

# THE PRESIDIO MILITARY UNIVERSITY

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## CATALOG

**5023 Parkway Calabasas**

**Calabasas, CA 91302**

**Telephone: 1-818-666-1222**

**Fax: 1-818-450-0634**

**<http://www.presidiomilitaryuniversity.com>**

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## **GENERAL INFORMATION**

### **Mission Statement**

Presidio Military University's mission is to offer high quality educational opportunities that allow students to reach their individual academic goals.

### **Educational Objectives**

To accomplish its purpose in the field of military education, the Presidio Military University strives for the following objectives:

- To educate individuals in both classical studies and military history while providing them, or requiring from them as a pre-requisite, a foundation in general education.
- To equip the student with an in-depth knowledge of military matters and military affairs from an international point of view.
- To the student in broad areas of military management, strategy, tactics and logistics.
- To promote critical evaluation of politics and warfare in a broad perspective.
- To provide recognition of advanced knowledge to those graduate students demonstrating expertise in military matters of significant academic interest and importance.

### **History of the School**

The Presidio Military University was founded in 2007 as a private postsecondary degree granting educational institution.

The educational experience at the Presidio Military University, according to the founding purpose of the institution, is focused on a respect for classical studies and military history, with particular attention to the values of loyalty, honor and conscience.

The University is named for the Spanish presidios, or fortified military villages that secured and policed frontier areas and trained military officers and troops. These Presidios were established prior to the Mexican-American War (1846-1848) as part of a colonial network that extended from Mexico up through Alta California (or Upper California), where the school was located. In 2011 the Presidio Military University was acquired by new ownership and moved the university to its present location in Calabasas California and continues to honor the founding rationale of the institution.

## Disclosure Statements

- Presidio Military University is a private postsecondary institute approved to operate by the Bureau for Private Postsecondary Education.
- Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798. [www.bppe.ca.gov](http://www.bppe.ca.gov) Phone: (916) 431-6959 Fax: (916) 263-1897.
- As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.
- A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888-370-7589) or by completing a complaint form, which can be obtained on the Bureau's Internet Web site ([www.bppe.ca.gov](http://www.bppe.ca.gov)).
- Presidio Military University does not have a pending petition in bankruptcy, and is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).
- Presidio Military University students are required to speak English when an instructional setting necessitates the use of English for educational or communication purposes. All classes are taught in English. Presidio Military University does not offer English as a Second Language.
- This institution is not approved by the U.S. Immigration and Customs Enforcement (ICE) to participate in Student and Exchange Visitor Program (SEVP) and is not authorized to issue I-20 visa, therefore this institution cannot accept applications from students from abroad who are on an F-1 or M-1 visa. This institution does not offer any visa services and will not vouch for a student status.
- Presidio Military University has no dormitory facilities under its control and it does not offer housing and has no responsibility to find or assist a student in finding housing.
- Presidio Military University does not recognize acquired life experience and prior experiential learning as a consideration for enrollment or granting credit towards any of its degree programs.
- Presidio Military University does not offer state or federal financial aid programs.

- If student obtains a loan to pay for an educational program, the student will have the responsibility of repay the full amount o the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.
- Presidio Military University does not have an articulation agreement or transfer agreement with any other college or university at the present time.

### *Non-Discrimination Policy*

The Presidio Military University is non-sectarian and does not discriminate with regard to race, creed, color, national origin, age, sex, disability or marital status in any of its academic program activities, employment practices, or admissions policies.

This policy applies to hiring of all positions and admission of all students into all programs. Students with special needs such as physical or mental handicaps or learning disabilities are considered for admission provided they meet the entrance requirements. The Director is responsible for accepting students and determining whether applicants, including those with special needs, can benefit from the training.

### *Office Hours*

Business office hours are Monday through Friday from 8:00 AM to 5:00 PM. Class sessions vary and are described in the course information section that accompanies each program. Presidio Military University observes most major holidays and closes for a winter break between Christmas and New Year's Day. A complete listing is provided at the back of this catalog.

## **ADMISSIONS POLICIES**

The admission requirements for entry to the Presidio Military University (PMU) are as follows:

### **Associate of Arts (A.A.) in Military History**

- The basic requirement is graduation from an accredited high school in the United States or successful completion of the General Education Development (GED) test or California High School Proficiency Exam (CHSPE).
- Applicants with a high school diploma from a school outside the United States must have their high school transcripts evaluated by an independent National Association of Credential Evaluation Services (NACES) approved agency. The evaluation findings will be acceptable as satisfaction of the high school diploma requirement when indicating that an applicant's diploma is the equivalent of one received from an accredited high school in the United States.
- Applicants who already possess 12 semester or 18 quarter units from a regionally accredited or approved college are exempt from the educational requirement stated above.
- Applicants who have attended college outside the United States must have their college transcripts evaluated by a NACES approved independent agency. Such matters will be evaluated on an individual basis for each applicant.
- Home schooled students are admissible if they provide documents showing successful completion of the General Education Development (GED) test or California High School Proficiency Exam (CHSPE), or an approved equivalent.
- All applicants must be 18 years of age.

### **Bachelor of Arts (B.A.) in Military History**

The admission requirements shown above for applicants to the Associate of Arts Programs are applicable to those seeking entry to the Bachelor of Arts Programs.

### **Master of Arts (M.A.) in Military History**

- The Master of Arts is offered to those completing advanced studies who have already been granted an undergraduate degree at the baccalaureate level from a regionally accredited or approved college.
- Applicants with an undergraduate degree at the baccalaureate level from a school outside the United States must have their undergraduate transcripts evaluated by an independent National Association of Credential Evaluation Services (NACES) approved agency. The evaluation findings will be acceptable as satisfaction of the degree requirement when indicating that an applicant's degree is the equivalent of one received from a regionally accredited or approved college in the United States.

The Presidio Military University reserves the right to refuse admission to any applicant at the discretion of the Dean or the Board of Regents and to disqualify, discontinue or exclude any student at the discretion of the Dean or the Board of Regents.

## **Transfer of Credits**

The Presidio Military University accepts transfer students from regionally accredited colleges and universities, as well as approved degree granting schools and grants credit for all previous school work in accordance with regulations established by the California Bureau for Private Postsecondary Education. This means that those who transfer credit must complete no less than 25% of the semester units required to qualify for degree conferment through the Presidio Military University. There is a maximum of transfer credit that will be accepted by the school which is the equivalent of no more than 75% of the semester units required to confer the degree. Up to 75% of the semester units or the equivalent in quarter units required to earn the degree at the Presidio Military University may be accepted in transfer provided these units are determined to be the equivalent of Presidio Military University credits. Therefore, no more than 45 semester units will be accepted in transfer for the Associate of Arts degree. No more than 90 semester units will be accepted in transfer for the Bachelor of Arts degree.

In addition, it is a requirement in California that no more than six semester units or the equivalent will be accepted in transfer at the graduate level for a Master's degree.

The admissions process concerning the evaluation of external credit or potential transfer credit of the Presidio Military University determines the amount of transfer and advanced placement credit an undergraduate applicant can apply toward graduation requirements. Transfer applicants are granted or denied the right to transfer in accordance with the discretion of the school's President/CEO, working in close cooperation with the CAO.

Those who wish to transfer credits to the Presidio Military University (PMU) should follow the school's transfer credit policy which states that academic work completed at another institution can be considered for credit if it meets the following conditions:

- it is completed at an accredited or approved postsecondary institution
- it is completed with a passing grade at that institution
- it is substantially similar to PMU courses
- it does not duplicate, overlap, or regress previous work
- the university or college offering the courses allows these courses to be used for credit towards its own undergraduate degree

Under no circumstances will units be accepted in transfer or be permitted to be earned based on experiential credit. At the present time PMU does not have an articulation agreement with any other college or university.

### **Notice concerning transferability of credits and credentials earned at our institution.**

The transferability of credits you earn at the Presidio Military University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits you earn in the AA, BA, or MA program at the Presidio Military University is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn in the

AA, BA, or MA program at the Presidio Military University are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at the Presidio Military University will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Presidio Military University to determine if your credits or the AA, BA, or MA degree will transfer.

#### Residence and Time Requirements

The Presidio Military University does not have or require on-campus residence or classroom instruction. Students may complete all course work at their own pace, subject only to certain upper limit restrictions that are specified in the terms of the school's enrollment contracts.

None of the school's degree programs can be completed in a much shorter time frame, or require an appreciably longer time frame, than is designated in school policy. No program can be completed in less than 50% of the normal timeframe for a full-time student, nor more than 200% of that same timeframe as previously set forth.

#### **English Language Requirement:**

All courses at the Presidio Military University are taught in the English language. There is no English language instruction provided through the university.

Though it will be rather obvious whether a student has sufficient comprehension of the English language, in certain circumstances where there may be sufficient doubt, the university will reserve the right to require an applicant to take a TOEFL exam. In such instances the applicant will be required to present documentation of a score no less than that recommended by the test publisher to represent a good command of the English language. A minimum score of no less than 550 will be accepted.

## ACADEMIC POLICIES

### **Instructional Methods**

Students use the school's Internet based course management system and technology platform to access the school's course material, and to collaborate and communicate online with fellow students and faculty members.

They participate in online "real-time" chats in the school's Virtual Classroom, and have access to an electronic library. Faculty members are available to all students for course-specific questions, discussions and reviews via the school's Online Discussion Boards and through Cyber-based E-mail.

Course requirements include watching Audio/Video Lectures; reading assigned books and outlines; and taking quizzes, midterms and final examinations. Quizzes, Midterm examinations and Essay papers are completed by the students in open-book fashion and must be sent to the school by the students for grading by the school's faculty members.

A proctor would be necessary for the administration of any Final Examination. A proctor might be a local college or university administrator or faculty member, a school superintendent or principal, a school or public librarian, a military base education officer, commander, or any other professional who accepts the task and is approved by the University to administer final examinations in the students' hometowns or duty stations.

### **Attendance**

The Presidio Military University (PMU) does not have or require on-campus residence or classroom instruction. Students must, however, participate in online "real-time" chats in the school's Virtual Classroom and on the school's electronic discussion board.

All of the courses at PMU are to be delivered over the Internet. The school's course management system will be used by students to access the school's course material, to collaborate and communicate online with fellow students and faculty members, and to view and listen to streamed audio/video lectures from anywhere in the world.

Regular attendance/participation is an essential ingredient for academic success. The importance of attendance is stressed repeatedly to all students. Attendance for online classes is measured by the participation in the weekly threaded discussions and graded as follows:

- ✓ Frequency—Number and regularity of your discussion comments, and
- ✓ Quality—Content of your contributions

Frequency = Number and regularity of your contributions. Students are expected to log into the course and post (respond) in the threaded discussion topics on a minimum of three separate days per week, beginning no later than Wednesday.

Quality = Content of your contributions. Examples of quality posts include:

- ✓ providing additional information to the discussion,
- ✓ elaborating on previous comments from others,
- ✓ presenting explanations of concepts or methods to help fellow students,
- ✓ presenting reasons for or against a topic in a persuasive fashion,
- ✓ sharing your own personal experiences that relate to the topic, and
- ✓ providing a URL and explanation for an area you researched on the Internet.

Course requirements additionally include reading assigned books, answering quiz questions, writing essays; and taking midterms and final examinations. Proctors are selected to administer the final examinations to the students in their hometowns or duty stations.

Each student of PMU will be issued a unique Username and Password upon enrollment. The Usernames and Passwords will be used by the students to login to the school's Internet based course management system.

Students will be required by the school to login to its Internet based course management system no less than once each week for the 16 week semester of their individual course enrollment. There they will participate in online "real-time" chats in the school's Virtual Classroom, and have access to electronic libraries. The school's faculty members shall be available to all students for course-specific questions, discussions and reviews via the school's online discussion boards, in the Virtual Classrooms and through cyber-mail. Answers to the school's posted online examinations and assigned essays shall be due by the last day of each even numbered week, and must be submitted through the school's online course management system.

Failure of a student to meet these requirements in a course will result in the need for the student to retake the course, or, if the requirements cannot be met for the program as a whole, the student, after a warning and a one semester period to meet the basic requirements, will be dismissed from the program if not achieved.

Make up work will be entirely at the discretion of the instructor. It will be permissible to permit no make-up work. But at the other extreme, make-up work will be permitted for no more than 20% of the required work. If circumstances arise beyond the control of the student requiring an absence from the program, the student will be advised about a leave of absence as an option.

Lack of participation for 2 consecutive weeks without notification and arranging for the make-up of work shall result in the assignment of a less than passing grade for the course.

Students complete all course work at their own general pace, subject to the minimum and maximum timeframes earlier specified. The programs cannot be completed in a much shorter time frame, or require an appreciably longer time frame, than is designated by school policy.

### **Leave of Absence Policy**

Students may request a leave of absence. Each will be evaluated on a case-by-case basis and will receive approval only for well-documented unforeseen circumstances that affect the student's ability to complete required coursework.

A student who requests a Leave of Absence from PMU and wishes to maintain his or her enrollment status must do the following:

1. Submit by e-mail or registered regular mail a request for a Leave of Absence.
2. Receive approval for the Leave of Absence from the school. This will require approval by each instructor in the courses currently enrolled, and from the school's Chief Academic Officer (CAO).

The time of an approved Leave of Absence will not be counted against the student's expected "time of completion," but will count towards the school's maximum period of allowed study for each course pursuant to the contract of enrollment.

### **Graduate Placement**

Presidio Military University does not guarantee employment to any student upon graduation. Presidio Military University does provide all graduates with assistance regarding placement opportunities, resume preparation, job search assistance and interview counseling and advising concerning job search and job interview techniques.

Placement assistance is available to all graduates of the institution. Additionally, Presidio Military University is required under California law to track placement of its graduates for a period of up to 6 months upon completion of their program and to verify placement 2 months after employment. Placement assistance is available to all graduates of the institution. Our student Services and Placement Director will assist you in your job search. This assistance consists primarily of educating students in developing the ability to successfully perform these tasks as they begin to seek employment.

### **Academic Progress and Grading Policy:**

Academic progress and performance is evaluated by the grading of quizzes, essay papers, mid-term examination answers and final examination answers. The student's ability to analyze and synthesize what has been learned throughout the coursework will be emphasized in determining performance. A grade point average of 2.00 on a scale up to 4.0 is required for graduation.

Academic progress at the Presidio Military University and the framework of the school's plan for the assessment of student learning outcomes are primarily guided by the principles set forth in the institutional mission of the school.

Quizzes, Midterm examinations and Essay papers are completed by the students in open-book fashion and must be sent to the school by the students for grading by the school's faculty members.

A proctor would be necessary for the administration of any Final Examination. A proctor might be a local college or university administrator or faculty member, a school superintendent or principal, a school or public librarian, a military base education officer, commander, or any other professional who accepts the task and is approved by the University to administer final examinations in the students' hometowns or duty stations. Academic progress and performance is evaluated by the grading of quizzes, essay papers, mid-term examination answers and final examination answers. The student's ability to analyze and synthesize what has been learned throughout the coursework will be emphasized in determining performance. A grade point average of 2.00 on a scale up to 4.0 is required for graduation. The grading scale is as follows:

	Percentage	GPA	Indicator
A+	100-97	4.33	Excellent
A	96-94	4.00	Excellent
A-	93-90	3.67	Excellent
B+	89-87	3.33	Above Average
B	86-84	3.00	Very Good
B-	83-80	2.67	Good
C+	79-77	2.33	Average
C	76-74	2.00	Satisfactory
C-	73-70	1.67	Below
D+	69-67	1.33	Poor
D	66-64	1.00	Unsatisfactory
D-	63-60	0.67	Failing
F	Below 60		Failed
I			Incomplete
W			Withdrawal

### *Credits and Honors*

1. A grade point average of 2.00 is required for graduation.

2. Graduation:

- With Honor 3.30 - 3.59
- With High Honor 3.60 - 3.84
- With Highest Honor 3.85 - 4.00

### **Students Records**

The records for students of the Presidio Military University, including a transcript of academic progress, shall be kept in files maintained in fireproof cabinets in such a way that adequate information is maintained by the institution for a period of 5 years from the student's date of completion or withdrawal to show student advancement, grades, and that satisfactory standards are enforced relating to progress and performance. The Presidio Military University will have a backup disc that is removed from the computer network each day and taken off-site.

The Presidio Military University shall permanently maintain transcripts which will be made immediately available during normal business hours and for inspection by officials from the State of California Bureau of Private Postsecondary Education, or the State of California Attorney General's office showing the following:

- The names and addresses, both local and home, of each of its students;
- The courses of study offered by the institution;
- The names and addresses of its instructional staff, together with a record of the educational qualifications of each, and;
- The degrees or diplomas and honorary degrees and diplomas granted, the date of granting, together with the curricula upon which the diplomas and degrees were based.

### **Transcripts of Records**

The Presidio Military University will supply one official transcript upon graduation. Requests for additional transcripts must be made in writing and signed by the student. There is a \$15.00 charge for each transcript requested. For transcripts mailed outside of the U.S., there is an additional shipping fee of \$50.00.

### **Rules of Conduct**

Students enrolled in the university's programs are expected to adhere to the highest standards of ethics, conduct, and scholarship and are subject to the imposition of sanctions which include, but are not limited to; revocation of grades, suspension, disqualification, and complete dismissal or exclusion, for conduct determined to be not in keeping with those standards. Such conduct shall include, but is not to be limited to, misrepresenting material facts on the student's application for admissions and cheating on any of the examinations given by or for the school. A student charged with conduct which may lead to the imposition of any sanction by the university shall be

informed of the charge(s) and will be provided reasonable notice, including date, time, and place of a hearing of the matter by the Board of Regents, or by an ethics and standards committee appointed by the Board of Regents, and further; will be advised of the student's right to be present and to be heard.

The university also reserves the right to change any of its policies without prior notice, including but not limited to tuition, fees, unit or hourly value per course, course offering, curricula, grading policies, graduation and degree requirements, and admission standards and policies.

Students may file complaints with the Family Educational Rights and Privacy Act Office of the United States Department of Education (FERPA) concerning alleged failures by the school to comply with the Family Rights and Privacy Act of 1974 (the 'Buckley amendment'), as amended, in relation to the procedures and decisions involved with any such matters.

### **The Honor Code**

The goal of the Presidio Military University is to serve the public by producing graduates who are well-educated and dedicated to excellence. The School's Honor Code and Rules of Conduct will serve that end and, in so doing, success depends upon the diligence with which members of the student body and members of the school's faculty and staff uphold the letter and spirit of these rules.

Any accomplishment obtained through dishonest or unprofessional means is not a real success at all. Students, therefore, must abide by the highest standards of honesty, conduct, integrity, trust and respect. Therefore, it is imperative that students of this school comply with a code of honor and rules of conduct that include a commitment to important fundamental principles. Accordingly, each student of the Presidio Military University, by participation in the school's programs, affirms a commitment to honesty, good conduct, integrity, trust and respect.

All students are expected to adhere to the highest standards of ethics, conduct, and scholarship and are subject to the imposition of sanctions that include, but are not limited to; revocation of grades, suspension, disqualification, and complete dismissal or exclusion from the school's activities, facilities, online sites and programs, for conduct determined to be not in keeping with those standards.

Unless and until proven otherwise, students are presumed not to have violated the Honor Code and the Rules of Conduct. Violations, should they occur, should be reported to the Dean so that appropriate action can be taken.

### **Conduct Subject to Sanctions**

Conduct. The following conduct will subject a student to action under this code: Academic improprieties. Academic impropriety by a student in coursework or on examinations that involves:

- Disclosing in whole or in part the contents of one or more of the School's non-open book

examination questions to another student of this school, or to anyone who may then provide it to another student of this school.

- Obtaining, using, buying, selling or soliciting in whole or in part the contents of one or more of the School's non-open book examination questions from any source other than the School's administrative office.
- Copying and submitting to the school as one's own work product the whole or part of an examination answer of another person.
- Using books, notes, computer memory and/or other unauthorized materials on non-open book exams.
- Collaborating with another person in the drafting of exam answers.
- Exceeding the allowed time limitations for the completion of time regulated examination answers.
- Falsifying information related to the selection and use of an examination Proctor.
- Intentionally causing a disadvantage to other students.
- Violations involving School documents or records. Improperly using, destroying, forging, or altering the Presidio Military University documents and records.
- Misconduct involving use of the School's Physical Facilities, Online Discussion Board and Virtual Classroom.
- Disrupting or interfering with the orderly conduct or operation of the School's physical facilities, online discussion board and virtual classroom and/or failing to obey a lawful instruction of a faculty and/or staff member in charge of such activity or facility or preventing others from freely engaging in the activity or use of such facility.
- Using the online discussion board and virtual classroom for matters unrelated to the study of law in the School's program.
- Intentional harassment of (or rudeness to) students, faculty, school employees and/or guests. Intentional harassment of (or rudeness to) any student, faculty member, employee of the School and/or guest of the school of sufficient severity, persistence, or pervasiveness that the conduct creates an intolerable or hostile environment for the victim(s).
- Sexual Harassment of students, faculty, school employees and/or guests. Sexual Harassment of any student, faculty member or employee of the School that includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when committed by threat, intimidation, force or through taking advantage of another's incapacity, and/or when the conduct and/or verbal action is sufficiently severe, persistent or pervasive either to limit an individual's ability to participate in or benefit from the school's educational program or to create a hostile or abusive educational or working environment for students, faculty, staff or guests.
- Misrepresentation, forging, falsifying or altering information.
- Misrepresentation of academic or enrollment status at this school and/or those previously attended.

- Supplying forged, falsified or altered documents to this school and/or to others for purposes of gaining enrollment, employment, financial aid or professional opportunity.
- Abusing the Honor Code and Rules of Conduct Process.
- Filing a frivolous Honor Code and Rules of Conduct complaint to harass another student, a faculty member, school employee and/or guest.
- Intimidating participants involved in the investigation or hearing of Honor Code and/or Rules of Conduct complaints, and/or attempting to deter the making of a complaint.

### **Sanctions**

The particular sanction or sanctions appropriate in each case will depend on the related circumstances. The following sanctions may be imposed:

Expulsion;

- Suspension for a specified period of time;
- Suspension for an unspecified period of time with full reinstatement contingent upon satisfaction of a condition or conditions;
- Probation for a specified period of time under specified terms or conditions with stated consequences for noncompliance;
- Removal from the course management site(s) for a limited period of time, or permanently;
- Denial of the privilege of participation in any School activity or organization for a definite period of time;
- Written warning or reprimand;
- Verbal warning;
- Prohibiting or restricting access to School facilities or services, and;

For misconduct related to coursework:

- Change of grade on an exam, or change of a final grade for a course;
- Withdrawal of academic credit in a course; or
- Receiving no credit for an academic work product, with or without an opportunity to do it over again for credit.

## SCHEDULE OF CHARGES

Program of Study	Cost Breakdown				
	Registration	Tuition Fee	STRF	Total Cost	Fee per credit
	<i>Non refundable</i>	<i>Refundable</i>	<i>Non Refundable</i>		
Associate of Arts in Military History	\$100.00	\$7,500.00	\$20.00	\$7,620.00	\$125.00
Bachelor of Arts in Military History	\$100.00	\$15,000.00	\$37.50	\$15,137.50	\$125.00
Master of Arts in Military History	\$100.00	\$4,500.00	\$12.50	\$4,612.50	\$125.00

The following fees and charges are costs that students may incur beyond the basic tuition cost for specific degree programs. Fees are charged when services are rendered.

International Transcripts Evaluation Fee	\$150.00
Late Registration Fee	\$25.00
Master Level Graduation Fee	\$250.00
Doctoral Level Graduation Fee	\$500.00
Additional Transcript Fee	\$10.00
Change of Program Fee	\$50.00
Course Extension Fee (4 Week Extension)	\$50.00
Leave of Absence Fee	\$50.00
Returned Check Fee	\$25.00

### **Tuition Payment Methods**

*Please note that students may only pay up to four months in advance and that Presidio Military University does not participate in federal and state financial aid programs.*

*Presidio Military University accepts payment for tuition, books, equipment and other fees through cash payment, VISA, MasterCard, or personal or third party checks.*

*At the school's discretion, installment payments may also be arranged. Students assume the responsibility for payment of the tuition costs either through direct payment or through a third party financial plan. All financial arrangements must be made before the beginning of classes. The school will contact students who are delinquent in paying tuition and fees. They will then be counseled and encouraged to make specific arrangements with the college in order to remove their delinquency and remain in good financial standing.*

## **Student Tuition Recovery Fund**

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

## CANCELLATION AND REFUND POLICY

**STUDENT'S RIGHT TO CANCEL:** You have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Cancellation is effective on the date written notice of cancellation is sent.

Cancellation may occur when the student provides a written notice of cancellation at the following address: Presidio Military University 5023 Parkway Calabasas, Calabasas, CA 91302 Fax: 1-818-450-0634. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. The date of notice will be the post mark date. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

If Presidio Military University sends the first lesson and materials before an effective cancellation notice is received, Presidio Military University shall make a refund within 45 days after you have returned all materials. Presidio Military University shall transmit all of the lessons and other materials to you if you have fully paid for the educational program; and after having received the first lesson and initial materials and requested in writing that all of the material be sent. If Presidio Military University transmits the balance of the material that you request, Presidio Military University shall also provide the other educational services, such as responses to your inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by you, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

Presidio Military University shall transmit the first lesson and any materials to you within seven days after you are accepted for admission.

**WITHDRAWAL FROM COURSE:** The institutional refund policy for students who have completed 60 percent or less of the course of instruction shall be a pro rata refund. After the end of the cancellation period, you have a right to terminate your studies at this school at any time, and you have the right to receive a refund for the part of the course or program you have paid for and did not receive. You have the right to withdraw from the course of instruction at any time. If you withdraw from the course of instruction after the period allowed for cancellation, the school will remit a refund, less a registration fee \$100.00, within 45 days following your withdrawal. You are obligated to pay only for educational services rendered and for unreturned books or equipment.

- (A) Deduct a registration fee (\$100) from the total tuition charge.
- (B) Divide this figure by the number of weeks in the course.
- (C) The quotient is the weekly charge for the course.

(D) The amount owed by you for purposes of calculating a refund is derived by multiplying the total weeks attended by the weekly charge for instruction.

(E) The refund would be any amount in excess of the figure derived in (D) that was paid by you.

(F) The refund amount shall be adjusted for equipment, if applicable.

**Student Complaint and Grievance Process:**

Process for Addressing Student Grievances: Students seeking to resolve problems or complaints may contact the school's faculty and/or staff orally or in writing. The person receiving the complaint shall notify the President/CEO or CAO of the problem or the complaint in a timely manner, within thirty days from the original cause for the complaint or problem.

Investigation, response, and resolution will be attempted as soon as possible. Written complaints shall be responded to in writing within (10) working days of the receipt of the complaint. Reasons will be given to the student if the complaint is rejected. None of the student's rights or remedies shall be limited or waived by participation in the complaint procedure.

If the student is not satisfied, a written appeal may be filed with the Director. The Director is responsible for maintaining the complaint records and informing the student of the resolution. Any remaining unresolved complaints may be directed to the following address:

**Bureau for Private Postsecondary Education,**

**Physical Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833**

**Mailing address: P.O. Box 980818, West Sacramento, CA 95798-0818**

**Phone: (916) 431-6959**

**Toll Free: (888) 370-7589**

**Fax Number: (916) 263-1897**

In addition students are informed that they may file complaints with the Family Educational Rights and Privacy Act Office of the United States Department of Education (FERPA) concerning alleged failures by the school to comply with the Family Rights and Privacy Act of 1974 (the 'Buckley amendment'), as amended, in relation to the procedures and decisions involved with any such matters.

**Library and Information Resources:**

The Presidio Military University provides its students with access to both private and public based electronic libraries. Since PMU students do all of their coursework through distance learning, no on-site library is available to students.

It is the policy at the Presidio Military University (PMU) that access to adequate library services and resources is essential for the attainment of superior academic skills in the school's distance learning post-secondary education setting. Regardless of the reality that its students and

members of its faculty are located away from the school's facilities, they are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings.

PMU is responsible, through its chief administrative officers and governance committees, for appropriately meeting the information needs of its distance learning programs in support of the intrinsic teaching, learning, and research requirements and goals. This support should provide ready and equivalent library resources to all of the school's students regardless of location.

The school is responsible, through its administrative staff and committees, for the development and periodic review of formal, documented, written agreements with the off-site, un-affiliated libraries that provide library services to PMU students and members of its faculty, and the periodic review of the availability of certain public domain electronic libraries.

Students of the Presidio Military University (PMU) will have the services of Questia, an electronic online library that will provide them with a wide array of research and scholarly sources for general education courses.

PMU students will also have membership in The Pritzker Military Library of Chicago, Illinois, a private "Brick-and-mortar" and Internet based military library service. The services of The Pritzker Library shall be utilized by students enrolled in the school's military courses.

The Pritzker Library provides various methods to students for research. One method gives them access to print and electronic journal subscription services, a research database, online access to more than 150 other databases, and electronic book procurement.

Another method provides borrower privileges to give students access not only to the materials at the Pritzker Military Library but also to materials at other libraries that are partnered with the Pritzker Military Library.

Students of the school can also utilize the public domain library services at facilities such as the Library of Congress and the Military Education Research Library Network (MERLN). A more complete list of library services that are available to PMU students is as follows:

[AFIT Academic Library](#)

[Air Force Research Laboratory Library](#)

[Air University Library](#)

[Army Library Program](#)

[Asia Pacific Centre Security Studies \(APCSS\) Library](#)

[Canadian Forces Virtual Library](#)

[David D. Acker Library, Defense Systems Management College](#)

Dudley Knox Library (U. S. Naval Postgraduate School)

Inter American Defense College Library

Joint Forces Staff College Library

Lehman Social Sciences Library (Columbia University Libraries)

Los Alamos National Laboratory Research Library

Marine Corps University Library

Military Education Research Library Network

National Defense University Library

Royal Military Academy Belgium Library

Royal Military College of Canada Libraries

The Ruth H. Hooker Research Library (Naval Research Laboratory)

Sylvanus Thayer Library, Army Management Staff College

UNB Saint John Ward Chipman Library

USAF Academy Library System

U.S. Army War College Library

U.S. Army Command and General Staff College -- Combined Arms Research Library

U.S. Institute of Peace Library

U.S. Naval Academy, Nimitz Library

U.S. Naval War College Library

U.S. Navy Department Library

United States Naval Observatory Library

Access to and use of a physical library is not required of students enrolled in the Presidio Military University programs. However, a letter of introduction is provided to enrolled students to assist them in getting use privileges at libraries in their communities. All students are provided with Usernames and Passwords for use in gaining entry to Internet based electronic libraries.

Students will have access electronically to the information specialist of the library services previously mentioned. If there should ever be a problem, students are expected to advise their

instructor immediately, and the school will intervene on behalf of the student.

### **Student Services**

The Presidio Military University does not provide student activities and services, of the type mentioned above, to its students, either before or after graduation, because of the distance learning format of the program and the wide geographical area over which its students will be enrolled. No such programs have been developed by the school.

However, PMU will provide student counseling services through its faculty, as well as access to numerous learning resources.

### **Physical Facility**

The physical location of the university is 5023 Parkway Calabasas, Calabasas CA 91302. The administration office is located two blocks north west of the 101 freeway (take Parkway Calabasas off ramp) on the ground floor of the Calabasas Business Center Building. The area of the institute is approximately 650 sq. ft. with a front entrance and back entrance. Restrooms are available. The facility is used as a working area for the school's administrative staff members.

The conference rooms are used for periodic meetings with prospective students and enrolled students who may visit the school from time to time. The facilities have adequate lighting, are air-conditioned and wheelchair accessible. Free ample student parking (including handicapped) is available in front of the building.

The university stores all the information used for instruction on computers at the university's office at 5023 Parkway Calabasas, Calabasas CA 91302. All instructional information and the student database is automatically backed-up on a daily basis and kept off site.

### **Electronic communication**

Electronic communication is the preferred communication media for students, faculty and staff. In order to take advantage of this technology, it is required that students, faculty and staff acquire and maintain e-mail access with the capability to send and receive attached files. In order to navigate the internet, it is recommended that the latest version of one of the following browsers be used:

- ❖ Microsoft Internet Explorer •
- ❖ Mozilla Firefox•
- ❖ Netscape Navigator•

Our entire online curriculum is delivered via a learning management system powered by Moodle. There is technical assistance available for our enrolled students. Students may access their courses at their own convenience. Our online courses provide the same educational components as our resident programs.

### *Recommended Minimum System Requirements*



Processor: 850MHz or faster processor (or above)

Operating System: Windows XP/2000/98

Memory: 512MB of RAM (or above)

Screen Resolution: 1024 x 768 (or above)

Microsoft Internet Explorer 5.5 (or higher) or Mozilla Firefox 1.5

Adobe Flash Player 8 (or higher) and Adobe Acrobat 6 (or higher)



Processor: G3 500MHz or faster processor (or above)

Operating System: OS 10.3 (or above)

Memory: 512MB of RAM (or above)

Screen Resolution: 1024 x 768 (or above)

Mozilla Firefox 1.5 or Safari 1.2.2 browser supported for Mac OS X 10.3 or higher

Adobe Flash Player 8 (or higher) and Adobe Acrobat 6 (or higher)

Presidio Military University strives to prevent the spread of computer viruses by employing the latest virus detection software on all university-owned computer systems; however, Presidio Military University makes no guarantee related to the unintentional propagation of computer viruses that may go undetected by our virus detection software. Presidio Military University will not be held liable for any direct, indirect, incidental, special, consequential or punitive damages of any kind, including but not limited to; loss of data, file corruption, or hardware failure, resulting from the effect of any malicious code or computer virus unintentionally transmitted by Presidio Military University staff members, Members, students or affiliates. Presidio Military University strongly recommends and urges all Professors and students to seek out and install adequate virus detection software and to routinely check for, and install the most recent updates to their anti-virus software no less frequently than once each month, for their particular computer and operating system.

### **Services Not Provided by the University**

Presidio Military University does not provide, or charge fees for student housing, transportation, supplies and materials, equipment costs, shop or studio fees, or any other costs not described in the Presidio Military University's Schedule of Fees and Charges. In addition, the Presidio

Military University neither provides, pays for, nor reimburses students for the acquisition of, or use of, any electronic tools, and/or services such as, but not limited to, computers, access to online database services, or database consultant fees and/or services.

### **Completion and Placement Data**

As provided in California Education Code Section 94816, students are entitled to a disclosure about the number and percentage of students who begin programs at the Presidio Military University and successfully complete them.

This rate is calculated by determining the percentage of students enrolled in a program who were originally scheduled, at the time of enrollment, to complete the program in that calendar year and who successfully completed the program.

Due to the fact that the Presidio Military University is a new institution and has yet to graduate any students from a program, this information cannot yet be provided.

In addition, the Presidio Military University programs are not designed or of a nature to prepare students for employment in a particular career field, or to qualify for a licensure examination for any occupation.

### **Curriculum and Degree Requirements**

The Presidio Military University offers three degree programs as follows:

- |  |                    |
|--|--------------------|
| 1. Associate of Arts in Military History | 60 Semester Units  |
| 2. Bachelor of Arts in Military History  | 120 Semester Units |
| 3. Master of Arts in Military History    | 36 Semester Units  |

Each program will emphasize and concentrate on military history. However, aspects of military leadership and strategy will also be a consistent theme throughout the curriculum.

### **General Education Courses**

General Education courses offered by the school include English, Mathematics, Social Sciences, Government, History, Humanities, Fine Arts and Physical Science. The full list of those courses and their descriptions is located at the end of this section of the catalog. Credit for general education courses may also be satisfied through the transfer of units previously granted or by providing verification of passing scores on equivalency examinations (i.e. CLEP).

### **General Education Supplement**

All students must complete certain General Education Requirements for the Associate of Arts and Bachelor of Arts degrees. Course descriptions are provided below the following listing of the stated requirements. Credit for general education courses may also be satisfied through the transfer of units previously granted or by providing verification of passing scores on equivalency examinations (i.e. CLEP).

## General Education Requirements

The below indicated general education, core program units and elective course requirements must be successfully completed before the school's undergraduate degrees will be conferred. The requirements are as follows:

### Associate of Arts Degree:

- General Education Courses 15 semester units
- Core Courses 24 semester units
- Elective Courses 21 semester units

***Total 60 semester units***

### Bachelor of Arts Degree:

- General Education Courses 30 semester units
- Core Courses 48 semester units
- Elective Courses 42 semester units

***Total 120 semester units***

I. Natural Science – minimum of three (3) semester units for the A.A. degree, minimum of six (6) semester units for the B.A. degree, selected from the following: ANAT 100, ASTR 100, ASTR 200, BIO 100, BIO 200, BIO 300, CHEM 100, GEO 100, LSCI 100, PHYS 100, PSYCH 100

II. Humanities – minimum of three (3) semester units for the A.A. degree, minimum of six (6) semester units for the B.A. degree, selected from the following: ART 100, ART 200, ART 300, CLAS 100, CLAS 200, CLAS 300, LIT 100, LIT 200, LIT 300, LIT 400, PHIL 100, PHIL 200, PHIL 300, PHIL 400, REL 100, REL 200, REL 300

III. Language and Rationality – minimum of three (3) semester units for the A.A. degree, minimum of six (6) semester units for the B.A. degree, selected from the following: COMP 100, COM 100, LING 100

IV. Social and Behavioral Science – minimum of three (3) semester units for the A.A. degree, minimum of six (6) semester units for the B.A. degree, selected from the following: ANTH 100, ANTH 200, ANTH 300, ARCH 100, ARCH 200, ARCH 300, ECON 100, ECON 200, 100 HIST 100, HIST 200, HIST 300, HIST 400, PSCI 100, PSCI 200

V. Mathematics – minimum of three (3) semester units for the A.A. degree, minimum of six (6) semester units for the B.A. degree, selected from the following: ALG 100, ALG 200, CALC 100, GEOM 100, STAT 100

## PROGRAM DESCRIPTIONS

### **Associate of Arts in Military History**

The Associate of Arts in Military History degree ensures that students will learn about warfare from ancient times to the present and the patterns of western ways of war. Students in this program are exposed to how war fighting and foreign policy are related as well as military service histories. Students graduating from this program may apply this degree toward the completion of requirements for the Bachelor of Arts in Military History or a related degree.

#### Program Objectives

In addition to the institutional and general education level learning objectives, the Associate of Arts in Military History also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of history, graduates in this degree program will be able to:

- Identify the changing patterns of warfare within Western civilization including analyses of principal military thinkers and the evolving relationship among Western societies, warfare, and their military institutions.
- Identify the fundamental and underlying reasons why America is a target for terrorists and compare and contrast various international terrorist groups and their respective ideologies.
- Compare war fighting during ancient times through to the beginning of the 17th century to the present with emphasis on technological advances in the military arts and sciences and their short-term and long-term effects on strategy and tactics.
- Examine the American military institution from the colonial period to the current environment in the 21st century.
- Examine the historical context of American Foreign Policy from the entry of the United States onto the world scene at the turn of the 20th century.

#### *Graduation Requirements for Associate of Arts Degree:*

- |                             |                   |
|-----------------------------|-------------------|
| • General Education Courses | 15 semester units |
| • Core Courses              | 24 semester units |
| • Elective Courses          | 21 semester units |

***Total 60 semester units***

## **Bachelor of Arts in Military History**

The program ensures that students will learn about the "big picture" through exposure to five historical perspectives while allowing them to tailor the major to their individual interests during the junior and senior years. This degree is for those who seek understanding of the military art and science as well as a general education in the liberal arts. The degree is quite different from history degrees at other universities because it is focused on the forces of human conflict and how those forces have shaped and continue to shape civilization. Students receive a foundation in: (1) the philosophy, strategy, and tactics of conflict; (2) generalship, leadership, and management of warfare, and of people; (3) great historical battles and their influences on society; (4) the influence of technology on warfare, and on society; and (5) the history of related issues such as diplomacy, foreign affairs, international law, war and society, and future war.

### Program Objectives

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Military History also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of military history, graduates in this degree program will be able to:

- Identify a broad knowledge of the historical literature that pertains to the topics of study included in the degree program and locate the linkage between historical studies and allied disciplines.
- Interpret historical forces that have shaped social change and contemporary human problems and discern an understanding of the historical experiences that go beyond a single time period and national or cultural experience.
- Analyze historical material and make judgments, to establish causal relationships between facts, to find order and patterns, to answer why and how – not just simply report.
- Analyze the contributions of the major military philosophers and leaders to the understanding of military history.
- Examine the dynamics of diplomacy and peacekeeping as they have existed throughout history and in the present time.
- Discuss the major military events, technologies, and nations that shaped our past and contemporary world.
- Examine the operational art and warfare options practiced in historical and modern scenarios.

### *Graduation Requirements for Bachelor of Arts Degree (B.A.) in Military History*

- |                             |                   |
|-----------------------------|-------------------|
| • General Education Courses | 30 semester units |
| • Core Courses              | 48 semester units |
| • Elective Courses          | 42 semester units |

***Total 120 semester units***

## **Master of Arts in Military History**

The Master of Arts in Military History ensures that students will learn historical research methods, historiography, and historical perspectives before concentrating in American Military History, the American Revolution, the Civil War, World War II, or War since 1945. The curriculum not only focuses on diplomacy, statecraft, strategy, command, leadership, battles, tactics, and weapons systems, but also on social structures, military attitudes, relationships between officers and the rank-and-file, and on the interrelations between military and civil society. The degree emphasizes reading, discussion, writing, and research and prepares students for advanced graduate study.

### **Program Objectives**

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of military studies, graduates in this degree program will be able to:

- Appraise different approaches to history and historical method to evaluate and propose a specific methodology for a particular project.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped military history, and evaluate them in context by comparison and contrast.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped U.S. military history, and evaluate them in context by comparison or contrast.
- Examine, analyze, and evaluate at least one specialized historical sub-discipline such as American Military History, the American Revolution, the Civil War, World War II, and War since 1945.
- Synthesize historical issues into a coherent and comprehensive paradigm of the human condition.
- Analyze data, information, and concepts pertinent to various methodologies of historical research.
- Create an historical research proposal in which data, information, and concepts can be evaluated and synthesized.

### *Master of Arts (M.A.) in Military History*

- There are 24 semester units that comprise core course requirements. Twelve (12) semester units comprise courses involved in thesis writing. Six (6) of these units comprise the thesis.
- A minimum overall grade point average of 2.00 is required before a degree will be awarded.

Students in the school's Master's program are required to also submit a completed thesis paper

according to very particular specifications. Students in the school's thesis paper writing course will be required to author a treatise of publication quality with a required minimum number of words and footnotes for eventual submission to the school. They will choose a focused topic and then do all of the creative work, as well as prepare an outline and develop a specific research methodology, for purposes of being able to eventually compose the paper.

This will all be done with guidance from the school's faculty. Research assignments involving the use of Internet electronic libraries will be used in a separate workshop course to assist the students in perfecting proper and effective research techniques. They will present memoranda and receive feedback on their research, proper writing format and English language usage.

The students must complete their individual thesis papers and have that final work product approved by the school's thesis completion committee.

## **COURSE DESCRIPTIONS**

### ***Course Listings for Associate and Bachelor Degree Students***

H101 - Introduction to Western Military History (3 Units) - This course provides an introductory examination of Western Military History. The course introduces the student to three respected military writers; Sun Tzu, Clausewitz, and Edward Creasy. With Sun Tzu and Clausewitz the student is introduced to military strategists that have influenced Western Military thought. Edward Creasy's legendary work *A Fifteen Decisive Battles of the World* examines what the author considered were the great battles of the Western World from the Battle of Marathon (490 B.C.) to the Battle of Waterloo (1815 A.D.)

H102 - The Origins of Western Military History (3 Units) - This course examines the origins of Western Military History with an emphasis on early Western Military History through the readings of historians from ancient Greece. This course examines the writings of such writers as Herodotus, Thucydides, and Polybius. The course also examines one of the most famous wars in antiquity, the Trojan War. You will also study celebrated confrontations between various ancient commanders, review ongoing debates concerning particular military events that occurred as well as differing theories about what actually happened during these encounters.

H103 - Ancient Greek Military History (650 B.C. TO 350 B.C.)(3 Units) - The ancient Greek writer Thucydides once described the Peloponnesian War as Aa war like no other. Spanning nearly three hundred years, this course examines the Greek-Persian War and the Peloponnesian War. Emphasis is placed on the battles of Thermopylae and Salamis. The Greek-Persian War will focus on why and how Greece was able to defeat Persia, both on land and sea, despite being heavily outnumbered. The Peloponnesian War will focus on the reasons for the collapse of the Greek City States.

H104 - Military Strategy and Tactics of Alexander The Great (3 Units) - To this day Alexander the Great dominates any study of early Western Military History. The focus of this course is on

the structure and employment of the Macedonian Army under Alexander the Great and his contributions to the evolution of Western Military Warfare. The course traces the early campaigns of Alexander the Great against the Greeks and follows him to Asia as he defeated the Persian Empire.

H105 - Military History of the Roman Republic (3 Units) - This course is a survey of the Roman Army from the earliest days of Rome until the collapse of the Roman Republic with emphasis on the discipline, training and employment of the Roman Legion. It covers the history of the Rome and their legions as they advanced the growth of warfare and conquest. It looks at the political and military institutions that made Rome so stable and such a powerful military force.

H106 - Julius Caesar (3 Units) - This course will study the military battles and techniques of Julius Caesar in his campaigns for the conquest of Gaul, in the early invasions of Britain, and during the Roman Civil War. This course will examine why Julius Caesar is still remembered as one of history's great generals.

H107 - The Roman Empire (3 Units) - This course focuses on the changes in the Roman Army and its tactical and strategic employment as Rome moved from a Republic to an Empire. The rise of Rome, as an Empire, required changes to the Roman Army that eventually led to its defeat. The reason for those changes and their military consequences are explored in this course. You will also explore Rome's ferocious enemies, their brave commanders, as well as the extraordinary military conquests and defeats and the importance of both that lead to the fall of the Roman Empire.

H108 - Military History of the Byzantine Empire (324 AD to 1453 AD )(3 Units) - This course is an overview of the Byzantine Empire with emphasis on its military and covers the historical, social, and cultural impact of the Byzantium Empire. Originally the Eastern part of the Roman Empire, the Byzantine Empire survived for eight hundred years after the fall of Rome until Constantinople finally fell to the Turks after the great siege of 1453 A.D. This course also covers the military struggle between the East and West during this period.

H109 - Analysis of the Barbarian Invasions of Western Europe (3 Units) - This course reviews the military invasion of the Barbarians into the Roman Empires, the consequences of the invasions, the different military strategies and tactics involved in the struggle and its outcome. The political, military and social aspects of the Barbarian Wars with Rome between the years 300 B.C. and 500 A.D. are examined. The military techniques of the Barbarians in defeating the Roman Empire and its successes are studied through a review of their strategies and tactics.

H110 - Strategic and Tactical Lessons of Western Military History to 500 AD (3 Units) - This course provides an examination of the growth of Western Military strategy and tactics from its earliest times across Greece and Roman military history to approximately 500 A.D. The student will review the Greek and Roman strategy and tactics to see what worked, what did not work, and what lessons are applicable today.

H111 - Introduction to Early Military Writers (3 Units) - This course is an introduction to early military writers from circa 400 B.C. to 600 A.D. This course includes a review of works by Xenophon, Polybius, Arrian, Emperor Maurice, and Vegetius. These writers described the March of the Ten Thousand Greek Mercenaries, The Campaigns of Alexander, and the Wars between Rome and Carthage among other historical events. Finally the course will examine the writings of Vegetius whose work is considered one of the most important military writings from Roman times.

H201 - Warfare of the Celts, Normans and Mongols in Early European History (3 Units) - This course is a study of the military significance of the Celtic, Norman and Mongol wars in early European history. The student will examine the background methods and impact of three separate military strategies and tactics employed by the Celts, the Normans and the Mongols in Europe. While the Celts were the traditional barbarians to the Greeks and Romans, they dominated military wars for over five hundred years across much of Europe. The Normans came from a small geographic center but became feared throughout the 11th and 12th Centuries. Lastly, the Mongols invaded Eastern Europe in the 13th Century and devastated the Eastern European armies in rapid campaigns with comparative ease.

H202 - Introduction to Military History of Conflict Between the Middle East and Europe through 1571 (3 Units) - This course is an introduction to the military, political, and historical conflicts between Europe and the Middle East from early times to 1571 A.D. This course will review the early conflicts involving the Greeks and the Romans, the growth of the Middle Eastern Empires and their repeated invasions of both Western and Eastern Europe, often with considerable success.

H203 - History of European Naval Strategies, Tactics and Battles from Salamis to the Spanish Armada (3 Units) - This course examines the history of European naval strategy tactics and battles from the Battle of Salamis (480 B.C.) to the defeat of the Spanish Armada (1588 A.D.). This course examines when and why naval battles played a pivotal role in the rise and fall of empires.

H204 - Military Campaigns of Charlemagne (3 Units) - This course examines Charlemagne's campaigns to recreate Europe after the collapse of the Roman Empire, which led to the establishment of the feudal system in Europe. This course examines the strength and weakness of the Franks strategy and tactics and the relationship of Charlemagne to the Ruler of Baghdad.

H205 - Early British Military History (3 Units) - This course will review British military history from its earliest times through the rise of the Celtic military and its destruction by the invasion and conquest of Britain by Rome. The emphasis in the course will be on the Roman invasions of Britain and the revolts by Boudica and Caratacus in their attempts to drive the Romans from Britain.

H206 - British Military History (500 AD to 1000 AD) (3 Units) - This course examines British Military History from approximately 500 A.D. to 1000 A.D. This period covers Britain from the departure of Rome through the invasions of the Danes and the Anglo-Saxons. The military campaigns of the legendary King Arthur and Alfred the Great are covered in this course.

H207 – Viking Military Invasions (3 Units) - In this course students examine the Viking invasions and learn how the Vikings saw warfare as a conventional economical process. The course explores historic details revealing that Scandinavian Viking warriors were not driven by any primitive malice or undirected rage but, instead, saw raiding, plundering and overwhelming any army that dared oppose them, as simply an extension of trading activities. Contrary to the stereotypical image of screaming homicidal maniacs in horned helmets, students in this course become familiar with a fearless, precise, organized, battle-hardened army of men trained in warfare since they were children.

H208 - Norman Invasion of England and Its Consequences (3 Units) - This course will cover the Norman invasion of Britain under William the Conqueror, the expansion of Norman military power in England and France, and the continuation of the war between England and France between 1066 A.D. and 1216 A.D. The course examines warfare under the late Anglo-Saxon period, the Anglo-Norman period, and the different strategies and tactics used by the Anglo-Saxon army and the Norman army at the Battle of Hastings.

H209 - Military Conflict During the Middle Ages in (3 Units) - This course examines military conflict during the Middle Ages in Europe. The Middle Ages in Europe marked the period from the collapse of the Roman Empire in the 5th Century and lasted approximately one thousand years. During this period, war was almost continuous and there was considerable expansion of military strategies and tactics, which is taught in this course.

H210 - Military History of the Crusades (3 Units) - This course examines the origin and the consequences of the Crusades. The war has been described as a clash between Christianity and Islam in the Holy Land although other causes contributed to the Crusades. The Crusades saw a series of military clashes between Christianity, the Greek Orthodox Church and Islam in which all parties changed their ways of waging war. The military consequences of the Crusades on Western Europe are also explored.

H211 - The One Hundred Years (3 Units) - This course covers the study of the war between England and France between 1337 and 1453 with an emphasis on the battles of Crecy, Poitiers and Agincourt. Students will explore the reasons for the many military victories of England, which nevertheless resulted in France winning the war. This course will review the military strategy and tactics in Europe during the 14th and 15th Centuries.

H212 - Military Campaigns of King Philip II of Spain (3 Units) - This course studies the military campaigns of King Philip II of Spain with emphasis on his campaigns in Italy, France, the Battle of the Armada, his efforts in the Mediterranean, and his successes and failures as a world leader.

King Philip II of Spain ruled from 1543 to 1598 and in his over fifty-year reign Spain was almost never at peace. His strategies and tactics gave him an Empire, but sowed the seeds for the collapse of the Spanish Empire after his death.

H213 - Thirty Years War (3 Units) - This course examines the Thirty Years War between 1616 and 1648. This war was both religious and political and divided Europe across religious lines. This course will also explore the military strategy and tactics of Gustavus Adolphus who has been called the Father of Modern War.

H214 - Religious Wars in Europe (1559 AD to 1715 AD) (3 Units) - This course provides a study of the religious wars in Europe between 1559 and 1715 with emphasis on the military campaigns of King Louis XIV of France, the Glorious Revolution of 1688 in England and the Saint Bartholomew Massacre. This was the age of the military great struggle between the Protestants and the Catholics for domination in Europe. This course will examine the major military wars but also the extraordinary progress Europe made in its society either because of, or in spite of, its wars.

H215 - Introduction to Military Writers from 1350 AD to 1750 AD (3 Units) - This course introduces the student to three great military writers whose histories spanned four hundred years. The course examines such struggles as the One Hundred Years War as recorded by Froissart in the 14th Century, the Fundamentals of Warfare by Machiavelli in the 16th Century, and the Art of War as seen by Frederick the Great in the 18th Century.

H216 - American Revolution (3 Units) -In this course students study the military history of the American Revolution with emphasis on its military campaigns. The strategy and tactics of the British and Colonial America are examined at the Boston Massacre, the Battles of Lexington, Concord, Bunker Hill, Trenton, Valley Forge, Saratoga and Yorktown. The contribution of France to the American victories and its significance to both France and America is examined in great detail.

H301 - The Rise of Napoleon (3 Units) - This course explores the rise of Napoleon from a young artillery officer to Emperor of France and his extraordinary early campaigns in Europe and the Holy Land including the Battle of the Three Emperors (Austerlitz) considered by many to be Napoleon's greatest battle. The course will also review Napoleon's failure at naval strategy and its consequences to Napoleon's ambition to dominate Europe.

H302 - The Military Campaigns of Napoleon from 1807 AD to 1812 AD (3 Units) -In this course the student studies the campaigns of Napoleon from 1807 to 1812 with emphasis on early Napoleonic victories in the Danube Campaign, Napoleon's invasion of Russia and the Peninsular War in Spain and Portugal.

H303 - The Fall of Napoleon (3 Units) - This course covers the final military campaigns of Napoleon and his ultimate military defeats resulting in his abdication as Emperor of France. The course concludes with the return of Napoleon from exile and his final Battle at Waterloo against

the Duke of Wellington.

H304 - The Crimean War (1854 AD to 1856 AD) (3 Units) -In this course, the student studies the Crimean War with Turkey, Britain and France on one side and Russia on the other. The course explores the causes of the War, the strategy and tactics of both sides including the significant battles which saw the legendary Charge of the Light Brigade.

H305 - The American Civil War B Part I; The Start of the Civil War (3 Units) - This course covers the start of the American Civil War through the autumn of 1862. During this course the student will examine the early strategies and tactics of the North and the South as the parties fought the early great battles of the Civil War including Bull Run, Shiloh, Second Manassas and Antietam. It concludes with an in depth study of General McClellan.

H306 - The American Civil War B Part II The Battle of Fredericksburg to March of 1864 (3 Units) -This course covers the second part of the American Civil War from late 1862 to March of 1864. This period covers the great battles of Fredericksburg, Chancellorsville, Gettysburg, and the Siege of Vicksburg and Chickamauga. The course will concentrate on the lessons of the battles of Chancellorsville and Gettysburg.

H307 - The American Civil War B Part III; From March of 1864 to the Surrender at Appomattox (3 Units) -This course covers the third and final part of the American Civil War. This course examines the twin struggles of Grant against Lee and Sherman against both Johnston and Hood. The student studies battles such as the Wilderness, the Siege of Petersburg, Nashville, the Capture of Atlanta and Savannah and, finally, the surrender at Appomattox. The student studies the memoirs of General Sherman and a comparison of Grant and Lee as military commanders.

H308 - The Franco-Prussian War (3 Units) -This course has the student study the Franco-Prussian War of 1870-1871. The first large war in Europe after the Napoleonic era, this war is frequently described as the first modern war in Europe. The crushing German victory was the first of three German-French wars that dominated Europe for seventy-five years. It was the Franco-Prussian War that would lead to World War I as France sought revenge for her loss.

H309 - The Spanish-American War (3 Units) -This course explores the Spanish-American War of 1898 and the insurgency in the Philippines from 1899-1902 and the methods used by the United States to defeat the insurgency.

H310 - British Colonial Wars in the 19th and Early 20th Centuries (3 Units) -In this course the student studies what Kipling called The Savage Wars of Peace. During the period of 1837 to 1901, Great Britain was fighting colonial wars that dominated the Victorian Era. This course will focus on the Zulu War, the Boer War, the Sudan Campaign, the Mutiny in India, and the British campaigns in the Afghan Wars.

H311 - The Russo-Japanese War (3 Units) -This course explores the war between Russia and Japan in 1904-1905. The student will examine the reasons for the war, the surprise attack of

Japan on Russia at Fort Arthur and the crushing defeat of Russia by Japan. The significance and consequences of this defeat of a European Empire by an Asian Empire is examined as a prelude to World War II.

H312 - Introduction to Western Military Writers B Part A (3 Units) -This course introduces the student to a number of Western Military Writers in the 19th and 20th Centuries. The student examines the military writings of Mahan, Corbett, Douhet and Mitchell. This course will also review the writings of Moltke, the Prussian Chief of Staff, described as the creator of the modern German army.

H313 - Military Preparation of Europe for World War I (3 Units) -This course examines the military preparations made in Europe that led to World War I. The student will study the 20th Century's first arms race both on the naval side and the army side. The countries adopted the dreadnought, machine-guns, airplanes, and motor vehicles, among other inventions, into their fighting techniques. These new inventions paved the way for World War I's terrible casualties.

H314 - World War I (Western Theater) (3 Units) -This course explores in depth the campaigns and engagements of the First World War on the Western Front. It examines the early German success, the failure of the German Schlieffen plan, the failure of the French plan XVII and the military consequences of their failures. Once maneuvers warfare failed, the parties went to trench warfare and other futile efforts to break the stalemate. The course also examines the Arab revolt, the Gallipoli campaign and the significance of the American entry into the war in 1917.

H315 - World War I (Eastern Front) (3 Units) -This course examines World War I on the Eastern Front, which was once described by Winston Churchill as the unknown war. The student will examine the various countries that fought on the Eastern Front, the classic battle of Tannenberg and the weakening of the Russian Army which eventually contributed to the Russian Revolution.

H316 - Western Military Doctrine Development Between the Two World Wars (3 Units) -This course examines the development of new military doctrine between the World Wars. This study includes the Doctrine of Blitzkrieg and the expansion of the Doctrine of Amphibious Warfare. The student will study how the nations used the aircraft to plan strategic bombing and close air support and the rise of the aircraft carrier. The use of these doctrines by France, Britain, Germany and the United States and its results will also be part of this course.

H317 - The Spanish Civil War (1936 AD to 1939 AD) (3 Units) -This course explores the Spanish Civil War of 1936-1939. This war was significant not only as an internal Spanish struggle, but also as it involved Germany, Italy and the Soviet Union as these countries saw Spain as a rehearsal for World War II.

H318 - Introduction to Western Military Writers B Part B (3 Units) -\*This course is a continuation of course number 312 but may be studied separately. The student will be introduced to three military writers who all fought in World War I. The writings of Erwin Rommel, George Marshall and Lawrence of Arabia will be examined in detail both as a review

of their experiences in World War I and their lessons for World War II and subsequent wars.

H319 - Overview of World War II (3 Units) - In this course the student will study World War II through the writings of three great military historians, John Keegan, Martin Gilbert and James Stokesbury. This course is intended as an introduction to World War II primarily in the European Theater.

H320 - World War II (Campaign of 1940) (3 Units) - This course studies the Campaign of 1940 by Germany against Britain and France. In this campaign, Germany defeated France in six weeks and forced France to surrender. The student will examine how the Blitzkrieg War defeated France. The course also examines the British evacuation at Dunkirk and the Battle of Britain.

H321 - World War II (The Battle of North Africa) (3 Units) - This course examines the great battles that occurred in North Africa between 1940 and 1943. The student studies Rommel's North African campaigns, the three battles of El Alamein, the struggle between Rommel and Montgomery, the role of Italy in North Africa, and, finally, the arrival of the American Army in North Africa, after the United States entered World War II.

H322 - World War II (Italian Campaign) (3 Units) - In this course the student will study the Italian Campaign including the Battle of Sicily. The war in Italy lasted from 1943 until the end of World War II. The course will examine the battles of Salerno, Anzio, Monte Cassino, the liberation of Rome, and the brutal mountain fighting across Italy.

H323 - World War II (Western European Campaigns 1944-1945) (3 Units) - This course focuses on the Western European Campaigns starting with the landing of the allies in France on June 6, 1944 and ending with the German surrender on May 8, 1945. The student will study the Normandy Landing, the Breakout from Normandy, the Bridge Too Far strategy of Montgomery, the Battle of the Bulge and the final Battle for Berlin.

H324 - World War II (Eastern front) (3 Units) - This course introduces the student to the Eastern Front where Germany and Russia fought a savage War from June 22, 1941, until the German surrender on May 8, 1945. The course examines the start of Operation Barbarossa when Germany invaded Russia, the significant battles of the war at Moscow, Leningrad, Stalingrad and Kursk, and the fact that much of the fighting during World War II occurred on the Eastern front.

H325 - World War II in the Pacific (3 Units) - This course examines the World War II in the Pacific between the United States and Japan. The student studies the Japanese attack on Pearl Harbor, the naval battles of Coral Sea and Midway and the island-hopping concept of the United States. The course will focus on the different strategies and tactics of the United States and Japan.

H401 - Introduction to the Military History of the Cold War (3 Units) - This course studies the Military History of the Cold War between Communism and the United States and its allies starting in 1946. The student will explore the reasons for the Cold War, the military

consequences and how the parties fought a Cold War across Europe, Asia, Africa and South America.

H402 - The Future of the Military in the Nuclear Age (3 Units) - In this course students explore the necessary strategic and tactical changes to military employment that resulted from the introduction and expansion of the Nuclear Age.

H403 - Military Conflict between the Soviet Union and the United States in the Cold War (3 Units) - An overview of the military conflict between the Soviet union and the United States is provided in this course. Students review the military features of both countries from different authors and see how military had to change throughout the years of that conflict.

H404 - The Korean War (1950 AD to 1954 AD) (3 Units) - In this course the military history of the Korean War (1950-1954) from the North Korean Invasion, the defense of the Pusan Perimeter and the Inchon Amphibious operations is covered. Students study the retreat from the Yalu and the stalemate that was reached during the Panmunjon Peace talks.

H405 - The Vietnam War (French Military Operations) (3 Units) - This course examines the French military operations in French Indo-China between 1945 and 1954. Specific emphasis is on the battles, strategies, and tactics of Cao Bang, Na-san, and Dien Bien Phu.

H406 - The Vietnam War (United States Military Operations) (3 Units) - This course explores the Vietnam War during the American presence. The student studies the War from both the American and North Vietnamese points of view. The reasons for the successes and failures are explored as both parties adopted new strategies and tactics in their various attempts to win the War, both on the military and political level.

H407 - Modern Guerrilla Warfare (3 Units) - This course provides a study of the strategic and tactical movements of Modern Guerrilla Warfare. The course starts with a review of the beginning of guerrilla warfare and continues with an emphasis on the doctrine of current guerrilla warfare.

H408 - American and Western Military Doctrine after the Cold War (3 Units) - In this course students review the changes to American and Western military doctrine after the termination of the Cold War. The effect of the implementation of several of those changes is explored in this course.

H409 - Introduction to Post World War II Military Writers (3 Units) - This course provides an assessment of Post-World War II military writers with an emphasis on a comparison of writings that utilize the lessons-learned doctrine of the World War II era to the writings that follow the newer asymmetrical doctrine of military doctrine.

H410 - The Israeli-Arab Conflicts In the 20th and 21st Centuries (3 Units) - In this course students examine a historical look at the strategic and tactical doctrines employed by Israel and its Arab adversaries during the Israeli and Arab conflicts in the 20th and 21st Centuries.

H411 - The Rise of Islamic Militarism In the 20th and 21st Centuries (3 Units) - Students in this course examine the growth of Islamic Militarism in the 20th Century. They study the whys and the needs for such a movement as well as its conflict with America and its impact on Western Military Doctrine.

H412 - The Evolution of Western Military Warfare Doctrine After World War II (3 Units) - This course traces the evolution and changes of Western Military Warfare with emphasis on the United States and its European allies after World War II through the end of the Cold War.

H413 - The First Gulf War (3 Units) - Students in this course review the background, strategy, and tactics of the opposing parties in the first Gulf War. The course will examine the various lessons learned and missed from the first Gulf War.

H414 - The Future of Western Military Power in the 21st Century (3 Units) - This course provides an examination of the future of Western Military Power in the 21st Century through the writings and observations of current military writers throughout the Western World.

#### *Course Listings for Master Degree Students*

H500 - Lessons of Ancient Greek Military History (3 Units) - This course examines ancient Greek Military history across Mycenaean Warfare, the Persian Wars and the Peloponnesian War. The student will study the political background that led to the wars and the strategic and tactical lessons of these wars and the reasons for the collapse of Greece as a military power.

H501 - Lessons of Roman Military History (3 Units) - This course explores the growth of the Roman Army as Rome moved from a city state to an empire, why it was able to dominate its neighbors, and the reasons why Rome finally fell. The course focuses on the reasons for the growth and collapse of Rome as a military power.

H502 - Macedonian Military History (3 Units) - This course has the student explore the origins of the creation of the Macedonian Army and the strategic and tactical lessons used by Alexander the Great as he conquered much of the known world.

H503 - Lessons of Byzantine Warfare (3 Units) - This course examines the significance of the Byzantium Army and how and why the Byzantium fought its military campaigns until its fall in 1453. This course examines the fall of Constantinople from both Western and Eastern sources and its significance to the modern world.

H504 - Military Significance of the Crusades (3 Units) - This course explores the significance of the Crusades primarily through contemporary sources and has the student examine the military changes that occurred as Europe came face to face with Eastern armies.

H505 - Consequences of the Early Wars Between England and France (3 Units) - This course examines the legendary wars between England and France that lasted on and off from 1066 to 1815. In this course the student explores the consequences of the great military battles and how France prevailed despite losing most of the major battles.

H506 - Significance of the History of Ancient Warfare (3 Units) - This course examines the history of warfare in the classical world, its successes and failures, and its impact on military doctrine today.

H507 - Tactical and Strategic Lessons of Ancient Military History (3 Units) - The student in this course will analyze the tactical and strategic lessons of Ancient Military History as wars grew in intensity. The focus will be on what worked, what did not work, and what lessons are relevant for today's military struggles.

H508 - Warfare in Medieval Europe (3 Units) - This course examines the lessons of medieval warfare in Europe as Europe went from the collapse of Rome through the Dark Ages and experienced the rise and fall of the feudal system of warfare.

H509 - Study of Warfare Between Europe and Islam in Ancient History (3 Units) - In this course the student studies the origin, the methods and the consequences of the military struggle between Europe and Islam across Europe, Africa, and the Middle East and its relevance to today's military and political conflict.

H510 - Lessons of Early Military Writers (3 Units) - The student will explore early military lessons learned from the study and analysis of early military writers of Europe and their impact on modern military strategy and tactics.

H511 - Lessons of the American Revolution (3 Units) - In this course the student examines the lessons of the American Revolution, why was the war fought and why did the colonies prevail against one of the most powerful empires of all times.

H512 - Military Significance of the War of 1812 (3 Units) - The War of 1812 is examined in this course. This was America's first war after its revolution as America decided whether to fight France or Great Britain. The student will explore the reasons for the war, the early incompetence of America, its final success, and its impact on American military growth.

H513 - The Civil War from the Southern View (3 Units) - The student will examine the Civil War from the Southern perspective, why did the South fight the Civil War as it did and why it lost despite its heroic efforts.

H514 - The Civil War from the Northern View (3 Units) - This course examines the Civil War from the Northern point of view. Why did the North do so badly at the start of the Civil War and how did the North overcome its weaknesses to create a modern army.

H515 - The Impact of European Diplomacy on the Civil War (3 Units) - Many believe the United States won its revolution as a result of its brilliant diplomacy in Europe. Both the South and the North pushed its diplomats abroad to support their cause during the Civil War. This course examines how each side employed different concepts, who prevailed, why, and its significance.

H516 - Tactical and Strategic Lessons of the American Civil War (3 Units) - In this course the student examines the tactical and strategic lessons of the American Civil War, what worked, what did not work, and what lessons are applicable to today's military theory.

H517 - The Indian Wars of the United States (3 Units) - This course examines the wars between the United States and the Indian tribes of America. The fighting started from the arrival of the Europeans to America until the final slaughter at Wounded Knee.

H518 - The Military Struggles Between Mexico and the United States (3 Units) - The struggle between Mexico and the United States contributed to the expansion of the United States from one ocean to the other ocean. This course examines the origins of the struggle, its military battles and their consequences on the American military.

H519 - America's Wars in the 20th Century (3 Units) - In the 20th Century the United States moved from an isolationist country to a World Power. Across World War I, World War II, the Korean War, the Cold War, and the Vietnam War, America experienced its greatest military successes and its greatest failures. This course explores the reasons why both occurred and the lessons applicable to today's military.

H520 - America's Wars in the 21st Century (3 Units) - The 21st Century has seen the United States struggle for its position as the dominant military world power. This course examines the problems that face America's military today and how it has adapted to the new world order.

H521 - Lessons of French Military History (3 Units) - France has been one of the great military powers in Europe. In this course the student will examine the rise and decline of France as a military power from its early struggles with Rome and Julius Caesar to its end as a colonial power in the 20th century. Emphasis will be on France's contribution to military warfare.

H522 - Lessons of Western European Military History (3 Units) - This course examines the lessons to be learned from the tactical and strategic concepts employed in Western Europe as Europe moved from small city states to empires and the collapse of those empires.

H523 - Lessons from Eastern European Military History (3 Units) - Students in this course will examine the various military struggles in Eastern Europe dominated by the rise and fall of the Russian Empires. This course examines the tactical and strategic methods used by the various combatants. Emphasis will be on the two great invasions of Russia by Napoleon and by Hitler with similar results.

H524 - Significance of the German Wars of the 19th and 20th Century (3 Units) - In a period of less than one hundred years Germany fought three major wars in the 19th and 20th centuries, two of which became world wars. This course examines what caused these extraordinary conflicts and what lessons can be drawn from Germany's influence on the study of modern warfare.

H525 - German Military Staff (3 Units) - The German General Staff was the result of the need to be able to plan for, direct, and maintain the large armies that marked the 19th and 20th centuries.

This course examines its reasons for the creation, the strength, the weaknesses, and the final demise of the German Military Staff after World War II.

H526 - Military Lessons of World War I (3 Units) - World War I is sometimes described as a prelude to World War II. The military lessons that came out of World War I are examined in this course and their direct impact on World War II that occurred some twenty years after the conclusion of World War I.

H527 - Campaigns of Lawrence of Arabia (3 Units) - Lawrence of Arabia is frequently portrayed as a Hollywood figure in a romantic age. The reality was that Lawrence of Arabia was an extraordinary military leader whose contributions to unconventional warfare are still valid today as was his perceptive knowledge of the Middle East.

H528 - Military Lessons of World War II (3 Units) - World War II was the war that is the benchmark against which military writers still measure military strategy and tactics today. In this course the student will examine the military lessons of the war. What went right? What went wrong? Could different decisions at key periods of time resulted in a different outcome.

H529 - Napoleon's Marshals (3 Units) -France's highest military rank is Marshal of France. Napoleon named twenty-six marshals who played a significant role in both the successes and failures of the Napoleonic campaigns. This course exposes the student to those marshals and what made some great and some weak as military leaders.

H530 - Wellington's Campaigns in Portugal and Spain (3 Units) - By 1807 Napoleon dominated Europe after a series of brilliant battles. Napoleon's decision to invade the Iberian Peninsula started his road to defeat. Napoleon's army not only faced a ferocious guerrilla movement but also Sir Arthur Wellesley, the future Duke of Wellington and his British army. This course explores why Napoleon lost in Portugal and Spain and its significance to Europe.

***Additional Course Listings for Master Degree Students***

T501 - Thesis Paper Writing Workshop (6 units) - This course prepares students in the school's Master Degree program to author a treatise of publication quality with a required minimum number of words and footnotes for eventual submission to the school. In this workshop, with guidance from the school's faculty, the student will choose a focused topic and then do all of the creative work, as well as prepare an outline and develop a specific research methodology, for purposes of being able to eventually compose the paper. Research assignments involving the use of Internet electronic libraries will be used in the course to perfect student research techniques. The student will have the opportunity to present memoranda and receive feedback on research, proper writing format and English language usage.

T502 - Thesis Paper Writing (6 units) - Students in this course will work independently on their thesis papers under the guidance of faculty members.

## *General Education Requirements Course Descriptions*

### I. Natural Science:

#### Anatomy

ANAT 100 – An Introduction to Human Anatomy and Physiology (3 units) – This course introduces students to the structure (anatomy) and function (physiology) of the human body. Lectures focus on particular organs and organ systems, evaluating first the normal functioning of the organ or system, and then evaluating the common problems, or pathologies, that might occur.

#### Astronomy

ASTR 100 – Introductory Astronomy: Understanding the Universe (3 units) – An in-depth survey of the concepts and discoveries in astronomy that reveals the truly remarkable immensity, uniqueness, and beauty of our universe. This course utilizes diagrams, photographs, short videos, and computer animations to make astronomical phenomena easy to understand. From ancient star maps drawn thousands of years ago to the most recent data and images revealed by planetary probes and telescopes, the course examines our enduring fascination with the universe and puts the planets, stars, and galaxies into context.

ASTR 200 – Exploring the Cosmos (3 units) – From the Big Bang theory to the General Theory of Relativity, this course investigates the essential principles of astrophysics and explores questions of how the universe came to be, how the planets were formed, what causes gravity and the movement of planets in our solar system and others, how black holes are formed, whether life on other planets is possible, and more.

#### Biology

BIO 100 – Introductory Biology (3 units) – This in-depth course provides the background to understanding the fundamental principles of how living things work. The amazing diversity and complexity of life is made clear through investigations of key concepts such as evolution by natural selection, the cellular structure of all living organisms, the DNA model of inheritance, and more.

BIO 200 – Introduction to Biological Anthropology (3 units) – This course delves into the questions of how, where, when, and why we became human. Biological Anthropology uses the study of the evolution, genetics, anatomy, and variation within the human species to explore the forces that have shaped, and continue to shape, our species.

BIO 300 – The Biology of Human Behavior (3 units) – This course investigates the interactions of the brain, mind, body, and environment that influence how human beings behave. Using the scientific principles of ‘behavioral biology’ – an interdisciplinary approach that combines biology, neuroscience, and anthropology – the course studies how our brains determine our individuality.

## Chemistry

CHEM 100 – Introductory Chemistry (3 units) – This course provides a foundation of basic concepts in chemistry and demonstrates how simple quantitative reasoning can be used to solve most of the important problem-solving chemistry questions including those dealing with density, the mole, molarity, stoichiometry, and equilibrium.

## Geology

GEO 100 – Introductory Geology: Our Great Earth (3 units) – This course introduces students to the basic concepts of physical geology including the study of the Earth's rocks, soils, and minerals, and the geological processes that operate on them through time. The course explores such 'macro' concepts as plate tectonics, erosion, and volcanism, and such 'micro' concepts as molecules, atoms, and subatomic particles to provide a full picture of the Earth's formative processes.

## Life Science

LSCI 100 – Investigating the Origins of Life (3 units) – Surveying groundbreaking scientific research of the last century and a half, this course explores the origin of life in the universe. Four billion years ago, the inhospitable Earth supported no life whatsoever, but 100 to 200 million years later, a relatively short period of time in geologic terms, the Earth was teeming with primitive living organisms. This course investigates the process by which chemical reactions on our planet gradually led to DNA proteins which are the fundamental building blocks of all living things.

## Physics

PHYS 100 – Introductory Physics: Einstein, Relativity, and Quantum Theory (3 units) – The basic ideas of the theory of relativity and quantum physics are covered in this course. Our common-sense notions of space and time, cause and effect, are challenged by Einstein's elegantly simple, yet brilliant and revolutionary theories that rely on the underlying principle that the laws of physics are the same for all things great and small. This course provides a foundation for understanding many of the latest developments in science including research on black holes, string theory, space telescopes, particle accelerators, and more.

## Psychology

PSYCH 100 – Introductory Psychology (3 units) - This course reviews the history of psychology – the psychology associated with famous names like Sigmund Freud, B. F. Skinner, and Carl Jung – and also introduces modern psychology by presenting scientific interpretations of human emotion, perception, and cognition. Topics include the methods psychologists use to gather data, the biological basis of behavior, the development of thinking and personality, and social influences on behavior.

## II. Humanities:

### Art History

ART 100 – Introduction to European Art (3 units) – This course surveys the development of Western art from the Middle Ages to modern times with an emphasis on the social, political, and cultural factors that influenced this evolution. The course covers a span of over a thousands years of art, including art movements from Gothic art and architecture to Cubist painting and sculpture.

ART 200 – Introduction to Impressionist Art (3 units) – This course traces the historical and aesthetic roots of Impressionism, an innovative 19th century European art movement that was a reaction to the rigid standards of the French Academy. The course studies the works of Impressionism’s principal artists including Manet, Monet, Renior, Pissaro, Cezanne, Degas, and Cassatt.

ART 300 – Introduction to the Art of the Renaissance (3 units) - This course is an introduction to the paintings, sculpture, and architecture produced in Italy during the Renaissance, a pivotal time when artists, scholars and philosophers “rediscovered” the treasures of Greco-Roman antiquity. The course examines the works of Renaissance masters such as Leonardo da Vinci, Michelangelo, Botticelli, Raphael, and Titian who helped promote many of the social, political, economic, scientific and religious movements that shaped modern Europe.

### Classics

CLAS 100 – Introduction to Ancient Greek Literature (3 units) – This course surveys the major works of ancient Greek literature from the Archaic through the Hellenistic periods and includes the works of Homer, Thucydides, Hesiod, Herodotus, Sappho, Sophocles, Plato, and others. The course emphasizes the content and the historical development of the literature as keys to understanding classical Greek civilization.

CLAS 200 – Introduction to the Philosophy of Ancient Greece (3 units) – This course examines the origins of Western Philosophy by surveying the history of ancient Greek philosophy from the Pre-Socratics through the works of Plato and Aristotle. The course emphasizes understanding, analyzing, and evaluating the arguments of the major Greek philosophers and topics such as the nature of reality and the structure of knowledge.

CLAS 300 – Classical Influences on Contemporary Life (3 units) – This course explores the ongoing influence of classical Greek innovations in government, philosophy, art, literature, technology, and science on the modern world. Ancient Greek social and political institutions and philosophical concepts of ethics and education and their influence on contemporary American society are emphasized.

## English and American Literature

LIT 100 – Introduction to the American Classics (3 units) – This course reviews the literature of America and the authors who have made major contributions to the development of American literature in its varied forms, including poems, plays, stories, and novels. Some of the classic American works of literature included in this course are by authors such as Ralph Waldo Emerson, John Steinbeck, Henry David Thoreau, Herman Melville, Mark Twain, and Walt Whitman.

LIT 200 – American Fiction of the 20th Century (3 units) – This course examines the ways in which events in the 20th century affected literature in the United States. Emphasis is placed on an understanding of major works of American fiction, including short stories, poetry, plays, and novels. The course examines the works of Ernest Hemingway, William Faulkner, F. Scott Fitzgerald and other great American authors of the 20th century and explores their historical and cultural influences as well as their uniquely American character.

LIT 300 – Introduction to Poetry (3 units) – This course is a survey of major poems and poetry from the Renaissance to the present and is also an introduction to the tools of poetry: metaphor, imagery, sound, form, rhyme, and rhythm. The course builds an understanding of the various genres of poetry as well poetic techniques that distinguish poems from other kinds of literary forms.

LIT 400 – Introduction to English Literature (3 units) – This course surveys English literature during the Neoclassical, Romantic, Victorian and Modern periods through a study of the major novelists and their writings. Authors such as Jane Austen, James Joyce, Virginia Woolf, and Charles Dickens created new and innovative literature in response to major developments in industrialization, globalization, and democratization that characterized the times in which they lived.

## Philosophy

PHIL 100 – Introduction to Western Philosophy (3 units) – This course is an in-depth survey of Western philosophy from its classical Greek beginnings to the modern day. The course covers the central issues, questions, and theories of Western philosophy and includes such topics as logic and critical thinking, knowledge and skepticism, philosophy of the mind, freedom and determinism, and ethics.

PHIL 200 – European Philosophy in the Age of Reason and the Enlightenment Period (3 units) – This course examines the revolutions in thought that occurred during the 17th century, known as the Age of Reason, and the 18th century, called the Enlightenment period. These periods witnessed the birth of the modern mind and the development of epistemology, metaphysics, logic, and ethics. The course will focus on such great thinkers as René Descartes, Immanuel Kant, Baruch Spinoza, John Locke, David Hume, and Thomas Hobbes.

PHIL 300 – European Philosophy in the 19th and 20th Centuries (3 units) – This course explores the major movements in philosophy that occurred during the 19th and 20th centuries and that still influence our world today. Topics include nationalism, democracy, socialism, feminism, existentialism, Dadaism, postmodernism, and others.

PHIL 400 –Philosophy and the America Mind (3 units) – This course considers the contributions of American philosophers from the colonial era to the present day. American philosophy often differs sharply from the dominant European philosophy in large part because of its need to respond to the demands of a pluralistic, ever changing society. This course focuses on the philosophical foundations of the nation as a reflection of uniquely American culture and values.

### Religious Studies

REL 100 – Introduction to the World’s Monotheistic Religions: Judaism, Christianity, and Islam (3 units) – This course analyzes the origins and evolution of three major religions that arose in the Middle East: Judaism, Christianity and Islam. The course provides an overview of the most important elements of each of these religious traditions and the development of their doctrines. Particular attention is paid to the historical development, cultural and political context, and structure of each religion.

REL 200 – Introduction to Eastern Religion: Buddhism, Hinduism, Confucianism, and Taoism (3 units) – This course examines the origins and cultural developments of the major classical non-Western religions that arose in India, China, and Japan including Hinduism, Buddhism, Confucianism, and Taoism. The course studies religious writings and practices, worldviews, and symbolism in the religious art of these major traditions, and traces their historical development from antiquity to modern times.

REL 300 – Religious Life in America (3 units) – This course traces developments in American religious history from the arrival of first Europeans to the modern day and considers how these developments have reflected major trends in American society and, in turn, shaped American culture. The course pays particular attention to the interrelationship of religion and colonialism, religious pluralism in America, and the link between religion and notions of liberty and oppression.

### III. Language and Rationality

#### English composition and writing

COMP 100 – English Composition and Writing (3 units) – This course introduces the basic principles of effective writing to a variety of audiences. Lessons emphasize the essential skills and techniques required for successful communication in writing including research skills, critical thinking, interpretation and analysis, argumentation, and exposition.

## Communication and Analytical Thinking

COM 100 – Debate and Argumentation: How to Reason Effectively (3 units) – This course is a study of the principles of both deductive and informal reasoning. The course focuses on how to reason and persuade others of the validity of an argument as well as how to judge the validity of the arguments made by others. Skills for effective reasoning in both oral and written communication are emphasized.

## Linguistics

LING 100 – Introduction to Linguistics (3 units) – This course explores the development of human language from its prehistoric beginnings up to the modern day. Topics included are how languages differ, how and why languages change over time, the differences between verbal and non-verbal communication, how children and adults learn language differently, how language influences our view of reality, and more. The course deals with sociolinguistics (language in society), historical linguistics (language change and language relationships) and formal linguistics.

## IV. Social and Behavioral Science:

### Anthropology

ANTH 100 – Darwin’s Theory of Evolution: Science and Debate (3 units) – An examination of the provocative and profound idea that all life forms that exist today are the result of purely natural causes. Darwin’s theory of evolution sparked heated social, political, and religious debate that persists to this day. This course will investigate the varied elements of Darwin’s theory from the notion of “the survival of the fittest” to social Darwinism, and will delve into the question of why evolution has been the object of such strong sentiment and divisiveness over the years.

ANTH 200 – Primate Behavior: The Roots of Humanness (3 units) – This course considers the deepest causes for the ways human beings act by looking for the links between human behavior and the behavior of other primates, including monkeys, apes, and human ancestors. Dramatic research findings about primates that have come to light in the past five decades show that many supposed distinctly human behaviors were actually present before human evolution began. The central theme of this course is that all primates, including humans, are bio-cultural beings – they are products of their evolutionary pasts and creators of their present cultural contexts.

ANTH 300 – Culture and Society (3 units) – This course probes cross-cultural human behavior from the perspective of cultural anthropology, a science that incorporates many diverse disciplines – biology, psychology, politics, genetics, religion, and economics. Anthropology, the “science of humanity”, is a tool that reveals both the unique traits and the similarities among the world’s varied human societies revealing sometimes surprising lessons about ourselves.

## Archaeology

ARCH 100 – Human Origins and Prehistory (3 units) – This course is a survey of the prehistoric archaeology of human beings. Topics include investigations of humankind’s hominid ancestors, the origins of the first anatomically modern humans, Paleolithic hunters and gatherers, and the development of cities and states before the beginning of recorded history.

ARCH 200 – Roots of Civilization: Ancient Mesopotamia (3 units) – This course examines the ancient history of the Near East, tracing the many cultural and technological innovations that took place in the region including the development of cities, the origin of writing, the creation of the first code of law, and the establishment of complex militaries and governments. Archaeological sites, excavated architectural remains, and ancient artifacts are investigated based on archaeological, anthropological and art-historical work carried out in the region.

ARCH 300 – Roots of Civilization: Ancient Greece and Rome (3 units) – This course is an introduction to the archaeology and culture of the Classical world. By tracing Greek and Roman art, architecture, artifacts, and material culture, this course will explore how archaeological evidence sheds light on the political, philosophical, economic, and religious developments in Greece and Rome, and will focus on the lasting impact of the Classical Mediterranean world on modern times.

## Economics

ECON 100 – Introductory Economics (3 units) – This course gives an introduction to both macroeconomics and microeconomics and provides an overview of the economy of the United States. Topics include the supply and demand model, unemployment, interest rates, the Consumer Price Index, budget deficits, globalization and more. Attention is also given to several of the great economists throughout history such as Karl Marx, Adam Smith, John Maynard Keynes, and others.

ECON 200 – Issues in Contemporary Economics (3 units) – This course applies economic theory to important current issues with special emphasis on the role of the U.S. in creating and resolving those issues. Topics addressed in the course include growth and development, resource management, international economic relations, the forces of competition, and others. In particular, the economic lessons of the last century will be highlighted.

## History

HIST 100 – The Foundations of the Modern World, Part I: Antiquity to 1600 (3 units) – This course surveys the major developments in human history that have culminated in what we often term “Western Civilization”. From arguably the first of these developments, the Agricultural Revolution of around 3000 B.C., to the just before the Scientific Revolution of A.D. 1600, this course looks at the ‘big picture’ of the history of the western world.

HIST 200 – The Foundations of the Modern World, Part II: The 16th Century to Today (3 units) – This course looks at American and European history from the 16th century to today – five centuries that have shaped the world as we now know it. Lessons examine the development of the social, intellectual, economic, and political nature of the modern Western world and include topics such as religious reformation, political revolutions, revolutions in science and industry, the world wars and Cold War, and economic revolutions including Socialism, Nationalism, Communism, and Capitalism.

HIST 300 – English History: The Renaissance, Reformation, and the Birth of Nations (3 units) – This course delves into a particularly important era in British history that gave rise to new political, economic, artistic, cultural and social ideas, and brought the West into the modern age. The disastrous consequences of the Black Death in the 14th century actually caused a transformation in British society that occurred during the monarchies of the Tudors (1485-1603) and the Stuarts (1603-1714) which ultimately led to Enlightenment ideals and religious reformations.

HIST 400 – Introduction to United States History (3 units) - This course is a survey of American history from the colonial era through the 20th Century. The course focuses on the intellectual, geographical, political, economic and cultural developments of the United States, and it facilitates an understanding of the factors that have allowed the U.S. to become the wealthiest and most powerful democratic nation in history.

#### Political Science

PSCI 100 – Introduction to American Government and Politics (3 units) – This course is a study of American government and politics beginning with the founding of our nation through to the modern day. Topics include the philosophical and constitutional foundations of the United States, governing institutions, political behavior, and major public policy issues.

PSCI 200 – American Political Development in the 20th Century (3 units) – This course examines the changes in American politics from the early 20th century to the present. The course focuses on the government's responses to pressures originating within our society and economy as well as its influence on our society and on world politics. The question that is central to this course is how democracy has emerged as a political ideal when the limits and boundaries of democracy are continuously tested.

#### Mathematics:

##### Algebra I

ALG 100 – Beginning Algebra (3 units) – This course focuses on the fundamental concepts of algebra including integers, radicals, exponents, linear equations, working with monomials and polynomials, factoring polynomials, and solving quadratic equations.



## FACULTY

The faculty includes the following professors:

Professors –

Michael C. Pickett, Ed.D. Pepperdine University, Malibu, CA, Educational Technology

Professor - Lieutenant Colonel Arthur Mark, CSMR (and USMCR Ret.); M.S. California State University (Sacramento), 1977; B.S. Degree, California State University, Sacramento (1971); Graduate of Marine Corps University Amphibious Warfare School; Graduate of Marine Corps University Command and Staff College RC

Dr Anuradha Thota PHD

Mr Narotham Gorre BSc Accounting and Commerce

