

HH104-1204: American Naval History
United States Naval Academy
T/TH 0755-0910, Sampson 118
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PURPOSE AND OBJECTIVES

The United States possesses the largest, most powerful navy in the world. Today, despite numerous threats, it is unmatched in its ability to project military power over the world's oceans. But it has not always been that way. In fact, for much of its history, the Navy has been a comparatively small force. An officer in the 1812 era would hardly have recognized his own service in 1900 to say nothing of today's large, technologically-complex force made up of women and men from diverse places, socio-economic statuses, races, and ethnicities. How do we explain this vast change over time? This is the broad question around which this course is organized. The answer, as the naval historian Kenneth Hagan has written, lies in the tensions over naval strategy and policy that have shaped the American navy from its founding to the present day. How large of a navy should the United States have and how should it be used? The debate over these fundamental questions is the theme of this course and the nexus around which all other aspects of American naval affairs revolve.

The course will introduce you to the broad themes of American naval history from the colonial era to the present day, while putting naval affairs, during both peace and wartime, in military, political, economic, and cultural context. Throughout, we will cover naval tactics, strategy, and doctrine, civil-military relations, command leadership, science and exploration, the professionalization of the officer corps, technological change, and social reform in explaining the rise of the U.S. Navy and U.S. Marine Corps. The goal is to introduce you to these issues, to build your analytical and oral and written communication skills, and, finally, to give you a greater sense of the professional identity and tradition of which you are now a part.

Core Objectives:

1. Historical competence. Identify factors that shape change over time; to explain historical narratives; and to analyze historical evidence as well as apply it to historical questions (verbatim from the common History Core Student Learning Outcome A– common to all three core courses).
2. Communications competence. Express their ideas in writing clearly, precisely, and in an organized fashion (verbatim from common History Core Student Learning Outcome B – common to all three core courses).
3. Describe, explain, and apply to historical examples basic concepts inherent to the profession of arms, such tactics, doctrine, strategy, technology, logistics, and civil-military relations.
4. Summarize and explain factors contributing to America's growth to world power status.
5. Analyze and explain the causes, conduct, and consequences of major wars the United States Navy has fought.

TEXTS

Hagan, Kenneth J. *This People's Navy: The Making of American Sea Power*

Symonds, Craig L. *Decision at Sea: Five Naval Battles that Shaped American History*

GRADES

Class Participation	140 Points	
Weekly In-Class Primary Source Responses	120 Points	
Individual Research Paper	130 Points	
Group Paper/Meeting	100 Points	
Weekly Journal Entries	130 Points	
Midterm Exam	90 Points	
Final Exam	90 Points	=800 Total Points

DESCRIPTIONS OF ASSIGNMENTS AND EVALUATION

Class Participation

Class participation is the most important part of your grade. Collectively, it is worth more points than any other aspect of evaluation. I am most interested in the quality and consistency of your participation in primary source discussions, exam reviews, and in asking thoughtful questions about class material. Each week, I will award ten points for satisfactory class participation, by which I mean active engagement with me and with other students. **Please note that sleeping in class will not be permitted.** If it becomes a problem, you will lose class participation points. If you are feeling particularly tired, you may stand at the back of the room. **Please also note that computer use for any activity other than class-related material will not be permitted.** **Failure to be awake and focused on class activities will result in a loss of the day's class participation grade.**

Weekly In-Class Primary Source Responses

Each class will begin with a primary source discussion related to the day's subject. A primary source is anything produced in the past, which historians use to make sense of it. Primary sources include correspondence, official reports, speeches, memoirs, charts and maps, newspapers, cartoons, songs, images, etc., that are contemporary to a given time period. At the beginning of class, I will display a primary source along with two or three questions to consider. Each Tuesday, I will have you write a short, one-page response to those questions in class. In these primary source responses, you should answer the questions to the best of your ability by analyzing the source and drawing on specific evidence from it to support your points. I will collect them each Tuesday and return them to you the following Thursday. They are worth 10 points each, breaking down as follows: 5 points for answering the questions directly and thoughtfully; 3 points for using evidence from the source to support your answers; 2 points for attention to structure, grammar, punctuation, spelling, etc. There will be a total of 12 primary source responses. Note that there will be no primary source responses in weeks 1, 2, 7, and 16. 10 Points x 12 Responses = 120 Points.

Research Paper

Students will be assigned groups to edit and revise a section of the Wikipedia.org entry on the "Battle of Santiago de Cuba," fought between the United States and Spanish navies on July 3, 1898 based on research in secondary and primary sources. This is designed to be a semester-long

project with the aim of contributing to the writing of naval history in an anonymous, but peer-reviewed forum that will reach a wider public audience while advancing the course's core objectives. By accepting the terms of this project, students agree that their research and writing will be published anonymously on Wikipedia.org with no credit or compensation given to them other than the satisfaction of contributing to the writing of American naval history. The assignment will proceed in several phases with each group submitting 1. an annotated bibliography to include at least three secondary sources and one primary source; 2. a rough draft of individual paper; 3. a five-page final draft of the individual paper 4. a three-page final draft of the group's Wikipedia.org entry based on the group's collaborative work. Each entry should be framed by the broad questions of Who? What? When? Where? And Why is this Historically Important? **An annotated bibliography will be due in class on February 18. A complete rough draft will be due on March 24. Final drafts of the individual paper will be due on April 14. Group papers are due on the last class meeting, May 3.** The individual assignment is worth 130 Points, breaking down as follows: 10 Points for the bibliography and appropriate use of sources in the paper; 25 Points for the rough draft submitted on time and in complete fashion; 15 Points each for answering the five questions outlined above; 20 Points for spelling, punctuation, grammar, style, and structure; the group paper is worth 95 points according to the same criteria as the individual paper above plus 5 points for attending a group meeting outside of class to discuss your group's progress. Individual research papers must be submitted by hard copy, group papers must be submitted digitally. You will be assigned a subject from the list below:

Preliminary Context

American Forces

Spanish Forces

Sampson-Schley Controversy

Aftermath

Weekly Journal Entries

For this ongoing assignment, you must purchase a bound notebook of your choosing (you will also use this same notebook for primary source responses). In it, you will record your thoughts on the week's assigned reading. I encourage you to read critically and curiously. You might ask yourself questions like: What issues seem most important to the author and why? What evidence does he use to support his argument and is it convincing? What are the book's strengths and weaknesses? What left you confused and why? What intrigued you and why? What bored you and why? You might reflect on the command decisions of naval officers. What is the author's estimation of them? Do you agree or disagree? You might consider more general questions too, such as: Why is history important? Why is it important for midshipmen? Why is it important for naval officers? How is it used at the Academy, both in and outside the classroom? You are embarking on an intense, unique experience, and one in which you are indoctrinated—literally surrounded—by history, heritage, and tradition. Record your experiences and your thoughts on these issues in the pages of this journal, particularly as they relate to your study of naval history. I will collect, comment on, and grade your journal entries every Tuesday along with your primary source responses, and return them to you the following Thursday. Each journal entry is worth 10 points. Evaluation is based on whether and to what degree you reflect on the assigned

readings and your experiences in and outside the classroom. 10 points x 13 journal submissions = 130 points

Exams

You will have two exams, consisting of 10 short answer IDs and one essay. One week prior to each exam, I will give you a study guide on which you will find a list of terms and essay topics to consider in preparing for the exam. On each exam, I will give you 15 terms, from which you may choose 10 to identify. Each ID is worth 3 points. I award 2 points for answering Who/What/When/Where and 1 point for discussing the term's historical significance—by which I mean, why is it important? You may choose one of two essays on which to write. IDs are worth 30 points total. The essay is worth 60 points. The exams are not cumulative. Thus, the first exam will be on material covered from weeks 1-6, the second exam will cover material from weeks 7-15.

POLICIES

Late Work

I discourage submitting work late, but I will accept it. For late research paper drafts, I will deduct 4 points; for late final papers, I will deduct 10 points; for late annotated bibliographies, I will deduct 5 points. The weekly primary source writing response and journal entries can be made-up as well. The penalty for turning in a response late is 2 points. Unless you are very sick or already have some pre-approved absence (sports, for example), I expect that you will attend each class meeting and submit assignments on time.

Academic Honesty, Cheating, and Plagiarism

These are serious offenses. Any time you use someone else's ideas or words without crediting them, you are plagiarizing. Issues of academic honesty, cheating, and plagiarism on assignments and exams will result in failure for the assignment or exam, which may result in failure for the class. Since these issues are also honor violations, you will be referred to an honor board for disciplinary action. Please see the Nimitz Library's website for further information on plagiarism, its definition, and its consequences:

<http://libguides.usna.edu/content.php?pid=344689&sid=2819857>

Syllabus as Contract:

By taking this class, you agree to all the assignments and policies outlined here. Aside from the occasional sickness or weather event, which may cause a class cancellation, you can expect that I will follow the course schedule listed below and expect nothing more from you beyond that which is outlined here.

Week	Date	Discussion and Lecture Topic	Reading Assigned	Important Dates
1	1/14	Introduction: The Uses of Naval History		
2	1/19	Give Me a Fast Ship: The American Revolution at Sea	Hagan, xi-xiii, 1-20	Submit Journal
	1/21	The Coast of High Barbary: The Birth of the US Navy in the Mediterranean	Hagan, 21-53	
3	1/26	From Keel to Quarterdeck: Life Aboard a Man-of-War in the Age of Sail Primary Source Response #1	Symonds, 1-19	Submit Journal
	1/28	Free Trade and Sailors' Rights: Neutrality, Impressment, and Honor in the Early Republic	Symonds, 23-79	
4	2/2	Commerce and Conquest: The Navy and the American Maritime World in the Antebellum Era Primary Source #2	Hagan, 54-90	Submit Journal
	2/4	Introduction to Historical Research	Hagan, 91-124	Meet at Nimitz Library Lobby
5	2/9	The Common Highway: Exploration and Naval Science in the Antebellum Era Primary Source #3	Hagan, 125-160	Submit Journal
	2/11	A Society of Gentlemen: Social Reform and Professionalization in the Antebellum Era	Hagan, 161-192	
6	2/16	War on the Waters: The Union and Confederate Navies Primary Source #4	Symonds, 83-137	Submit Journal
	2/18	Exam 1 Review	Review for Exam	Annotated Bibliography Due
7	2/23	Exam 1	Review for Exam	Exam 1
	2/25	From Sail to Steam: The Navy in Transition	Hagan, 193-227	
8	3/1	Research Paper Prep	Work on Rough Draft	Submit Journal
	3/3	Controlling the Great Common: Mahan, Sea Power, and the New Navy	Work on Rough Draft	
9	3/8	Remember the <i>Maine</i> , to Hell with Spain: American Empire and the War with Spain Primary Source #5	Symonds, 141-195	Submit Journal
	3/10	A Feast, a Frolic, or a Fight: The Navy and Marine Corps in the Caribbean and Pacific	Work on Rough Draft	
	3/15	No Class: Spring Break		
	3/17	No Class: Spring Break		

10	3/22	Sacred Vessels: Guerre d'Escadre and the Cult of the Battleship Primary Source #6	Hagan, 228-258	Submit Journal
	3/24	The Enemy Below, Part I: The Great War at Sea and the Forging of an Anglo-American Alliance	Work on Rough Draft	Rough Draft Due
11	3/29	Innovation and Interregnum: Technology and Doctrine in the Interwar Navy and Marine Corps Primary Source #7	Hagan, 259-280	Submit Journal
	3/31	The Gathering Storm: War Plan Orange and the Pearl Harbor Attack	Hagan, 281-304	
12	4/5	The Enemy Below, Part II: The Battle of the Atlantic Primary Source #8	Work on Final Paper	Submit Journal
	4/7	Two-Block Fox: The Pacific War and the Rise of the Aircraft Carrier	Symonds, 199-262	
13	4/12	War Without Mercy: The Marine Corps and Amphibious Warfare in the Pacific Primary Source #9	Hagan, 305-332	Submit Journal
	4/14	Revolt of the Admirals: Defense Policy and Inter-Service Rivalry in the Atomic Age	Work on Final Paper	Individual Research Paper Due
14	4/19	Shield of the Republic: The Navy in the Cold War Primary Source #10	Hagan, 333-361	Submit Journal
	4/21	Tanker Wars: Operation Praying Mantis and the Navy in the Middle East	Symonds, 265-320	
15	4/26	Field Trip: Navy Museum, Monuments Primary Source #11	Hagan, 362-387	Meet at Navy Museum Submit Journal
	4/28	In Search of a Mission: The Navy in a Postmodern World Primary Source #12	Hagan, 389-390; Symonds, 321-341	
16	5/3	Final Exam Review		Group Research Paper Due Exam 2
	5/5-5/12	Exam 2 – TBA		