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Credit Hours: 3

Prerequisite: None

Course Grading Scale: A – E scale

**Catalog Description**

HIST 244 takes an in-depth look at the principles, concepts, and elements of United States Sea Power. The course focuses on the historical, present, and future applications of sea power regarding the United States. There will be a particular emphasis on the role played by the U.S. Navy, U.S. Marine Corps, U.S. Coast Guard, and U.S. Merchant Marine in shaping the policies and culture of the United States.

**Course Themes**

HIST 244 is an online course that takes an in-depth look at the principles, concepts and elements of sea power. The course focuses on the historical, present and future applications of sea power regarding the United States and other nations. Upon completion of this course the student should understand the significant role that U.S. Naval forces, Marine Corps, and Merchant Marine played in shaping our nation and policies of the United States.

**Course Objectives**

A. Major Core Course Objectives:

1. A student who successfully completes HIST 244 should be able to:
  - a. Demonstrate an understanding of time and chronology in American Naval History.
  - b. Identify, summarize, and analyze major elements of American Naval History.
  - c. Analyze cause and effect in American Naval History.
  - d. Trace elements of change and continuity in American Naval History.\*
  - e. Emphasize parallelism by describing the impact of major events, personalities, and places upon American Naval History.

B. Detailed Course Objectives

Upon successful completion of HIST 244 the student should be able to:

1. Explain the following significant events of U.S. History and their impact on world events and national policy.
  - a. Describe the significant milestones in the historical evolution of the U.S. Navy, Coast Guard, and Merchant Marine, including the contributions of prominent leaders and enlisted sailors.
  - b. Explain the role that U.S. naval forces played in influencing national strategies and policies in peace and war.
2. Trace the historical evolution of sea power and its impact on world history.
  - a. Illustrate the importance of power projection ashore from sea borne forces by analyzing examples.
  - b. Trace the rise of English sea power, in particular:
    - (i) England's role in establishing its autarky and inviolability as an Island nation.
    - (ii) England's role in exploration and growth of its mercantile empire.
    - (iii) The Royal Navy's strategic and technical contributions in the wars of expansion with France and two world wars.
  - c. Explain the significant historical development of the technical evolution of naval engineering and weapon systems from the era of wooden ships and sail through the twenty-first century.
  - d. Describe the major significance that sea power has played in the following conflicts: Spanish Armada, Seven Years War, American Revolution, Napoleonic Wars, American Civil War, Spanish American War, World War I, World War II, Korean War, Vietnam War, and both Gulf Wars.

- e. Explain the influence that tactics, weapons, training, and logistics had on deciding the final outcome of the conflicts in (d) above.
3. Analyze the fundamental national interest that the United States and its former and current antagonists have had on the employment of forces that shape and achieve foreign policy.
  - a. Describe the significant impact the U.S. Navy played during the Cold War.
  - b. Describe the significant impact the U.S. Navy plays during the War on Terrorism.
4. Understand the vital mission of the U.S. Merchant Marine, the U.S. Coast Guard, and the important role of logistics as related to American national Security, including integration with fleet operations and power projection ashore.

### **Reading Assignments**

Reading assignments should be completed before the designated lecture. Prompt completion of the readings will improve the student's understanding and stimulate on line discussions about the material and the assignments. All texts are available at the College Store, which can be reached at 313-845-9222 or -9603. The required texts are:

Cutler, Thomas J. A Sailors History of the U.S. Navy. Annapolis: Naval Institute Press, 2005.

Potter, E. B. Sea Power: A Naval History. 2<sup>nd</sup> ed., Annapolis: U.S. Naval Institute Press, 1981.

Symonds, Craig I. Decision at Sea: Five Naval Battles that Shaped American History. Oxford: Oxford University Press, 2005.

### **Assessment of Academic Achievement**

1. **Examination.** One FINAL EXAMINATION worth 140 points, The Final Exam will be subjective in nature, based on the assigned reading assignments from HIST 244 textbooks. The exam will have a specific due date and formatting style.

2. **Naval Movie Essay** One essay worth 100 points. You will be required to compose an analytical essay of 400 to 600 words on a naval movie listed below. It is your responsibility to obtain a copy of the film, either through rental, from your own collection or by an online purchase. You must view the movie in its entirety. Determine which chapter(s) of the text A Sailor History of the U.S. Navy, Sea Power, A Naval History, and Decision at Sea the movie you selected most closely corresponds. In your analytical essay, show evidence of the connections with the text. Also explain any differences/similarities between the movie and the critical essays or primary sources listed in the appropriate chapters. You are to select from the following naval movies

### **MOTION PICTURES**

Note: Although all of the movies listed below deal with naval events in one aspect or another, it always has to be take into account that they are dramatic works that often contain fictionalized events and characters.

#### The Sea Hawks (1940)

Directed by Michael Curtiz

Starring Errol Flynn, Brenda Marshall, Flora Robson and Claude Rains

This rousing tale of high seas adventure during the Elizabethan period is one of the best movies depicting Queen Elizabeth's "Sea Dogs" and their plundering of the Spanish Main. (Historical Fiction)

John Paul Jones (1959)

Directed by John Farrow

Starring Robert Stack, Bette Davis

Biography of the famous Navy officer during the American Revolutionary War.

The Bounty (1984)

Directed by Roger Donaldson

Starring Mel Gibson, Anthony Hopkins, Sir Laurence Olivier

The third and best version of the infamous mutiny in the Royal Navy at the end of the 18<sup>th</sup> century.

Captain Horatio Hornblower (1950)

Directed by Paul Walsh

Starring Gregory Peck, Virginia Mayo

Based on the novels by C.S. Forester about a Royal Naval Lieutenant commanding a British Frigate during the Napoleonic Wars.

Master and Commander, the Far side of the World (2003)

Directed by Peter Wier

Starring Russell Crowe, Paul Bettany

Based on the novels by Patrick O'Brien about a Royal Naval officer commanding a British Frigate during the Napoleonic Wars and his pursuit of a French man of war in the Pacific. Nominated for Best Picture.

The Buccaneer (1958)

Directed by Anthony Quinn

Starring Yul Brenner, Charlton Heston, Inger Stevens

Entertaining story about the infamous New Orleans pirate Jen Lafitte and his support of the underdog American forces commanded by Andrew Jackson at the Battle of New Orleans.

Moby Dick (1956)

Directed by John Huston

Starring Gregory Peck, Richard Basehart

Based on the classic novel by Herman Melville about a whaling sea captain obsessed with hunting down and killing the rogue white whale "Moby Dick."

Damn the Defiant (1962)

Directed by Lewis Gilbert

Starring Alec Guinness, Dirk Bogart, Anthony Quayle

Based on the novel "Mutiny" by Frank Tisley is a classic sea faring movie about the British warship HMS Defiant during the Napoleonic wars. This movie provides one of the best portrayals of life of the ordinary seaman during the age of sail.

The Hunley (1999)

Directed by John Gray

Starring Armand Assante, Donald Sutherland

The story about the Confederacies famous submarine

The Sand Pebbles (1966)

Directed by Robert Wise

Starring Steve McQueen, Richard Attenborough, Richard Crenna, Candice Bergen

Based on the novel by Richard McKenna, a classic about the U.S. Navy gunboat, USS San Pebbles during the civil unrest in China in the 1920's. The movie was nominated for Best Picture.

Tora! Tora! Tora! (1970)

Directed by Richard Fleischer

Starring Martin Balsam, James Whitmore, Jason Robarbs, E.G. Marshall

The story about the planning and attack on Pearl Harbor seen from both sides.

In Harm's Way (1965)

Directed by Otto Preminger

Starring John Wayne, Kirk Douglass, Patricia Neil

Enjoyable story about a navy captain's exploits in the Pacific during World War Two.

Midway (1976)

Directed by Jack Smight

Starring Henry Fonda, Charlton Heston, Robert Mitchum Toshiro Mifune

The story about the epic naval battle that proved to be the turning point of the War in the Pacific during World War Two.

Operation Pacific (1951)

Directed by George Waggnner

Starring John Wayne, Patricia Neil, Ward Bond

The story about a submarine captain and several of his missions against the Japanese merchant fleet during World War Two.

The Fighting Sullivans (1944)

Directed by Llyod Bacon

Starring Thomas Mitchell, Anne Baxter

The story about the life of the five brothers who would eventual serve together on board the USS Juneau during World War Two.

Run Silent, Run Deep (1958)

Directed by Robert Wise

Starring Clark Gable, Burt Lancaster

Based on the novel by Captain Edward L. Beach, USN (Ret.), the movie deals with the personal conflicts between the Commanding officer and his Executive office on board a World War Two submarine and their pursuit of an allusive Japanese warship.

Flat Top (1952)

Directed by Lesley Selander

Starring Sterling Hayden, Richard Carolson

Entertaining movie about navy pilots aboard an aircraft carrier in the Pacific in 1944.

The Frogman (1951)

Directed by Lloyd Bacon

Starring Richard Widmark, Dana Andrews

Historical; fiction about an Underwater Demolition Team (UDT, forerunner of the navy SEALs) in the Pacific during World War Two.

Flags of our Fathers (2006)

Directed by Clint Eastwood

Starring Ryan Phillippe, Jesse Bradford

The true story about the squad of Marines who raised the flag on Iwo Jima in 1945.

Sink the Bismark (1960)  
Directed by Lewis Gilbert  
Starring Kenneth Moore, Dana Wynter  
The gripping story of the Royal Navy's pursuit of the legendary German battle ship and her ultimate demise in 1941.

Das Boot (1982)  
Directed by Wolfgang Peterson  
Starring Jurgen Prochnow  
Based on the novel by Lotwar-Gunther Buchheim, this gripping tale about a German U-Boat (submarine) set the standard for all future war movies due to its authenticity and human emotions.

The Cruel Sea (1953)  
Directed by Charles Frend  
Starring Jack Hawkins, Donald Sinden  
Base on the novel by Nicholas Monsarrat, a tense drama about the crew of a British warship in its fight against German U-boats during the Battle of the Atlantic.

The Enemy Below (1957)  
Directed by Dick Powell  
Starring Robert Mitchum, Curt Jurgens, Wally Cox  
Based on the novel by Commander D.A. Rayner, this tense dram centers around a "cat and mouse" game between a German U-boat and an American destroyer in the Atlantic Ocean during World War Two.

The Bedford Incident (1965)  
Directed by James B. Harris  
Starring Sidney Poitier, Richard Widmark  
Based on the novel by Mark Rascovich, this "Diamond in the Rough" Cold War epic deals with a tense naval captain in command of a U.S. warship who stalks a Soviet submarine in the North Atlantic during the height of the Cold War..

**Critical Thinking Exercise.** There will be 14 critical thinking essays worth 10 points each, for a total of 130 points. Every week (with the exception of the test exam weeks), each student will write and submit a critical thinking essay according to the format and procedures outlined in the class syllabus and UCompass. The essay will be based upon the readings for the current week. Your response will be approximately 400 to 500 words in length. Since each week's packet of work will be open for a two-week window, the critical thinking essay can only be submitted within that time. No points can be earned after that week's Discussion Board has closed. The critical thinking essays will be assigned in weeks 1,2,3,4,5,7,8,9,10,12,14,and 15.

4. **Discussion Board.** There will be 14 discussion board entries worth 10 points per week, for a total of 130 points. The discussion board format will be operative. Each student will visit the "Discussion Board" link and post their response (when applicable) relevant to the discussion board topic of the week. Students are to respond (1) to the weekly discussion board topic, and (2) to at least one discussion board posting made by another student. The quality of each student's response will determine the point total allotted to that student. Your initial response to the discussion board topic will earn from 1 to 5 points. Your response to other students' post can earn from 1 to 5 points, for a weekly total of 10 points. Since each week's packet of work will be open for a two week window, the discussion board responses can only be submitted within that time frame. No points can be earned after that week's discussion board has closed. Discussion board entries will be made only in weeks 1,2,3,4,5,6,7,9,10,11,12,14,and 15.

### **Evaluation and Grading Standards**

The number of total semester points equals 400. Grading will follow the traditional percentage system:

1. Naval Movie Essay (Due week 13)	=	100 pts.
2. Final Examination: (Conducted during week 16)	=	120 pts.
3. Critical Thinking Essays	=	140 pts
4. Discussion Board	=	140 pts
Final Grade:		<hr/> 500 pts.

<u>Grading Scale:</u>	A	=	90 – 100% (450 - 500 points)
	B	=	80 – 89% (400 - 449 points)
	C	=	70 – 79% (350 - 399 points)
	D	=	60 – 69% (300 - 349 points)
	E	=	59 - 0% (299 - 0 points)

### **Sequencing curriculum.**

Each week a new lesson will be introduced. This will ensure the entire class is working together over the same course material and at the same pace. In addition, there are established deadlines each week for completing and transmitting your work. Each week's lesson will remain open for a period of two weeks. For example, the first lesson will be open beginning at the start of the first week in the semester. At the end of that first week, the second lesson will be opened and the first week's lesson will remain open for that second week. At the beginning of the third week, the first lesson will be closed for the duration of the course, the second lesson will stay open for another week, and the third week's lesson will open. This "rolling" system accomplishes two important purposes: (1) it keeps the class working together, and (2) it prevents a large load for the student at the end of the semester. Stay current with your course work, please do not fall behind.

### **General Course Requirements and Recommendations**

What does it mean to be a student in an online course?

In many ways taking an online course is like taking a face-to-face course. Both feature individual assignments, and both require you to take exams to show you are learning the course material. The instructor directs students through the activities, the posting of announcements, the delivery of lecture materials, the responses to questions, and the grading of assignments and exams. The great benefit in an online course is that you have direct, one-to-one communication with your instructor and fellow students via email or message boards.

### **Participation**

1. You will be expected to do the same amount of coursework you might do in a face-to-face class.
2. You will be asked to spend more time generating and participating in discussions with the instructor and other students. In these discussions, you will respond to other students' comments and play a central role in the learning experience.
3. You must be responsible for keeping up with the assignments so that you can be an active participant in the online discussions.
4. Unlike the situation in the majority of face-to-face courses, where you can show up to class, listen to lectures, and perhaps participate in class discussions, the online curriculum requires your participation. If you do not keep up with your reading assignments and other course requirements, you will not be able to contribute meaningful, timely comments to the online discussions. You can avoid this predicament by setting aside specific times each week for engaging in course participation activities, and adhere to those time slots.

## How often will I have to be online?

1. A good rule of thumb is to log on at least once a day to check announcements and review online materials. How long you need to be online depends on the activities for that session. Look at the calendar to see when certain assignments are due and when projects begin and end. Different courses may offer unique schedules that tell you when you need to be online for various assignments. For example, you may have a class discussion for which you will need to submit an initial comment on Monday and then respond to another student's comment on Tuesday. Requirements of this kind will be spelled out in respective assignments or discussion.

## Additional things to consider

1. Although online courses are asynchronous (students are not online at the same time), there are deadlines.
2. You are responsible for going online at least weekly to get assigned reading material.
3. You will need to add to discussions and reply to other students' comments.
4. You will need to e-mail assignments, chapter quizzes, and exams on time.

Your presence in the course will be apparent only if you add to discussions and do the online assignments. Also, it is critical that you keep up to date by reading all lecture materials and posted comments before participating in the online discussions.

## Additional Course Recommendations

Attendance Policy: Students are expected to log in to the web site several times per week. Make up work will be accepted only within a two-week period. If you encounter a personal problem of such a magnitude that it may result in an "absences," it is your responsibility to email me as soon as possible, alerting me to your particular situation.

## Drop Policy

HFCC's drop policy is that a student can drop a course on her or his own initiative up until the end of the tenth week of classes, which is \_\_\_\_ this semester. After that date, student drops are at the discretion of each instructor. The History Department's policy is that students cannot obtain a drop after the end of the tenth week of class merely because of a poor grade, but only for cause. Cause is defined as something which prevents a student from finishing the course which is beyond the student's control (Students should understand that Cause is determined solely by the instructor). If students are receiving a poor grade in the course, they should decide to drop or stay by \_\_\_\_\_. After that date, they should not expect a drop from this instructor. In addition, a student cannot drop a class if failing for reasons of academic dishonesty. If caught cheating on an assignment, the student will receive the grade assigned by the instructor (an E on that assignment if not for the entire course), not a drop from the Registrar's Office.

## Policy on Academic Dishonesty:

### III. A. 230 Policy on Academic Dishonesty

Henry Ford Community College considers academic dishonesty to be a serious offense. It shall be the policy of the College that determination of the fact of academic dishonesty and appropriate action with respect to academic dishonesty by a student shall be a matter of individual judgment by the instructor. The instructor may administer a penalty up to and including failure in the particular course. It is the professional obligation of the faculty to enforce academic integrity in their courses. Academic dishonesty is any activity intended to improve a student's grade fraudulently.\* It includes, but is not limited to, the following:

- A. Unauthorized acquisition of tests or alteration of grades (such as the stealing of tests, test keys, or grade books from faculty offices or elsewhere, or the purchasing of tests or grade books);
- B. Unauthorized use of notes, books, or other prohibited materials during an examination;

- C. Open cheating on an examination (such as copying from another student's paper);
- D. Permitting another person to take a test in the student's place or receiving unauthorized assistance with any work for which academic credit is received;
- E. Providing unauthorized assistance with any work for which academic credit is received;
- F. Revision of graded work in an attempt to receive additional credit fraudulently;
- G. Plagiarism or using another person's work without acknowledgment;
- H. Any other conduct intended to obtain academic credit fraudulently or dishonestly. Instructors (or their designees) reserve the right to require students to provide picture identification for test taking, graded papers or projects or other appropriate purposes.

Source:

Minutes of the College Organization Meeting, May 2006.

If an instructor fails a student in a course for academic dishonesty, the instructor must immediately notify, in writing, the division/department head, the student, and the Registrar of the infraction, retaining copies of all notifications.

The Registrar will maintain a record of all such violations. If a student fails two classes as a result of academic dishonesty, he or she is dismissed from the College for two academic years. In addition, a notation of the reason for academic dismissal is placed on the student's transcript. The notation may be expunged at the discretion of the appropriate Vice President if the student petitions for its removal after at least a two-year period has elapsed since the disciplinary action.

If a student believes that the accusation is false, he or she may appeal through the Student Complaint Policies and Procedures. If the appeal reaches the Student Complaint Board, the Board will only consider whether the charge of academic dishonesty is justified, and will not set aside or change the penalty given by the instructor unless the charge of academic dishonesty is set aside.

\*Any action that violates the Student Conduct Policy: Due Process Procedure will also be subject to review under that policy.

### **Policy on Incompletes**

The HFCC Policy on Incompletes states that "A student performing satisfactory work in a course may be granted an incomplete (I) at the semester's conclusion if some part of his/her work remains unfinished." The History Department has agreed that most of a student's work must be completed and that the student must be passing the course to receive an Incomplete (I) grade. Both the student and the instructor must agree to the date of completion of unfinished work and exactly what work needs to be done. A student cannot be required to sit through the course again to make up the I.

### **Web Etiquette**

Each student, during the required time spent in the discussion room, will refrain from any correspondence meant to threaten, demean, intimidate, harangue or belittle legitimate, academic comments made by students as they respond to weekly discussion topics. With respect to the "HFCC Student Dishonesty and Conduct Code," the instructor can enforce penalties against such inappropriate "Cyber" behavior to the extent of removing the offending student from the class register.

### **Weekly Class Schedule (Subject to Change)**

Week 1:

Topics: "Introduction to Course Policies, Procedures, and the Study of History"; and Introduction to Naval History: The Influence of Sea Power and the Emergence of England as a Sea Power.

Reading Assignment: Potter, 1-22.  
Links to the past: "Mary Rose"

Week 2:

Topic: "Quest for Empire"  
Reading Assignment: Potter, 23-32.  
Links: "The Pitt Plan"

Week 3:

Topic: "American Revolution, Neutrality and the Birth of the Navy"  
Reading Assignment: Potter, 33-53 & 85-94; Cutler, 52-68 & 75-84.  
Links: "America's first naval hero"

Week 4:

Topic: "Napoleonic War."  
Reading Assignment: Potter, 74-84.  
Links: "The Nelson Touch"

Week 5:

Topic: "War of 1812"  
Reading Assignment: Potter, 95-108; Symonds, 21-80; Cutler, 84-89 & 112-118.  
Links: "The Star Spangled Banner".

Week 6:

Topic: "U.S. Navy, 1815-1860, The Search for Professionalism and Social Reform and the Merchant Marine"  
Reading Assignment: Potter, 109-121 & Web site (See reading assignments in this weeks packet.)  
Links: "Two Ocean Navy"

Week 7:

Topic: "The American Civil War"  
Reading Assignment: Potter, 122-154; Symonds, 83-137; Cutler, 144-156.  
Links: "Cheese box on a raft."

Week 8:

Topic: "U.S. Navy in Transition, Mahan and the influence of sea power."  
Reading Assignment: Potter, 155-163; 176-186; Symonds, 141-195; Cutler, 174-189.  
Links: "You may fire when ready, Gridley."

Week: 9

Topic: "American Imperialism and World War I"  
Reading Assignment: Potter, 187-210 & 222-230.  
Links: "Unrestricted Warfare"

Week 10:

Topic: "Disarmament and the Rise of Naval Air Power."  
Reading Assignment: Potter, 231-242  
Links: "Amphibious Doctrine"

Week 11:

Topic: "World War II, Atlantic Theater"  
Reading Assignment: Potter, 257-286.  
Links: "Operation Neptune"

Week 12:

Topic: "World War II, Pacific Theater"

Reading Assignment: Potter, 287-353; Symonds 199-262; Cutler, 33-46 & 91-99 & 100-112 & 163-172 & 216- 219.

Links: "Scratch four flattops".

Week 13.

Topic: Movie review essay

Reading Assignment: None

Links: "Legend versus fact"

Week 14:

Topic: "Old Friends become New Enemies, The Cold War"

Reading Assignment: Potter, 354-376; Cutler, 46-50 & 71-75.

Links: "Khrushchev blinks"; "Cuban Missile Crises, Real or Paper?"

Week 15

Topic: "New Weapons, New Challenges"

Reading Assignment: Potter, 378-386; Cutler, 13-20 & 141-144.

Links: "600 ship navy"

Week 16:

**Final Examination**

Topic: "Naval Supremacy"

Reading Assignment: Symonds, 265-341; Cutler, 119-129.

Links: "Littoral Warfare."