American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military Studies

MILS 562
Joint Warfare Command and Control

3 Credit Hours
8 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Instructor: (Biography)
Email: Primary: Secondary:
Phone: N/A
Fax: N/A
Office Hours: N/A

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Course Description

This course examines doctrinal aspects of command and control through a study of joint warfare theory in the current Joint Professional Military Education (JPME) curriculum. Emphasis is on Joint Vision, Joint Expeditionary Task Forces, Joint Air Support, and Accelerated Cumulative Warfare. Students use the Joint Military Operations Historical Collection series to explore antecedents to modern applications from the Battle of Vicksburg to Operation Uphold Democracy.

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Course Scope

This course is divided into 8 weeks and is organized to give students a broad context in which to study the history, theories, and concepts of joint warfare command and control through current theory and case studies. Particular attention is given to the history of joint warfighting in conflicts since the American Civil War through operations in Afghanistan in 2002.

Upon completing this course the student should have an enhanced awareness of the many factors underlying the command and control of joint military forces and joint warfare theory. Students will be able to use that knowledge to analyze the performance and limitations of joint operations in the pursuit of national security objectives.

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Course Objectives

Upon completion of this course, the student will be able to:

1. Examine the way in which joint force commanders integrate and synchronize the actions of air, land, sea, space, and special operations force to achieve strategic and operational objectives.

2. Assess the strategic and interagency levels and their roles in shaping the joint warfighting environment.

3. Assess the operational level and its role in shaping the joint warfighting environment.

4. Assess the tactical level and its role in shaping the joint warfighting environment.

5. Discern and critique the role and limitations of advances in military technology associated with the "revolution in military affairs."

6. Examine the Joint Vision theory and assess its relevance to current strategic and operational concepts within the contemporary operational environment.

7. Critique how joint warfare application and theory has evolved since the Battle of Vicksburg through Operation Anaconda.

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Course Delivery Method

This History and Military Studies course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are made available to each student.

Online assignments are usually due by Sunday midnight each week (may vary based on the type of weekly learning activities) and must include Discussion Board questions (accomplished in groups through linear, threaded or roundtable discussion board forums), examinations and quizzes (graded electronically), and individual written assignments (submitted for review to the faculty member).

In online courses we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction between faculty members and students is a key feature of the educational experience. For that reason, faculty members have a responsibility to ensure that students interact with fellow students and the course instructor during the course as specified in the course syllabus, and can contact the instructor during posted office hours. The faculty member should initiate contact if a student is absent from class and makes no attempt to contact the faulty member during the week. This is especially important if the student fails to make contact at the start of the course. Students are dropped from the class if they do not log into the classroom during the first week of class.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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Course Materials

All students majoring in any field of history should have a mastery of online research methods; these include researching appropriate primary resources through the Web, belonging to relevant professional discussion forums, and understanding the historiographical literature for this course so that they can do required assignments involving research. Faculty must actively encourage students to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through The Online Library.
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

Historical skills in a possible developmental history curriculum: The example of primary sources involves:

Analytical Skills	100 Level	200 Level	300 Level	400 Level
Dealing with evidence: Primary	Discriminate between a primary and a secondary source and their uses in research. Learn how to	Interpret human agency in the context of how an	Evaluate the trustworthiness of sources.	Develop relationships among multiple

sources	analyze/question a primary source: Who wrote it, when, why, its audience, its historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract information from artifacts and relate it to broader course themes. Recognize the place, time, and human agency behind the production of a primary source.	artifact from the past was produced and of the times in which it was produced.	Compare and contrast diverse and potentially conflicting primary sources for a single historical problem.	sources and synthesize the major connecting issues among them.
Bottlenecks and difficulties for students in acquiring those skills	Recognizing the variety of primary sources and interpreting them. Re-creating historical context and connecting it to a document. Beginning to empathize with people from another place and time.	Re-creating historical context and connecting it to a document. •Identifying and empathizing with people from another place and time.	Dealing with ambiguity and contradiction in historical sources.	Recognizing major points in primary and secondary sources. Producing some sense through connecting multiple sources.

This table shows primary-source analysis skills that history instructors can teach their undergraduate students and the difficulties that students encounter when learning them. Instructors gradually teach students more difficult skills as they progress from introductory to advanced courses. Source: Developmental curriculum created by Arlene Díaz, Joan Middendorf, David Pace, and Leah Shopkow for the Indiana University Department of History, fall 2007, based on Lorin W. Anderson and David R. Krathohl, eds., A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (New York, 2001). See: The History Learning Project

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the "Invisible College, primary resources, historical research sites, and such advanced web applications as:

- *Web 2.0:* H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.

Graduate students must explore the research holdings of The Online Library, Department's Study Portals History and Military Studies, and their ability to support research needs. Each student may be required to write a scholarly review of a particular research issue, with specific attention afforded to:

- *Online Scholarly Journals*: Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters*: Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools

like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research – examples and links to relevant sites include:

- *The Valley of the Shadow: Two Communities in the American Civil War*
  http://valley.vcdh.virginia.edu
- *National Geographic: Remembering Pearl Harbor* http://plasma.nationalgeographic.com/pearlharbor
- *American Memory: Historical Collections for the National Digital Library, Library of Congress,*
  http://lcweb2.loc.gov/amhome.html
- *H-Net – Humanities and Social Sciences Online* http://www.h-net.msu.edu/
- *World History Matters* http://chnm.gmu.edu/worldhistory
- *H-Diplo: diplomatic and international history H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.*

REQUIRED TEXTS

1. Wade, Norman, M., *Joint Forces Operations & Doctrine SMARTbook*, Lakeland, FL: The Lightning Press. 2015 (4TH revised edition).

2. Joint Chiefs of Staff, Joint Military Operations Historical Collection (JMOHC).   The Joint Military Operations Historical Collection e-Learning course is an interactive multimedia presentation based on the **JMOHC publications**. It presents historical events that illustrate joint doctrine principles in joint force employment. The course and publication complements joint doctrine by teaching primary lessons in planning, deploying, and employing joint military forces as distilled from seven case histories. Students will complete one case history each week during Weeks 1 – 7. Accessed via Internet at:
http://www.dtic.mil/doctrine/historical.htm

Required Readings (Course Folder)

 "Commander's Handbook for the Joint Interagency Coordination Group" 1 March 2007.
http://www.dtic.mil/doctrine/jel/other_pubs/jiacg_hanbook.pdf

Davis, Major Mark G. "Operation Anaconda: Command and Confusion in Joint Warfare." School of Advanced Airpower Studies, Maxwell Air Force Base, Alabama, June 2004.

"Doctrinal Implications of the Standing Joint Force Headquarters (SJFHQ)" 16 June 2003.
http://www.dtic.mil/doctrine/jel/other_pubs/jwfcpam3.pdf

 "Commander's Handbook for an Effects-Based Approach to Joint Operations" 24 Feb 2006.
http://www.dtic.mil/doctrine/jel/other_pubs/eb_handbook.pdf

Department of the Army. "THE OPERATIONS PROCESS" FMI 5-0.1 March 2006.

Trabucchi, Major Robert N. Jr. "The Exercise of Control by Joint Force Commanders" US Army School of Advanced Military Studies, Fort Leavenworth, Kansas. AY 05-06.

RECOMMENDED REFERENCES (For All History Majors)

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

Accessible through The Online Library.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

WEB-BASED READINGS

Title: APUS On-line Library
Web Address: http://www.apus.edu/Online-Library/departments/military_st.htm
Info: Access this reference library inside the e-educator class room.

Title: Military Education Research Library Network (MERLN)
Web Address: http://merln.ndu.edu/index.cfm?lang=EN&pageID=10&type=page
Info: MERLN is home to the Military Policy Awareness Links - MiPALs - which provide direct access to defense-related U.S. policy statements on selected key topics.

Title: U.S. Army Professional Writing Collection.
Web Address: http://www.army.mil/professional_writing/
Info: Web portal to all military services (US) senior service colleges and schools. Excellent resource for exploring recent writings, hot topics, and theories offered by military officers and scholars.

Title: Routledge Professional Journals.
Web Address: http://www.frankcass.com
Info: Web portal to a myriad of professional peer reviewed journals pertaining to warfare, insurgency, military strategy, and military operational art.

Title: Joint Forces Command
Web Address: http://www.jfcom.mil/
Info: Web portal to the U.S. Army Joint Forces Command.

Title: Joint Forces Quarterly
Web Address: http://www.dtic.mil/doctrine/jel/jfq_pubs/index.htm
Info: *Joint Force Quarterly* is published for the Chairman, Joint Chiefs of Staff, by the Institute for National Strategic Studies, National Defense University, to promote understanding of the integrated employment of land, sea, air, space, and special operations

forces. The journal focuses on joint doctrine, coalition warfare, contingency planning, combat operations conducted by the unified commands, and joint force development.

SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents created in Office 2007 have the default file extension of **.docx**, which is not supported by APUS & some internet browsers. To ensure the Word documents you create in Office 2007 can be opened by all, students must save them with the **.doc** extension using the "Save As" feature prior to submitting for grading.
- Adobe Acrobat Reader (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
  - Real Audio – http://www.real.com
  - Windows Media Player – http://www.microsoft.com
  - Quick Time – http://www.apple.com/quicktime

Evaluation Procedures

The grading for this course will be based on seven Discussion Board postings, one Research Paper submission, and three Current Literature Reviews.

Discussion Board (DB) (5 points each = 35 points – due weekly)

DB assignments are designed to promote interactivity among all students and enhance the on-line learning experience. These discussions provide maximum flexibility for asynchronous exchanges between faculty and students. Students must post a response to the weekly discussion questions (3 points) AND reply to at least one other student's original posting (2 points). Responses must be approximately 300 words (original posting to include references). Replies to other students have a minimum word count of 150 words and should attack, support, or supplement a fellow student's response using the terms, concepts, and theories from the required reading and/or other outside sources. Replies must be substantive; comments such as "Great thoughts Jim," are inadequate. Be sure to click the "submit for grading" box in the lower right hand corner. Following these directions will ensure that you have successfully uploaded your assignment by the title (Assignment One etc.), and this will prompt me to grade your assignment upon submission. Do not submit in "Student Comment" section or as email attachment.

Note 1: In order to receive the maximum points for each DB, students MUST submit the initial response AND the reply to a fellow student.

Note 2: DB original postings are due on the Sunday following each weekly assignment and must be submitted inside the DB portal AND into the student folder as an assignment. Grading is handled through the student folder.

Note 3: Replies are due the succeeding Wednesday after the original posting deadline, posted to the DB and the student folder.

Note 4: The DB's require responses to the questions in view of the text readings, the readings in the course folder, and the case studies located at the **Joint Military Operations Historical Collection.**

Campaign Analysis Paper (50 points)

This assignment requires students to think critically, investigate, and analyze issues related to the course objectives. Students are expected to present an informed and well-researched paper of exceptional quality and free of grammar and spelling errors. Students must select a historical campaign presented in the class and submit a detailed campaign plan design in accordance with Chapter 5 of the course textbook. This paper counts for **50%** of your final course grade. Students must select their campaign and submit it to the course instructor for approval NLT week 4. Students must post (NLT week 8) the completed research paper to the ASSIGNMENTS section saved as a Microsoft WORD document and labeled: Research(last name).doc.

Campaign Analysis Papers are expected to answer the following questions from Chapter 5.

  a. What were the strategic aims and objectives of the campaign?
  b. What was the desired endstate?
  c. What were the military objectives derived from the strategic objectives?
  d. What were the identified strategic centers of gravity?
  e. What were the friendly centers of gravity?
  f. What were the identified enemy decisive points?
  g. What was the operational concept to attack the enemy\t's decisive points? (i.e. direct vs. indirect)?
  h. How was the campaign sequenced/phased? What were the conditions for transition to each phase?
  i. Were there any branches or sequels required?
  j. Did the campaign required synchronization of services/assets (i.e. air, land, sea, space, etc.)
  k. What were the major lines of operation?
  l. Did the campaign require a shift in the weight of effort in the lines of operation from one phase to the other? If so, how?
  m. Did the campaign achieve the objectives?
  n. How well did the termination phase go?

Note 1: Papers must conform to the writing standards located in the Policies section below. Papers not conforming to *Turabian* style guidelines will be returned un-graded.

Note 2: Papers must be 8-12 pages in length, single-sided, double-spaced, with cover page (title, name, course #, date), and foot-notes.

Reflection Papers (15 points)

This assignment requires students to write three 3-5 page papers on the initial even weeks (2, 4, and 6) of the course on a topic presented by the instructor. Students are expected to answer the weekly topic question with examples from either of the campaigns discussed the previous two weeks.

Week 2: Discuss how either of the campaigns presented in weeks 1 or 2 applied the principles of war listed on page 2-1 (Wade, 2009) of your text. Highlight those elements the plan emphasized as well as those the planners forgot to address in their planning.

Week 4: Analyze the course of action selected for either campaign from week 3 or 4 according to the COA criteria on page 4-3. Did the COA meet all the criteria? If not, why not? Did the COA selected, as planned, have a concept of operations that would have achived the national and military objectives?

Week 6: What were the identified enemy and friendly centers of gravity and decisive points for either campaign presented in week 5 or 6? What was the operational concept to attack the enemy decisive points? How well was the operation commanded? Were there problems in the organizational structure?

Final Grade

The final grade in the course will be based on total points. Grades will be assigned based on the following term composite scores:

Grade Instruments	Points Possible	% of Final Grade
Campaign Paper (1 ea)	50	50%
Discussion Board Post/Response (7x5 ea)	35	35%
Reflection Paper (3 at 5pts/ea)	15	15%
TOTAL	100 Points	100%

Course Outline				
Week	**Topic(s)**	**Learning Objective(s)**	**Reading(s) and Web-Activities**	**Assignment(s) and Discussion Boards**
1	**Fundamentals of Joint Operations**	**LO-2:** Assess the strategic and interagency levels and their roles in shaping the joint	1. Wade, Norman M., *The Joint Force & Operational Warfighting SMARTbook.*	1. Post Discussion Board response (brief bio sketch.)

	Battle of Vicksburg	warfighting environment. **LO-6:** Examine the Joint Vision theory and assess its relevance to current strategic and operational concepts within the contemporary operational environment. **LO-7:** Critique how joint warfare application and theory has evolved since the Battle of Vicksburg through Operations Uphold Democracy.	(Ch-1) 2. Historical Inquiry: Lesson 1, Vicksburg. View video series pertaining to Vicksburg and read Chapter 1 in: Joint Military Operations Historical Collection, 15 July 1997 http://www.dtic.mil/doctrine/jel/history/hist.pdf	2. Post first weekly Discussion Board response to the question "Considering the Vicksburg campaign, in what ways did the organization and operations of the Union forces conform to the outline given in Wade, Chapter 1, and in what ways did they differ?" 3. Thoroughly review the syllabus
2	**Joint Structure and Organization** **The Joint Interagency Coordination Group** **Operation Chromite**	**LO-1:** Examine the way in which joint force commanders integrate and synchronize the actions of air, land, sea, space, and special operations force to achieve strategic and operational objectives. **LO-2:** Assess the strategic and interagency levels and their roles in shaping the joint warfighting environment. **LO-6:** Examine the Joint Vision theory and assess its relevance to current strategic and operational concepts within the contemporary operational environment. **LO-7:** Critique how joint warfare application and theory has evolved since the Battle of Vicksburg through Operations Uphold Democracy.	1. Wade, Norman, M., *The Joint Force & Operational Warfighting SMARTbook*, (Ch-2) 2. "Commander's Handbook for the Joint Interagency Coordination Group" *(Course Folder)* 3. Historical Inquiry: Lesson 2, Operation Chromite. View video series pertaining to Chromite and read Chapter 2 in: Joint Military Operations Historical Collection, 15 July 1997 http://www.dtic.mil/doctrine/jel/history/hist.pdf	1. Post first DB reply to fellow student 2. Post second weekly Discussion Board response to the question "GOA MacArthur's actions and response (Chromite) to North Korea were based on his World War II experiences. Had a robust interagency process been in place in June 1950, how might it have helped and hindered him?" 3. Submit Reflection Paper #1
3	**Joint Strategy and Resource Development** **Operation Anaconda** **Operation Urgent Fury**	**LO-1:** Examine the way in which joint force commanders integrate and synchronize the actions of air, land, sea, space, and special operations force to achieve strategic and operational objectives. **LO-3:** Assess the operational level and its role in shaping the joint warfighting environment.	1. Wade, Norman, M., *The Joint Force & Operational Warfighting SMARTbook*, (Ch-3) 2 Davis, Major Mark G. "Operation Anaconda: Command and Confusion in Joint Warfare." School of Advanced Airpower Studies, Maxwell Air Force Base, Alabama, June 2004.	1. Post second DB reply to fellow student 2. Post third weekly Discussion Board response to the question "In view of the extensive processes in place in the White House, the Pentagon, and the headquarters of the various combatant

		LO-6: Examine the Joint Vision theory and assess its relevance to current strategic and operational concepts within the contemporary operational environment. **LO-7:** Critique how joint warfare application and theory has evolved since the Battle of Vicksburg through Operations Uphold Democracy.	(Course Folder) May also want to look at Scales' presentation on Anaconda, same folder. 3. Historical Inquiry: Lesson 3, Urgent Fury. View video series pertaining to Urgent Fury and read Chapter 3 in: Joint Military Operations Historical Collection, 15 July 1997 http://www.dtic.mil/doctrine/jel/history/hist.pdf	commanders, how could such disconnects as occurred in Anaconda have come about?"
4	**Joint Operations Planning & Execution System (JOPES)** **Effects-Based Operations** **Operation Just Cause**	**LO-1:** Examine the way in which joint force commanders integrate and synchronize the actions of air, land, sea, space, and special operations force to achieve strategic and operational objectives. **LO-4:** Assess the tactical level and its role in shaping the joint warfighting environment. **LO-6:** Examine the Joint Vision theory and assess its relevance to current strategic and operational concepts within the contemporary operational environment. **LO-7:** Critique how joint warfare application and theory has evolved since the Battle of Vicksburg through Operations Uphold Democracy.	1. Wade, Norman, M., *The Joint Force & Operational Warfighting SMARTbook*, (Ch-4) 2. . "Commander's Handbook for an Effects-Based Approach to Joint Operations" 24 Feb 2006. "451" (Mattis). (Course Folder) 3. Historical Inquiry: Lesson 4, Just Cause. View video series pertaining to Just Cause and read Chapter 4 in: Joint Military Operations Historical Collection, 15 July 1997 http://www.dtic.mil/doctrine/jel/history/hist.pdf	1. Post third DB reply to fellow student 2. Post fourth weekly Discussion Board response to the question "The term 'effects-based' is relatively new and has now been discarded by Joint Forces Command, but in what respects did the planners of Just Cause obey its tenets and in what respects did they not?" 3. Submit Reflection Paper #2 4. Submit campaign selected for final paper.
5	**Campaign and Theater Planning** **A Different View: Army Doctrine** **Operation Desert Shield/Desert Storm**	**LO-1:** Examine the way in which joint force commanders integrate and synchronize the actions of air, land, sea, space, and special operations force to achieve strategic and operational objectives. **LO-5:** Discern and critique the role and limitations of advances in military technology associated with	1. Wade, Norman, M., *The Joint Force & Operational Warfighting SMARTbook*, (Ch-5) 2. "THE OPERATIONS PROCESS" FMI 5-0.1 March 2006. (Course Folder) 3. Historical Inquiry: Lesson 5, Desert	1. Post fourth DB reply to fellow student 2. Post fifth weekly Discussion Board response to the question "During Desert Storm, the air and the ground forces essentially fought in tandem, not as a seamless whole. Does the implicit denial

		the "revolution in military affairs." **LO-6:** Examine the Joint Vision theory and assess its relevance to current strategic and operational concepts within the contemporary operational environment. **LO-7:** Critique how joint warfare application and theory has evolved since the Battle of Vicksburg through Operations Uphold Democracy.	Shield/Desert Storm. View video series pertaining to Desert Shield/Desert Storm and read Chapter 5 in: Joint Military Operations Historical Collection, 15 July 1997 http://www.dtic.mil/doctrine/jel/history/hist.pdf	of effects-based operations in the Army's manual on planning reflect a continuation of the same or is there a distinction without a real difference? If there is a real difference, is it justifiable or not?"
6	**The Joint Task Force** **Standing Joint Task Force Headquarters** **Operations Restore Hope**	**LO-1:** Examine the way in which joint force commanders integrate and synchronize the actions of air, land, sea, space, and special operations force to achieve strategic and operational objectives. **LO-6:** Examine the Joint Vision theory and assess its relevance to current strategic and operational concepts within the contemporary operational environment. **LO-7:** Critique how joint warfare application and theory has evolved since the Battle of Vicksburg through Operations Uphold Democracy.	1. Wade, Norman, M., *The Joint Force & Operational Warfighting SMARTbook*, (Ch-6) 2. "Doctrinal Implications of the Standing Joint Force Headquarters (SJFHQ)" 16 June 2003. (Course Folder) 3. Historical Inquiry: Lesson 6, Somalia. View video series pertaining to Somalia and read Chapter 6 in: Joint Military Operations Historical Collection, 15 July 1997 http://www.dtic.mil/doctrine/jel/history/hist.pdf	1. Post fifth DB reply to fellow student 2. Post sixth weekly Discussion Board response to the question "The US used an *ad hoc* JTF headquarters that later morphed into the skeleton of a UN headquarters. How might the use of an SJTFHQ, had one been available at CENTCOM for the mission, made a difference?" 3. Submit Reflection Paper #3
7	**Logistics Support to Joint Operations** **A Cautionary Note** **Operation Uphold Democracy**	**LO-1:** Examine the way in which joint force commanders integrate and synchronize the actions of air, land, sea, space, and special operations force to achieve strategic and operational objectives. **LO-6:** Examine the Joint Vision theory and assess its relevance to current strategic and operational concepts within the contemporary operational environment. **LO-7:** Critique how joint warfare application and theory has evolved since the	1. Wade, Norman, M., *The Joint Force & Operational Warfighting SMARTbook*, (Ch-7) 2. Trabucchi, Major Robert N. Jr. "The Exercise of Control by Joint Force Commanders" US Army School of Advanced Military Studies, United States Army Command and General Staff College, Fort Leavenworth, Kansas. AY 05-06. (Course Folder) 3. Lesson 7, Operation	1. Post sixth DB reply to fellow student 2. Post seventh weekly Discussion Board response to the question "Looking particularly at Urgent Fury and at Uphold Democracy, how have improvements to joint procedures increased force effectiveness? In what ways, if any, have they decreased force effectiveness?"

		Battle of Vicksburg through Operations Uphold Democracy.	Uphold Democracy. View video series pertaining to Uphold Democracy and read Chapter 7 in: Joint Military Operations Historical Collection, 15 July 1997 http://www.dtic.mil/doctrine/jel/history/hist.pdf	
8	**Joint Doctrine Resources** **Conclusions and Reflections of Joint Warfare Command and Control**	**LO-6:** Examine the Joint Vision theory and assess its relevance to current strategic and operational concepts within the contemporary operational environment. **LO-7:** Critique how joint warfare application and theory has evolved since the Battle of Vicksburg through Operations Uphold Democracy.	1. Wade, Norman, M., *The Joint Force & Operational Warfighting SMARTbook*, (Ch-8)	1. Post seventh DB reply to fellow student 2. Turn in final paper (post to ASSIGNMENTS)

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations,* 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See Chicago Style Manual

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, appendices.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and

excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that which is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See Student Handbook.

DISCLAIMER STATEMENT
Course content may vary from the outline to meet the needs of this particular group.

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Online Library Research Center & Learning Resources

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- **Book Catalog** - Link to thousands of *electronic* books
- **Databases -** Find *articles* and reports from scholarly journals, magazines, and newspapers
  - ABC Clio US at War
  - CIAO
  - EBSCO
  - Praeger Security International
  - ProQuest
- **Journal Title Search Engine**
  - *American Historical Review* from 2/01/1975 to 1 year ago in EBSCO
  - *Cold War History* from 08/01/2000 to 1 year ago in EBSCO
  - *Early Medieval Europe* from 03/01/1998 to 1 year ago in EBSCO
  - *Journal of American History* from 03/01/1983 in EBSCO
  - *Journal of Early Modern History* from 02/01/1999 to 1 year ago in EBSCO
  - *Journal of Medieval and Early Modern Studies* from 01/10/1997 to 1 year ago in EBSCO
  - *Journal of World History* from 04/01/1998 to present in ProQuest
- **Historical Research Methods**
  - The Historical Approach to Research
  - Historical Research Methods
  - Reading, Writing, and Researching for History: A Guide for College Students
  - A Student's Guide to the Study of History

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Selected Bibliography

Books and Papers:

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On the Web:

Joint Chiefs of Staff, Joint Military Operations Historical Collection (JMOHC)**.** The Joint Military Operations Historical Collection e-Learning course is an interactive multimedia presentation based on the **JMOHC publications**. It presents historical events that illustrate joint doctrine principles in joint force employment. The course and publication complements joint doctrine by teaching primary lessons in planning, deploying, and employing joint military forces as distilled from seven case histories. Students will complete one case history during Weeks 1 – 7. Accessed via Internet at: **http://www.dtic.mil/doctrine/historical.htm**

Title: APUS On-line Library
Web Address: http://www.apus.edu/Online-Library/departments/military_st.htm
Info: Access this reference library inside the e-educator class room.

Title: Military Education Research Library Network (MERLN)
Web Address: http://merln.ndu.edu/index.cfm?lang=EN&pageID=10&type=page
Info: MERLN is home to the Military Policy Awareness Links - MiPALs - which provide direct access to defense-related U.S. policy statements on selected key topics.

Title: U.S. Army Professional Writing Collection.
Web Address: http://www.army.mil/professional_writing/
Info: Web portal to all military services (US) senior service colleges and schools. Excellent resource for exploring recent writings, hot topics, and theories offered by military officers and scholars.

Title: Routledge Professional Journals.
Web Address: http://www.frankcass.com
Info: Web portal to a myriad of professional peer reviewed journals pertaining to warfare, insurgency, military strategy, and military operational art.

Title: Joint Forces Command
Web Address: http://www.jfcom.mil/
Info: Web portal to the U.S. Army Joint Forces Command.

Title: Joint Forces Quarterly
Web Address: http://www.dtic.mil/doctrine/jel/jfq_pubs/index.htm
Info: *Joint Force Quarterly* is published for the Chairman, Joint Chiefs of Staff, by the Institute for National Strategic Studies, National Defense University, to promote understanding of the integrated employment of land, sea, air, space, and special operations forces. The journal focuses on joint doctrine, coalition warfare, contingency planning, combat operations conducted by the unified commands, and joint force development.

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