# American Public University System

*The Ultimate Advantage is an Educated Mind*

## Department of History and Military History
### MILH490
### Independent Study - Submarine/Antisubmarine Warfare
### Credit Hours: Three
### Length of Course: 8-Weeks

## Table of Contents

## Instructor Information

## Course Description (Catalog)

An opportunity for Military History students to pursue an independent research project or examine a specific area of history under the mentorship of a single professor. The course is open to Military History majors only. The course will typically involve a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper, both of which will count toward the final grade. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

## Course Scope

Military History 490, Independent Study, is a student-developed course meant to allow for in-depth research in a topic and is overseen by an instructor. This Independent Study course will cover the unique period of submarine and antisubmarine development between the First and Second World Wars. By focusing on the technology used in both of the Battles of the Atlantic, comparing, and contrasting them, an understanding can be formed of how much development took place, and where things remained static. Elements such as submarine construction, propulsion, torpedoes, and electronics will be factored against such opposing ones as convoys, depth charges, aircraft, and electronics including SONAR and RADAR.  This course has been evaluated by the American Council on Education. Credit Recommendation - at the upper level/baccalaureate degree level 3 semester hours in History.

## Course Objectives

The successful student will accomplish the following learning objectives for this course:

CO-1: Examine the historical development/evolution of Submarine/Antisubmarine warfare with a focus from 1900 through 1945.

CO-2: Analyze lessons learned from the wars of the past and determine how nations/leaders have attempted to correct previous problems – particularly the World Wars and interwar period.

CO-3: Identify the main points of submarine technology during WWI and WWII and how it was combated, assessing the effective or ineffective outcome of both sides in battle.

CO-4: Compare and contrast the difference between WWI and WWII in order to form an understanding of what developments took place during the intervening years.

CO-5: Apply skills in historical research, analytical thinking, and historical writing in order to form ideas and communicate information from the material outlined above.  The final result should be an appreciation of how these opposing technologies developed, and subsequently impacted a battle theater on a massive scale.

## Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

## Course Materials

### Required Course Textbooks (In chronological order)

Gray, Edwyn. *The Devil's Device:  Robert Whitehead and the History of the Torpedo*. Annapolis, MD: Naval Institute Press, 1991.

O'Connell, John F. *Submarine Operational Effectiveness in the 20th Century*. New York, NY: iUniverse, 2010.

Messimer, Dwight R. *Find and Destroy:  Antisubmarine Warfare in World War I*. Annapolis, MD: Naval Institute Press, 2001.

Friedman, Norman. *Naval Weapons of World War One:  Guns, Torpedoes, Mines and ASW Weapons of all Nations: an Illustrated Directory*. S. Yorkshire: Seaforth Publishing, 2011.

O'Connell, John F. *Submarine Operational Effectiveness in the 20th Century:  1939-1945*. S.I. iUniverse, 2011.

Sternhell, Charles M. and Alan M. Thorndike. *Antisubmarine Warfare in World War II*. Washington, D.C.: US Navy Department, 1946.

Campbell, N. J. M. *Naval Weapons of World War Two*. Annapolis, MD: Naval Institute Press, 1985.


### Supplemental Texts (For Week 1)

Chaffin, Tom. *The H. L. Hunley:  The Secret Hope of the Confederacy*. New York, NY: Hill and Wang, 2008.

Gray, Edwin. *Nineteenth Century Torpedoes and their Inventors*. Annapolis, MD: Naval Institute Press, 2004.

Manstan, Roy R. and Frederic J. Frese. *Turtle:  David Bushnell's Revolutionary Device*. Yardley, PA: Westholme, 2010.

### Additional Resources

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007

**Important Note:** The Director of the Undergraduate History, Military Studies, Western & World History Programs requires conformity with the traditional citation method used by Historians. This is the University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote attribution. Do not use parenthetical (APA / MLA) variations. Students in cannot use Wikipedia or encyclopedias (this includes online encyclopedias) as references for any form of assignment. You may use dictionaries for specific definitions when necessary.

**Recommended References:**

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online.* If you are majoring in History or Military History, then it is highly recommended that you purchase a

bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of Adobe Reader.

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**Evaluation Procedures**

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As your instructor, I will determine your final grade for this course based on the following grading instruments:

A **Research Paper Proposal** is the beginning of the writing of your research paper. It is essential that you identify a topic early in the course that interests you - think of a topic question that you would like to answer, begin initial research for sources, and draft an outline. You must submit this proposal by the end of Week Two of the class. For sources, do not merely write "newspaper, book, internet, journal article." You must names of actual books, journals, articles and websites.

A **Book Review** of a book pertinent to the research topic will be due at 11:59 PM EST on Sunday at the end of Week 4. This review will be three-five pages in length and follow all paper submission guidelines.

An **Annotated Bibliography**: This assignment is designed to develop your critical analysis skills, particularly with regard to the Internet, but also of published works. This will be due at the end of Week 5.

      Structure: The purpose of an annotated bibliography is to help direct researchers to useful books on a particular topic. The compiler provides a few sentences on the general topic of the book and some level of analysis of its usefulness. You will also be graded on your depth of analysis of the various sites (e.g. Utility of the site to your topic, reliability/credibility of the site) as well as the logical organization of your ideas and evidence, word usage, and grammar/punctuation/spelling.

      Sources: You will find a minimum of **ten (10)** sources (books or web sites) dedicated to your topic. For each of your sites, you will write a 250-400 word analytical paragraph evaluating them on the basis of their usefulness to YOUR RESEARCH.

A **Research Paper**, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will face in a class. In reality, a research paper is only a series of tasks using several intellectual skills. Once you understand this assignment not as a large paper that requires weeks of research and writing, but a series of skills, the easier writing the paper will be. As addressed earlier, the initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources - which will also be the focus of your Annotated Bibliography), and the third step is creating an outline. The next steps include gathering information from your sources to assist you in writing the paper, keeping notes of your sources, and writing a rough draft, As you write the rough draft, if you use any of the information from your sources word-for-word you must cite the source. If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone's information. After you complete your rough draft, you need to read it again and revise the paper into your final draft. Once you have the final draft complete, proofread the paper and submit it to your instructor. The research paper must include a cover page with your name, course number and title, instructor's name, and date. You must also include a bibliography at the end of your paper. Paper length will be 15-18 pages not including cover page and bibliography and is due at 11:59 PM EST on Friday in Week 8.

**Submission of assignments** require you to save the written assignment in the proper manner – lastname.course.assignment, for example, SmithMILH490FinalPaper.

The assignment / course breakdown is as listed below.

| Grade Instruments: | Percent of Final Grade |
|---|---|
| Research Paper Proposal | 10 % |
| Book Review | 15% |
| Annotated Bibliography | 20 % |
| Final Research Paper | 55 % |
| **TOTAL** | **100%** |

I will post your grades for each assignment within five days of the due date or within five days of when you submit it if submitted after the due date. I will provide detailed feedback about what you did well, and what may need improvement. If you have any questions about a grade or need clarification on the feedback, please feel free to send a message via the classroom to discuss your concerns.

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## Course Outline

Please see the Student Handbook to reference the University's grading scale

| Week | Topic(s) | Learning Objectives | Reading(s) and Web-Activities | Assignment(s) and Discussion Boards |
|---|---|---|---|---|
| 1 | Introduction to the submarine and antisubmarine tactics – pre World War I | Analyze and recognize the first attempts at the creation of submarines for underwater warfare, including the *Turtle, Hunley* and the first pre-war steam, gasoline, and electrically powered craft. Discuss the early weapons deployed by them against ships including spar torpedo and early automotive torpedoes. | Gray, Manstan, Chafin<br><br>(From Supplemental Texts) | Introduction Forum #1 |
| 2 | 1914 - The Submariner comes of Age<br><br>The Early Years of the War | Analyze and identify the first models of submarine deployed during the early part of WWI. Identify design characteristics as well as their armaments. Understand the tactics of the early subs and what tactics or weapons were used against them. | Gray, Messimer, O'Connell (PT 1), Friedman | Research Paper Proposal Due |
| 3 | World War I (cont) | Analyze and quantify shifts in technology in both sub and antisubmarine combat in the second half of WWI. Identify | Gray, Messimer, O'Connell (PT 1), Friedman | |

| | | major changes in both sides of the equation. Quantify the overall success and/or failure of both. | | |
|---|---|---|---|---|
| 4 | 1939 – The Second Battle of the Atlantic | Analyze the combat of submarine against ship from 1939 to the end of 1941. Recognize the significance of the "Happy Time" and the Lend-Lease destroyers. Understand the importance of ASDIC. Compare early WWII weapons for both to WWI weapons. | Gray, O'Connell (PT 2), Sternbell, Campbell | Book Review Due |
| 5 | 1942 - World War II Reaches America | Analyze "Operation Drumbeat" and the American response. Understand the impact of ULTRA and the enigma machine. Analyze the importance of the Hedge Hog, METOX, RADAR, and SONAR developments. Compare and contrast torpedoes, contact versus acoustic. Final discussion of WWII end technologies—types of advanced propulsion, schnorkel, air coverage, and the shrinking of the "Black Hole" | O'Connell (PT 2), Sternbell, Campbell | Annotated Bibliography Due |
| 6 | 1920s – A Retrospective | Analyze the developments made during the 1920s, include failed attempts and technology that worked. Identify those making technological strides and in what arenas. Understanding the Treaty of Versailles and it its implications for German sub development. | ALL texts, plus final paper resources as needed | |
| 7 | 1930s – A Retrospective | Analyze the development of submarine and antisubmarine equipment and technologies during this decade. Focus on the secret programs of the Germans and construction of U-boats secretly abroad. Analyze the English and American plans for Atlantic trade with war looming. | ALL texts, plus final paper resources as needed | |
| 8 | The Final Comparison of WWI versus WWII | Analyze the amount of actual development during the 1920s and 1930s as compared to wartime developments in WWII. Understand the significance of peacetime development versus | ALL texts, plus final paper resources as needed | Final Paper Due |

| | | wartime development of submarines and antisubmarine warfare 1919-1945.   Analyze whether the Allied victory was a technological one or a tactical one. | | |
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## Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy
> Disability Accommodations

### Writing Expectations

- Typewritten in double-spaced format
- Times New Roman 12-point font
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.
- Footnotes as applicable

### Citation and Reference Style

Students in this course will follow the Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

### Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. If I deduct points, it will be within the overarching policy set forth by the Director of the History, Military Studies, Western & World History Programs. This general policy is that I may reduce assignments that are one week late by 25 percent of the grade, two weeks late by 50 percent, and anything later than that may receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers.

**Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

**Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through **Smarthinking**. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. The Portal for the History program is located here.