

**UNITED STATES AIR FORCE ACADEMY
DEPARTMENT OF HISTORY**

**History 495
World War II at Sea**

Syllabus

Spring 2019



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I. Purpose of the Course.

Welcome to History 495: World War II at Sea! This course examines the theory and practice of sea power from the end of the First World War until the end of the Second World War. This course will study the greatest naval war ever fought at each of war's three levels. Course readings will provide familiarity with operational and strategic considerations, while war games will be employed extensively to augment cadet understanding of war at the tactical level.

Developing intercultural competence. As part of an expeditionary Air Force, officers must understand the complex interrelationships between different cultures and societies. History 372 will offer the opportunity to study the so-called "clash of cultures" in greater depth as you develop the intellectual and contextual ability to understand both the history and the potential future for conflict between cultures. Indeed, warfare remains perhaps the most common expression of intercultural conflict; consequently, History 372 will allow for the study of cultures through the prism of naval warfare.

Developing written communication skills. One of the biggest weaknesses of officers today is their inability to write. Effective officers must write clearly, articulately, persuasively, and using a coherent structure. Therefore, I will give you opportunities to communicate through writing, both in graded reviews and in other written assignments. Your writing assignments will focus on the formulation and presentation of analytical arguments, exactly the type of skill demanded by commanders in the operational Air Force.

Comprehension of national security and the full spectrum of joint and coalition warfare. In today's joint environment, officers must understand the unique capabilities and weaknesses of each service in an effort to increase our war fighting capabilities—this class will serve as an introduction into the world of naval operations.

II. Course Objectives.

1. Understand the development of sea power as an instrument of national policy by the world's naval powers in the years 1919-1945.
2. Understand the factors that led to success and failure in the greatest naval war at each of the three levels of war: strategic, operational, and tactical.
3. Understand that politics, society, culture, geography, economics, and science & technology influenced the development of sea power and its ability to help determine the outcome of the Second World War.
4. Comprehend the development of naval warfare in the years 1939-1945, 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 in the years 1919-1945.

III. Course Structure.

Block I (lessons 1-10), will explore the state of maritime affairs from the ending of the Great War to the outbreak of the Second World War. In block II (lessons 11-20), the course will focus on developments in naval warfare during the years 1939-1941, with heavy emphasis on the struggle for naval supremacy in the Atlantic. Block III (lessons 21-29) will shift focus to sea power in the Pacific, and its development under Japanese and American leadership. In Block IV (lessons 30-37), we will discuss the rise to ascendancy of the Anglo-American Allies. The course will conclude (lessons 38-40) by addressing the ending of the war and the state of global naval forces entering the Cold War.

IV. Calendar.

Book Codes: CS = Craig Symonds; RS = Ronald Spector

LSN	SUBJECT	ASSIGNMENT
1	Introduction	CS: xi-xii, RS: v-viii
2	Setting Expectations: Tsushima	RS: 1-21
3	The Rise of Modern Navies I	RS: 22-43
4	The Rise of Modern Navies II	RS: 44-63
5	Jutland	RS: 64-91
6	Aftermath	RS: 92-102
7	Submarines	RS: 103-121
8	Aeroplanes	RS: 122-139
9	Aeroplanes	RS: 140-165
10	Interwar Naval Developments	CS: x-xxii (writing assignment #1 due)
11	Europe I	CS: 1-17
12	War Game: River Plate	CS: 18-38
13	Narvik	CS: 39-60
14	Desperate Hours	CS:61-77
15	Finest Hours	CS: 78-102
16	War Game: Taranto	RS: 166-184
17	The Battle of the Atlantic I	CS: 103-129
18	The Battle of the Atlantic II	RS: 224-257
19	War Game: Battle of the Atlantic < 1943	CS: 240-266
20	Sink the Bismarck	CS: 130-151
21	The Rise of Japan	CS: 153-172
22	The Pacific Erupts	CS: 173-215
23	Japan Triumphant	CS: 216-239
24	Turning Point	CS: 267-293
25	War Game: Midway	RS: 185-204 (writing assignment #2 due)
26	Guadalcanal (and Malta)	CS: 294-321
27	Guadalcanal/Santa Cruz Islands	CS: 322-347, RS: 205-223
28	Completing the Turn	CS: 348-372
29	Submarines	CS: 373-399
30	Allied Production in Action	CS: 401-420
31	Wrecking the Germans and Italians	CS: 443-468 (optional CS:421-442)
32	Amphibious Operations in the Pacific 1943	CS: 469-496
33	Amphibious Operations in Italy 1943-1944	CS: 497-515
34	Amphibious Operations D-Day	CS: 517-537
35	Breaking the Japanese Navy: The Turkey Shoot	RS: 258-291, CS: 538-561
36	Breaking the Japanese Navy: Leyte Gulf	RS: 292-313
37	War Game: Leyte Gulf	CS: 562-588
38	Death Grip	CS: 589-612
39	Finale	CS: 613-650 (final essay due)
40	Aftermath	RS:314-348

V. Textbooks and Materials.

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

Symonds, Craig, *World War II At Sea*. New York: Oxford University Press, 2018.

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. Chicago: Chicago University Press, 2013.

VI. Course Grading

Graded events include:

Event	Lesson	Points
Writing Assignment #1 The Ship	10	100
War Game	Various	250
Instructor Prerogative		50
PROG TOTAL		400
Writing Assignment #2 The Leader	25	100
War Game	Various	250
Instructor Prerogative		50
Final Essay	39	200
COURSE TOTAL		1000

VII. 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.

VIII. Assignments

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 The Ship (100 points, due Lesson 10)

Select one ship active during the span of this course and offer an analysis of that particular vessel's contribution(s) to victory or defeat. Be certain to describe the effectiveness of the particular technology that your ship represented, as part of a particular class or type of ship/boat, as well as its individual performance in battle

- 1) Papers should range somewhere between 1250-1500 words 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 The Leader (100 points, due Lesson 25)

Select one leader from this course 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 range somewhere between 1250-1500 words 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.

War Games

Instructions on conducting a naval war game will be given in class after Dr. Steele demonstrates gaming War at Sea during lesson 12. Cadets will be responsible for developing and conducting recreations of specific tactical events as the course progresses. As part of these assignments cadets will have to provide pre and post battle analyses to place events in their proper historical (strategic/operational) contexts. The value of these games is 250 points per cadet, per exercise.

Final Essay

Cadets will write a 2,500-3,000 word essay contrasting American and Japanese naval performance at each of the three levels of war. Remember, you need to address the decisions/actions that both led the Japanese to defeat and those that enabled victory for the United States.

- 1) Papers should range somewhere between 2,500-3,000 words 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.

IX. Cadet Handbook: For additional information on DFH outcomes, course objectives, course policies and administration, graduate scholarships, summer research, cadet awards, guidance for writing essays, and tips for writing better papers, reading books critically, and writing a book review, please see the DFH Cadet Handbook, located at <http://tinyurl.com/dfh-handbook>.