboard)	- Online Discussion	- UAVs
24		Lesson 23 – Operation Enduring Freedom (OEF) Read: "McChrystal on Afghanistan"; <i>Letter to Ambassador Nancy J Powell</i> "Resignation Letter"; "How Afghanistan is Different than Al Anbar" (Blackboard) Final Exam Review	- Online Discussion	
25		FINAL EXAM	- Book Turn-In - Course Critiques	

IMPORTANT ACADEMIC POLICIES AND SERVICES

Disability Services: UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, and determine reasonable accommodations. If you have a disability and want to request accommodations, contact SSS in the Math/Psych Bldg., room 213 or at 410-455-2459. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS-approved accommodations, or any other concerns that you have.

Equity, Diversity, Equal Opportunity, and Affirmative Action: UMBC provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Mental Health and Stress Management: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Counseling Center at <http://counseling.umbc.edu/services/>.

Student Success Center: UMBC's comprehensive undergraduate academic support program designed to help students reach their academic goals and become independent, lifelong learners. The Learning Resource Center collaborates with students, faculty, staff, and the community to conduct programs that maximize learning success at an honors university.

Inclement Weather Policy: Students are strongly encouraged to consult the UMBC Student Handbook and Academic Catalog and the University website for detailed information regarding the above items.

VALUES STATEMENT

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping other to commit these acts are all forms of academic dishonesty, and they are reprehensible. Academic misconduct could result in disciplinary action that may include, but not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the Policies section of the UMBC Director.