

HH 104: American Naval History

U.S. Naval Academy

Spring 2017

1. Instructor Information.

Dr. Scott Mobley
Class of 1957 Fellow in Naval Heritage
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2. Class Times/Location.

Tuesdays and Thursdays, 1330-1445
Sampson Hall 113

3. Course Description & Purpose. The United States possesses the largest, most powerful navy in the world. Today, despite numerous international challenges, the U.S. Navy and Marine Corps are unmatched in their ability to project military power across the world's oceans. How do we explain this? How did a feeble handful of improvised warships crewed by part-time citizen-sailors morph into a modern, professional force that today dominates the world's maritime domains? These broad questions frame HH 104. The answer is a long and complex one that reaches back several centuries into the colonial era, before the United States existed.

People make choices. Choices make things happen (i.e. "events"). History is essentially the product of *people* and the *choices* they make. Thus in HH 104 we will study how individual sailors, marines, and civilians shape—and are shaped by—their naval experiences. Armed with a solid understanding of past naval actors and their choices, we are better prepared to make choices in the present...and future.

As a minimum, our sixteen-week study of the people, choices, and events that comprise the U.S. Navy's story should inspire, entertain, and inform you. Moreover, HH 104 will also help you to build the analytical and communication skills (oral and written) needed to perform effectively as naval leaders. Indeed, *Critical Inquiry* and *Historical Sensibility* are the two most important takeaways from this course.

Simply stated, *Critical Inquiry* is the ability to ask—and answer—the right questions, while *Historical Sensibility* is a powerful tool for navigating the complex and messy world that awaits you beyond the Yard. We'll explore both concepts more deeply during the coming weeks.

4. Course Themes. HH 104 will introduce you to several important themes that encompass U.S. naval history. Over the semester we will examine (1) how foreign and domestic developments shaped U.S. naval policy and missions, (2) how naval strategy and technology evolved over time, (3) how changing conditions transformed the navy's professional culture, and (4) how individual choices (historians call this "agency") shaped America's naval past. In addition to the "hows" represented by these themes, we will delve also into the "whys."

With "asking the right questions" in mind, several cardinal questions structure this course. We've already considered the first: How do we explain the current naval predominance of the

United States? As we look into history for answers to this general query, a number of pointed questions come to mind:

- Why does the U.S. maintain a navy? What purposes does the navy serve? What benefits does the nation derive from its navy? What costs does it incur?
- How does the navy accomplish national goals? How does it interact with other instruments of national power (diplomatic, economic, ideological/cultural) to achieve these goals?
- How does the navy change over time? Why does it change? How do political, strategic, economic, cultural, and technological trends shape the navy?
- How do individuals shape—and how are they shaped by—naval experiences? How can we understand the uncertain, complex, and messy worlds *they* faced? How does our situation as naval professionals today reflect the experiences and choices (agency) of our predecessors?

Taken together, these guiding questions develop the themes of our course: how (and why) foreign and domestic affairs, technology and strategy, professional culture, and individual agency from the past shape U.S. naval prominence today.

5. Core Objectives. At the conclusion of HH 104, you should be able to demonstrate:

- 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.
- 2) Communications competence. Express ideas in writing clearly, precisely, and in an organized fashion.
- 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.

6. Course Format. This course consists of three complementary elements: reading assignments, classroom activities, and writing work. To master the course objectives, students must afford each component sufficient attention. Class sessions will address the broad themes, important events, and significant issues in American naval history. The activity sessions provide students with opportunities to interact directly with the course materials and with each other. Written works help to build critical inquiry skills. The course elements together aim to develop each student's historical sensibility.

The assigned readings will generally (but not always) align with classroom topics and provide a context for discussion. However, these readings will not suffice as a substitute for paying attention in class, as they often lack the breadth and depth of the classroom sessions. Moreover, some sessions will address topics covered only fleetingly – if at all – in the assigned reading.

Students must complete all assigned readings *prior* to each class meeting.

7. Course Texts and Reading Assignments. We will use two textbooks in the course:

- Bradford, James C., ed. *America, Sea Power, and the World*, (2016).
- Symonds, Craig L. *The Naval Institute Historical Atlas of the U.S. Navy* (2013).

In addition, I will assign supplementary reading material for some class sessions. See Enclosure (1) for the schedule of class sessions and reading assignments.

8. Course Assignments and Grading Policy. I will evaluate your understanding and application of course concepts through seminar participation, written assignments, examinations, and quizzes. I will grade course work based on the weights below:

Examination #1	5%
Examination #2	15%
Examination #3 (Final)	20%
Research Project	25%
Focus Essays	15%
Reading Quizzes	5%
Engagement/Participation	<u>15%</u>
Total	100%

- Examination #1. (50 points) This short examination will encompass material from the first four weeks of the course syllabus. Please stay tuned for additional guidance prior to the exam date.
- Examination #2. (150 points) The second examination will cover weeks 1-8 of the course, with an emphasis on weeks 5-8. Stay tuned for additional guidance prior to the exam date.
- Examination #3 (Final). (200 points) The second examination will cover the entire scope of the course, with an emphasis on weeks 10-16. Again, stay tuned for additional guidance prior to the exam date.
- Research Project. (250 points) The HH 104 research paper is an opportunity for you to research and analyze naval leadership in action. For this paper, you will select one battle-leader combination from the following list. (Note: no more than three students may select the same battle).
 - Benedict Arnold, Battle of Valcour Island, 1776
 - Edward Preble, Blockade of Tripoli, 1804
 - John Rodgers, *President vs. Little Belt*, 1811
 - David Porter, *Essex vs. Phoebe and Cherub*, 1813
 - Matthew C. Perry, Second Battle of Tabasco, 1847
 - Samuel F. Du Pont or John Dahlgren, Blockade of Charleston, 1862-65
 - David Glasgow Farragut, Battle of Mobile Bay, 1864
 - Winfield Scott Schley or William T. Sampson, Battle of Santiago de Cuba, 1898
 - Smedley D. Butler, Haitian Campaign, 1915

- Frank Jack Fletcher, Battle of the Coral Sea, 1942
- Alexander A. Vandegrift, Battle of Guadalcanal, 1942
- William F. Halsey, Battle of the Sibuyan Sea (Leyte Gulf), 1944
- Oliver P. Smith, Battle of Chosin Reservoir, 1951

Note: Contact me promptly if you wish to research a leader/battle combination outside this list. I will readily consider alternative proposals.

- e. The research project incorporates a series of assignments leading up to a final paper (see table below). I will provide instructions for each assignment well ahead of the due date.

<u>Assignment</u>	<u>Due Date</u>	<u># Pages</u>	<u>Point Value</u>
“First Thoughts” Essay	2 Feb	1-2	20
Research Questions & Preliminary Thesis	14 Feb	1-2	20
Annotated Source List	2 Mar	1-2	30
Paper Abstract	4 Apr	1-2	30
Final Paper	20 Apr	7-10	150

- f. The final paper must incorporate the following elements:
1. A compelling thesis statement and a succinct introduction outlining the paper’s main arguments. (≤ 1 page)
 2. A discussion of the battle’s political, economic, and ideological context. What were the causes, conduct, and consequences of the wider conflict? How did the battle fit into into this broader historical arc? (1-2 pages)
 3. A discussion of the battle’s strategic context. How did the underlying strategy translate political purpose into naval-military action? How did the battle fit into the overall strategic scheme? (1-2 pages)
 4. An analysis of the officer's combat leadership. What important strategic and tactical decisions did this leader make before, during, or after the battle? How did the leader respond to changing circumstances? How did the leader command, control, and communicate decisions to his/her forces? How did the officer’s leadership influence the battle’s outcome? (2-3 pages)
 5. An assessment of the officer’s strengths and weaknesses as a combat leader. Why was the officer an effective–or ineffective–combat commander? (1-2 pages)
 6. Conclude by offering some broad lessons that an officer of today's navy might internalize and apply from this historical instance of military leadership. (About 1 page)
- g. Sources: Your research for the project must consult all of the following: (1) Bradford’s *America, Sea Power, and the World*, and Symonds’s *Historical Atlas*; (2) one biography of the officer OR a book on the battle; and (3) one journal article to be found in *Naval History*, the *Naval Institute Proceedings*, *Journal of Military History*, or some other journal of historical

record. You must also incorporate and interpret (4) at least two relevant primary sources in your project.

- h. Focus Essays. (150 points total; 50 points each) At regular intervals throughout the semester, you will submit an essay that analyzes primary or secondary sources related to an important classroom topic. STUDENTS MUST SUBMIT THREE OF THE FOUR FOCUS ESSAYS. You are free to select which three essays to submit. However, each student is responsible for tracking this requirement – do not rely on the instructor to remind you. Please note that submitting a fourth essay will earn no extra credit.

I will post specific instructions for each Focus Essay at least 10 days before its due date. Students must post their essays on the class BlackBoard site NLT noon on the date they are due (see Appendix A).

To address this assignment adequately you should expect to write about 600-800 words (2-3 double-spaced pages) per essay.

- i. Reading Quizzes. (50 points total) From time to time, I will administer quizzes to assess your understanding of the assigned readings. In general, each quiz will contain 5-10 questions drawn from the day's reading assignment. Some quizzes may include review questions from previous reading assignments. On occasion, I may administer a reading quiz online before the class meets, using BlackBoard's testing feature.
- j. Engagement & Participation. (150 points total) Engagement & Participation is an important part of your grade. Students learn most effectively in class by *engaging the course content* in ways that build understanding, apply knowledge, and exercise analysis and evaluation skills. Students may earn up to ten points per week by actively engaging the course content, other students, and the instructor.

Students may earn engagement/participation points by attending class sessions, submitting completed homework and in-class assignments, collectively generating rich and lively classroom conversations, posting substantive comments and questions on course discussion boards, quality group work, demonstrating leadership in class activities, and other endeavors.

Please note that I do not permit sleeping in class. *Persistent nodding off during class sessions will adversely affect your Engagement & Participation grade.* If you feel tired during a class session, you should quietly stand at the back of the room.

9. Course Policies.

Some Basic Ground Rules

- We do not belittle others for asking questions or expressing opinions.
- We encourage debates and critical analyses, but we do not tolerate personal attacks.
- We also do not tolerate crude, sexually explicit, or offensive commentary.
- Collaboration is good; plagiarism and academic dishonesty are not (more on these topics below).
- We do not tolerate profanity.

- I will learn your first names; you can call me “Doctor” or “Professor.” This is how you will interact with seniors in the Fleet.
- Arrive at the class venue early and ready to start at the appointed hour. Unless you have an officially-authorized absence (documented SIQ, pre-approved movement order, etc.), I expect you to attend each class meeting. Please coordinate with me at least 24 hours *in advance* if you anticipate missing class for official reasons.
- You may have beverages in class, but no food or tobacco products.
- Clean your desk area and remove trash before departing the classroom.

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, they will trigger action per USNAINST 1610.3J. For detailed information on plagiarism, its definition, and its consequences, please visit: <http://libguides.usna.edu/content.php?pid=344689&sid=2819857>

Writing Assignments. Written communication skills are a fundamental requirement for leadership success in the naval profession. Unless otherwise specified, submit writing assignments in the following format: Double-spaced on white paper; 10 or 12 point font; 1” margins; first page labeled with author’s name, course # and the date. Number the pages. I expect quality work: pay special attention to style, syntax, punctuation, and spelling. To avoid plagiarism, be sure to cite your sources. Consult the *Chicago Manual of Style*, 16th edition for guidance on proper style, formatting, and citations.¹ The USNA Writing Center is another great resource – I encourage you to make full use of it. Unless otherwise directed, all writing assignments (including, homework, focus essays, research project assignments, etc.) shall be submitted *no later than noon on the assigned due date*.

Late Work. I discourage submitting work late, but I will accept it. For any assignment turned in past its scheduled due date & time I will immediately deduct 5% from the overall point value, with an additional 10% grade penalty applied for each 24-hour period the work is late thereafter. Example: a paper submitted two days late will incur a 25% grade penalty.

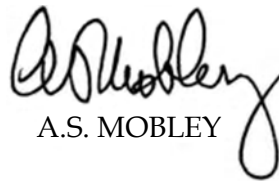
Electronic Devices. To avoid undue distraction and good academic habits of mind, our HH 104 classroom is an “Electron-Free Zone.” You must turn off and stow all laptops, cell phones, and other electronic devices for the duration of the class session. I will confiscate any devices found in violation of this policy. Repeat offenders incur disciplinary or administrative action. On occasion, I may authorize limited student laptop use to support a specific class activity.

Syllabus as Contract. By taking this class, you agree to all the assignments and policies outlined in this syllabus. 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 what this syllabus requires.

¹ See http://www.chicagomanualofstyle.org/tools_citationguide.html, which may be accessed through the Nimitz Library web site (Nimitz Library>Services>Citing Your Sources>CHICAGO STYLE). Use the “Notes and Bibliography” system. DO NOT use the “Author-Date” system.

10. How to succeed in HH 104.

- a. Complete all course assignments, both reading and written.
- b. Do your own work. Academic honesty is a top priority.
- c. Attend all class meetings.
 - 1) Be seated and prepared to take notes when class begins.
 - 2) Turn off and stow all electronic devices during class sessions
 - 3) Submit any authorized absence requests requiring my approval at least 24 hours in advance.
- d. Contribute to discussions.
- e. Take notes – in class and while reading.
- f. Anticipate all graded assignments, start projects and papers early, and submit them on time.
- g. Please do not hesitate to contact me if you find yourself struggling, do not understand expectations, or need clarification on any aspect of this course.


A.S. MOBLEY

HH 104 Course Schedule & Assignments

Note: Students should complete the assigned reading *before* each class session.

Note: The class meeting and assignment schedule is subject to change. Be alert for future modifications promulgated on the BlackBoard weekly pages or transmitted via BlackBoard Announcement.

Each student must obtain the two course texts:

1. Bradford, James C., ed. *America, Sea Power, and the World*, (2016) – **BR**
2. Symonds, Craig L. *The Naval Institute Historical Atlas of the U.S. Navy* (2013) – **SY**

In addition, the instructor will provide supplementary reading materials for some class sessions. The supplementary materials will be available on the HH 104 BlackBoard (BB) site.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Deliverables</u>
1	12 Jan (Thu)	Course Introduction	Syllabus	
2	17 Jan (Tue)	UNIT 1: The American Naval Genesis, 1775-1860 (An Overview)	SY Parts I-IV; Handout	<u>Noon:</u> submit "Big Picture" Worksheet on BB.
	19 Jan (Thu)	The U.S. Navy's Royal Roots (includes USNA Museum visit)	BR Chapter 1; Handout	
3	24 Jan (Tue)	The War for Independence at Sea	BR Chapter 2; Handout	<u>Noon:</u> Submit AmRevWar Worksheet on BB.
	26 Jan (Thu)	"To Provide and Maintain a Navy": The U.S. Navy's Debut	BR Chapter 3; Handouts	<u>Noon:</u> submit Focus Essay #1 on BB. <u>In class:</u> select Research Paper topics.
4	31 Jan (Tue)	The War of 1812	BR Chapter 4; Handout	<u>Noon:</u> Submit W1812 Worksheet on BB.
	2 Feb (Thu)	The Peace Navy and War Navy	BR Chapter 5; Handout	<u>Noon:</u> submit Research Project "First Thoughts" essay & MexAmWar Worksheet on BB.
5	7 Feb (Tue)	Review Session & Exam #1		
	9 Feb (Thu)	UNIT 2: War & Transformation, 1861-1916 (An Overview)	SY Parts V-VI	<u>Noon:</u> submit "Big Picture" Worksheet on BB NLT noon.
6*	14 Feb (Tue)	Research & Writing Workshop (Meet at Nimitz Library Lobby)	Handout	<u>Noon:</u> submit Research Project Research Questions & Preliminary Thesis on BB.
	16 Feb (Thu)	The Civil War at Sea	BR Chapters 7 & 8	<u>Noon:</u> Submit AmCivWar Worksheet on BB.
7	21 Feb (Tue)	An Age of Mechanism: The Technological Revolution at Sea	BR Chapter 6; Handout	
	23 Feb (Thu)	Progressives in Navy Blue: The Strategic Revolution at Sea	BR Chapter 9; Handout	<u>Noon:</u> submit Focus Essay #2 on BB.
8	28 Feb (Tue)	The War of 1898	BR Chapter 10	<u>Noon:</u> Submit W1898 Worksheet on BB.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Deliverables</u>
	2 Mar (Thu)	A Navy for Empire	BR Chapter 11	Noon: submit Research Project Annotated Source List on BB.
9	7 Mar (Tue)	Review Session	None	
	9 Mar (Thu)	Exam #2	None	
Break	14 Mar (Tue)	Spring Break – NO CLASS	None	
	16 Mar (Thu)	Spring Break – NO CLASS	None	
10	21 Mar (Tue)	UNIT 3: The World Wars, 1917-1945 (An Overview)	SY Parts VII & VIII	<u>Noon:</u> submit “Big Picture” Worksheet on BB NLT noon.
	23 Mar (Thu)	The Great War & Aftermath	BR Chapter 12	<u>Noon:</u> Submit WW1 Worksheet on BB.
11	28 Mar (Tue)	The Interwar Years	BR Chapter 13	<u>Noon:</u> submit Focus Essay #3 on BB.
	30 Mar (Thu)	World War II/ Atlantic Campaigns	BR Chapter 14	<u>Noon:</u> Submit WW2Lant Worksheet on BB.
12*	4 Apr (Tue)	World War II/Pacific Campaigns I	BR Chapter 15	<u>Noon:</u> submit Research Project Abstract on BB.
	6 Apr (Thu)	World War II/Pacific Campaigns II	BR Chapter 16 & 17	<u>Noon:</u> Submit WW2Pac Worksheet on BB.
13	11 Apr (Tue)	Review Session	None	
	13 Apr (Thu)	UNIT 4: The Superpowered Navy, 1946-2017 (An Overview)	SY Parts IX & X	<u>Noon:</u> submit “Big Picture” Worksheet on BB NLT noon.
14	18 Apr (Tue)	The Cold War Navy, Part 1	BR Chapter 18	<u>Noon:</u> Submit KorWar Worksheet on BB.
	20 Apr (Thu)	The Cold War Navy, Part 2	BR Chapter 19	<u>Noon:</u> submit Research Project Final Paper on BB.
15	25 Apr (Tue)	The Cold War Navy, Part 3	BR Chapters 20 & 21	<u>Noon:</u> Submit VietWar Worksheet on BB.
	27 Apr (Thu)	The Post-Cold War Navy	BR Chapter 22	<u>Noon:</u> submit Focus Essay #4 on BB.
16	2 May (Tue)	The 21 st -Century Navy	BR Chapter 23	
Final Exam	TBD	Review Session (Location TBD)	None	
	TBD	Exam #3 (Location TBD)	None	

Note: *indicates Academic Reserve week.