

UNITED STATES AIR FORCE ACADEMY DEPARTMENT OF HISTORY

History 372 Sea Power & Modern Warfare Syllabus Spring 2018



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I. Course Introduction

Welcome to History 372: Sea Power and Modern Warfare! History 372 surveys the history of war at sea from the Age of Sail to the present. Together we will examine the theory and practice of sea power as it developed throughout history. While this course aims to be global in context, it will focus most closely upon developments in Britain (1588-present) and the United States (1776-present).

II. DFH Outcomes

DFH believes history courses in general, and the history major specifically, are ideally suited not only for the basic acquisition and research of historical facts, but also for developing critical thinking and communication skills. In addition to the Critical Thinking and Clear Communication outcomes, History XXX supports the institutional Cadet Outcomes of: Ethics and Respect for Human Dignity The Human Condition, Cultures, and Societies Leadership, Teamwork, and Organizational Management National Security of the American Republic in a Complex Global Environment Warrior Ethos as Airmen and Citizens

III. Course Purpose and Scope

Block I will explore the ascendancy of England/Britain as the world's foremost maritime power. In block II, the course will focus on developments in naval warfare during the age of sail, concluding with an examination of the US Navy and its efforts in the War of 1812. Block III will shift our focus to sea power and its development during the period of industrialization in the second half of the 19th century. That same industrialization will lead into Block IV, a study of the rise of Dreadnaughts and submarines. Block V will address the emergence of both submarines and naval aviation as elements of sea power during World War II and the Cold War. We will conclude this course with discussions of the state of sea power following the Cold War.

IV. Course Objectives

History is the interactive interpretation of the past and the present. What we believe about the past colors our views of the present and our cultural context colors what we think about the past. In making interpretations, historians engage in (1) gathering facts accurately, (2) questioning, analyzing, and conceptualizing those facts, and (3) communicating their findings. Cadets involved in the study of history must learn both the content and the process of history. The Department of History teaches cadets in stages of increasingly complex methods of working with historical data. All history students must recall information accurately and learn how historians have worked with data. More advanced students must be able to pursue research independently and to make their own interpretations.

By the end of the course, each cadet will be able to:

1. Understand the development of sea power as an instrument of national policy in war and peace.
2. Understand the factors that have led to success and failure in naval warfare, considering the three levels of war: strategic, operational, and tactical.
3. Understand that politics, society, culture, geography, economics, and science & technology have influenced the development of sea power and its ability to help determine the outcomes of wars.
4. Comprehend the development of the modern conduct of naval warfare, to include the role of joint and coalition operations.
5. Attain an understanding of the individuals who were leaders in the development and application of sea power.

To achieve these objectives each student must be able to:

1. Read critically (challenge the assumptions of authority—hold authors accountable for the accuracy of their arguments)
3. Write effectively (be straight forward and to the point in your writing)
4. Speak with authority (research your position and speak with confidence when you are certain of the accuracy of your argument)

VI. Textbooks and Materials.

Black, Jeremy, *Naval Power*. New York: Palgrave MacMillan, 2009.

Spector, Ronald, *At War At Sea*. New York: Viking, 2001.

Sweetman, Jack., ed., *The Great Admirals: Command at Sea, 1587-1945*. Annapolis: Naval institute Press, 1997.

Woodward, Sandy, *One Hundred Days*. New York: Harper Collins, 2012

VII. Calendar.

Book Codes: B= Jeremy Black; JS = Sweetman; RS = Spector; W= Woodward

LSN		SUBJECT	ASSIGNMENT
1	4 Jan	Introduction	B: 1-8, JS: xv-xx, Course Syllabus
2	8 Jan	Ships and Guns	B: 8-42, JS: 1-16
3	10 Jan	Rise of English Sea Power I	B: 49-77, Film
4	12 Jan	Rise of English Sea Power II	JS: 19-31
5	17 Jan	Tromp	JS: 36-57
6	19 Jan	Blake	JS: 58-81
7	23 Jan	De Ruyter	JS: 82-111
8	25 Jan	British Naval Supremacy I	B: 82-113, Film
9	27 Jan	British Naval Supremacy II	JS: 131-151
10	30 Jan	British Naval Supremacy III	JS: 152-171
11	1 Feb	Sufferen	JS: 172-191 (paper #1 due)
12	5 Feb	Nelson I	JS: 192-215
13	7 Feb	GR #1	
14	9 Feb	Naval Developments after Nelson	B: 116-136, JS: 241-253
15	13 Feb	American Civil War	JS: 254-277
16	15 Feb	Tegetthoff	JS: 278-296
17	20 Feb	Industrialization and Navies	JS: 297-305
18	22 Feb	Dewey	JS: 306-325
19	27 Feb	Rise of Japan I	Film
20	1 Mar	Rise of Japan II	RS: Ch 1
21	5 Mar	Rise of Japan III	JS: 326-348
22	7 Mar	Dreadnaught	JS: 349-363; RS: Ch 2
23	12 Mar	The Great War I	B: 150-185, Film
24	14 Mar	The Great War II	JS: 364-387
25	16 Mar	The Great War III	JS: 388-404
26	20 Mar	GR #2	
27	22 Mar	Rise of Naval Aviation	JS: 405-417; RS: Ch 8
28	2 Apr	Second World War: Europe	JS: 418-441
29	4 Apr	Second World War: Battle of the Atlantic	RS: Ch 12
30	6 Apr	Second World War: Battle of the Atlantic	War at Sea (War Game/Simulation)
31	10 Apr	Second World War: Pacific I	JS: 442-457
32	12 Apr	Second World War: Pacific II	JS: 458-481
33	16 Apr	Second World War: Pacific III	RS: Ch 9
34	18 Apr	Second World War: Pacific IV	RS: Ch 10
35	20 Apr	Second World War: Pacific V	RS: Ch 13
36	24 Apr	Second World War: Pacific VI	RS: Ch14 (Film)
37	26 Apr	The Falklands	B: 189-215, Woodward (started)
38	30 Apr	The Falklands	Woodward (continued)
39	2 May	The Falklands	Woodward (completed)
40	4 May	GR#3	Independent Preparation

VIII. Course Grading

Graded events include:

Event	Lesson	Points
Writing Assignment #1	11	100
GR #1	13	200
Instructor Prerogative		50
PROG TOTAL		350
Writing Assignment #2	37	100
GR #2	26	200
Instructor Prerogative		50
GR#3	40	200
COURSE TOTAL		900

IX. Graded Events

General Instructions. Follow Turabian format for all written assignments. Use Times New Roman size 12 for your font. Use 1-inch margins on all sides. Finally, email your instructor an electronic copy of every assignment listed here prior to the class period in which it is due. Under most circumstances, there will be deduction for each day this electronic copy is late. You MAY NOT use electronic sources other than legitimate sites such as JSTOR, EBSCO or .mil/.gov pages. See your instructor for further detail.

Writing Assignment # 1 Leadership Essay (100 points, due Lesson 11)

Select one leader from this course (feel free to select any person from the Sweetman book) and offer an analysis of that person's ability as a commander based upon their best or worst effort as a commander. In other words, pick a leader and the one event that best illustrates that leader's greatness or infamy

- 1) Papers should be approximately 6 pages in length
- 2) Papers should emphasize critical thought and analysis
- 3) Document all sources (to include textbooks) properly using the assigned format
- 4) Papers must include a strong thesis statement (argument), a logical, coherent organization, and strong factual support for the asserted position.

Writing Assignment #2 Battle Analysis Essay (100 points, due Lesson 37)

Select one battle from this course and provide an analysis of one of the belligerent's performance in that event. You may wish to familiarize yourself with Spector's work and include a discussion of the relative preparedness of the competing navies (provided you choose to write about a battle that took place in the 20th century)

- 1) Papers should be approximately 6 pages in length
- 2) Papers should emphasize critical thought and analysis
- 3) Document all sources (to include textbooks) properly using the assigned format
- 4) Papers must include a strong thesis statement (argument), a logical, coherent organization, and strong factual support for the asserted position.

X. Course Administration

Plagiarism: Plagiarism is a serious academic and professional issue. Broadly defined, plagiarism is the failure to give credit in your paper for the original ideas advanced by other writers. Be certain to avoid even the appearance of wrongdoing by carefully consulting your instructor and course materials in order to ensure proper documentation. Your final word for understanding documentation is the style manual listed in this syllabus. We encourage you to discuss your written work with instructors and other cadets before you turn it in, but we require you to document any outside help received. That help may range from developing ideas for a paper to proofreading the final product for content or grammar. You must specify those individuals who provided any assistance. Statements such as "C1C Ney read my paper" are inadequate. You must cite the exact nature of the help (e.g., "C1C Foch read my paper for grammar and spelling" or "Lt Col Petain helped me develop the idea that technology played an integral role in warfare").

Bear in mind that instructors have the right to award no credit for an assignment that they believe to be intellectually dishonest regardless of any conclusions reached by wing honor boards. A

zero on any major assignment can lead to a failing grade in the course regardless of final percentages. The Department of History reserves the right to use any methods at its disposal (including on-line plagiarism software) to detect plagiarism. Papers deficient in documentation are subject to a significant reduction in grade.

Documentation of Electronic Sources: All scholars carefully cite their sources when preparing their work both to give credit where it is due and to permit other scholars to locate and verify all research. The rapid proliferation of electronic sources requires all students to include the necessary information about the source's electronic format when using electronic books or digital sources instead of printed versions, in accordance with the most recent edition of the MLA Handbook for core courses or Turabian's Manual for Writers for major's courses. Instructors may restrict students from using some or any digitally-accessed sources, and will check citations for accuracy and completeness, either for a grade or to ensure that students have upheld the standards of the discipline of History and the Air Force Academy.

Textbook Policy: You must own or rent all of the required textbooks for your courses either in paper or electronic format. They must be the proper editions and hard copies must be in good condition. If your textbooks are unfit for use, instructors may suspend you from class and recommend appropriate military punishment.

Paper Policy: Cadets are not allowed to turn in the same paper for two different courses. Cadets may write papers on the same topic for different courses, but there should be no more than 25% commonality between papers. Each paper should include substantially different bibliographies and footnotes that reflect significant additional research. Be sure to coordinate with your instructor(s) if you anticipate commonalities between papers.

Extra Instruction/Instructor Conferences: Your instructor will be available Monday through Friday for consultation; an appointment is highly recommended. If you make an appointment and cannot keep it, notify your instructor as early as possible but always prior to the appointed time.

Absences from Class: Always notify your instructor of known/projected absences by email before the class meeting time. If you miss a class, you must check with a classmate or your instructor to determine what you missed and decide if you need to schedule extra instruction. Your instructor is NOT responsible for notifying you that you missed important notices or significant course material. Within 24 hours of your return to duty you must communicate with your instructor to schedule makeup work. If hospitalized, work through your AOC/AMT/Cadet Staff to schedule missed exams. Finally, you must understand that your instructor has no authority to excuse you from class; work with your AOC, your medical care giver, or the SCA process to obtain appropriate approvals.

Unexcused Lates/Absences: Your instructor will explain the academic penalties associated with unexcused lates and absences. Penalties will not exceed 2% of the total course points per occurrence.

Penalties for Late Work: If you are aware of an impending absence or other problem that could prevent you from turning in an assignment on time, you must make prior arrangements with your instructor. Unless the instructor specifies otherwise, assignments are due at the beginning of the

period assigned. The course director may penalize late work up to 10% of the assignment value for every day late. Late assignments must still be turned in even if they receive no credit. Failure to turn in late work at all may result in a failing grade for the course or a controllable incomplete grade.

Examinations: Adhere to allowable resources and academic security statements on your exams. Turn off cell phones and internet-connected devices before the start of the examination and leave those devices on the desk for the duration of the exam.

Supplemental Work: No supplemental work or extra credit work is authorized. Cadets should notify their instructors ahead of time should an issue arise that would preclude them from taking an exam or completing an assignment on time.

Restrooms: Leaving class to go to the bathroom is discouraged, as this activity disrupts both your learning and that of your classmates. Of course, if you experience an emergency and must use the latrine during class, quietly stand and exit the classroom. My expectation is that such self-excusals will be very rare and take the minimum time possible.

Electronics: Computers, cell phones, and other electronic devices (to include headphones) will NOT be used before or during class. The only exception to this rule is for electronic books used for the course. If you need to use some electronic device in a given class period to access a book, discuss this with me at the start of the class period.