STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
MILS563
Case Studies in Joint Warfare
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite: NSEC500

Table of Contents

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Grading Scale</td>
</tr>
<tr>
<td>Course Scope</td>
<td>Course Outline</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Policies</td>
</tr>
<tr>
<td>Course Delivery Method</td>
<td>Online Library and Turnitin</td>
</tr>
<tr>
<td>Course Resources</td>
<td>Selected Bibliography</td>
</tr>
</tbody>
</table>

Course Description (Catalog)

This course offers a series of case studies in joint warfare from World War II to the present. Students examine the U.S. military experience with joint operations, combined operations, and coalition warfare in the Cold War, post-Cold War, and post-9/11 global environments in light of specific operations against nation-states and non-state/transnational actors, such as terrorist networks. Special emphasis is on analysis of how joint and combined doctrine has evolved and influenced the American way of war.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## Course Scope

As part of the core requirement, this course introduces the student to critical elements of the discipline. Students will participate in weekly Discussion Forums that correlate to weekly readings. Students will write an analytical research paper and a comprehensive final assignment.

### Course Objectives

After successfully completing this course, you will be able to:

CO-1: Assess the significance and implications of joint warfare.

CO-2: Analyze the evolution of joint operations doctrine.

CO-3: Evaluate the U.S. experience with joint and coalition warfare, as well as combined and peacekeeping operations.

CO-4: Critique the use of joint warfare in selected case studies.

CO-5: Combine the lessons the United States has learned from joint operations and hypothesize their impact on the future of joint warfare.

### Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all
other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

Table of Contents

Course Resources

Required Course Textbooks


Required Readings

- External websites and other assigned readings are found in the Lessons area of the classroom.

- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.
Evaluation Procedures

The course grade is based on the following assessments:

**Discussion Forums – 30 percent**

Each week, a discussion question is provided and posts should reflect an assimilation of the readings with appropriate citations and bibliography in all three of the mandatory posts. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to 2 or more classmates by Sunday 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

**Midterm Exam – 20 percent**

This assignment is a take-home essay assignment of 2 questions, 2-3 pages each, to test knowledge and assimilation of the course objectives. The exclusive use of required texts and readings from this course is mandatory.

**Specialized Project – 30 percent**

This project will demonstrate your ability to synthesize the course material and apply it to a real-world situation. This is a task based exercise. 12-15 pages.

**Final Assignment – 20 percent**

This assignment is a take-home essay assignment of 4 questions, 2-3 pages each, to test knowledge and assimilation of the course objectives. The exclusive use of required texts and readings from this course is mandatory.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums</td>
<td>30 percent</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>20 percent</td>
</tr>
<tr>
<td>Specialized Project</td>
<td>30 percent</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>20 percent</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 percent</td>
</tr>
</tbody>
</table>

Table of Contents

8 – Week Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Objective(s)</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Joint Operations Background Vicksburg</td>
<td>CO-1 CO-2</td>
<td>U.S. Joint Chiefs of Staff, Joint Pub 3, (Skim)</td>
<td>Week One Discussion Forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>JP 5-0, Ch. 4</td>
<td>Lesson Notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Joint Military Operations Historical Collection (JMOC), Chap 1</td>
<td></td>
</tr>
</tbody>
</table>
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course</th>
<th>Authors and Titles</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Course</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>--------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td>Cold War Successes and Near-Failures</td>
<td>CO-4</td>
<td>Stolfi, Russel H. S. “A Critique of Pure Success: Inchon Revisited, Revised, and Contrasted”&lt;br&gt;Cole, “Grenada, Panama, and Haiti”&lt;br&gt;JMOC, Chaps. 2 &amp; 3</td>
<td>Week Four Discussion Forum&lt;br&gt;Lesson Notes&lt;br&gt;Weekly Readings&lt;br&gt;Mid-Term</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>CO-3</td>
<td>Readings</td>
<td>Week</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>7</td>
<td>Kosovo and Operation Enduring Freedom</td>
<td>CO-3</td>
<td>Cordesman, <em>Lessons and Non-Lessons of the Air and Missile Campaign in Kosovo</em>, Sections 2-5 (Historical Background – The Problem of ‘Perfect’ and ‘Bloodless’ War)</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>KFOR and Anaconda</td>
<td></td>
<td>Henriksen, “Inflexible Response”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lambeth, <em>Air power Against Terror</em> (Chaps. 1-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NATO AJP-01 (skim)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Complex Ops and the Future Inherent Resolve</td>
<td>CO-3</td>
<td>Lambeth, <em>Air power Against Terror</em> (Chaps. 6-8)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CO-5</td>
<td>Smith, et al., “Three Approaches to Center of Gravity Analysis.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chiarelli &amp; Michaelis, “Winning the Peace”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greenwood &amp; Hammes, “War planning for wicked problems”</td>
<td></td>
</tr>
</tbody>
</table>
Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

### Citation and Reference Style
Attention Please: Students will follow the Turabian/Chicago author-date style as the sole citation and reference style used in written work submitted as part of coursework to the University.

See [http://www.apus.edu/Online-Library/tutorials/chicago.htm](http://www.apus.edu/Online-Library/tutorials/chicago.htm). All written submissions should be submitted in Times New Roman 12pt font with 1” margins, "double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

### Late Assignments
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, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we 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.

### Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums 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 rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics,
underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-) , : ) , 😊

---

**Online Library**

The Online Library 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 Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**Request a Library Guide for your course**
(http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

**Turnitin.com**

Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The instructor will post information in the classroom on student procedures.

Cordesman, Anthony H. *Lessons and Non-Lessons of the Air and Missile Campaign in Kosovo*


Stolfi, Russel H. S. “A Critique of Pure Success: Inchon Revisited, Revised3-0

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Chicago: University of Chicago Press,


Table of Contents