

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

#### Course Title:

U.S. Military Leadership: Insights and Applications

#### Course Number:

LSAL 5463-490

#### Course Description

This is a graduate level course that studies leadership, both uniformed and civilian, in the United States military from the American Revolution to the war in Afghanistan. It does this within the context of the evolution of American military from a small 18th century army and wooden sailing ship navy to the globe-dominating colossus of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries. This context includes the impact of technology, maturing military theory, and the changing position of the United States in the world. All of this produced diverse leadership styles which are illustrated in the careers of military leaders such as George Washington, Ulysses S. Grant, Robert E. Lee, John Pershing, Hap Arnold, Douglas MacArthur, Norman Schwarzkopf, Colin Powell, David Petraeus, Stanley McChrystal, and many others. The course explores how lessons of military leadership might be helpful to leaders and managers in various civilian sectors.

#### Course Dates:

September 1 – December 31, 2015

Last day to enroll or drop without penalty: August 3, 2015

#### Site Director:

This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at [aponline@ou.edu](mailto:aponline@ou.edu)

#### Professor Contact Information:

Course Professor: Steven R. Gullberg, Ph.D. (Lt Col, Ret)

E-mail Address: [srgullberg@ou.edu](mailto:srgullberg@ou.edu)

Virtual Office Hours: Always available via email. Normal response will be either the same day or the next day.

Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

#### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Millett, A.R., Maslowski, P., & Feis, W. B. (2012). *For the common defense: A military history of the United States from 1607 to 2012*. New York: Free Press. ISBN 9781451623536.

2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **A Note about Research and Using the Course Textbook**

Millet, A. R., Maslowski, P., & Feis, W. B. (2012). *For the common defense: A military history of the United States from 1607 to 2012*. New York, NY: Free Press.

Cite in text as: (Millet, Maslowski, & Feis, 2012)

The text for this course is a sweeping history of the U.S. military from colonial times to Afghanistan in 2012. It provides fundamental background for the subjects addressed in this course. It will not, however, answer all of the questions posed in this course of study. The text content is chronological; the course subjects are topical.

1. This is a research course and as such it depends heavily on outside research. Outside research normally can encompass more than what will be found on the Internet. It also means printed resources such as the ones that appear in the text bibliographies - books, magazine and journal articles, etc., - that are found in libraries. Your electronic access to the University of Oklahoma library's vast holdings will be invaluable.
2. There is no set way of reading the course textbook. The assignments cover a broad spectrum of leadership topics that do not directly align with historical chapters and therefore there are no assigned chapter readings. Use the book as a research tool by reading the section(s) relevant to the assignment at hand for the Unit Questions, the Unit Content Comprehension and Analysis Tasks, or the Course Spanning Task.

### **Course Overview and Rationale**

This course is for students of leadership, management, social sciences, or anyone interested in the history and operation of the U.S. military. Its purpose is to foster in students a deeper understanding of basic principles of leadership and to help them better understand how these principles apply in one of the largest and most influential institutions of American society. It is also meant to explore how military leadership principles may be used to enhance civilian leadership.

Leadership in the U.S. military is placed within the wider context of U.S. and world history, the development of technology, and world geopolitics. This course aims to foster an encompassing view of the American military through examination of its evolving concept of leadership and its impact on the U.S. and the world. Examination of individual military leaders over the course of American history helps to illustrate these concepts. This course aims and strives to engender a more nuanced and cogent understanding of their applicability within American society.

### **Course Objectives**

Once students have completed the course, they should be able to:

- Discuss and analyze general principles of leadership.
- Distinguish the unique nature of leadership in a military context.
- Understand and assess the effects of science and technology on military theory and leadership in the United States.
- Comprehend and communicate how inflation of U.S. global strategic objectives affected its military leaders.
- Form and articulate a firm rationale to support arguments for the best (and worst) U.S. military leaders.
- Describe, analyze, and discuss the evolving role of the U.S. president as commander-in-chief.

- Construct a broadened understanding of what constitutes excellence in civilian military leaders.
- Demonstrate a broad general knowledge of the history of the U.S. military.
- Analyze and clarify how lessons from U.S. military leadership may be applied in civilian leadership and management.
- Assess and contribute to meaningful discussions concerning insight and applications of U.S. military leadership.

### **OU E-Mail:**

All official correspondence from distance learning instructors will be sent only to students' ou.edu address.

### **Assignments, Grading and Due Dates – (four units – about four weeks per unit):**

**Unit 1 Required Work: 4 Assignments due NLT midnight, Sunday, September 27<sup>th</sup> (your local time).**

### **Guiding Questions**

Answer each of the 5 following questions by writing responses of at least 200 words each, no exceptions. There is no maximum limit. Every answer must be based upon research from other sources and must not be based upon unsubstantiated opinion. Cite your sources in each paragraph in proper APA style and include a reference list, also in proper APA style, at the end of your paper. Answer each question separately. Do not combine any of the five questions. Copy the question first and then follow it with your response. The words of the question do not count toward the total. Do not use direct quotations in your Guiding Questions responses. Refer to Guidelines for Writing Assignments. Submit this paper to the Guiding Question 1 dropbox on a single MS Word document. Do not use PDF or any other format.

1. How should study of military leadership be approached?
2. Is military leadership something that has to do with the character of the leader? Are leaders born not made? Can leadership be taught?
3. Is leadership situational where characteristics required in a given case are the function of the specific situation? In other words, do leaders rise to the occasion?
4. Is leadership best understood as the combination of functions that meets the needs of the group, i.e., the overlapping of unit mission, unit cohesion, and the needs of individuals within the group?
5. How is military leadership related to military command? Are they the same, or is there a difference?

### **Unit Content Comprehension and Analysis Task**

Write a minimum of 5 full pages about the following topic:

Leadership in or of the military is **fundamentally** different from leadership in other fields of endeavor (such as business, government, or one of the sciences). Why or why not?

A key word in the above sentence is “fundamentally.” Your essay must address this aspect of the question.

This paper must be at least 5 full pages of text in length. (Times New Roman, 12 point, 1 inch margins, double spaced.) A title page does not count and a reference page does not count. A partial page at the end does not count - the 5th page must be full. There is no maximum limit.

This is a research paper and not an opinion paper. Use good sources and paraphrase properly. You must thoroughly cite your work in APA style and thoroughly normally means at least one citation per paragraph, and frequently more.

Direct quotations may be used in this paper on a limited basis - normally no more than 10% of your work. All quotations must be properly cited in APA style, to include a page number.

Submit this paper to the Unit 1 Comprehension & Analysis task dropbox on a single MS Word document. Do not use PDF or any other format. Refer to Guidelines for Writing Assignments

### **Course Spanning Task (to be developed over the course of the semester)**

You are to develop and write a term paper on the following topic:

How can the lessons learned from U.S. Military Leadership be applied and made useful in civilian leadership and management?

Over the course of the semester you will write a paper with at least 10 pages of main text (no exceptions). Be specific as you address each of the following areas in your response (there are differences):

1. Business executives and managers in large, medium, and small corporations
2. Elected officials
3. Government/civil service managers
4. Not-for-profit organizations
5. Volunteer organizations
6. Entrepreneurial businesses
7. Any other leadership/management situations you may wish to address

You must address each of the above topics individually and list them under their own separate subheadings in your paper. Do not combine any of them.

Begin with an introduction to military leadership and then address each of the specified civilian sectors separately. Write to instruct leaders in each of these sectors as how to be more effective by using lessons from the military. End with a conclusion.

You must write 10 or more full pages in the initial and final drafts of your CST paper to avoid a deduction (no exceptions – and the 10<sup>th</sup> page must be full). The title page, reference pages, partial pages, etc., don't count. (12 pt, Times New Roman, double-spaced, 1" margins.) There is no maximum limit.

You may use limited quotations, but keep them to less than 10% of your text. All quotations must be properly cited in APA style, to include a page number. Use quotations only when necessary – paraphrasing is always best. Paraphrase from reference sources and cite them within your text – at least one citation per paragraph and sometimes more, with the introductory paragraph and the conclusion paragraph being possible exceptions as long as you used no other sources there.

Be sure to use specific lessons from the military and describe how they can help leaders in each civilian sector. You are “teaching” these civilian leaders how to be better. Address each of the above topics individually and not together in one flowing discussion. Do not combine any of them – list and write about each of the six required sectors separately under their own subheadings in your paper. Any additional civilian sectors that you include will require their own subheadings as well.

The final draft will be due at the end of the course with Unit 4. Submit all CST assignments as MS Word documents. Do not use PDF or any other format. Each unit assignment will be on a single document.

The CST assignment will help you apply military leadership lessons to the civilian world. If you plan a career in the military it will also help you to evaluate the value of military leadership from a different perspective and thereby gain greater appreciation and insight.

### **Course Spanning Task Part A**

Refer to the Course Spanning Task (CST) guidance information. Also, refer to the Guidelines for Writing Assignments. Submit to the Unit 1 CST dropbox:

1. A comprehensive expanded topic statement (at least a paragraph, not just a sentence or two). Describe where you intend to head as you develop your paper.

2. At least 20 credible reference sources presented in APA reference/citation style. Make sure you find at least 20 sources and be very careful to list them in proper APA style. Use the APA guide posted in the class discussions.

### **Discussion Forum**

Refer to the Discussion Forum Guidance information. .

1. Post your response to the Unit 1 article, Fire Em Up! selected for discussion no later than the end of the second week of the unit – the second Sunday at midnight.
2. Continue the unit discussion by posting responses to other posts that have been made. Do so no later than the final due-date for the Unit 1 assignments – the last Sunday at midnight.

**Unit 2 Required Work: 4 Assignments due NLT midnight, Sunday, October 25<sup>th</sup> (your local time).**

### **Guiding Questions**

Answer each of the 6 following questions by writing responses of at least 200 words each, no exceptions. There is no maximum limit. Every answer must be based upon research from other sources and must not be based upon unsubstantiated opinion. Cite your sources in each paragraph in proper APA style and include a reference list, also in proper APA style, at the end of your paper. Answer each question separately. Do not combine any of the five questions. Copy the question first and then follow it with your response. The words of the question do not count toward the total. Do not use direct quotations in your Guiding Questions responses. Answer all questions on the same MS Word document.

Submit this paper to the Unit 2 Guiding Questions dropbox on a single MS Word document. Do not use PDF or any other format. Refer to the Writing Assignment Guidelines.

1. Discuss 6 of the most important advances in military technology during the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries (2 per century). Why was each important? Which of these advances originated in the United States?
2. The end of the 18th century also witnessed the end of the small professional army that had been the global model up till then. Why did mass armies become the new national model in the 19th century? Why did the United States resist this model?
3. In the 20<sup>th</sup> century what were the strategic, tactical and doctrinal implications of improved transportation and communications, and the development of aircraft and rockets?
4. What developments in other fields of human endeavor have impacted military technology? How have they done so?
5. Which American military leaders best exemplify adaptation to the realities of new technology? Why and how? Limit your discussion to military officers. You may find it helpful to refer to the List of Selected Leaders throughout U.S. Military History. Also be sure to look at the pictures of these leaders that are included in a presentation at the bottom of the Course Overview section. Your choices, however, are not limited to either of these lists.
6. How have Precision Guided Munitions (PGM) and Remotely Piloted Aircraft (RPA) affected contemporary warfare and tactics? Discuss how these and other technological innovations affected American warfare in Iraq and Afghanistan. Will any of them make other forms of combat obsolete? What ethical concerns are there with such weapon systems?

### **Unit Content Comprehension and Analysis Task**

Write a minimum of 5 full pages about the following:

Taking into account the impact of science and technology on the military and military strategy, write an essay thoroughly discussing the evolution of military leadership as it adapted for new technology during one of the following periods (choose only one category):

- The American Civil War
- World War I
- World War II
- The Korean War

- The Vietnam War
- The wars in Iraq and Afghanistan (discuss both)

This paper must be at least 5 full pages of text in length. (Times New Roman, 12 point, 1 inch margins, double spaced.) A title page does not count and a reference page does not count. A partial page at the end does not count - the 5th page must be full. There is no maximum limit.

This is a research paper and not an opinion paper. Use good sources and paraphrase properly. You must thoroughly cite your work in APA style and thoroughly means at least one citation per paragraph, and frequently more.

Direct quotations may be used in this paper on a limited basis - normally no more than 10% of your work. All quotations must be properly cited in APA style, to include a page number.

Submit this paper to the Unit 2 Comprehension & Analysis dropbox on a single MS Word document. Do not use PDF or any other format. Refer to the Writing Assignment Guidelines

### **Course Spanning Task Part B**

Refer to the Course Spanning Task (CST) guidance information. Also, refer to the Writing Assignment Guidelines. Submit to the Unit 2 CST dropbox:

1. An outline of your paper
2. A draft of the introduction section of your paper
3. Your complete reference list, including any additional reference sources that you may have found since Unit 1 - all presented in proper APA reference/citation style. Make sure you include your references from Unit 1 and that you have corrected any APA errors that were identified. You must have at least 20 credible reference sources.

### **Discussion Forum**

Refer to the Discussion Forum Guidance information.

1. Post your response to the Unit 2 article, Adaptable Leaders May Have Best Brains for the Job selected for discussion no later than the end of the second week of the unit – the second Sunday at midnight.
2. Continue the unit discussion by posting responses to other posts that have been made. Do so no later than the final due-date for the Unit 2 assignments – the last Sunday at midnight.

**Unit 3 Required Work: 4 Assignments due NLT midnight, Sunday, November 29<sup>th</sup> (your local time).**

### **Guiding Questions**

Answer each of the 4 following questions by writing responses of at least 200 words each, no exceptions. There is no maximum limit. Every answer must be based upon research from other sources and must not be based upon unsubstantiated opinion. Cite your sources in each paragraph in proper APA style and include a reference list, also in proper APA style, at the end of your paper. Answer each question separately. Do not combine any of the five questions. Copy the question first and then follow it with your response. The words of the question do not count toward the total. Do not use direct quotations in your Guiding Questions responses. Answer all questions on the same MS Word document.

Submit this paper to the Unit 3 Guiding Questions dropbox. Refer to the Writing Assignment Guidelines

1. Who are the most accomplished military leaders in U.S. history? In each case why? Discuss at least 3 of them. Limit your response to military officers. You may find it helpful to refer to the List of Selected Leaders throughout U.S. Military History. Also be sure to look at the pictures of these leaders that are included in a presentation at the bottom of the Course Overview section. Your choices, however, are not limited to either of these lists.

2. Is the concept of military leadership stable (unchanging) or dynamic? Does the meaning of the term shift over time? Can we realistically compare, say George Washington and Norman Schwartzkopf by the same set of standards?
3. Is there any one quality or group of qualities that distinguishes a great leader from a merely competent one?
4. What factors of character or situation determine failure in military leadership? Is there any one quality or group of qualities in an individual that contributes to this failure?

### **Unit Content Comprehension and Analysis Task**

Write a minimum of 5 full pages about one of the following topics (choose only one):

These questions regard actual military service members. Individuals who served as President of the United States may only be discussed regarding their period of service in the military, not during their time as Commander-in-Chief. These questions regard actual military service members. Individuals who served as President of the United States may only be discussed regarding their period of service in the military, not during their time as Commander-in-Chief. You may find it helpful to refer to the List of Selected Leaders throughout U.S. Military History. Also be sure to look at the pictures of these leaders that are included in a presentation at the bottom of the Course Overview section. Your choices, however, are not limited to either of these lists.

1. Select a military leader in U.S. history and write an essay explaining either: why he is considered an outstanding military leader, or why he is considered a failure as military leader.
2. Compare and contrast the leadership styles of two military leaders from the same conflict and branch of service. For example: Grant and Lee, MacArthur and Eisenhower, Sheridan and Forrest, Nimitz and Spruance, Casey (George) and Petraeus, McKiernan and McChrystal. You choose.
3. If you had to select only one soldier, sailor, or airman as the greatest military leader in U.S. history, whom would you select? Why is this leader greater than all of the others? Substantiate and, as always, cite your sources.
4. Discuss the leadership exhibited by certain Americans being held as prisoners of war in Vietnam. Describe the constraints they worked under and how they were able to overcome them. Which officers exhibited the greatest leadership and why? What lessons may we learn from them today?
5. Discuss the evolution of female leadership in the U.S. Armed Forces. What obstacles did women officers encounter and have to overcome in order to reach the upper echelons of their respective services? What milestones were achieved along the way? Who have been the most notable female leaders and why? What does their leadership and the leadership of women to follow bring to the United States of America?

This paper must be at least 5 full pages of text in length. (Times New Roman, 12 point, 1 inch margins, double spaced.) A title page does not count and a reference page does not count. A partial page at the end does not count - the 5th page must be full. There is no maximum limit.

This is a research paper and not an opinion paper. Use good sources and paraphrase properly. You must thoroughly cite your work in APA style and thoroughly means at least one citation per paragraph, and frequently more.

Direct quotations may be used in this paper on a limited basis - normally no more than 10% of your work. All quotations must be properly cited in APA style, to include a page number.

Submit this paper to the Unit 3 Comprehension & Analysis dropbox on a single MS Word document. Do not use PDF or any other format. Refer to the Writing Assignment Guidelines

### **Course Spanning Task Part C**

Refer to the Course Spanning Task (CST) guidance information. Also, refer to the Writing Assignment Guidelines. Submit to the Unit 3 CST dropbox:

Submit an initial draft of your paper for review and comments. Please note that this is an **‘initial’** draft and not a ‘rough’ draft. An initial draft is a first draft that is 100% complete. The initial draft will be proofread by your professor, which is important in order to avoid potentially serious errors.

### **Discussion Forum**

Refer to the Discussion Forum Guidance information.

1. Post your response to the Unit 3 article, How to Eliminate Performance Reviews in Your Organization, selected for discussion no later than the end of the second week of the unit – the second Sunday at midnight.
2. Continue the unit discussion by posting responses to other posts that have been made. Do so no later than the final due-date for the Unit 3 assignments – the last Sunday at midnight.

**Unit 4 Required Work: 4 Assignments due NLT midnight, Sunday, December 27<sup>th</sup> (your local time).**

### **But first, please complete the course evaluation survey**

Your input is important to us. Please take a few minutes to complete the evaluation for each course you complete this semester. Your feedback and suggestions help the college continuously improve our course content and delivery. Thank you for taking time.

### **Guiding Questions**

Answer each of the 4 following questions by writing responses of at least 200 words each, no exceptions. There is no maximum limit. Every answer must be based upon research from other sources and must not be based upon unsubstantiated opinion. Cite your sources in each paragraph in proper APA style and include a reference list, also in proper APA style, at the end of your paper. Answer each question separately. Do not combine any of the five questions. Copy the question first and then follow it with your response. The words of the question do not count toward the total. Do not use direct quotations in your Guiding Questions responses. Answer all questions on the same MS Word document.

Submit this paper to the Unit 4 Guiding Questions dropbox on a single MS Word document. Do not use PDF or any other format. Refer to the Writing Assignment Guidelines.

1. Why have the war powers of U.S. presidents undergone such major alteration? Was this alteration inevitable in the light of modern history?
2. What are the chief arguments in defense of the enlargement of the president’s war powers? What are the chief counter-arguments against this position?
3. What are the characteristics of an excellent military leader as president? Do these characteristics differ from those of a military leader in uniform?
4. What distinguishes a superior civilian military leader, such as a Secretary of Defense or Secretary of War, from a merely adequate one?

### **Content Comprehension and Analysis Task**

Write a minimum of 5 full pages about one of the following topics (choose only one):

1. Compare and contrast the following presidents as war leaders (choose only one pair):
  - a. Abraham Lincoln and Lyndon B. Johnson
  - b. Woodrow Wilson and Franklin Roosevelt
  - c. James K. Polk and James Madison
  - d. George H. W. Bush (Sr.) and Richard M. Nixon
  - e. Franklin Roosevelt and Lyndon B. Johnson
  - f. George W. Bush (Jr.) and Barack Obama



2. If I had to pick just one of the Secretaries of Defense, Secretaries of War, Secretaries of the Navy, Secretaries of the Army, or Secretaries of the Air Force as the most outstanding of such leaders, I would choose \_\_\_\_\_ because.... (See the lists of Defense and Service Secretaries in the Lists of Civilian Leaders section of Unit 4.)
3. The enlargement of U.S. presidential war powers has been a positive force in U.S. history. Why or why not?

This paper must be at least 5 full pages of text in length. (Times New Roman, 12 point, 1 inch margins, double spaced.) A title page does not count and a reference page does not count. A partial page at the end does not count - the 5th page must be full. There is no maximum limit.

This is a research paper and not an opinion paper. Use good sources and paraphrase properly. You must thoroughly cite your work in APA style and thoroughly means at least one citation per paragraph, and frequently more.

Direct quotations may be used in this paper on a limited basis - normally no more than 10% of your work. All quotations must be properly cited in APA style, to include a page number.

Submit this paper to the UC 4 dropbox on a single MS Word document. Do not use PDF or any other format. Refer to the Writing Assignment Guidelines.

### **Course Spanning Task Part D**

Refer to the Course Spanning Task guidance information. Also, refer to the Writing Assignment Guidelines. Submit to the Unit 4 CST dropbox:

Your final paper incorporating any further additions and the corrections from the comments that were made on your Unit 3 initial draft. Proofread your paper carefully. Make sure that all requirements have been met and that you have used the best possible wording for everything you have written.

### **Discussion Forum**

Refer to the Discussion Forum Guidance information.

1. Post your response to the Unit 4 article, Doing the Leadership Tango, selected for discussion no later than the end of the second week of the unit – the second Sunday at midnight.
2. Continue the unit discussion by posting responses to other posts that have been made. Do so no later than the final due-date for the Unit 4 assignments – the last Sunday at midnight.

### **Due-dates (all unit assignments are due on the last Sunday of their respective months)**

- Unit 1 – Sunday, September 27<sup>th</sup>
- Unit 2 – Sunday, October 25<sup>th</sup>
- Unit 3 – Sunday, November 29<sup>th</sup>
- Unit 4 – Sunday, December 27<sup>th</sup>

### **Grading:**

This course requires completion of four guiding questions papers, one for each unit; four content comprehension and analysis papers, also one for each unit; a course-spanning research paper regarding the application of lessons from military leadership in an effort to help leaders in six specified civilian sectors, and five discussions. You will receive an average score for the guiding questions, an average score for the content comprehension and analysis papers, a score for the course-spanning research paper, and an average score for the discussions. The final course grade will be based on these four scores.

Each of the first three assignment categories counts for 30% of the final grade and the discussions count for 10%. During the course individual papers will be letter-graded on a scale that includes pluses and minuses. This system allows for better feedback through a finer differentiation in grading. However, a final letter grade for the course of A, B, C, D, or F will be assigned without pluses or minuses according to where your final average falls.

Students' work will be evaluated in accordance with the criteria set forth in the assignment description.

**Students must turn in all assignments in order to complete the course.**

**Policy for Late Work:**

Please contact the professor regarding his/her policy for late work. Do so **before** any assignment that might be late.

**Attendance Policy:**

In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail **before** the beginning of the course term. An introduction is required in the course D2L discussions. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments will be conducted via Desire2Learn. Students may contact the instructor via e-mail, postal mail, or telephone (by appointment) as needed.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Incomplete Grade Policy:**

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

**For assistance with APA formatting:**

APA references and citations must be used on every paper in this course. All must be in proper APA style and deductions for APA usage errors will begin with Unit 2.

Use the examples in the APA guide posted in the class discussions. It is tailored from the APA’s manual.

Or you can use the APA’s actual manual:

*Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). (2012). Washington, DC: American Psychological Association.

You may also use Purdue OWL online, but it is recommended that you do not use any other source for APA in this course. Also do not use references offered to you with an article as they frequently contain errors. Citation software often produces errors as well.

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

**Procedures for Completion of Course Evaluation:**

Upon completion of the course students should go to the [Advanced Programs Online Learning Information webpage](#) and click on the applicable semester link under “Online Course Evaluation” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

**Note:** Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Steven Gullberg, Ph.D.**  
Lt Colonel, USAFR (Ret.)

### Education:

- James Cook University, Ph.D. (Astronomy)
- University of Oklahoma, MLS
- United States Air Force Air War College

### Current Positions:

- Adjunct Professor OU College of Liberal Studies
- Advanced Programs professor since 2012

### Frequently Taught Advanced Programs Courses

U.S. Military Leadership: Insights and Applications

### Major Areas of Teaching and Research Interest

#### Interests

My pedagogical interests primarily include the fields of leadership, archaeoastronomy, the natural sciences, aviation and research methods. I like to make classes relevant and exciting and derive great satisfaction from inspiring students.

#### Research

Much of my research has focused upon the astronomy of the Incas in the Peruvian Andes. These field studies examined Inca horizon astronomy and the light and shadow effects intentionally encoded in carved-rock shrines that became prominent at the time of solstices, equinoxes, zenith suns and anti-zenith (nadir) suns. Prior research was that of the astronomy of the Babylonians in Mesopotamia.

### Representative Publications and Presentations

- Gullberg, S. & Malville, J.M. (2015). The River Intihuatana: Huaca sanctuary on the Urubamba. *Journal of Mediterranean Archaeology and Archaeometry*. In review.
- Gullberg, S. (2014). Inca ceremonial astronomy in the Urubamba valley. In W. Horowitz and J. Walton (Eds.), *Earth and sky: From Nineveh to Chaco – calendars through time*. Boulder, CO: University Press of Colorado. In review.
- Gullberg, S. & Malville, J.M. (2011). The Astronomy of Peruvian huacas. In W. Orchiston, T. Nakamura, & R. Strom (Eds.), *Highlighting the history of astronomy in the Asia-Pacific region*. New York, NY: Springer, pp. 85-118.
- Gullberg, S. (2010). Inca solar orientations in southeastern Peru. *Journal of Cosmology*, 9, 2078-2091.
- Malville, J. M., Zawaski, M. & Gullberg, S. (2008). Cosmological motifs of Peruvian huacas. In J. Vaiškūnas (Ed.) *Astronomy and cosmology in folk traditions and cultural heritage*. *Archaeologia Baltica*, 10. Vilnius, Lithuania: Klaipėda University Press, pp. 175-182.

### Representative Honors and Awards Received

- University of Oklahoma College of Liberal Studies
  - Recipient of the 2014 Superior Teaching Award
  - Recipient of the 2011 Kenneth E. Crook Faculty Achievement Award
  - Recipient of the 2008 Superior Teaching Award
  - Recipient of the 2003 MLS Academic Achievement Award

- Selected as the University of Oklahoma's representative in the 2003 Midwest Association of Graduate Schools (MAGS) Distinguished Master's Thesis Competition

### **Professional Affiliations**

- American Astronomical Society (AAS)
- Society for American Archaeology (SAA)
- Société Européenne Pour L'Astronomie Dans La Culture (SEAC)
- Commission for the History of Ancient and Medieval Astronomy (CHAMA)
- Air Force Association (AFA)
- University Aviation Association (UAA)
- Phi Kappa Phi (PKP - academic honor society)