



NEW COURSE OUTLINE

Departments/units should complete this form, obtain all necessary approvals and submit to their College Office to establish a new course. The outline will be reviewed by the College and forwarded to appropriate campus offices for additional approval.

All gray boxes on this form, except gray check boxes, are expandable text fields. Place your cursor in the box and start typing.

Instructions and guidance to complete certain numbered items in this form are contained in *Proposing New Courses* (<http://provost.illinois.edu/programs/cps/proposingcourses.html>) and *Procedures for Presenting New or Revised Graduate Courses* (<http://www.grad.illinois.edu/courses-procedures>).

Proposed Effective Term: Fall Spring Summer – 2015

Department/Unit Name: MILS

Department/Unit ORG Code: 1914

1. Course Subject and Number: MILS 120
2. Course Title (limit to 30 characters): Intro to US Armed Forces
3. Course description (Include subject matter, and any special course requirements such as field trips, special equipment, etc. Exclude other course information of any numbered items below; the Office of the Registrar will include it in the *Course Catalog* entry. It should read like a publication abstract and ideally be limited to about 75 words.):
This course surveys the four major branches of the United States military (Army, Navy, Marines, and Air Force) and their historical development into “Professions of Arms.” Topics include historical surveys of each branch highlighting key historical developments, organization, structure and customs. Other topics include a discussion of the United States National Command Authority, United States joint military operations and structure, the relationship of the United States Military with its civilian constituency and a survey of emerging Department of Defense issues.
4. Course prerequisites (prerequisite statements are not enforced through the Banner system):
None
5. Is there a restricted audience for this course? (Audience restrictions may only be placed in the Class Schedule. Do not include in prerequisite statement.)
 Yes No If yes, please specify the restrictions (e.g., “for majors only” or “junior standing required”): _____

COURSE JUSTIFICATION

6. **Please attach the course syllabus.** The syllabus should include basic and recommended texts (author, title, year of publication) as well as a list of the principal topics covered in this course, number of examinations, contact hours, work required of students, and basis for determining grade.

7. Justify the course in terms of new subject matter and how the addition of this course relates to the overall pattern of courses in your unit: This course introduces information that is both general in nature to the military and specific to each branch of the military. Although the coverage is broad, this course will delve more deeply into social and political issues than any existing AFAS, MILS, or NS courses. The addition of this course provides an option for students who have no prior knowledge of the U.S. Military or those students not affiliated with the ROTC branches on campus to clarify what the U.S. Military is, how it functions, and discuss emerging U.S. military issues. The proposed course will expand the existing AFAS, MILS, and NS curricula by adding material pertinent to the relationship between the U.S. military and the larger American society, such as the impact that racial integration of the military has had on American society overall.
8. Explain the nature and degree of duplication or overlap with existing courses on campus: There will be some overlap with courses taught in AFAS, MILS, and NS. This overlap is limited to a few lectures from each department. Although this course will not be restricted to prevent ROTC students from taking the course, the course will not substitute for courses required under each services ROTC curriculum.
- Note:** If the proposed course has significant overlap with an existing course outside your unit, please obtain a letter of comment from that unit's executive officer.

COURSE DETAIL

9. Frequency with which this course will be offered (mark all that apply):
 Every fall Every spring Every summer Other (describe, e.g. "Spring terms, odd years"):

10. Duration of course: Full term Less than full term (describe) : _____
11. Anticipated enrollment: ~25-30
12. Expected distribution of student registration:
- | | |
|----------------------|-------------------------|
| Freshman: <u>80%</u> | Sophomore: <u>10%</u> |
| Junior: <u>8%</u> | Senior: <u>2%</u> |
| Graduate: <u>0%</u> | Professional: <u>0%</u> |
13. Course credit (The number of class contact hours in organized instruction is one factor affecting the amount of credit earned. It is customary for courses to meet 14 to 20 hours per semester for each hour of credit earned. See *Student Code* Article 3, Part 7, § 3-704 (b) {http://admin.illinois.edu/policy/code/article3_part7_3-704.html} for an explanation of the relationship between course credit and contact hours.):
- A. Undergraduate credit only**
 100- to 300-level: 3* undergraduate hours
 400-level: 0* undergraduate hours (no graduate credit available)
- B. Both Undergraduate and Graduate credit**
 400-level: 0* undergraduate hours **and** 400-level: 0* graduate hours
 Note: Courses offered for both undergraduate and graduate credit require completion of Item 14.
- C. Graduate credit only**

500-level: 0* graduate hours

Note: Courses offered for graduate credit require completion of Item 14.

D. Professional credit only

600- and 700-level: 0* professional hours

E. Both Graduate and Professional credit

0* graduate hours **and** _____* professional hours

Note: Courses offered for both graduate and professional credit require completion of Item 14.

* For A-E, if a course is offered for varying amounts of credit please select one of the two options:

- Variable credit: this course is available for a range of credit hours (e.g., 1 to 3 hours)
- Differential credit: this course is only available for two distinct credit-hour options (e.g., 1 or 3 hours)

In addition, complete Item 15.

- 14. For any course awarding graduate credit, please justify why it should, in terms of level of content, previous knowledge required, relevance to current research, methodology, etc. (See *Graduate College Policy for Proposed New and Revised Courses that Carry Graduate Credit* for criteria to judge graduate courses.): N/A
- 15. For any course requesting variable or differential credit, please justify why the amount of credit varies and specify the work required for the additional credit: N/A
- 16. May this course be repeated? (See *Procedures for Presenting New or Revised Graduate Courses* or Provost's *Proposing New Courses* for guidance in completing Parts A - C.)
 Yes No If yes, please fill out A - C below:

A. Course Type

Indicate the **one** type of course the proposed course matches:

- Honors Subject mastery/skill proficiency Individualized instruction
- Research or ongoing study Special topics, seminars Applied experiences

B. Repeatable – same term

May students register in this course more than once (duplicate registration) in the same term?

- Yes No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?
_____ undergraduate; _____ graduate; _____ professional
- check if “if topics vary” is an added qualifier

C. Repeatable – separate terms

May this course be repeated in separate terms?

- Yes No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?
_____ undergraduate; _____ graduate; _____ professional
- check if “if topics vary” is an added qualifier

- 17. Are there credit restrictions?
 Yes No If yes, please specify the restrictions (e.g., for MATH 221: “Credit is not given for both MATH 221 and MATH 220.”): Credit may be obtained in only one of MILS 120, NS 120, or AFAS 120

18. Grading Type:

Letter grade

S/U (Any course offered for zero hours of graded credit must include S/U grade mode.)

Both If Both is selected, which should be the default mode? Letter grade S/U

DFR If DFR is selected, please justify the use of the grade: _____

CROSS-LISTING

19. Is this course to be cross-listed?

Yes No If yes, please complete A and B and take notice of C:

A. Indicate the subject and course number of the cross-listing(s) (please note, all cross-listed courses must be offered at the same numerical level): AFAS 120, NS 120

B. Please give the justification for establishing the cross-listing: The entire course is taught by instructors from all three departments equally. The lead course instructor would rotate among the three departments. Additionally, additional credit cannot be obtained by enrolling in cross-listed versions of this course.

C. **Note: Additional approvals are required to establish a cross-listing.** An authorized official of each non-controlling department must endorse the cross-listing. In addition, if the cross-listing involves a different college, a dean of that college must also approve. (Letter, e-mail, or use of the Additional Approvals signature block at the end of this form are all acceptable methods of endorsement or approval.)

ADDITIONAL COURSE INFORMATION

20. Does this course replace an existing course?

Yes No If yes, please list the course to be discontinued and note that submission of a Course Revision Form is necessary to remove it from the Course Catalog: _____

21. Does the addition of this course impact other courses (i.e., prerequisite or credit restriction statements)?

Yes No If yes, please list the course(s) affected, and note that submission of Course Revision Form(s) are necessary to update the impacted course(s): _____

22. Does the addition of this course have any impact on your department's current curriculum (i.e., Programs of Study catalog, concentrations, minors, etc.)?

Yes No If yes, please specify the curriculum and explain: _____

23. Has this course been offered as a special topics or other type of experimental course?

Yes No If yes, please indicate the Banner subject, course number, section ID, term, and enrollment for each offering: _____

24. Will this course be submitted for General Education credit?

Yes No

25. Does this course require students to register in multiple schedule components (e.g., lecture and a lab)?

Yes No

26. Is a special facility needed to effectively teach this class (e.g., lab, studio, or ITS room)?

Yes No If yes, please describe: _____

27. Will this course be offered on-line?

Yes, online only Yes, online and traditionally No

28. Faculty member(s) who will teach this course: MILS, AFAS, NS Instructors For Spring, 2015, these are Aaron Johnson (Army), Clay Robinson (Navy), and Lizabeth Grupe (Air Force), with the respective commanding officers (Eric Stetson, Charles Moore, Shane Sullivan) participating.

29. Course proposed by: Lizabeth Grupe Date: October 31, 2014

NEW COURSE OUTLINE APPROVALS **Course Subject and Number: MILS 120**
(Signatures required)

_____	_____
Department/Unit	Date
_____	_____
School (if applicable)	Date
_____	_____
College	Date
_____	_____
Graduate College (Requests for Graduate Credit)	Date
_____	_____
Provost	Date

ADDITIONAL APPROVAL(S)

The space below may be used for additional approvals involving cross-listed courses. – see Section 19.C; – in lieu of letters or e-mails. Indicate department or college after signature and provide date.

Revised 8/2012

MILS (AFAS/NS) 120

Introduction to the US Armed Forces Syllabus

1. Instructors:

<u>Army</u>	<u>Navy</u>	<u>Marine Corps</u>	<u>Air Force</u>
Rank/Name	Rank/Name	Rank/Name	Rank/Name
Office Hours	Office Hours	Office Hours	Office Hours
Office Location	Office Location	Office Location	Office Location
Phone #	Phone #	Phone #	Phone #
Email Address	Email Address	Email Address	Email Address

2. Class Time and Location:

Monday-Wednesday-Friday	Room	Hours
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3. Course Description:

This course surveys the four major branches of the United States Military (Army, Navy, Marines, and Air Force) and their historical development into “Professions of Arms.” Topics include historical surveys of each branch highlighting key historical developments, organization, structure and customs. Other topics include a discussion of the United States National Command Authority, United States Joint Military Operations and structure, the relationship between the United States military with its civilian constituency, and a survey of emerging Department of Defense issues.

4. Course Goals:

1. Understand the major historical and political events, leaders and milestones that helped to shape each of the branches of the United States Armed Forces.
2. Comprehend the concept of the United States military as a profession.
3. Comprehend the impacts the US Military has had on the changes of the US Society.
4. Comprehend the organization of the United States Armed Forces.
5. Comprehend the unique customs of each of the United States Armed Forces.
6. Comprehend current and emerging Department of Defense issues.
7. Comprehend the international laws and statutes that govern the United States use of its military forces.
8. Comprehend the National Command Authority and its relationship to the United States military.
9. Comprehend the concept of Joint Military Operations and how they support National Strategy.

5. Course Text Books:

Selected Readings from the following:

ACSC/DEOP. The Tongue and Quill: AFH 33-337. United States Air Force. 1 August 2004

Boot, Max. War Made New: Technology, Warfare, and the Course of History, 1500 to Today. Penguin Press, 2006.

Coram, Robert. Boyd: The Fighter Pilot Who Changed the Art of War. New York: Back Bay /Little, Brown, 2004. Print.

Curriculum Division. Air and Space Studies 100: The Foundation of the United States Air Force. Jeanne M. Holm Center for Officer Accessions and Citizen Development Air Force Reserve Officer Training Corps. United States Air Force. 2014-2015 Edition

Curriculum Division. Air and Space Studies 200: A Concise History of the United States Air Force. Jeanne M. Holm Center for Officer Accessions and Citizen Development Air Force Reserve Officer Training Corps. United States Air Force. 2014-2015 Edition

Curriculum Division. Air and Space Studies 300: Leadership Studies. Jeanne M. Holm Center for Officer Accessions and Citizen Development Air Force Reserve Officer Training Corps. United States Air Force. 2014-2015 Edition

Curriculum Division. Air and Space Studies 400: National Security Affairs/Preparation for Active Duty. Jeanne M. Holm Center for Officer Accessions and Citizen Development Air Force Reserve Officer Training Corps. United States Air Force. 2014-2015 Edition

Department of the Army, Training and Doctrine Command (TRADOC). The Profession of Arms. White Paper, Center for the Army Profession and Ethic (CAPE), Combined Arms Center, TRADOC, 2010.

Department of the Army, Training and Doctrine Command (TRADOC). The Army Profession. White Paper, Center for the Army Profession and Ethic (CAPE), Combined Arms Center, TRADOC, 2011.

Department of Defense. "Directive 5100.1." Washington DC: Department of Defense, August 1, 2002.

Douhet, Giulio, Joseph P. Harahan, Richard H. Kohn, and Dino Ferrari. The Command of the Air. Tuscaloosa, AL: University of Alabama, 1998. Print.

Glines, Carroll V. The Doolittle Raid: America's Daring First Strike against Japan. West Chester, PA: Schiffer Military History, 1991. Print.

Hagan, Kenneth, ed., In Peace and War: Interpretations of American Naval History. London/Westport, CT: Greenwood Press, 1984.

Harvey, Francis J., and Peter J. Schoomaker. "A Statement on the Posture of the United States Army." Washington DC: United States Army, February 14, 2007.

Joint Publication 1, Doctrine of the Armed Forces of the United States, 2013.

Jones, Archer. The Art of War in the Western World. Urbana: University of Illinois Press, 2000.

Lambeth, Benjamin S. The Unseen War: Allied Air Power and the Takedown of Saddam Hussein. Print.

Makos, Adam, and Larry Alexander. A Higher Call. New York: Berkley, 2013. Print.

Powel, Colin. 1993 Report on the Roles, Missions and Functions of the Armed Forces . News Briefing Transcript, Office of the Assistant Secretary of Defense (Public Affairs), 1993.

Stewart, Richard W. American Military History Volume 1- The United States Army and the Forging of a Nation, 1775-1917. Washington DC: Center of Military History, United States Army, 2005.

Stewart, Richard W. American Military History Volume II, The United States Army in a Global Era, 1917-2003. Washington DC: Center of Military History, United States Army, 2003

The Bluejacket's Manual, 2002.

The Commander's Handbook on the Law of Armed Conflict, 2007.

The National Defense Strategy, 2008.

The National Military Strategy of the United States of America, 2011.

The Naval Officers Guide, 2011

The Uniform Code of Military Justice, retrieved from:
<http://www.ucmj.us/>

The United States National Security Strategy, 2013.

United Nations Convention on the Law of the Sea, retrieved from:
http://www.un.org/depts/los/convention_agreements/convention_overview_convention.htm

Yarmolinsky, Adam. The Military Establishment; Its Impacts on American Society. New York: Harper & Row, 1971. Print.

6. **Teaching Method:**

Lectures and guided discussions using PowerPoint slides, videos and handouts will be the primary methods of instruction.

7. **Department:**

Class attendance is expected; some of the testable material will come from the lecture series and will not be covered in the course reading assignments. We will maintain an atmosphere of mutual respect while in class. It is expected that during discussions all points of views are respected and that all comments are directed at ideas and not at an individual speaker, student, or instructor. Food and drinks will be permitted in the classroom, please keep the classrooms clean by throwing away trash as you exit the classroom.

8. Grading and Evaluation Procedures:

This grading criterion clearly lists each graded item, how much weight each item has been assigned, and the grading scale. The following will be used to determine your grade:

Activity	Points	Percentage
Class Attendance	100	10%
Written Assignments	200	20%
Term Paper	200	20%
Mid-Term Exam	200	20%
Final Exam	300	30%
Total	1000	100%

A. **Letter Grades**

Your grade in this class will be based upon **your** performance. Your total raw score will be converted to a percentage and the following grade criteria applied (final grades will be rounded to the nearest integer):

<u>PERCENTAGE</u>	<u>GRADE</u>
90 – 100 (900-1000 pts)	A
80 – 89 (800-899 pts)	B
70 – 79 (700-799 pts)	C
60 – 69 (600-699 pts)	D
Below 60 (below 599 pts)	F

B. **Exams**

Material covered in assigned readings, handouts, class lectures and discussions is testable. Exams may include true/false, multiple choice, short answer, matching and essay questions. One midterm exam and one final exam will be administered.

C. **Written Assignment**

The writing assignments are meant to familiarize each student with the different writing style in each branch of the U.S. military. The instructors will assign a topic and style of writing to be utilized for each of the writing assignments. At a minimum one assignment will be given for the Air Force, Army, and Navy/Marine Corps.

D. **Term Paper**

A term paper approximately 8-10 pages in length will be turned in at the end of the semester. The topic of the term paper will be determined jointly between the instructors and the students. Topics must be relevant to the material presented in the course

E. Class Attendance

Class attendance is worth a combined 100 points. For every unexcused absence, you will lose 10 points from your attendance grade. For any excused absences coordinate with the instructor in advance if possible (i.e. weddings, funerals, exams, etc.) and after the fact for unexpected absences (i.e. illness, emergencies, etc.).

F. Incomplete Work

The expectation is that every student will complete all assigned work from the class. Any incomplete assignments at the end of the semester will result in a zero for that assignment, unless there are extenuating circumstances. If there are extenuating circumstances it is important to communicate the situation with the instructors so that they can adjust the assignment due date or the total points for a category if the assignment is excused.

9. Campus General Emergency Response Recommendations

These recommendations are provided by the Office of Campus Emergency Planning. There are two basic methods to respond in emergencies that may affect persons on campus, and more specifically, individual buildings: Building Evacuation (**GET OUT**) and Shelter-In-Place (**STAY IN**).

ONLY FOLLOW THESE ACTIONS IF SAFE TO DO SO. When in doubt, follow your instincts - you are your best advocate!

Building Evacuation (GET OUT) — Action taken to leave an area for personal safety.

1. Take the time to learn the different ways to leave your building **BEFORE** there is an emergency.
2. Evacuations are mandatory for fire alarms and when directed by authorities! No exceptions!
3. Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
4. Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
5. Assist those who need help, but carefully consider whether you may put yourself at risk.
6. Look for **EXIT** signs indicating potential egress/escape routes.
7. If you are not able to evacuate, go to an Area of Rescue Assistance, as indicated on the front page of this plan.
8. Evacuate to Evacuation Assembly Area, as indicated on front page of this plan.
9. Remain at Evacuation Assembly Area until additional instructions are given.
10. Alert authorities to those who may need assistance.
11. Do not re-enter building until informed by emergency response personnel that it is safe to return.

Shelter-in-Place (STAY IN) — Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation.

1. Severe Weather
 - A. If you are outside, proceed to the nearest protective building.
 - B. If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.
2. Security Threat
 - A. If you cannot safely evacuate, find a secure area within your building to stay and await further information.
 - B. Assist those who need help, but carefully consider whether you may put yourself at risk.
 - C. Once within a safe place, attempt to secure the space (i.e.: lock doors, close windows/blinds).
 - D. If unable to lock the door, secure it by any means possible.
 - E. Remain quiet, unless making noise would be beneficial to your safety (i.e.: rescue recovery).
 - F. Without jeopardizing your safety, try to obtain additional clarifying information by all possible means, including the Illini-Alert Emergency Text Notification System.

10. Course Schedule :

SPRING 2015 Notional Schedule			
<u>Date</u>	<u>Lesson</u>	<u>Subject</u>	<u>Prep/Readings</u>
19-Jan		HOLIDAY (MLK)	
21-Jan	1	Course Introduction Lesson Objective: Understand the MILS 120 course material objectives and assignments.	READ: Student Reader Lesson 1 pp x-xx
23-Jan		History of the US Army: Colonial to War of 1812 Lesson Objective: Comprehend the development of the United States Army from its inception as a militia through its initial first test.	READ: Student Reader Lesson 1 pp x-xx
26-Jan		History of the US Army: Early Frontier Expansion through the Civil War Lesson Objective: Comprehend the further development of the Army from early frontier expansion through the "nation in crisis" period of the Civil War.	READ: Student Reader Lesson 1 pp xx-xx
28-Jan		History of the US Army: Western Expansion through the Spanish American War Lesson Objective: Comprehend the further development of the Army from the period of westward expansion through the Spanish American War.	READ: Student Reader Lesson 1 pp xx-xx
30-Jan		History of the US Army: World Wars I and II, and the Interwar Years Lesson Objective: Comprehend Key developments in the Army's modern development from events in WWI and WWII.	READ: Student Reader Lesson 1 pp xx-xx
2-Feb		History of the US Army: Cold War through GWOT Lesson Objective: Understand the impact of the Cold War and the Global War on Terror on today's modern Army, its formations, tactics, and equipment.	READ: Student Reader Lesson 1 pp xx-xx
4-Feb		2	History of the US Air Force Lesson Objective: Know the major historical events, leaders, and milestones that contributed to the development of the USAF.
6-Feb			
9-Feb	3	Naval History: American Revolution and the Napoleonic Era Lesson Objective: Comprehend the importance of the Navy to the new United States and competing early naval strategies.	READ: Student Reader Lesson 3 pp xx-xx
11-Feb		Naval History: The U.S. Navy 1815-1845 Lesson Objective: Comprehend the importance of the Navy to the protection of maritime commerce and impact of the technological revolution on the Navy prior to and during the U.S. Civil War.	READ: Student Reader Lesson 3 pp xx-xx

13-Feb		<p>Naval History: The U.S. Navy 1846-1865 Lesson Objective: Comprehend the impact of the technological revolution on the Navy and the Navy's role in the U.S. Civil War.</p>	READ: Student Reader Lesson 3 pp xx-xx
16-Feb		<p>Naval History: The U.S. Navy 1914-1945 Lesson Objective: Comprehend the Navy's role and significant developments during WWI and WWII.</p>	READ: Student Reader Lesson 3 pp xx-xx
18-Feb		<p>Naval History: Cold War, Containment and the Modern Navy Lesson Objective: Comprehend the role of the Navy in U.S. national security strategy since WWII.</p>	READ: Student Reader Lesson 3 pp xx-xx
20-Feb	4	<p>History of the US Marine Corps: Tun Tavern to WWI. Lesson Objective: Comprehend the history of the formation and impact of the Marine Corps from 1775 to 1914.</p>	READ: Student Reader Lesson 4 pp xx-xx
23-Feb		<p>History of the US Marine Corps: The Marine Corps 1914-1945 Lesson Objective: Comprehend the Marine Corps' role and significant developments during WWI and WWII.</p>	READ: Student Reader Lesson 4 pp xx-xx
25-Feb		<p>History of the US Marine Corps: Korea and Vietnam Lesson Objective: Comprehend the role of the Marine Corps in the Korean and Vietnam Wars.</p>	READ: Student Reader Lesson 4 pp xx-xx
27-Feb		<p>History of the US Marine Corps: Iraq, Afghanistan and Counter-insurgency Lesson Objective: Comprehend the role of the Marine Corps in the Gulf Wars, Iraq and Afghanistan.</p>	READ: Student Reader Lesson 4 pp xx-xx
2-Mar	5	<p>US Military as a Profession Lesson Objective: Understand how the United States Military Defines itself as a profession.</p>	READ: Student Reader Lesson 5 pp xx-xx
4-Mar		<p>US Military as a Profession Lesson Objective: Describe the US Military's professional culture.</p>	READ: Student Reader Lesson 5 pp xx-xx
6-Mar		<p>US Military as a Profession Lesson Objective: Define the foundations of the US Military through its Ethics and foundational values.</p>	READ: Student Reader Lesson 5 pp xx-xx
9-Mar	N/A	Midterm Exam	
11-Mar	6	<p>Effects of Military on Current Society Lesson Objective: Comprehend the impacts the US Military has had on the changes of the US Society.</p>	READ: Student Reader Lesson 6
13-Mar	7	<p>Department of the Army Organization Lesson Objective: Comprehend the Army, its structure, its mission and leadership structure.</p>	READ: Student Reader Lesson 7 pp xx-xx

16-Mar		Department of the Army Organization Lesson Objective: Comprehend the Army's Officer, NCO, and Warrant Officer relationships, and understand the concept of Warrior Ethos.	READ: Student Reader Lesson 7 pp xx-xx
18-Mar	8	Department of the Air Force Organization Lesson Objective: Know the Air Force organizational structure, its mission and basic facts about leadership positions.	READ: Student Reader Lesson 8
20-Mar		Department of the Air Force Organization Lesson Objective: Recognize the various enlisted/officer rank insignia and responsibilities associated with each tier of the enlisted and officer force structures.	READ: Student Reader Lesson 8
23-Mar	9	NO CLASSES SPRING BREAK	
25-Mar			
27-Mar			
30-Mar	9	Department of the Navy Organization: Mission and Organization of the Navy Lesson Objective: Comprehend the mission and organization of the US Navy from the Chief of Naval Operations to the Division and Work Center level.	READ: Student Reader Lesson 9 pp xx-xx
1-Apr		Department of the Navy Organization: Mission and Organization of the Marine Corps Lesson Objective: Comprehended the mission and organization of the US Marine Corps from the Commandant to the Company and Small Unit level.	READ: Student Reader Lesson 9 pp xx-xx
3-Apr		Department of the Navy Organization: Navy and USMC Officer and Enlisted Ranks Lesson Objective: Comprehend the Navy and Marine Corps officer and enlisted rating structure.	READ: Student Reader Lesson 9 pp xx-xx
6-Apr	10	Joint Military Organization Lesson Objective: Comprehend the Joint military organizational structure and principles of Joint warfare.	READ: Student Reader Lesson 10 pp. XX-XX
8-Apr		Civilian Command of the Military Lesson Objective: Comprehend the roles of the President, the executive branch, Congress, and civilian control of the military.	READ: Student Reader Lesson 10 p. XX-XX
10-Apr	11	US Air Force Customs Lesson Objective: Know the fundamental customs and courtesies practiced in the Air Force.	READ: Student Reader Lesson 11
13-Apr	12	US Army Customs Lesson Objective: Comprehend United States Army Specific customs and courtesies.	READ: Student Reader Lesson 12
15-Apr	13	US Navy Traditions, Customs, Honors and Courtesy Lesson Objective: Comprehend significant aspects of Naval customs, traditions, honors and courtesy.	READ: Student Reader Lesson 13

17-Apr	14	US Marine Corps Traditions, Customs, Honors and Courtesy Lesson Objective: Comprehend significant aspects of USMC customs, traditions, honors and courtesy.	READ: Student Reader Lesson 14
20-Apr	15	Law of Armed Conflict Lesson Objective: Know how the Law of Armed Conflict (LOAC) affects the parties in war.	READ: Student Reader Lesson 15
22-Apr	16	International Law and Federal Regulations Lesson Objective: Comprehend the UN Law of the Sea, the state rights enjoyed by coastal nations, the special status inferred upon government vessels, and the requirements for state vessels in transiting through the various ocean regimes.	READ: Student Reader Lesson 16p. XX-XX
24-Apr		Military Law Lesson Objective: Know the basic elements of the Military Justice system.	READ: Student Reader Lesson 16 p. XX-XX
27-Apr	17	Military Pay & Benefits Lesson Objective: Know the significant elements of military entitlements.	READ: Student Reader Lesson 17
29-Apr	18	Emerging Issues: National Security Strategy Lesson Objective: Comprehend the significance of the guiding principles and key themes in the latest U.S. National Security Strategy.	TBD
1-May		Emerging Issues: National Defense Strategy Lesson Objective: Comprehend the significance of the guiding principles and key themes in the latest Department of Defense National Defense Strategy.	TBD
4-May		Emerging Issues: National Military Strategy Lesson Objective: Comprehend the significance of the guiding principles and key themes in the latest Chairman of the Joint Chiefs of Staff National Military Strategy.	TBD
6-May		Emerging Issues: Sequestration and its Impact on the U.S. Military Lesson Objective: Comprehend the constraints imposed on the military via sequestration and contemporary thoughts on the associate impact.	
6-May		Review	TBD
8-May		3 Hour Final Period	STUDY SOBs, Review Lecture notes