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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

**MILH 552**

**The Second World War in the Pacific**

**3 Credit Hours**

**Length of Course – 8 Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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### Instructor Information

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### Course Description

This course is a comprehensive analysis of the fighting during World War II in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and the Philippines. Students assess the amphibious campaigns in the central Pacific theatre and evaluate the impact of one of the most massive movements of men and arms in history. Primary focus is on land warfare, its strategies, tactics, leaders and lessons learned.

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## Course Scope

MILH552 is an analysis of the fighting in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and in the Philippines, which, when wound together with our amphibious campaigns through the Central Pacific, constituted the most massive movement of men and arms in history. MILH552 focuses on warfare, its strategies, tactics, leaders and lessons learned. MILH552 is taught through a combination of individual study and reflection combined with online group discussions.

MILH 552 is divided into 16 weeks and is organized chronologically to give students a general understanding of the Second World War in the Pacific, bringing together the separate stories of the fighting in China, Malaya, Burma, the East Indies, the Philippines, New Guinea, the Solomon Islands, and the Central Pacific, and the Aleutians, to provide a clear account of the complex social, political, and economic causes that underlay the war. This course will also focus on the memoirs of two veterans to understand war through the eyes of the common man in combat. MILH 552 thus explores the whole experience of war in the Pacific theater, from the bloody fighting that indelibly recorded names like Midway, Buna, and Iwo Jima in the annals of human conflict through its ominous conclusion in the mushroom clouds of Hiroshima and Nagasaki.

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## Course Objectives

As a result of successfully completing this course, students should be able to:

1. Discern the place of the Second World War in the Pacific in the context of modern history and warfare.
2. Master and summarize the major literature on the Second World War in the Pacific.
3. Compare and contrast the belligerents and their strengths, weaknesses, and strategies during the Second World War in the Pacific.
4. Evaluate the crucial decisions in battle and at home by both belligerents during the war.
5. Critique the major battles at sea in this theatre of the war.
6. Critique the major battles on land in this theatre of the war.
7. Compare and contrast the culture and philosophies of both the United States and Japan and assess their impact on the actual course of operations.

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## Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions

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(accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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### Course Materials

#### Required Course Textbooks

- Griess, Thomas E. ed. *West Point Atlas for the Second World War: Asia and the Pacific*. New York: Square One Publishers, 2002.
- Fuchida, Mitsuo, and Masatake Okumiya. *Midway, The Battle That Doomed Japan*. Annapolis: Naval Institute Press, 1955.
- Sledge, Eugene B. *With The Old Breed: At Peleliu and Okinawa*. New York: Oxford University Press, 1981.
- Spector, Ronald H. *Eagle Against The Sun: The American War With Japan*. New York: Vintage Books, 1985.
- Toland, John. *The Rising Sun: The Decline and Fall of the Japanese Empire, 1936-1945*. New York: The Modern Library, 2003.

#### Articles from the Online Library: (PROQUEST)

- Alexander, Joseph. *What was Nimitz Thinking?*
- Canfield, Eugene B. *All Signs Pointed to Pearl Harbor*. Naval History
- Cragg, Jennifer L. *Battle of Midway*. All Hands
- Frank, Richard. *A Name That Endures With Honor*. Naval History
- Crucible at Sea*. Naval History
- ...Nailed the Colors to the Mast*. Naval History
- The Amphibious Revolution*. Naval History
- The MacArthur No One Knew*. World War II
- Why Truman Dropped the Bomb*. Weekly Standard
- Gaillard, Lee. *The Great Midway Crapshoot*. United States Naval Institute. Proceedings.
- Hager, Kenneth J. *The Commanders: A Reassessment*
- Hoffman, Jon T. *Legacy and Lessons: The New Britain Campaign*. Marine Corps Gazette
- The Legacy and Lessons of Iwo Jima*. Marine Corps Gazette
- The Legacy and Lessons of Peleliu*. Marine Corps Gazette
- The Legacy and Lessons of the Mariana's Campaign*. Marine Corps Gazette
- Hone, Trent. *US Navy Surface Battle Doctrine and Victory in the Pacific*
- Jacobsen, Philip H. *Radio Silence of the Pearl Harbor Strife Force Confirmed Again: The Saga of Secret Message Serial (SMS) Numbers*. Cryptologia
- Kittredge, George William. *Savo Island: The Worst Defeat*. Naval History
- Lundstrom, John B. *Sinking the Shoho*. Naval History
- Roberts, Sam. *Report Debunks Theory That the U.S. Heard a Coded Warning About Pearl Harbor*. New York Times
- Searle, Thomas R. *It Made a lot of Sense to Kill Skilled Workers: The Firebombing of Tokyo in*

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*March 1945.* The Journal of Military History

Wildenberg, Thomas. *How the Japanese Lost the Battle of Midway.* Naval War College Review

Winkler, David F. *The Great Mariana's Turkey Shoot Stymied Operation A-Go.* Sea Power

#### OPTIONAL RESOURCES (RECOMMENDED) REFERENCES

- Marius, Richard. *A Short Guide to Writing about History.* NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online  
[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**IMPORTANT NOTE:** The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

#### WEB-BASED READINGS

See the Folders in the Resources Section for additional readings.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

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#### Evaluation Procedures

Forums are the crux of the course. It is in the forums that we will debate the various issues of the course, display your understanding of the assigned readings and interact with both myself and your classmates. That's why it's worth 50% of your grade. There are also two reports, one due at the end of Week 4, the other at the end of Week 8. The report due at the end of Week 4 will be a proposal on the best way to win the war and the second report a review of two of the enduring historical legacies of the Pacific War.

**Forums:** You are required to thoughtfully respond to a weekly discussion topic. While the discussion item will normally be drawn from the weekly reading assignments, it may be modified at the discretion of the instructor. Your responses – also called “posts” – will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class. Posts will be reviewed for accuracy of interpretation, rigor of argument, and clarity of expression. Generally – although this will doubtless vary in accordance with the particular topic – initial posts should be about 300 words in length, while responses to other student's responses should be about 100 words in length. Developing dialogues with at least two or more of your classmates will be considered in determining your grade (should the numbers of students allow).

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**Strategic Decision Report:** You will prepare a proposal on how we should have won the Pacific War. By 1943 two different viewpoints had emerged on how to win the war. One, an island hopping strategy across the Central Pacific, utilizing American air and naval strength and few ground troops, was advocated by Admiral Nimitz. On the other hand, General Douglas MacArthur believed, mostly for personal reasons, that a drive through the Philippines would be best to bring about the final defeat of Japan. Select one of the opposing points of view and brief me, as if I were President Roosevelt. If you have an idea other than the two prominent points of view, feel free to espouse that to me. It must be an 8-10 page, 12 font, double-spaced (exclusive of title page and bibliography) report. It is due at the end of Week 4. Primary source material will be vital here in support of your opinion. I suggest at least 4 sources, two of which should be first hand accounts.

**Historical Debate Report:** In this report of 7-9 pages you will tackle two of the great controversies of the war from the American point of view. Despite achieving an overwhelming victory at the Battle of the Philippine Sea there was a wave of criticism leveled at the commander of that battle and the invasion of the Marianna Islands, Admiral Raymond Spruance. You would think everybody would be happy after such an overwhelming victory. Not in America. According to some, the victory was not overwhelming enough. Spruance was criticized for not pursuing the Japanese fleet with all possible gusto, even at the possible expense of the Saipan invasion force. Spruance preferred a defensive battle until the invasion was secure. Was he right? You will also discuss the ramifications of our other great naval victory, the Battle of Leyte Gulf. This, the greatest naval battle in world history, turned out to be an overwhelming American victory but it was almost a disaster. Despite our overwhelming superiority we left ourselves open to ambush and defeat. Actually, we didn't leave ourselves open, the American fleet commander, Admiral William "Bull" Halsey did. One of Admiral Spruance's biggest critics after the Battle of the Philippine Sea, he still had his eyes fixed on 1942 when Japanese aircraft carriers were the only target on the minds of American naval commanders. Halsey fell for the same trap the Japanese had tried to spring at Midway and in other battles and was only saved by Japanese indecisiveness and the heroics of some of his subordinates. What's your opinion of him? This will be an evaluation of both men and both decisions.

|    | Assignment                | POINTS          | % of Grade |
|----|---------------------------|-----------------|------------|
| 1. | Forums                    | 100 Points each | 50%        |
| 2. | Strategic Decision Report | 100             | 25%        |

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|    |                          |     |     |
|----|--------------------------|-----|-----|
| 3. | Historical Debate Report | 100 | 25% |
|----|--------------------------|-----|-----|

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**Course Outline**

| WE EK | TOPIC                                    | OBJECTIVES   | ACTIVITIES   |
|-------|--|--|--|
|       |  |  | Virtual Introduction   |
| #1    | Pearl Harbor And The Japanese Juggernaut | Assess culpability in the Pearl Harbor disaster in the upper levels of both the military and political command structure (Course Objectives 1,2, and 4)<br><br>Assess the possibility of anything possible that could have | Readings:<br>Spector, <i>Eagle Against the Sun</i> , Ch. 1-4, 6<br>Toland, <i>The Rising Sun</i> , Ch. 6-12<br><br>Supplemental Reading:<br>Dan van der Vat, <i>The Pacific Campaign</i> , ch. 1-3<br><br>Week 1 Forum |

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|    |        |  |   |
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|    |        | <p>been done to stop the Japanese offensive between Dec. 7, 1941 and May 1, 1942</p> <p>Critique the command performance of General MacArthur in the early months of the war and his suitability for the Congressional Medal of Honor. (Course Objectives #'s 3-6)</p> |   |
| #2 | Midway | <p>Assess the command decisions, tactics, and strategy of the Japanese during</p>  | <p>Readings:</p> <p>Toland, <i>The Rising Sun</i>, Ch. 13<br/> Spector, <i>Eagle Against The Sun</i>, Chapters 7 and 8<br/> Fuchida, <i>Midway</i></p> <p>Supplemental Reading:<br/> Dan van der Vat, <i>The Pacific Campaign</i>, ch.5</p> |

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|----|-------------|---|--|
|    |             | <p>the Battle of Midway</p> <p>Evaluate the role of intelligence in America's victories</p> <p>Critique the historical literature of the Midway campaign (Course Objectives #2-5)</p> | <p>Week 2 Forum</p>  |
| #3 | Guadalcanal | <p>Assess the actions and decisions made by American and Japanese commanders during this campaign</p> <p>Evaluate the course and results of</p>                                       | <p>Readings:</p> <p>Toland, <i>The Rising Sun</i>, Ch. 14-17<br/> Spector, <i>Eagle Against The Sun</i>, Chapters 9-10</p> <p>Supplemental Reading:</p> <p>Dan van der Vat, <i>The Pacific Campaign</i>, ch. 6 and 7</p> <p>Week 3 Forum</p> |

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|----|----------------|---|---|
|    |                | the various land and sea battles of this campaign . (Course Objectives #2-5)  |   |
| #4 | Tarawa         | Evaluate the Tarawa Campaign and early American amphibious doctrine (Course Objectives 1-5)   | <p>Spector, <i>Eagle Against The Sun</i>, Chapter 12</p> <p>Supplemental Reading:<br/>Dan van der Vat, <i>The Pacific Campaign</i>, ch.8- 10</p> <p>Week 4 Forum</p> <p>Strategic Decision Report due</p>   |
| #5 | Island Hopping | <p>Evaluate Japanese and American tactics from Peleliu to Okinawa and its impact on the horrendous cost in lives and resources .</p> <p>Assess the belief felt by its</p> | <p>Readings:<br/>Toland, <i>The Rising Sun</i>, Ch. 26-28<br/>Spector, <i>Eagle Against The Sun</i>, Ch.23<br/><i>West Point Atlas</i>, Maps 18-22.</p> <p>Supplemental Reading:<br/>Dan van der Vat, <i>The Pacific Campaign</i>, ch. 13</p> <p>Week 5 Forum</p> |

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|    |                   | <p>enemies that Americans were too soft for a brutal, protracted war. (Course Objectives 3-7)</p>  |   |
| #6 | China-Burma-India | <p>Evaluate the impact of the CBI on the ultimate outcome of the war</p> <p>Analyze the military impact on Japan's ability to protect its outer defense of having major commitments in China and Southeast Asia (Course Objective 3)</p> | <p>Readings:</p> <p>Toland, <i>The Rising Sun</i>, Ch. 25</p> <p>Spector, <i>Eagle Against The Sun</i>, Ch. 13-17</p> <p>Week 6 Forum</p> |

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|    |                            |  |  |
| #7 | In the air and under water | <p>Critique the impact of strategic bombing on the eventual defeat of Japan (Course Objective #3)</p> <p>Assess the impact of American submarines on the eventual defeat of Japan (Course Objectives #3 and 5)</p> | <p>Readings:<br/>Spector, <i>Eagle Against The Sun</i>, p. 487-506</p> <p>Searle, Thomas R. <i>It Made a lot of Sense to Kill Skilled Workers: The Firebombing of Tokyo in March 1945</i>. The Journal of Military History, 2002.<br/><a href="http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/195620441?accountid=8289">http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/195620441?accountid=8289</a></p> <p>Michel Poirier, <i>Results of the American Pacific Submarine Campaign of World War II</i><br/><a href="http://www.navy.mil/navydata/cno/n87/history/pac-campaign.html">http://www.navy.mil/navydata/cno/n87/history/pac-campaign.html</a></p> <p>Week 7 Forum</p> |
| #8 | The Atomic Bomb            | <p>Assess the impact of the atomic bomb in the final defeat of Japan.</p> <p>Assess alternative courses of action to the</p>   | <p>Readings:</p> <p>Richard Frank, <i>Why Truman Dropped the Bomb</i>. Weekly Standard, 2005.<br/><a href="http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/233034312?accountid=8289">http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/233034312?accountid=8289</a></p> <p>Alonzo Hamby, <i>The Decision to Drop the Bomb</i><br/><a href="https://www.mtholyoke.edu/acad/intrel/hamby.htm">https://www.mtholyoke.edu/acad/intrel/hamby.htm</a></p> <p>Doug Long, <i>Hiroshima: Was it Necessary?</i><br/><a href="http://www.doug-long.com">http://www.doug-long.com</a></p>  |

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|  |  | bombs.<br>(Course<br>Objectives<br>1-4, 7) | Robert James Maddox, <i>The Biggest Decision</i><br><a href="http://matnyc-post1945-2013.wikispaces.com/file/view/Maddox+Biggest+Decision.pdf">http://matnyc-post1945-2013.wikispaces.com/file/view/Maddox+Biggest+Decision.pdf</a><br><br>Louis Morton, <i>The Decision to Use the Atomic Bomb</i><br><a href="http://www.foreignaffairs.com/articles/71316/louis-morton/the-decision-to-use-the-atomic-bomb">http://www.foreignaffairs.com/articles/71316/louis-morton/the-decision-to-use-the-atomic-bomb</a><br><br>Week 8 Forum<br>Historical Debate Report Due |
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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

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

## Citation and Reference Style

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History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

**Endnotes/Footnotes**, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

**Bibliography** is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

*Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised **superscript**.<sup>1</sup>
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

### **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.

### **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

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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.

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## **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](mailto:librarian@apus.edu).

- **Inter Library Loans:** 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.

### **Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

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. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

If a guide you need isn't available yet, let us know by emailing the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu)

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### Selected Bibliography

Located in the Resource Section of the classroom. The folder is titled "Suggested Readings for MILH 552."