Warfare has had a profound effect on Western Civilization. Along with ideologies (including religion and political philosophies), technology, politics, and environmental factors (disease, geography, weather, etc.), war is one of the fundamental forces that have shaped our world. It has done much to fashion the modern political map.

The harsh fact is that the state structure of the international system as it exists today is not the result of peaceful, teleological growth, the evolution of nations whose seeds have germinated in the womb of time and have come to a natural fruition. It is the result of conflicts that might, in very many cases, have been resolved differently.¹

The importance of warfare in our culture is manifest not just in the political world. It is even evident in the great art of western civilization – in our literature from The Iliad to War and Peace and on to the writings of C.S. Forester and Patrick O’Brian; in our statuary and memorial art from Michelangelo’s David to Nelson’s Column in Trafalgar Square and the Marine Corps Monument in Arlnigton; and in our graphic art from Greek pottery depicting ships, to the Bayeux Tapestry portraying William the Conqueror’s invasion of England in 1066, to George Gower’s 1588 (est.) Armada Portrait of Queen Elizabeth I and JMW Turner’s paintings of the British Royal Navy in action, and films such as the first Academy Award winner, Wings.²

Despite the obvious impact of warfare in our civilization, it has nearly disappeared from many modern college catalogues. In the wake of the Vietnam War, it became fashionable to suggest that an effort to understand warfare was an endorsement of its use as a political tool. While Clausewitz asserted that war “is simply a continuation of political intercourse, with the addition of other means,” the study of warfare and its effects does not suggest acceptance of it as a political tool, any more than studying medicine implies an endorsement of disease.³ It would be foolhardy not to study one of the forces that has been so central in shaping modern life.

The study of naval or maritime conflict is even rarer among modern curricula. Perhaps this trend reflects the extensive interest in the actions of military leaders like Alexander, Caesar, Washington, Napoleon, Lee, and MacArthur and accessible battlefields like Waterloo and Gettysburg. It is, however, ironic that naval warfare should be so slighted. Thoughtful observers of military affairs have long recognized the importance of what Admiral Alfred Thayer Mahan called “sea power.”

One of the central ideas in this course will be that, while sea power may not be sufficient (without more) to win a major war (although it might in some cases), it is often necessary to securing victory, even in conflicts among land powers. “We see the great effects of battles by sea,” observed Sir Francis Bacon in 1597. “The battle of Actium, decided the empire of the world. The battle of Lepanto, arrested the greatness of the Turk. There be many examples, where sea-fights have been final to the war; but this is when princes or states have set up their rest, upon the battles. But thus much is certain, that he that commands the sea, is at great liberty, and may take as much, and as little, of the war as he will. Whereas those that be strongest by land, are many times nevertheless in great straits.”

Sir Walter Raleigh also foreshadowed Mahan’s recognition of the connection between maritime power and national greatness, when he wrote in 1614, that “whosoever commands the sea commands the trade; whosoever commands the trade of the world commands the riches of the world, and consequently the world itself.” We will rely on historical methods to analyze the nature and importance of maritime warfare in western history.

Warfare at sea is one of the most complex activities undertaken by any organization. Ships must be carefully designed and constructed to operate successfully in the unmarked and hostile world of salt water and high wind. Creation of an effective naval force requires the total commitment of an advanced social structure and economy coupled with an advanced technological capacity. It both reflects and impacts the society on which it is based.

The complexity of naval warfare has been recognized since classical times. Seamanship, according to the great Greek orator Pericles, is an art. It “is a matter requiring skill, and will not admit of being taken up occasionally as an occupation for times of leisure; on the contrary it is so exacting as to leave leisure for nothing else.” The success of any operation in the marine environment and the lives of the participants depend primarily on the skill of the craft’s officers and crew. When the ship also serves as a fighting machine or weapons platform – a warship – its personnel must have all the skills of the best warrior of the age and the technical sophistication of the best mariner. Interestingly, considering the confrontation between the naval power Athens and the Sparta, with a powerful army,
Pericles observed that the Athenians’ “naval skill [was] of more use to [them] for service on land, than [the Spartans’] military skill for service at sea.”

The modern world was, to a far greater degree than is generally recognized, shaped by the ideas articulated by Alfred Thayer Mahan. The phenomenon he studied was the rise to global power of the physically small Dutch Republic and British Isles. The focus was on the emergence of the British Royal Navy, which dominated the wars between England and France that we refer to as the “Second Hundred Years War”, culminating in Nelson’s crushing victory in the Battle of Trafalgar on 21 October 1805 Mahan directly influenced the American leaders who embarked in 1898 upon the formation of the “American Empire” in the Pacific. Many historians credit him with causing the naval arms race, which they contend led to the First World War. Admiral Tirpitz, architect of the Kaiser’s naval strategy, was a “disciple.”

The leaders of Imperial Japan were avid Mahanians and put his idea to practice during the Russo-Japanese War and the Second World War. Most historians contend that it was the Battles of the Coral Sea and Midway that constituted the “turning point” for the Pacific War, even as they identify El Alamein and Stalingrad as the key events in North Africa and on the Eastern Front. While we think of conflicts such as the American Civil War and World War I as land wars, even their outcomes were affected in significant ways by the war at sea.

**Course Description**

History 3039 (10), The Age of Steam and Steel, the Role of Navalism from 1815 to 2010, will consider, in a chronological context, some of the major issues raised by warfare in the marine environment, including the following issues:

- What is the nature of warfare, particularly naval warfare? For example, was the conflict in Vietnam warfare or something else? The American intervention in the Philippine Insurrection? The Boxer Rebellion? Panama?
- What are the primary causes of warfare in western civilization?
- What is a “decisive” victory? Is the naval element ever “decisive” in a major conflict?
- What are the most important factors in determining the outcome in warfare? In particular, what are the roles of technology and leadership in warfare in a maritime environment?
- Why did a group of relatively small European nations come to dominate the world during the nineteenth and twentieth centuries? Why did the British Royal Navy become the dominant force that it did? Why were other states not able to rival the British?
- Is warfare susceptible to a systematic or scientific analysis such that one could produce a generally applicable “theory” of warfare, or establish valid “principles or laws” that control what happens in war?
- What had been the role of “sea power” in shaping the world of the twenty-first century?
- How effective have the efforts to limit the violence in warfare been? Can the violence of warfare be effectively eliminated or limited by organized efforts?

Each unit will be introduced by one or more lectures with respect to the naval conflicts in rough chronological order. We will then devote a session to a discussion of the events of that period and to an issue highlighted in that unit. The course involves **extensive readings**. You should review the entire syllabus carefully and try to read ahead. (Time devoted to Spector’s *Eagle Against the Sun*

---


and Halpern’s *Naval History of World War I*, in particular, will pay dividends later in the semester.) We will consider specific materials to establish the chronology as well as broader works, including primary sources, to evaluate the events and the questions we have set for ourselves. I have included a list of other books and articles in each segment, for those who may wish (at a later time, or in preparation for a paper or your final exam) to explore a topic in greater detail.

Each student will write two short (five- to eight-page) book reviews or commentaries and be prepared to “present” the material in the book to the class on the date indicated. You will select two books (for two different classes) during our first meeting. The papers are to be posted in the Discussion segment of Blackboard so everyone in the class will have the opportunity to consider them before our discussion.

Each student is to prepare a paper based on research and original analysis dealing with the nature of naval warfare and the role of one participant in the naval campaign against the Japanese forces in the Philippine Islands that culminated in the Battle of Leyte Gulf in 1944. Again, the paper is to be posted on Blackboard for consideration by the other members of the class. We will spend two class sessions discussing the campaign, with each member being called upon to describe the role of his or her participant. This is in the nature of a “staff ride,” a technique employed by Army historians to demonstrate the key decisions in important campaigns – generally conducted on the battlefields. Since we can’t visit the scene of the action, we will make use of projected images to move through the campaign.

There will be a take-home final examination, discussed below. The final exam is due in my office by 3 pm on **Tuesday, 6 May 2014 – not changed**.

**Learning Objectives**

There are several objectives to be achieved by each student during the semester:

- Each student should know the historical facts (chronology, geography, and key people involved) concerning naval and maritime warfare and conquest from the introduction of steam powered warships to the nuclear age.
- He or she should become familiar with the terminology of ships, seamanship, and navies – they are pretty different from one’s everyday vocabulary.
- In addition each member should develop to analyze the factors that contribute to victory in a battle, a naval battle, a campaign, and a war and the way different societies undertake those efforts.
- Students should understand the complexity of the political and military decisions that confront leaders in wartime, and the uncertainty of the data available to decision-makers.
- Students should become familiar with and be able to analyze important strategic theories (such as those advanced by Carl von Clausewitz, Baron Jomini, and Admiral Alfred Thayer Mahan) and be able to analyze critically the proposition that warfare is susceptible of analysis in the manner articulated by the great philosophers of war (or "strategists").
- Students should be able to synthesize material from lectures and readings to evaluate the importance of events in the maritime world during the Age of Steam and Steel.

As is obvious, the literature of military and naval history is extensive and rich. The student should become familiar with and be able to analyze a broad range of the writing on naval history. While we will rely largely on secondary materials, we will also make use of primary sources. The course will be arranged chronologically and, in the context of an operational history, will consider some of the fundamental issues affecting military policy making, such as the relative importance of leadership, technology, industrial capacity, the human factor (individual skill, morale, etc.), strategy,
tactics, environment (demography, geography, etc.), and the military system (logistics, training, etc.) in securing a military victory; the reasons men are willing to fight, individually and collectively; the relationship between forms of government and war-making; the ways warfare affects society (and vice-versa); the validity and utility of “theories of war;” and the impact of naval and maritime war on wars involving land powers and on geopolitics generally. The student should be able to synthesize data from individual and groups of conflicts and evaluate those data to determine the causes, determinative factors, and consequences of those conflicts.

Because of the amount of writing in the course, each student should comprehend effective techniques of researching and writing history papers. They should be able to apply those techniques to produce an effective paper of their own.

Finally, I hope that each student will develop (or extend) an interest in naval history and affairs that continues in later life.

**Requirements and Grading**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular, informed class participation (including quizzes, if any)</td>
<td>20%</td>
</tr>
<tr>
<td>Two book reviews (15% each, varying due dates)</td>
<td>30%</td>
</tr>
<tr>
<td>Virtual “Staff ride” research paper on the Leyte Gulf Campaign (Due 27 March)</td>
<td>25%</td>
</tr>
<tr>
<td>Take home final examination (Due, Tues. 6 May)</td>
<td>25%</td>
</tr>
</tbody>
</table>

The grades in the course will be on a scale in which 80-82 is a B-, 83-86 is a B, and 87-89 is a B+, with corresponding numerical equivalents in other letter grades. All written work will be graded on the basis of (i) how well you answered the question or performed the assigned task, (ii) how well you substantiate your answer by reference to specific facts and quotations from permissible sources (particularly from primary documents, and, where possible, from the course materials), (iii) the sophistication of your analysis, (iv) how thoroughly you research, (v) how well the paper is organized and written (including spelling, grammar, and syntax), and (vi) how closely you have observed the proper method (Chicago Manual, footnote form) citation procedure, unless the assignment otherwise provides.

Because the class discussion will depend on the timely submission of your papers, any paper turned in late will be subject to having the grade reduced by a full letter grade for each day or fraction of a day it is late.

**Weekly Reading, Attendance, and Class Discussion**

The class will meet Tuesday and Thursdays from 9:35 to 10:50 am in Duques Hall, room 152.

**Reading, Discussion, and Quizzes**

There is a reading assignment for each week of the course. The assignments are listed before the first class of the week. They will help you to understand the lectures and participate actively in discussion.

You are expected to attend every class (unless the meeting conflicts with a religious holiday, you are ill, or are participating in a University-sponsored event). I will take attendance or provide a sign-up sheet for every class. It is your responsibility to find and sign the attendance roster for each class session if you are not present when it is circulated. Please notify me during the first week of the semester if you will be missing classes for religious reasons. Unexcused absence from more than two classes will adversely affect your discussion grade.

The success of the course depends on your active, informed participation. Please come to
class prepared to discuss the period under study, the topics we are considering, and the reading. I will
call on people at random and expect them to be able to explain material from the reading. If you are
not prepared to respond during a particular class, give me a note in writing before class and I will not
call on you. Each student is entitled to three “passes” during the semester without it adversely
affecting your discussion grade. No passes will be allowed for the final meeting of the course. (Each
unexcused absence will reduce the available passes by one.)

You are encouraged, indeed challenged, to think broadly about the topics we are considering.
Ask yourself questions about the reading. What provoked the conflict under study? Could it have
been avoided? What social, political, cultural, economic, or ideological factors influenced the conduct
of the war? In what way? What impact did the war (and its outcome, to the extent they may be
different) have on the peoples involved? What factors were most important in producing (or
preventing) a successful outcome? What was the role of naval warfare in determining the outcome of
the conflict? How and why did people do the things that the author described? What effect did their
conduct have on the outcome of the conflict? What lessons can we draw from their conduct? What
were the most critical events? How did they affect the development of warfare (and naval warfare), or
our way of thinking about it? What type of evidence did the historians use? Are you persuaded of the
validity of their analysis? Are there hidden biases? How do they affect the author’s credibility? What
arguments are the most effective? Why do you think so?

Because the readings are so important to mastery of the material for the course, I plan to give
unannounced short quizzes at the beginning of class several times during the semester. They will
concentrate on the reading and should be an easy way for anyone who has done the reading to
accumulate a few points.

Critical Analysis of Books – Eight Different Due Dates

Each student is to prepare and submit two book reviews during the semester. The books to be
reviewed are listed in the syllabus according to their respective due dates. No more than four
members of the class may review any specific book, without prior permission. You will select the
books you are to review during the first class meeting.

- Your review should contain a succinct summary and description of the book (i.e., is it a novel,
an autobiography, a biography, a narrative, etc.; what period does it address; what kind of events
does it depict; does it rely on personal experience, primary sources, or secondary material; and
does the author provide citations). (For example: The book is a narrative history of the Japanese
attack on Pearl Harbor on 7 December 1941.) Identify and explain the main question the author
is addressing (for example, the author addresses the question of why the vastly powerful Spanish
Armada failed in its effort to invade England). Explain the issue and any major nuances it entails.

- Identify and evaluate the assumptions made by the author in formulating his or her analysis.
How do they affect the result? What was the context in which the book was written? Did it affect
the author's viewpoint? Does the author seem objective or biased? In what way?

- How does the writer support his or her thesis? Identify and evaluate the key evidence relied upon
by the author to support the argument. What kind of evidence (primary or secondary) is cited?
Provide some examples. (e.g., Doe relies on archival materials from both Japanese and American
sources, including a detailed Japanese plan, dated 1 November 1941, letters from Admiral
Yamamoto to his family, and pilots’ accounts. He also used the results of the 1995 hearing in the
United States Senate regarding Admiral Kimmel’s conduct.) Does the research seem exhaustive?
Does the evidence really support the argument?

- Identify and summarize the author’s conclusion (thesis or major contentions). Does he answer the
main question? Is the conclusion clearly stated in the book? Evaluate the writer’s persuasiveness
(identify some specific questions or topics of interest for discussion). Describe the likely
target audience and the reaction the book would be expected to have (Be sure to check the first
publication date). Do you think the author had an “agenda”? If so, what was it? **Do the events described by the author appear to be representative of events in the war**, or were they extraordinary? Does the author **accurately describe historical events**, to the best of your ability to determine (give specific examples, where possible)? If you think the author’s depiction is not representative, why do you think it is not? To the extent you can, determine the impact the book actually had.

- Given what you have learned about the topic, what is your **assessment** of the author's answer(s) to the main question addressed? How would you answer the question yourself? (Be sure to indicate your reasoning and the evidence on which you rely.)

- Provide an overall evaluation of the book. Did the book **influence or change your view of the events covered**? If so, in what way? Did the book add important facts or anecdotes to the historical record you have developed from your readings and lecture?

You should be prepared to make a very brief (5 minute) talk, outlining the key points in the book, the “lessons” we can draw from the book and the events it describes, and your evaluation of the book. (Do not be afraid to take issue with the authors – but be able to support your positions.) You are also to be prepared to take the lead in discussing the work, even if not called upon to make a presentation.

You are to submit a hard copy in class on the due date. You are also to post an electronic version to the appropriate Discussion Page in Blackboard. Other members of the class are to read and add comments on your review and the book you have chosen before the class in which we will be discussing the book. Class members are responsible for reading and considering the points made in the reviews before class.

Each review is to be **five to eight pages** double-spaced pages in length. Your paper is to be typed using the 12 point Times New Roman font, with a 1 ½ inch margin on the left side and 1 inch margins on the other three sides. You may print your hard copy double-sided to save paper, with each side counting as a page. Number the pages after the first page. Include a header with your name and the book title on each page after the first. Your hard copy must have the pages attached together by stapling or other suitable means.

For each of the papers, you should consult the “**Paper Guidelines and Footnote Formats**” memorandum posted in the Syllabus segment of Blackboard. Be sure to provide footnote citations (not parenthetical references) to all resources on which you rely in writing your review (including the book being reviewed – always give a proper citation the first time you mention a source in an academic paper). The notes should be in the traditional form specified for historical writing by the *Chicago Manual of Style* in Chapter 14 (see the example in Section 14.14 of the *Chicago Manual*). If you have questions about citation format, please contact me at any time. Although the manual calls for a bibliography, because of the short length of the papers, you need not provide a bibliography. [Note that the Chicago Manual is available on-line through the Gelman databases.]

You may not rely on more than one electronic source without permission. Only rely on electronic sources that are refereed or otherwise considered reliable (e.g., do not cite Wikipedia).

Be sure to locate a copy of each of your Review Books **as soon as possible**. I have not ordered them through the bookstore. They should be available in Gelman and other consortium libraries, although you may wish to purchase them.

Because the entire class will be relying on your timely submission and posting of your papers, I reserve the right to refuse late submission of any written work and to penalize any work accepted or posted late.

---

During our first meeting, each student will be assigned one character who played a role in the campaign in which the United States sought to invade the Philippine Islands in 1944. The naval campaign culminated in the Battle of Leyte Gulf in October 1944.

You are to write a fifteen page research paper about the Leyte Gulf Campaign in which you are to do three things. First you are to explain who (or, in one case, what) your character was and what role he, she, or it played in the events that culminated in the Battle of Leyte Gulf from 22 to 28 October 1944. Second, you are to answer the question of whether the Battle of Leyte Gulf was “decisive,” even though the Second World War continued for another ten months – if so, why, if not, why not. Finally, you are to assess all the factors that played a role in determining the outcome of the campaign. Historians argue for many “determinative” elements, including sheer numbers, strategy (advocated by Carl von Clausewitz), tactics (Baron Antoine Henri Jomini), mobility, technology (Martin van Creveld), individual soldier/sailor (skill/morale – Ronald Spector), military system (training, logistics, etc), national economic power (Paul Kennedy), the environment (geography, weather, demography, disease, etc.), intelligence (including disinformation and deception – Sun Tzu), diplomacy (alliances and negotiations), the political system (democracy v. totalitarian state), and ideology (a “cause,” such as liberalism, religion, race, culture, nationalism, etc to sustain the troops through adversity). You are to identify the one that you think was most important in this case and explain, in detail, why you thought that factor was more important than the others. You are to do a thorough job of research, relying on secondary, and where available, primary sources to become the class expert on your character and naval warfare at the time of the Battle of Leyte Gulf. You are to turn in a hard copy of your paper in class on Thursday, 27 March, and post your paper to the appropriate Discussion page in Blackboard by 6 pm that day. You are to be prepared to answer questions about your character and explain his (hers or its) role in the proceedings in class on 1, 3, 8, and 10 April. Review your classmates’ papers on Blackboard before we meet on Tuesday, 1 April.

Your paper should follow all the formal guidelines established for the book reviews in the preceding section and those set out in the Paper Guidelines and Footnote Format posted on Blackboard.

Final Exam due: 6 May 2014

In a well-written essay of no more than twelve double-spaced pages, draw on assigned readings, lectures, and authorities identified in the syllabus to answer one of the following questions. Please clearly indicate which question you are answering. Your exam is due in my office between 1 and 3 pm on Tuesday, 6 May 2014 or, if you can’t submit it during those hours, in my mailbox in the History Department Office (Phillips Hall 335) no later than 3 pm that day.

The exam should be printed double-spaced in twelve point Times New Roman font with a one-and-one-half inch margin on the left and one inch margins on the other sides. Each page (after the first) should be numbered and the paper should be stapled before submission. Put your name and the title of the paper in a header that appears on every page after the first. (You may print your exam two-sided to save paper – each side is one page for purposes of length.)

You are not to rely on sources other than those included in this syllabus (specifically disallowing materials from the web), without express permission from the instructor. You do not have to use footnotes in the exam, but you must provide citations to all sources on which you rely (either by parenthetically identifying the work and page or by footnoting). Please consult the Paper Guidelines for suggestions on writing history papers - the same principles apply to the exams. You are encouraged to use as many factual examples as you can to support your analysis.

1. During the semester we have discussed the contribution of the naval or maritime element in a number of conflicts (the wars listed below). It has been my contention that in most if not all of the large conflicts sea power (or naval capability) played a decisive role. In this context I use “decisive” to mean (i) “necessary” in the sense that, without the naval force victory could not
have been attained or it would have been very much more difficult, costly, and slower; “sufficient” in the sense that the naval power alone was able to produce victory with little or no other element required; and “necessary and sufficient” in the sense that without the naval force it would have been impossible or nearly so to achieve victory and with it victory could be assured. Do you agree or disagree? If you agree, show how sea power played a decisive role (identify in each case whether you mean necessary, sufficient, or both) in at least four of the large wars identified on the list below (including at least one conflict from the nineteenth century). In each case use as many specific examples as you can to support your argument for naval decisiveness in that conflict. If you disagree discuss in detail the most important naval contributions to each of four of the large wars (again include at least one from the nineteenth century) and show why you think sea power was neither necessary nor sufficient in that conflict giving as many specific examples as you can to support your argument. (Precision in argument and numbers of supporting examples are important.)

2. During the semester, we have considered a number of ways in which naval and maritime forces can contribute to a nation’s achieving victory in a war. They have included the Mahanian idea of seeking a decisive battle to destroy the enemy’s maritime capability (either globally or locally), attacking the enemy’s commerce (guerre de course), power projection from the sea onto the land (without landing troops), conducting amphibious assaults, blockading an enemy to prevent the flow of needed men and materiel, supporting the operations of armies ashore (raids, gunfire support, aerial bombardment, etc.), and attacking enemy forces on and near inland waterways (riverine warfare). Describe the key role(s) of the naval forces in at least five of the American Civil War, the Spanish American War, World War II (treating the European and Pacific Theaters separately), Korea, Vietnam, and the First Gulf War. In each case give as much detail as possible, citing specific incidents, as you can to support your argument.

Conflicts to use in formulating your answer:
The Mexican-American War, 1846-48
The Crimean War, 1855 - 59
American Civil War, 1861-65
The Austro-Prussian War, 1866
The Franco-Prussian War, 1870 - 71
The Sino-Japanese War, 1894-95
The Spanish American War (including the Filipino Insurrection) 1898-1902
The Boxer Rebellion, 1900-01
The Russo-Japanese War, 1904-05
World War I, 1914-18
World War II, 1939-45
The Cold War, 1946 - 1989
The Wars in Indochina (including the French- and American-Vietnamese Wars), 1946-1975
The Korean Conflict, 1950-53
The Falklands War, 1982
The Iran-Iraq War, 1987-88
The First Gulf War, 1990-1991
Iraq, 2003-11
Afghanistan, 2001 -
(Wars in bold type are considered “large” wars for this purpose.)

Administrative Matters

**Academic Integrity and Citation Procedure**

While the success of this class ultimately depends on an effective interaction among students, all written work is to be done individually. Academic integrity is essential to the success of this educational experience, as indeed to any academic enterprise. The GW Code of Academic Integrity provides that “academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” All students should read and understand the Code of Academic Integrity. It can be found at [https://studentconduct.gwu.edu/code-academic-integrity](https://studentconduct.gwu.edu/code-academic-integrity).

Please note that plagiarism includes intentionally representing the “words, ideas, or sequence of ideas” of another as your own or failing to provide attribution, not only to quotations and paraphrases, but to “borrowed information.” All work submitted for the course must be done in accordance with the college policy.

The best guideline for writing history is to **provide a citation any time you use material that is not common knowledge**. Even if it would not be plagiarism to omit the reference, your citation will help readers who seek to rely on your work for future research. Similarly, provide a citation the first time you mention a source (book, film, interview, case, etc.). Be sure to use proper citations for all your authority. Use the *Chicago Manual* format that is used in historical writing.

You can rely on either:


A set of Paper Guidelines is also available on Blackboard. It is quite simple, but may help with simple citation questions. There is a good collection of examples at [http://myrin.ursinus.edu/help/resrch_guides/cit_style_chicago.htm](http://myrin.ursinus.edu/help/resrch_guides/cit_style_chicago.htm).

**Disability Support Services, The University Counseling Center, and the Writing Center**

Any student who believes that he or she may need an accommodation based on the potential impact of a disability to perform the assigned work because of a disability should contact me as soon as possible. To receive an accommodation on the basis of disability, a student must provide notice and proper documentation to the Office of Disability Support Services, Rome Hall, suite 102 (202-994-8250). Accommodations will be made solely on the basis of recommendations from the DSS Office. For additional information please refer to: [http://gwired.gwu.edu/dss/](http://gwired.gwu.edu/dss/)

The University Counseling Center offers assistance twenty-four hours a day, seven days a week to address students’ personal, social, and career problems. It also offers help in dealing with weaknesses in study skills. The UCC may be reached at (202) 994-5300 and at [http://gwired.gwu.edu/counsel/](http://gwired.gwu.edu/counsel/).

The Writing Center offers assistance in preparation of papers. You should feel free to consult the Writing Center for assistance with your project. It is located in room Gelman Library, room 103 or in the Eccles Library on the Mount Vernon Campus and has a web site at [http://www.gwu.edu/~gwriter/resources.htm](http://www.gwu.edu/~gwriter/resources.htm).

**Pagers and Cell Phones (and other objects that go “ring” in the night)**
Please turn them off during class, except in the case of a genuine emergency. Notify me before class if you are expecting such an emergency call.

**Office Hours – Phillips Hall 320**

My regular office hours are Tuesday and Thursday from 1:00 to 3:30 pm and Wednesday from 10:00 – 12:00 am on days when classes meet, and I am happy to meet with you at other times to discuss any questions related to the course material. Please see me after class or send me an e-mail to arrange an appointment.

**Emergency Information**

In the unthinkable event of a fire or other emergency, if possible and appropriate under the circumstances, the class should shelter in place. If the building in which we are meeting is affected, follow the evacuation procedures for that building. Please note the emergency exit nearest to our classrooms from each of our class buildings. If it should become necessary to evacuate the building, please follow instructions from first responders, then meet at a rendezvous location that we determined before leaving the building (if the situation permits). In any case contact me by e-mail at your earliest opportunity.

**Individual Class Descriptions and Assignments**

Readings other than those in the required books are posted in the Files section on Blackboard. The PowerPoint slides for each class are posted in the Outline section of Blackboard. Three versions are posted: single slides (for greater detail in maps and images), three slides to a page for note taking, and six to a page for a more concise summary. Other useful material may be posted from time to time. A Podcast version of the class can be accessed through the tools section of Blackboard.

**Class Schedule (Subject to Change at any time at the Discretion of the Instructor)**

**Unit One: The Environment – The Transition from Sail to Steam**

**General Context:**

If you feel that you do not have a strong grounding in naval history and terminology generally, you might obtain a copy of one of the following books to serve as a general survey of warships, and terminology:


**Week 1: Introduction, Context, and Terminology**

**Class 1, Tuesday, 14 January 2014: Introductions, Course Structure, Context**

We will make introductions, discuss the syllabus, and select books to review, and assign topics for the Staff Ride paper. We will also discuss some fundamental issues, such as the nature of war and the concept of strategy.

We will establish the context for the beginning of our study by reviewing very quickly naval warfare from the Battle of Salamis (480 BC) through the Napoleonic Wars and the War of 1812. We will discuss the operation and classification of warships, from Swift Boats to submarines and from auxiliaries to aircraft carriers.
Visit the National Museum of American History (14th and Constitution, NW) Exhibition entitled *On the Water* (First Floor East Side), particularly the first segments entitled – “Living in the Atlantic World”, “Maritime Nation, 1800 – 1850”, “Ocean Crossings, 1870-1969”, and “Answering the Call, 1917-1945”. The entire exhibit is interesting, but if your time is limited, you should visit those segments.

See also the associated website: http://americanhistory.si.edu/onthewater/info/visit.html

**Class 2, Thursday, 16 January: The Imperial Wars of the Mid-Nineteenth Century – The Opium Wars, the Mexican War, and the Crimea**

**First Assignment**


**Unit Two: The Civil War – The Impact of Technology in Naval Warfare and Different Kinds of War**

**Week 2– The Civil War**

For those who want more of a background on the Civil War generally, I would recommend James McPherson’s *Battle Cry of Freedom* as an excellent one-volume source.

Potter, Chapters 12-13.


**Class 3, Tuesday, 21 January: The Civil War (I) Overview through 1862**

British military historian J.F.C. Fuller wrote that “the first of the unlimited industrialized wars,” i.e., the first modern war was the American Civil War. The Civil War presents many interesting questions beyond the perennial “why did the South lose?” It raises issues about the impact of technology in warfare, the role of naval warfare in what is generally perceived to be an entirely land-based conflict, and the differences among wars fought for different purposes.

Scholars suggest that the extent of violence in a conflict depends on the cause which led to the hostilities. They suggest that the violence is much greater in civil and religiously based wars than in conflicts conducted for purely political or economic reasons. One of the preliminary questions we must consider throughout the semester is why a people went to war.

Historians and strategists have proposed many answers to the question of why men go to war. The Anglo-Dutch Wars on the other hand were largely fought for economic and imperial reasons. The great historian Paul Kennedy has argued (*The Rise and Fall of British Naval Mastery* and *The Rise and Fall of the Great Powers*) that economics is behind all conflicts. Men go to war, he contends, in pursuit of scarce resources (e.g., land, water, gold, and oil). They also seek to protect their economic and commercial and trade systems (e.g., mercantilism, capitalism, and communism, as in the Cold War). Ideologies have played a major role, with wars being fought in the name of liberal humanism (e.g., the Wars of the French Revolution and the interventions in Kosovo and Somalia) and in the name of religion (the Crusades, the French “Wars of Religion,” the Thirty Years’ War, and, arguably, the 9/11 attack on the United States). Emotions, individual and national, have also contributed to our warlike past (e.g., the Trojan War (pride and retaliation) and France’s participation in the American Revolution (retribution)). Power politics have been a major contributor, leading to the dynastic, nationalist, and imperialistic wars in Europe (the Angevin Wars, the Wars of Louis XIV, and the Second Hundred Years’ War, and arguably World Wars I and II). Some would suggest that chance

---

played a role as well. In the English Civil Wars, we have seen religion and individual liberty asserted as justifications. Can you think of other causes? Which do you believe is the most significant cause? The Anglo-Dutch Wars, the Opium Wars, and the Crimean Wars were largely the result of economic and imperial causes. Do the causes affect the way war is conducted (religious & civil v. political and economic)? Are the factors which might lead to naval warfare any different from those instigating land warfare? The Mexican and Crimean Wars are characterized as wars of “imperialism.” What does that mean? Are those wars different from national wars, religious wars, or civil wars? In what ways?

Class 4, Thursday, 23 January: Civil War 1863 - 1865
The Civil War on land and at sea took several determinative steps.

Week 3 Assignment – Civil War (Continued)
Potter, Chapter 14.

McPherson, War on the Waters. (Chapters 8 - Conclusion, pages 154 - 226 )

Class 5, Tuesday, 28 January: The Civil War at Sea
Many phases of the Civil War involved a naval element. The Union strategy depended upon isolating and dividing the Confederacy. That required the imposition of a blockade on the rebel ports. The northern forces then began a campaign to capture the major ports through which the south conducted its vital commercial trade. Finally, the campaign in the west was dependent upon control of the rivers.

Review Books due in Class 5 for discussion in Class 6
Reviews of the following books should be turned in during class on Tuesday, 28 January, and posted to the Discussion page of Blackboard the same day. Everyone who is not responsible for a review should read the posted reviews and be prepared to discuss them on Thursday.

Class 6, Thursday, 30 January: Discussion of the Civil War, Technology and Differences in Types of Warfare
We have observed the impact of the combination of the iron-clad, steam-powered, screw-propelled warship. Other advances also affected naval warfare. The effective introduction of submarines and mines had lasting effects. Is technology the most important factor in determining the outcome of naval conflict? What other factors are important?
Did the naval war play a role in determining the outcome of the war (or was it all done at Gettysburg the way many believe)? If so, what role? Was it determinative of the outcome? Was it necessary?
Was the fighting in the Civil War different from the fighting in wars of empire and economically-based conflicts? If you think so, in what way? Why?

Additional Sources for Those Who Want to Read Further on the Civil War:
See the material for Unit 2 in the bibliography at end of Syllabus.

Unit Three: Strategists and Theories of Naval Warfare
For those who feel a desire to have more background on the development of strategy generally, I would recommend The Makers of Modern Strategy, edited by Peter Paret, as an excellent one-volume source.
**Week 4 Assignment – Theories of War and Naval Strategy**

Alfred Thayer Mahan, *The Influence of Sea Power upon History, 1660-1783*, Introduction and Ch. I (Posted in the Files Segment of Blackboard)

Julian Corbett, *Some Principles of Naval War*, Part I, Chs 1-5, Part II, Ch. 1 (Blackboard)

Knox, Dudley W. "Old Principles and Modern Applications." *Naval Institute Proceedings* 40, no. 4 (July-August 1914) (1914): 1009-1039. (Blackboard)

**Class 7, 4 February: Strategists and Theories of War**

The period we are studying is considered the Industrial Age. Science and technology were supreme. In the wake of the Renaissance, Europeans placed great confidence in the ability of science to understand and explain their world. During the nineteenth century, philosophers of war – or strategists – would seek to apply the scientific method to understand warfare. Baron Antoine de Jomini, Carl von Clausewitz, and then Alfred Thayer Mahan built on the ideas of Niccoló Machiavelli. British naval historian Julian Corbett thought that Mahan’s ideas were too limited and he wrote another work attempting to include more theories, such as the French guerre de course. Purporting to apply the scientific method, these strategists wrote vastly influential works setting forth systems or universal principals that governed the conduct of war.

**Review Books due in Class 7 for discussion in Class 8**


**Class 8, Thursday, 6 February: Discussion of Theories of War and Naval Strategies**

Can we really analyze warfare systematically, so as to produce a consistent theory of warfare or at least a set of principles that seem to survive time and space? (Sun Tzu, Jomini, and Clausewitz thought so and so did Mahan and Corbett. Are they right?)

Mahan contends that there are certain universal general principles of naval warfare that remain true despite technological advances, even as Clausewitz had said of land warfare. Is Mahan right? Is naval warfare susceptible of systematic analysis that is generally applicable? How can one interpret Mahan’s writings to make them most useful in the modern world – or can one? Is Corbett really inconsistent with Mahan? Is there a way to rationalize the two to produce a single theory?

**Additional Sources for Those Who Want to Read Further on Strategy and Theories of War:**

See material at end of syllabus under “Unit 3.”

**Unit Four: The “Small Wars” of the Late Nineteenth Century and the Concept of “Decisiveness” in Warfare**

For those who feel a desire to have more background on the wars of empire generally (but excluding the Spanish-American War), I would recommend Douglas Porch’s *Wars of Empire* as an good short survey. Trask’s *The War with Spain in 1898* is the best one-volume source on the Spanish-American War. George Baer’s *One Hundred Years of Sea Power, the U.S. Navy, 1890 – 1990* and Robert Love’s *History of the U.S. Navy* are the best summaries of the modern US Navy.

**Monday, 17 February 2014 – Presidents’ Day (No Classes)**

**Week 5 Assignment – Navalism and “American Imperialism”**

Potter, Chs. 15 & 17 (155-163 and 176-186)

**Class 9, Tuesday, 18 February: Navalism and American Expansion**

In the late nineteenth and early twentieth century, the United States embarked on a major effort to modernize its navy. It also, perhaps not coincidentally, began to participate in wars outside its borders. We will consider both phenomena, looking at the Spanish-American War, the Philippine Insurrection, the Boxer Rebellion, and the Acquisition of the Panama Canal.

**Class 10, Thursday 20 February: American Expansion (Continued)**

**Week 6 Assignment – The Rise of Japanese and American Naval Power**

Potter, Chapters 16 and 18.


**Class 11, Tuesday, 25 February: The Sino-Japanese and Russo-Japanese Wars**

Beginning with Perry’s “opening” of Japan, the Japanese began to westernize. They were able to create powerful military and naval forces, on the European model, very quickly, reaching maturity in their defeat of Russia in 1905.

**Review Books due in Class 11 for discussion in Class 12**


**Class 12, Thursday, 27 February: Discussion of the late nineteenth century wars, the impact of society on warfare, and the concept of “decisiveness” in warfare.**

It was said that the American frontier closed in 1900. Beginning within decades, the United States began to develop interests abroad. Similarly, the Japanese had been isolated for centuries, but once engaged by western powers, they too began to expand. In what ways did the societies of these two, (at least recently) peaceful powers affect their geopolitical activities?

Clausewitz famously says that war is just the continuation of politics (or political intercourse or policy) by the introduction of other means. If this is to be more than a tautological statement that warfare involves the forceful interaction between groups of people, “politics” must mean something more. What is it?

Is he just saying that conflict involves organized groups that interact in a violent way? That may be a better interpretation than is generally given. Keegan, reading him narrowly, says he’s wrong, and that war is not political (in the narrow sense of national policy) at all, but cultural. (see, John Keegan, *History of Warfare*).

**Question:** Was imperialism really the root of the late nineteenth-century wars? Evaluate several (at least six) wars that began between 1846 and 1914 to ascertain the primary cause of each. Were they the result of a conscious political decision on the part of one nation’s leadership? Were there other factors at play that simply manifested themselves through the political process?
In 1851, Sir Edward Creasy listed the Battle of Lepanto and the defeat of the Spanish Armada among the fifteen decisive battles of the world. By that, he meant that they were battles “which claim our attention, independently of the moral worth of the combatants, on account of their enduring importance, and by reason of the practical influence on our own social and political condition. . . .” His analysis was carried forward when Lieutenant Colonel Mitchell revised Creasy’s work to include battles that occurred through 1964, adding, among others, the Battle of Midway. Historians, including John Keegan, Jeremy Black, J.F.C. Fuller, E.B. Potter, and Chester Nimitz, have added other naval battles to the list, including the Battle of Tsushima and the Battle of Jutland. Were these battles really “decisive”? Were they important? What does it mean to say that a battle is decisive? Can a naval battle ever be decisive other than in the negative sense of preventing one outcome – i.e., the world would have been different had the other side prevailed?

Additional Sources for Those Who Want to Read Further on the “Small Wars”late in the nineteenth century:
See material at end of syllabus under “Units 4 and 5.”

Unit Five: World War I, Its Causes, and the Naval Strategies Employed

The great historian Paul Kennedy has argued (The Rise and Fall of British Naval Mastery and The Rise and Fall of the Great Powers) that economics is behind all conflicts. Men go to war, he contends, in pursuit of scarce resources (e.g., land, water, gold, and oil). They also seek to protect their economic and commercial and trade systems (e.g., mercantilism, capitalism, and communism, as in the Cold War). Ideologies have played a major role, with wars being fought in the name of liberal humanism (e.g., the Wars of the French Revolution and the interventions in Kosovo and Somalia) and in the name of religion (the Crusades, the French “Wars of Religion,” the Thirty Years’ War, and, arguably, the 9/11 attack on the United States). Emotions, individual and national, have also contributed to our warlike past (e.g., the Trojan War (pride and retaliation) and France’s participation in the American Revolution (retribution)). Power politics have been a major contributor, leading to the dynastic, nationalistic, and imperialistic wars in Europe (the Angevin Wars, the Wars of Louis XIV, and the Second Hundred Years’ War, and arguably World Wars I and II). Some would suggest that chance played a role as well. Can you think of other causes?

Observe the ways that each of the major powers sought to use their naval power during the war. Which was most effective? Why?

For those who feel a desire to have more background on World War I, generally, there are several good one-volume histories, but I would recommend either Hew Strachan’s The First World War or John Keegan’s The First World War. Thomas Greiss’ West Point Atlas for the Great War and Strategies & Tactics of the First World War are valuable resources.

Week 7 Assignment – World War I
Potter, Chs. 19-21 (198-230)
At War at Sea, chs 2-7 (22-140)

Class 13, Tuesday, 4 March: World War I - The Coming of War
We will explore the events leading to World War I and the early campaigns.

Class 14, Thursday, 6 March: World War I (Continued)
We will continue our consideration of the war both ashore and afloat.


Week 9 Assignment – World War I (Continued)
Halpern, Paul G. Naval History of World War I. Annapolis, MD: United States Naval Institute, 1994. (Complete)

Class 15, Tuesday, 18 March: World War I Concluded
We will explore the naval war and the war as a global conflict.

Review Books for Class 15 to be discussed in Class 16


Class 16, Thursday, 20 March: Discussion of World War I, Its Causes, and Naval Strategies
What was the real cause of the debacle that was World War I? An assassination? The naval arms race? The immutable war plans of the great powers (as Barbara Tuchman says)? The system of alliances? The fact that Europe was an armed camp with pent up hostilities (blamed by John Keegan who cited Europe’s 200 divisions under arms)? Bad leadership? Chance? Imperialism? Economics? Nationalism and geopolitics?

The British Royal Navy sought to dominate the oceans by defeating all enemies in decisive battles, on the model of the Battles of the Nile, Copenhagen, and Trafalgar. Germany initially planned to meet the British on their own terms, but then changed their approach. The French adopted a different strategy. How effective was each strategy? Why would a power prefer one over the other?

Additional Sources for Those Who Want to Read Further on Navalism and World War I:
See material at end of Syllabus under “Units 4 and 5.”

Unit Six: World War II and the Components of Victory
For decades, historians (and others) have debated about the reason some war or another had the outcome it did. For example, southerners often debate why the South lost the Civil War (rarely phrased “why the north won”). They most frequently cite the proposition that they had been deprived of two of their great leaders (Albert Sidney Johnston and Stonewall Jackson) early in the war. If only – their argument goes – those men had survived, the south would have won.

In addition to leadership, other factors that are often cited as determinative include sheer numbers. Voltaire in 1770 wrote a letter in which he said, “They say God always favors the big battalions.” (“Dieu est toujours pour les gros battalions.”) The quote is often attributed to Napoleon, but it appears from the specific wording that the phrase was already in currency. Others cite strategy (Clausewitz), tactics (Jomini), mobility, technology (van Creveld), individual soldier/sailor (skill/morale – Ronald Spector), military system (training, logistics, etc), national economic power
(Paul Kennedy), environment (geography, weather, demography, disease, etc.), intelligence (including disinformation and deception – Sun Tzu), diplomacy (alliances and negotiations), the political system (democracy v. totalitarian state), ideology (a “cause,” such as liberalism, religion, race, culture, nationalism, etc to sustain the troops through adversity), sea power, and luck are all cited as factors that determine the outcome of a war.

Which is, in your opinion, the most important generally? In the case of World War II? Do they change over time? Why or why not?

This is a question to which we will return throughout the semester. Which of these (or other) factors seems most important in any given conflict - recognizing that all would be likely to have some effect?

For those who feel a desire to have more background on World War II, I think Gerhard Weinberg’s eleven hundred page *World at Arms: A Global History of World War II* is the best one-volume source.

**Week 9 Assignment – World War II**

- Potter, Chapters 22-24 and 26.
- *At War, at Sea*, Chs. 8-9.

**Class 17, Tuesday, 25 March: The Coming of World War II and the Axis Ascendant –**

Historians and politicians debate the “real” beginning of World War II, with dates from 1919 (the signing of the Versailles Treaty) to 1941 (when the US was attacked, involving the Western Hemisphere in the war). The dates advocated by different parties include Japan’s invasion of Manchuria (18 September 1931), Italy’s invasion of Ethiopia without League of Nations intervention (3 October 1935), Germany’s unopposed remilitarization of the Rhineland (7 March 1936), the beginning of the Spanish Civil War (17 July 1936), Japan’s invasion of China (7 July 1937), Chamberlain’s appeasement of Hitler at Munich (30 September 1938), Germany’s invasion of Poland (1 September 1939), and several others. We will discuss these events and their relative importance.

We will also consider Germany’s attack on France and England and the situation in 1940 and 1941. The role of Winston Churchill, Franklin Roosevelt, Joseph Stalin, and Adolf Hitler appear large.

**Class 18, Thursday, 27 March: World War II (2) Turning Points - Research (“Staff Ride”) Papers Due**

We will consider the events of 1942 and early 1943, when the Allied began to advance on the Axis powers.

Please post your Staff Ride papers to the designated Discussion on Blackboard by 6 pm. Then review those posted by your classmates.

**Week 10 Assignment-World War II (Continued)**

- Potter, Chapters 25 and 27-30.
- *At War, at Sea*, chs. 10-14.

**Class 19, Tuesday, 1 April: World War II (3) – The Allied Advance**

We will explore the invasions of Europe and the Advance across the Pacific, possibly beginning the Virtual Staff Ride discussion, so be prepared Review the papers submitted by your classmates and posted on Blackboard. Be prepared to provide biographical material on your character and to discuss his contribution to the Leyte Gulf Campaign

**Class 20, Thursday, 3 April: World War II (4) Allied Advance (Continued) and Staff Ride discussion of the Leyte Gulf Campaign**

We will continue discussing the Allied Advance and the Leyte Gulf Campaign.
Review Books for Class 20 to be discussed in Classes 21 and 22

Week 11 Assignment – World War II – Staff Ride discussion of the Leyte Gulf Campaign

Class 21, Tuesday, 8 April – Staff Ride discussion of Leyte Gulf Campaign
We will explore the invasion of the Philippines and the Battle of Leyte Gulf through sequential individual presentation by class members.

Class 22, Thursday, 10 April: – Staff Ride discussion of Leyte Gulf Campaign (Continued)
We will conclude our discussion of World War II and begin our discussion of the factors that were most important in the Allied victory.

Additional Sources for Those Who Want to Read Further on World War II:
See material at end of Syllabus under “Unit 6.”

Unit Seven: The Cold War (with hot episodes) and the Role of Sea Power in Modern Geopolitics
In the wake of World War II, nations divided into two armed camps on ideological, political, and economic bases. They confronted each other from 1946 until 1990 in what became known as the Cold War. By 1949, the leading powers all possessed nuclear weapons and systems for delivering them. Notwithstanding the cataclysmic destructive power, nuclear weapons were not employed despite open warfare in southeast Asia (Indochina, Malaya, Vietnam, Cambodia, and Laos) and Korea. What forces worked to limit the violence of war during that period?

One of the common definitions of “civilization” is a group in which only the state is allowed to use violence against its citizens. Civilized societies have tried to ban war or to regulate its violence since classical times. Greek soldiers were precluded from attacking civilians by the custom of their communities. In Europe, religion has exerted a strong influence since the Middle Ages. Followers of the Judeo-Christian tradition were commanded not to kill and had a difficult time reconciling the Commandment with participation in warfare. From the time of Augustine, to Aquinas, Gentili, and Vitoria, the leaders of the Catholic Church allowed killing in a “just war” in the same way they justified self-defense. Over time a complex body of cannon law emerged under the doctrine of “jus ad bellum” to define a “just war.”

Followers of Islam are similarly banned from killing fellow believers. Europeans were allowed to kill each other only under certain conditions – but they managed to do so with increasing frequency, eventually engaging in particularly bloody wars in the name of religion. International law emerged not in the more peaceful forms of interaction, but as a

---

14 See, for example, the discussion in Michael Eliot Howard, George J. Andreopoulos, and Mark R. Shulman, eds., The Laws of War: Constraints on Warfare in the Western World (New Haven: Yale University Press, 1994).
civil effort to regulate warfare. Hugo Grotius wrote *De Jure Belli ac Pacis* between 1612 and 1613 in an effort to spell out the law of war and peace.

More recently, the international community (apparently conceding that the state had the authority to wage war) sought to limit the kind of activities that were permissible in warfare and the doctrine of “jus in bello” emerged to set limits on conduct within a war. Beginning in 1856 with the Congress of Paris, nation-states have sought to reach multilateral agreements to restrict conduct in war. The Declaration of Paris, for example, banned privateering, defined a legal blockade, and set the conditions under which neutral ships could be stopped in time of war. Subsequent multilateral agreements have sought to ban the use of poison gas and other weapons, establish the rights of combatants and civilians, and banned offensive war as a tool of national policy. Despite the efforts conducted at the Hague, in Geneva, and by the League of Nations and the United Nations, wars have persisted and levels of violence have reached terrifying levels.

We will explore the Cold War, the Korean War, and the American involvement in Vietnam to understand the events. We will try to understand the limitations that were accepted by the powers that believed they were engaged in a war for survival of their way of life.

For those who feel a desire to have more background on the Cold War, there are surprisingly few broad histories. I would recommend one of *The Global Cold War* by Odd Arne Westad, *The Cold War, a New History* by John Lewis Gaddis, and *The Cold War, A Military History*, edited by Robert Cowley. Although there are several good new works, I still thing William Turley’s *The Second Indochina War*, is the best short history of the Vietnam conflict.

**Week 12 Assignment- Korea and Vietnam**

Potter, Chapters 31-32.
*At War, at Sea*, Ch. 15.

**Class 23, Tuesday, 15 April: The Early Cold War and the Korean Conflict**
We will consider the early confrontation between the Soviet Union and the United States and then the conflict involving the People’s Republic of China and United Nations forces in Korea.

**Class 24, Thursday, 17 April: Vietnam**
We will explore the American War in Vietnam generally.

**Week 13 Assignment – Late Cold War and Post Cold War World**

*At War, at Sea*, Ch. 16 – Epilogue (348-398)


**Class 25, Tuesday, 22 April: Vietnam – the Naval War**
We will explore the many roles played by naval forces in the Vietnam Conflict.

**Review Books due in Class 25 for discussion in class 26**


---


Class 26, Thursday, 24 April: Discussion of Vietnam and Efforts to Limit Violence in Warfare

How effective were organized efforts to limit violence in warfare during the Cold War? Why did neither side employ maximum efforts to win the war (despite Douglas MacArthur’s advocacy of such a course)?

What was the impact of organized efforts to limit warfare in Vietnam? What were the problems?

Why was a nation as strong as the United States, with the most powerful navy in history, unable to prevail in that conflict?

Week 14 – Post-Cold War Conflict and Retrospective and prospective

Class 27, Tuesday, 29 April: Late Cold War and Post-Cold War Conflicts – Make up day

We will survey briefly the post-Cold War engagements of the United States in an effort to understand the nature of warfare and its causes AND

Class 28: Retrospective and Prospective

Additional Sources for Those Who Want to Read Further on Post-World War II Military and Naval Affairs:

Required Books

The following are the core books we will use throughout the semester:


Additional Materials:

Other materials that are assigned (such as Chapter 1 of Alfred Thayer Mahan’s The Influence of Sea Power upon History, 1660-1783, will be on line in the folders for each class in the Course Documents segment of Blackboard.