

## UMBC UGC New Course Request: NAVY 402 Amphibious Warfare

Date Submitted: 18JAN2016

Proposed Effective Date: 31AUG2016

	Name	Email	Phone	Dept
Dept Chair or UPD	Troy Mong	tmong@umbc.edu	Ext. 5-8035	NAVY
Other Contact	Stew Wennersten	swenners@umbc.edu	Ext. 5-8035	NAVY

### COURSE INFORMATION:

Course Number(s)	NAVY 402
Formal Title	Amphibious Warfare
Transcript Title (≤30c)	Amphibious Warfare
Recommended Course Preparation	NAVY 100 (Introduction to Naval Science), NAVY 101 (Seapower and Maritime Affairs) and NAVY 302 (Evolution of Warfare)
Prerequisite <b>NOTE:</b> 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 type="checkbox"/> Yes <input checked="" 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):

Introduction to foundational concepts and history of amphibious warfare, from the classical period to the present day. Emphasis is placed on analytical study and critical thought rather than memorization of historical facts. Students will trace the evolution of amphibious warfare through analysis of case studies using amphibious and maneuver doctrine as a framework. By the end of this course, students will comprehend modern employment concepts and challenges relating to the use of amphibious forces.

### RATIONALE FOR NEW COURSE:

a) **Why is there a need for this course at this time?** NAVY 402 prepares future leaders by providing students with a comprehensive introduction to the foundational concepts and history of amphibious warfare. This is the capstone course for senior Marine-option midshipmen. A history-based class, the goal is to educate the student to read military history analytically. Course delivery will emphasize tactical competencies required of a future operator although it will also rely on fundamentals required of a theorist or designer. Students will examine case studies to apply and analyze course topics within naval contexts. 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.

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?** For students to be successful U.S. Marine Corps officers, they require an understanding of the fundamental concepts and history relating to amphibious warfare, from the classical period to the present day. Emphasis is placed on analytical study and critical thought rather than memorization of historical facts. Students will trace the evolution of amphibious warfare through analysis of case studies using amphibious and maneuver doctrine as a framework. By the end of this course, students will comprehend modern employment concepts and challenges relating to the use of amphibious forces. The Navy and Marine Corps are charged with maintaining superiority in the maritime domain, and a historical survey and evaluation of twentieth-century amphibious warfare operations will inform the student officer candidates. The course will consist of 1.5 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 fourth 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 400 level for expansion on warfare and leadership foundations learned in Navy 100 (Introduction to Naval Science) and NAVY 101 (Seapower & Maritime Affairs) as well as to complement instruction in NAVY 302 (Evolution of Warfare) The four-year curriculum track for NROTC scholarship students is designed for enrollment of midshipmen/students to this course who are in their senior 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).** For students to be successful U.S. Marine Corps officers, they require an understanding of the fundamental concepts and history relating to amphibious warfare, from the classical period to the present day. Emphasis is placed on analytical study and critical thought rather than memorization of historical facts. Students will trace the evolution of amphibious warfare through analysis of case studies using amphibious and maneuver doctrine as a framework. By the end of this course, students will comprehend modern employment concepts and challenges relating to the use of amphibious forces. The Navy and Marine Corps are charged with maintaining superiority in the maritime domain, and a historical survey and evaluation of twentieth-century amphibious warfare operations will inform the student officer candidates. 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 Amphibious Warfare course will be offered once per academic year, 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 402 – SYLLABUS**  
**NAVAL SCIENCE – AMPHIBIOUS WARFARE**

Spring 2017

**Meeting Times:** Monday / Wednesday or Tuesday / Thursday 0730 – 0900

**Location/Time:** TBD

**Course Coordinators:** CAPT Troy Mong                      CDR Stew Wennersten  
UC 116, 410-455-8035                      UC 116, 410-455-8035  
[tmong@umbc.edu](mailto:tmong@umbc.edu)                      [swenners@umbc.edu](mailto: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. Bartlett, Merrill L., ed. Assault from the Sea. Annapolis, MD: Naval Institute Press, 1983. **(AS)**
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)**
3. Department of the Navy, Headquarters United States Marine Corps. Expeditionary Operations, Marine Corps Doctrinal Publication (MCDP) 3. Washington, D.C., Government Printing Office, 1998. **(MCDP 3)**
4. Moorehead, Alan. Gallipoli. New York, NY: Harper Perennial Modern Classics, 2002. **(G)**
5. Potter, E. B., ed. Sea Power: A Naval History, 2nd ed. Annapolis, MD: Naval Institute Press, 1981. **(SP)**
6. Additional readings to be assigned at the instructor's discretion, available via Blackboard or provided by the instructor.

**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 402 prepares future leaders by providing students with a comprehensive introduction to the foundational concepts and history of amphibious warfare. A history-based class, the goal is to educate the student to read military history analytically. Course delivery will emphasize tactical competencies required of a future operator although it will also rely on fundamentals required of a theorist or designer. Students will examine case studies to apply and analyze course topics within naval contexts. 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. Navy or Marine Corps.

**Prerequisites:** Permission of the Professor of Naval Science.

**Course Purpose:** For students to be successful U.S. Navy and Marine Corps officers, they require an understanding of the fundamental concepts and history relating to amphibious warfare, from the classical period to the present day. Emphasis is placed on analytical study and critical thought rather than memorization of historical facts. Students will trace the evolution of amphibious warfare through analysis of case studies using amphibious and maneuver doctrine as a framework. By the end of this course, students will comprehend modern employment concepts and challenges relating to the use of amphibious forces. The Navy and Marine Corps are charged with maintaining superiority in the maritime domain, and a historical survey and evaluation of twentieth-century amphibious warfare operations will inform the student officer candidates. The course will consist of 1.5 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. MARITIME PROFICIENCY

A. Comprehend the evolution of amphibious warfare to include the operations listed in the course text. Comprehend their impact on the evolution of amphibious warfare doctrine.

B. Know the significant events of history relating to amphibious operations. Comprehend their impact on the evolution of amphibious warfare doctrine.

C. Comprehend the problems and advantages relative to employment of amphibious forces in the modern era, including the impact of nuclear warfare on amphibious tactics and amphibious operations.

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

- Understand the nature and evolution of amphibious operations.
- Understand how amphibious operations relate to the fundamentals and principles of warfare, citing historical examples.
- Understand how the United States Marine Corps employs amphibious doctrine today.

## COURSE STRUCTURE

This is an introductory 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.
- Presentations (40%). Students will be either singularly, or with one additional student, give two thirty-minute presentations on an amphibious battle. Presentation dates/times are listed in the schedule.

Additional specific guidance on the content of presentations will be provided; however, a brief outline is below. Each presentation will encompass 3 basic portions, a paper, the presentation itself, and reading/quizzes for the class. If working with a partner, all portions of the presentation can be completed as a group.

*a. Paper:*

- The paper and presentation complement each other and are on the same basic topic.
- The paper will examine the topic in a more detailed format. The paper will cover themes and concepts provided during the initial classes and will be used as a basis for presenting the topic.
- The paper will be 5-7 typed pages in length, double spaced, courier new, 12 pitch font with one-inch margins all around the page.
- A bibliography and footnotes page is required but is not included in the page count.
- At least 3 different sources must be utilized. Only 1 can be a web-based resource. Wikipedia shall not be considered a primary source.
- The title may be included on the first page.
- Late papers will receive a one letter grade reduction.

*b. Presentation:*

- PowerPoint is not required, but may/will likely need to be used.
- It will be a 30-minute presentation; students will be assigned scheduled topics.
- No guest speakers are permitted to support the presentation.
- Videos may be utilized, but will not count against the 30-minute time limit. There can be no more than 5 minutes of supporting video. (i.e. Students may play a video for 5 minutes, but must still give at least 30 minutes of additional presentation, or 35 minutes in total with the video).
- Themes and concepts provided during the initial classes will be used as a basis for presenting the topic.
- Each presentation will be followed by a question and answer period.

*c. Readings/Quizzes:*

- Students shall provide 10 quiz questions (plus the page number/reference where found).
- All quiz questions need to be taken directly from class reading.
- If additional readings are desired or no readings are given for the presentation, students must find and send them to the instructor to post on Blackboard.

\*\*\* Students must sign up for 1 presentation between “Marathon” and Salerno” and 1 presentation between “Anzio” and “Somalia.” All presentations must be given by students. The class leader will facilitate presentation sign-up. It is your responsibility to sign up for two presentations. If a student fails to sign up, a grade of zero will be given for that section. \*\*\*

- 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
Presentation and Paper I	20
Presentation and Paper II	20
Exam I	15
Exam II	15
<b>TOTAL</b>	<b>100</b>

### COURSE POLICIES

**Classroom Conduct:** This seminar will be commensurate with a senior-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		<b>Course Introduction and Book Checkout</b> <b>Module I, Lesson 1 – Introduction to Amphibious Warfare</b> Read: Syllabus	- Blackboard Familiarization	- None
2		<b>Module I, Lesson 2 – Warfighting and the Principles of War</b>	- Online Discussion - Presentation Group and Signup	- None
3		<b>Module I, Lesson 3 – Offense and Defense in Amphibious Operations</b> <b>Module I, Lesson 4 – Themes and Types of Amphibious Warfare</b>	- Online Discussion - Quiz Questions and Readings for Presentations 1-13	- None
4		<b>Module I, Lesson 5 – Introduction to Tactical Decision Games (TDG)</b> <b>Module II, Lesson 1 – Case Study: Marathon, 490 B.C.</b>	- Quiz 1 (Cumulative) - Online Discussion	- Marathon
5		<b>Module II, Lesson 2 – Case Study: Caesar’s Invasions of Britian, 55-54 B.C.</b> Read: Burne, A.H., <u>The Art of War on Land</u> , Pp. 67-80 (Blackboard) <b>Module II, Lesson 3 – Case Study: Hastings, 1066</b> Read: AS Pp. 12-16	- Quiz 2 - Online Discussion	- Caesar in Britain - Hastings
6		<b>Module II, Lesson 4 – Vera Cruz, 1847</b> Read: AS Pp. 74-78 <b>Module II, Lesson 5 – Invasion of the Crimea, 1854</b> Read: AS Pp. 79-87	- Quiz 3 - Online Discussion	- Vera Cruz - Crimea
7		<b>Module II, Lesson 6 – Case Study: Roanoke Island, 1862</b> Read: AS Pp. 88-94 <b>Module II, Lesson 7 – Case Study: Fort Fisher Campaigns, 1864-65</b> Read: AS Pp. 95-103	- Quiz 4 - Online Discussion	- Roanoke Island - Fort Fisher



8	<p><b>Module II, Lesson 8 – Case Study: Tanga, 1914</b> Read: Lettow-Vorbeck, Paul von, <u>My Reminiscences of East Africa</u>, Pp. 35-49 (Blackboard)</p> <p><b>Module II, Lesson 9 – Case Study: Gallipoli, 1915</b> Read: AS Pp. 142-153; G Pp. 11-108, 128-194, 219-294, 356-369; SP Pp. 212-221</p>	<ul style="list-style-type: none"> <li>- Quiz 5</li> <li>- Online Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Tanga</li> <li>- Gallipoli</li> </ul>
9	<p><b>Module II, Lesson 10 – Case Study: Zeebrugge, 1918</b> Read: AS Pp. 154-156</p> <p><b>Module II, Lesson 11 – Case Study: The Interwar Year: Developing A Doctrine</b> Read: AS Pp. 157-194; Clifford, K.J., <u>Progress and Purpose: A Developmental History of the United States Marine Corps 1900-1970</u>, Pp. 25-60 (Blackboard); Moore, R. Scott, “Ideas and Direction: Building Amphibious Doctrine,” <u>Marine Corps Gazette</u>, Pp. 49-58 (Blackboard)</p>	<ul style="list-style-type: none"> <li>- Quiz 6</li> <li>- Online Discussion</li> <li>- Quiz Questions and Readings for Presentations 14-27</li> </ul>	<ul style="list-style-type: none"> <li>- Zeebrugge</li> </ul>
10	<p><b>Module II, Lesson 12 – Case Study: European Strategy and North America, 1942</b> Read: SP Pp. 270-275</p> <p><b>Module II, Lesson 13 – Case Study: Sicily, 1943</b> Read: SP Pp. 275-277</p>	<ul style="list-style-type: none"> <li>- Quiz 7</li> <li>- Online Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Sicily</li> </ul>
11	<p><b>Module II, Lesson 14 – Case Study: Salerno, 1943</b> Read: SP Pp. 277-279</p> <p><b>Module II, Lesson 15 – Case Study: Anzio, 1944</b></p>	<ul style="list-style-type: none"> <li>- Quiz 8</li> <li>- Online Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Salerno</li> <li>- Anzio</li> </ul>
12	<p><b>Module II, Lesson 16 – Case Study: Normandy, 1944</b> Read: AS Pp. 308-325; SP Pp. 279-286</p> <p><b>Module II, Lesson 17 – Case Study: Pacific Strategy and Guadalcanal</b> Read: Isely and Crowl, <u>The U.S. Marines and Amphibious War</u>, Pp. 72-165 (Blackboard); Millett, Allan R., <u>Semper Fidelis: The History of the United States Marine Corps</u>, Pp. 344-387 (Blackboard)</p>	<ul style="list-style-type: none"> <li>- Quiz 9</li> <li>- Online Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Normandy</li> <li>- Guadalcanal</li> </ul>
13	<p><b>Module II, Lesson 18 – Case Study: Tarawa, 1943</b> Read: AS Pp. 210-218; SP Pp. 317-328; Isely and Crowl, <u>U.S. Marines and Amphibious War</u>, Pp. 192-252 (Blackboard)</p> <p><b>Module II, Lesson 19 – Case Study: Marianas, 1944</b> Read: AS Pp. 219-227; SP Pp. 327-330; Isely and Crowl, <u>U.S. Marines and Amphibious War</u>, Pp. 310-371 (Blackboard)</p>	<ul style="list-style-type: none"> <li>- Quiz 10</li> <li>- Online Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Tarawa</li> <li>- Marianas</li> </ul>
14	<p><b>Module II, Lesson 20 – Case Study: Iwo Jima, 1945</b></p>	<ul style="list-style-type: none"> <li>- Quiz 11</li> <li>- Online Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Iwo Jima</li> <li>- Okinawa</li> </ul>

	<p>Read: SP Pp. 348-349; Isely and Crowl, <u>U.S. Marines and Amphibious War</u>, Pp. 432-530 (Blackboard)</p> <p><b>Module II, Lesson 21 – Case Study: Okinawa, 1945</b></p> <p>Read: SP Pp. 349-350; Isely and Crowl, <u>U.S. Marines and Amphibious War</u>, Pp. 531-579 (Blackboard)</p> <p><b>Midterm Review</b></p>		
15	<b>MIDTERM</b>	- None	- None
16	<p><b>Module II, Lesson 22 – Case Study: Lessons of World War II</b></p> <p>Read: AS Pp. 331-333; Clifford, K.J., <u>Progress and Purpose: A Developmental History of the United States Marine Corps 1900-1970</u>, Pp. 65-71; Isely and Crowl, <u>U.S. Marines and Amphibious War</u>, Pp. 580-590 (Blackboard)</p> <p><b>Module II, Lesson 23 – Case Study: Korean War, Inchon, 1950</b></p> <p>Read: AS Pp. 337-353; Cagle, Malcolm W., "Inchon--The Analysis of a Gamble," U.S. Naval Institute <u>Proceedings</u>, Pp. 47-51 (Blackboard); Millett, Allan R., <u>Semper Fidelis: The History of the United States Marine Corps</u>, Pp. 475-517 (Blackboard)</p>	<p>- Quiz 12</p> <p>- Online Discussion</p>	- Inchon
17	<p><b>Module II, Lesson 24: Case Study – Vietnam, Operation Starlight, 1965</b></p> <p>Read: Peatross, O.F., "Application of Doctrine: Victory at Van Tuong Village," <u>Naval Review 1967</u>, Pp. 2-13 (Blackboard); Shulimson, Jack and Maj Charles M. Johnson, USMC, "Starlite: The First Big Battle," <u>U.S. Marines in Vietnam: The Landing and the Buildup, 1965</u>, Pp. 69-83 (Blackboard)</p> <p><b>Module II, Lesson 25 – Case Study: The Falklands, 1982</b></p> <p>Read: AS Pp. 429-436; Nott, John, "The Falklands Campaign," Naval Institute <u>Proceedings</u>, Pp. 118-139 (Blackboard)</p>	<p>- Quiz 13</p> <p>- Online Discussion</p>	- Koh Tang
18	<p><b>Module II, Lesson 26 – Case Study: Grenada, 1983</b></p> <p>Read: Byron, M.J., "Fury from the Sea: Marines in Grenada," Naval Institute <u>Proceedings</u>, Pp. 119-131 (Blackboard)</p> <p><b>Module II, Lesson 27 – Case Study: Mogadishu, Somalia, 1991</b></p> <p>Read: Siegel, Adam B., <u>Eastern Exit: The</u></p>	<p>- Quiz 14</p> <p>- Online Discussion</p>	<p>- Grenada</p> <p>- Somalia</p>

		<u>Noncombatant Evacuation Operation (NEO) From Mogadishu, Somalia, in January 1991</u> (Blackboard); Siegel, Adam B., "Lessons Learned From Operation II-27-1 Eastern Exit," <u>Marine Corps Gazette</u> , Pp. 75-81 (Blackboard)		
19		<b>Module III, Lesson 1 – Marine Air-Ground Task Force (MAGTF)</b> <b>Module III, Lesson 2 – MCDP 3: Expeditionary Operations</b> Read: MCDP 3	- Quiz 15 - Online Discussion	- None
20		<b>Module III, Lesson 3 – Maritime Pre-Positioned Forces (MPF)</b> Read: MCWP 3-32 (Blackboard) <b>Module III, Lesson 4-1 – Expeditionary Maneuver Warfare (EMW)</b> Read: Ship To Objective Maneuver (STOM), Marine Strategy 21, MPF 2010 and Beyond (Blackboard)	- Quiz 16 - Online Discussion	- None
21		<b>Module III, Lesson 4-2 – Expeditionary Maneuver Warfare (EMW)</b> Read: Ship To Objective Maneuver (STOM), Marine Strategy 21, MPF 2010 (Blackboard) <b>Module III, Lesson 5 – Expeditionary Strike Group (ESG)</b>	- Quiz 17 - Online Discussion	- None
22		<b>Case Study: Gulf War, 1990-1991</b> Read: As assigned	- Quiz 18 - Online Discussion	- None
23		<b>Case Study: Global War on Terrorism, 2001-2013</b> Read: As assigned <b>Final Exam Review</b>	- Quiz 19 - Online Discussion	- None
24		<b>FINAL EXAM</b>	- Book Turn-In - Course Critiques	- None

## 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.