



WAYLAND BAPTIST UNIVERSITY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES
VIRTUAL CAMPUS

Wayland Mission Statement:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section:

HIST 5341 VC01 History of Warfare: Air Power

Term:

Summer 2020

Instructor:

Doctor James Powell

Office Phone Number and WBU E-Mail Address:

806-352-5207 (WBU Amarillo Campus) by pre-set appointment since in the Virtual World, Adjunct Faculty have no "office." james.powell@wayland.wbu.edu

Office Hours, Building, and Location:

Doctor Powell checks the Bb Course E-Mail daily and will respond to any E-Mail within 48-72 hours. Phone calls are only accepted at pre-arranged appointments since these must be pre-arranged at the Amarillo WBU Campus at the convenience of the Professor, Student, and the Campus operating hours. Other virtual contact means can also be arranged by appointment such as Virtual Chat or Skype which may be better suited for student and Professor whose time zones and work hours make synchronizing times difficult.

Preferred E-Mail for Course Communication:

The Bb *Course E-Mail* Link is located on the Left-Hand Menu/Toolbar in the Course Webpage.

ALL communication between Student and Professor **MUST** take place within the **Course E-Mail Link on the Left-Hand Toolbar within Bb** NOT via the standard Microsoft Outlook system, because regular Outlook programs can/do filter out what it determines is Spam. Thus, without the appropriate Subject Heading---or sometimes even with a correct one---this tool can dump a student post into the Spam folder preventing an important piece of information from reaching the Professor. This has led to student attempts at contacting the Professor disappearing into the void---never to be heard from again. More importantly, Bb automatically keeps a permanent record of all exchanges, thus protecting both the Professor and Student if there is any question about something. Messages sent inside the Course Webpage using the *E-Mail* Link, including assignment submissions too, can't be deleted---thus providing an extra safety net when dealing with the sometimes-finicky technology. Finally, given the huge volume of E-Mails that we all receive each day, and with the Filtering system used, it is highly likely that your effort to contact the Professor may never be seen, or not viewed until it is too late to help you with whatever problem you wrote about in the first place. The risks associated with trying to send any messages that are Course/Grade related via the traditional Internet Outlook system are just not worth it. So **Please** take this seriously and write to me using only the Course Homepage E-Mail system within Bb to guarantee a response from the Professor.

Remember that this is an Online course, and traditional telephone messages are simply not possible. First, I have no office at any WBU campus, but instead work from my home. No, WBU does not pay for either my Internet service or my telephone. Next, WBU is truly a global institution with students enrolled from almost

every time zone on the planet. Thus, making overseas telephone calls, or long-distance calls between widely differing time zones is unrealistic. Plus, this is, after all, a computer-based class, so to ease the issue for everyone, there will be no telephone communication, but we will instead rely upon the Course Homepage tool---which is very reliable and as noted, keeps a record of all exchanges. Think of it as having a permanent answering machine for our "talks." No kidding, since WBU students are enrolled from locations around the world, and may, in fact, even be on Active Duty in a military combat zone, living in Alaska where it is already snowing and below zero in October while we are still sweating out the last hot days of a long Summer here in the Texas Panhandle---well you get the idea that using E-Mail is just the best overall solution. If necessary, Blackboard IM or a Chat Room can be used as a secondary method for us to discuss material that is too complex for an E-Mail.

CONTACT Time Frame:

Ordinarily, your Instructor will respond to any E-Mail within 48-72 hours (24-36 hours is more likely). If you need immediate assistance, or do not receive a response from me within 3 days, send a follow-up E-Mail. Be sure to check your Course Homepage and its Announcements Page and E-Mail often for messages from the Professor. It is also a good habit to send a Blind Copy of your message to yourself to confirm that the message did indeed go through the system. You can then just delete it after confirming that it was sent to the Professor.

Class Meeting Time and Location:

Students should purchase textbooks and receive them **prior** to the first day of class. In addition, students need to log-in, on or before, the first day of class through the [WBU Virtual Campus \(http://virtualcampus.wbu.edu/\)](http://virtualcampus.wbu.edu/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This class is conducted completely online and does **NOT** require proctors for exams. All Graded Quizzes and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

Regular Contact and How to Handle Reading Assignments:

Students should purchase textbooks and receive them prior to the first day of class. In addition, students need to log-in to the Blackboard's Home Page on or before the first day of class through the [WBU Virtual Campus \(https://wbu.blackboard.com/webapps/login/\)](https://wbu.blackboard.com/webapps/login/) as noted above. (See more details under "Attendance" requirements.) Wayland Baptist University, like many across the nation, now requires "proof" that each student is actually participating regularly in every course in which they are enrolled. This mandate requires each Professor to use some type of regular communication method as evidence that students are indeed active on a weekly basis. The normal workload of the course will take care of most posts, since you will need to write me for approval about topics that you wish to submit, or anytime you have a question about preparing for Exams and so on. Using both the Discussion Board for Part I of the class and the Research Paper submitted in Part II of the course, will meet the new WBU course obligations to the best of my knowledge. Please feel free to write me with anything you need explained--or if you would like me to open a separate Discussion Board (**no grading**) that allows for you to ask/engage either me or your colleagues regarding anything we are studying in this course.

The title of Michael Sherry's book, *The Rise of American Air Power: The Creation of Armageddon* is perhaps the single best summation of how air power advocates viewed the technological leap brought by the airplane and the weapons developed to be used by these new machines. The course is designed to expose you to the relatively few military leaders which embraced the concept of using aircraft as an offensive weapon, rather than just its original role as an observation platform which dated back to the 1700s and the hot-air balloon. From the static observatory the air weapon advanced to that of the "bomber" used to drop light-weight explosives on the enemy and soon thereafter was modified into the defensive "fighter" designed to use rifles and machine guns to shoot-down approaching "bombers" or observer aircraft. By the end of WWI in 1918 this division of roles was well established and spread around the globe among the more technologically advanced nations. Naval vessels were also created to provide the same air power systems found on land bases. Our readings will reveal the air power architects and the concepts they insisted would prevent a repetition of the horrors of WWI's trench slaughter. By WWII, those nations which embraced air power would dominate the conflict, but the

visionaries who argued that air power alone would decide a war did not see that idea proven beyond a reasonable doubt.

The advances of WWII, from strategic bombing, tactical air power in direct support of ground troops, airborne radar, and of course nuclear weapons raised the issue of morality among many who viewed the fire-bombing of cities by the Royal Air Force in Europe and the US Army Air Force in the Pacific by early 1945, culminating in the use of two atomic bombs on primarily civilian targets as fundamental violations of the so-called "just war" in particular for American air power leaders who had sold the use of large strategic bombers as platforms that could "drop a bomb into a pickle-barrel from 20,000 feet" and would thus save the lives of civilians while bringing the war to a swift end without the need for bloody ground combat. The reality proved more problematic and set the stage for the cultural and military battles which followed WWII, along with the birth of a new uniformed service in 1947 and the creation of what scientists called the "Super" or the Thermo-Nuclear weapon. The conflict over not only the creation but the use of such destructive technology handicapped the air-based military services and by the outbreak of the American war in Vietnam, the lack of proper weapons-platforms to address the type of war this generation of fliers faced would lead to terrible losses and the creation of new series of fighters and bombers that our readings will help explain. The lessons learned from the unrestricted bombing of WWII, through the "limited wars" of Korea and Vietnam became the foundation of incredible improvements in not only the airplanes themselves, but also the weapons they carried and the training of those who flew them. The performance of the Coalition's air power units during Operation Desert Storm in early 1991, and the wars in Afghanistan and Iraq which followed the 9/11 terrorist attacks showed how the early air power advocates were closer to being right than many realized, but it would require a series of huge technological leaps to make their dreams a reality. Our study will demonstrate just how challenging this rise to prominence by airplanes of all types was and why the success came at such a huge cost in blood and treasure.

I realize the reading seems quite daunting but understand that the key to reading at this level is to break-down the effort into steps. **Never** try to read books like these as you would a novel. Instead, look at what is assigned for a period, then begin reading for an hour or so, using highlighters, making notes in the margins or on note cards, etc., then leave the material for some time. Take a break and focus on some other issue until you feel energized again, diving back into the reading when you are ready. Just as important is the skill of what we called "gutting" the book. This occurs PRIOR to reading the assignments, and you might consider doing it very early in the term. This process starts by looking at the book title, through which the author is attempting to send you a clue regarding what the focus is for the work. In the narrative do the same by thinking about what the chapter titles tell you---and once in a chapter, look for the paragraph headers which are also like roadmaps, helping you to follow the author's argument/thesis. Never skip the captions for photos or maps since they are often filled with clues about the topic. Make notes at the top/bottom of a page summarizing the key players or themes---so later when you are in a hurry (say on the tests) and need to skim through quickly you have those shortcuts to help you. Think "Big Picture" or "Context" when reading works like these and it will make the break-down much easier.

Catalog Description:

History of Warfare - Aspects of war, conflict, and national struggles and war's social and institutional influences; may be repeated for credit when the topic changes. (See below for more detailed description.) . (See below for more detailed description.)

Course Description:

This course exposes students to the history of Air Power from the original visionaries through the two World Wars, the horror of nuclear weapons and the limited conflicts that followed the technological advances after WWII to the Present. The basic approach involves reading brief biographies of the major air power advocates and the challenges they faced, to studying how the two World Wars drove leaps in technology for both aircraft and the weapons they used, to the advent of nuclear war but how the total destruction such weapons posed led to the waging of limited air wars instead over the skies of places like Korea and Vietnam, culminating in the creation of so-called "stealth" airplanes and "smart weapons" as seen in Desert Storm and the post-9/11 wars in Afghanistan and Iraq. Given the vast nature of air power,

between nations along with the differences faced by ground versus naval-based air units, our study will examine the larger framework of the air weapon, but the Discussion and the Research Paper will allow students to explore a particular type of equipment or strategy in more detail with the approval of the professor (DR J). The teaching style is a modification of the Socratic Method in which students read assignments and then discuss the important themes they discover in the material through the assignments or in questions posed to DR J or each other.

There is no prerequisite for this course.

Required Textbook(s) and/or Required Material(s):

Crane, Conrad C. *American Airpower Strategy in WWII: Bombs, Cities, Civilians, and Oil*, 2016, University Press of Kansas. ISBN 9780700629022.

Clodfelter, Mark. *The Limits of Air Power: The American Bombing of North Vietnam*, 2006, Bison Books. ISBN 9780803264540

Hallion, Richard P. *Storm Over Iraq: Air Power and the Gulf War*, 1997, Smithsonian Books. ISBN: 9781560987239

Sherry, Michael S. *The Rise of American Air Power: The Creation of Armageddon*. 1989, Yale University Press. ISBN: 9780300044140

Additional reading from articles WILL be assigned and made available on the Course Homepage and listed in the Course Syllabus and in the Course Schedule.

Strongly Suggested Textbook:

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition, University of Chicago Press: 2018. ISBN: 9780226430577

Attendance Requirements:

WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Participation:

Students need to log into the Course Homepage regularly, at minimum of every 48-hours looking at the Announcements Page for updates or alterations to remain informed on any issues that arise. Please check your Course E-Mail within the Course Homepage if you sent me a question to assure that you see my response in a timely manner. You should also watch for any WBU announcement posted for the entire class---which I normally will put up onto the Announcements Page---but hey---you never know and I might forget (-: It is the responsibility of each student to keep track of their assignments and thus it is essential for everyone to have daily access to a computer and a reliable Internet connection to succeed in this course. Technical problems with a Student's computer or Internet provider are not valid excuses

to miss Assignments, Exams, or other Due Dates. Students should plan ahead to have access to a back-up computer at a family member's home, friend's location, local school, or local city library etc. If a technical problem does occur, students should immediately send an E-Mail to the 24-Hour Virtual Campus Help Desk, where specialists in this technology can provide assistance. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion. Remember, this is an Online course, and traditional telephone messages are not an option. I have no office---no telephone allowance---and have students scattered across the globe. But I do check the Course Homepage for your E-Mails to me several times each day. Expect an E-Mail response back from me within 24-36 hours unless something major has occurred in my life.

NOTE: Contact the Professor immediately if you have a family emergency such as an unexpected major illness or family death, are on Active Duty serving in a war zone and must be offline temporarily or have any other justifiable reason why you are unable to meet the Due Dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing the assignments. Plan ahead.

Statement on Plagiarism and Academic Dishonesty:

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

Instructor's policy on Academic Dishonesty:

Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words copied
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling work from a previous or current course, whether your own work or another student's work.

Review the Plagiarism Handouts located on the "Course Information" TAB on the Course Webpage.

Choosing Good Sources for Historical Research:

Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even Graded Quizzes. To correctly interpret historical issues requires an accurate knowledge of the facts, so you can also consult secondary sources such as the work of other historians. Students are, however, STRONGLY cautioned

to choose these extra sources, particularly Internet sites, with care. Websites, such as Wikipedia or Yahoo, DO NOT necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course, without other means of corroboration. NEVER, cite these websites as official documentation even if you use them for a "Quickie" look at what they say about some topic. Remember that websites like Wikipedia even post disclaimers, informing users that their material may or may not be valid [Wikipedia Disclaimer \(http://en.wikipedia.org/wiki/Wikipedia:Disclaimers\)](http://en.wikipedia.org/wiki/Wikipedia:Disclaimers). Students should, instead, choose sources from the WBU Virtual Library such as History Cooperative, JSTOR, or other refereed journals. For websites, learners should select places where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the Professor are available via the "Web Resources" link through the Course Homepage. **Use of Wikipedia, Yahoo, ANY Encyclopedias, Dictionaries, or general History websites (like History.com or the .net one) or any similar websites as sources for a graduate-level assignment will receive a letter-grade deduction (generally this means a minimum of a 10-point loss). If you are in-doubt write to DR J and ask for confirmation about the scholarly nature of the site/source in question.**

Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

The course is based on reading from the books listed in the required textbook section as well as any readings either provided by DR J or selected by the student for their Research Paper submission.

The Mid-Term Exam and the Last Exam--are each worth 25% of a student's grade (Total of 50% of your class average). Each Test is divided into two sections, with Part I of an Exam comprising two Short Answer questions, scored at 25% each and normally covered with roughly 500-words or so for each topic. These are followed by a single Essay, worth 50% and designed as an open-ended chance for the student to reveal what they have learned about the subject of the question and may be as long as time allows, or you have something to say about the topic. The **Mid-Term Exam** will focus upon the material found in the First Block of reading listed on the "Course Schedule," covering the history of Air Power up to the end of WWII in 1945. The **Last Exam** obviously comes from the next Block of readings including the completion of some by the same scholars from Part I as we shift from WWII to the outbreak of the Cold War, the reliance upon nuclear weapons which in-turn led to the rise of "Limited Wars" from Korea to Vietnam (among others) and culminated in the 1970s era when technological leaps led to "Stealth aircraft" and "smart weapons" and conflicts that were primarily air power driven from Desert Storm, Bosnia, Afghanistan and Iraq. A key aspect that will be revealed is that of logistics, or heavy-lift aircraft which from WWII through Desert Storm and beyond made a huge difference in the outcome of the otherwise limited conflicts.

A single Discussion assignment, worth 25% of the course average will be posted based upon all reading assignments and conducted in the Part I of the course---followed by the Mid-Term Exam. The topics for the Discussion will be posted by DR J and each student may select the one that most interests them. These subjects will be taken from the major readings and intended to assure that everyone understands the major themes being posed by the scholars you read for the first portion of the class. Some kind of Discussion is now mandated under the WBU "Attendance Policy" which is defined above and is available via an in-course link. I realize that we do not "attend" in the traditional sense, but this project is intended to meet the University's participation rule. **NOTE:** these posts must be done in the same formal scholarly writing style as any other written work---including the use of the Turabian format. The grading breakdown is: 15% for your own original Long Response to my question, plus another 10% for your "Commentary" response to ONE (1) Long Post answer submitted by any classmate that you wish to engage. These "Commentaries" can be in the form of agreements in which you add more information supporting the

original assertion---or you may choose to disagree (with civility of course) with something that a colleague has posted. Again, your responses for the Commentaries must include citations and remember that an **opinion** is not an acceptable scholarly "Commentary."

The Third part of your Course Average involves the always fun (or not) Research Paper that is roughly 1,800-2000 words in-length (6-8 pages of text) --and is worth-- You Gussed It---the remaining 25% of your total average. Students may select the topic for their Research submission from any portion of our study, but **PLEASE** understand that the subject, including a brief general Bibliography of potential sources **MUST** be submitted to and pre-approved by DR Powell before writing the Paper. The reason for the pre-approval is to help assure me that sufficient resources exist for a Graduate-level assignment like this, since in general---but not always, Professors are more familiar with the current scholarship on subjects in their field and can make life much easier by approving a topic that has enough support readily available to you. The general rule-of-thumb for all Graduate-level work is to have roughly 1/3rd of your sources coming from Primary documents/materials, while the remaining 2/3rds are found among the best Secondary works available, which may include maps, YouTube, photos/images or whatever blended into the paper thus enhancing the presentation. The use of the usual scholarly forms, such as a Cover Sheet, a Thesis Statement, footnotes or endnotes all in the Turabian style, along with a Conclusion and **Annotated** Bibliography are required. If any student has not taken the Historical Methods or Historiography courses and feel unsure about how to find proper research material, cite in the Turabian form, or face any other challenge, then please do not hesitate to write me using the Course E-Mail tool so that I can help you. Just an FYI---it was brought to my attention during a recent course on *Oil in the Modern Age* that Dr Crowe had students in the Historical Methods class place their footnotes in with their Annotated Bibliography. It appears that this was meant as a guide (crutch) to remind the students to include all of the sources and citations used but was **never** intended to be the included with the final draft. So please remember that footnotes/endnotes are the actual citations found within your paper, while an Annotated Bibliography is a listing of all sources you consulted plus informative statements by you regarding the value of each source, or any quirks/issues that you noticed when using that source. These "annotations" by you are normally only 2-5 sentences in length and placed in complete sentences after providing the formal Bibliographic cite. Be sure to note that footnote/endnote forms are different than those used in the Bibliography. I have placed examples of all of these under the *Course Resources* Link on my toolbar. So--Please Do Not place your footnote/endnote citations in your Annotated Bibliography. Footnotes go at the bottom of each page in your paper using the Superscript numerals in the text to match the footnote at the bottom of a page. Then comes your Annotated Bibliography, which is something else altogether and uses its own format from Turabian. Examples of what an Annotated Bibliography should look like are found under the *Course Resources* Link, on the left-hand toolbar. Remember, that in History **All** work must be cited using the Turabian style, which is based upon the more in-depth *Chicago Manual of Style*. The reason for this requirement is that over a century ago the major Professional organizations for Historians such as the American Historical Association (AHA) and the Organization of American Historians (OAH) selected the Chicago Manual format as the most useful for scholars and history still uses it or the more accessible Turabian version today. So, if you intend on remaining in the historical profession and to get published you should master it as soon as possible. Kate Turabian, by the way, was the Graduate Secretary for the University of Chicago's History Department for several decades and chose to create a less complicated manual for use by graduate students but it incorporates all the major features of the Chicago Manual without the excess verbiage and is the one preferred by scholars everywhere. Thank you, Kate, we appreciate your efforts.

NOTE: Remember---Your Research topic **MUST be pre-approved** and include a general listing of potential sources that you have already discovered. The Due Date for the submission of topics for approval is listed under the Course Calendar and failure to send it on-time and with sources will lead to a significant point deduction. Students are given a 72-hour grace period beyond the posted Due Date after which a 10-point penalty will be applied. Once past the 72-hour grace window, the penalty increases at 84-hours to a 10-point loss for every **DAY** the topic/sources submission is late which continues until there are no points left.

Once your paper subject is approved please do not hesitate to ask for help in finding additional research or seeking advice from other sources such as the WBU Writing Center which is linked on the toolbar. Your paper must begin with a Cover Sheet consisting of the Course Title and Number, the Title of the Paper, my full Title and Name (i.e., Dr. Jim Powell---not the nickname DR J we use for everyday contact), your Title and Name (i.e., I often have Faculty members, serving military personnel, Firefighters etc.so the use of a Title is appropriate for them) and the Due Date of the assignments--even if you send it in early---all centered on the page.

Next is the narrative portion of your paper, using either footnotes or endnotes for the source citations, and finally the work ends with an Annotated Bibliography. All must be submitted using the Turabian format and through the SafeAssign tool as ONE document. PLEASE Be Careful and DO NOT send these as separate documents (i.e., a Cover Sheet and then your Narrative Paper, and finally the Annotated Bib.). Everything **MUST** come as one complete package through the SafeAssign Tool.

Please remember that according to WBU rules---all Assignments and Exams (except your Discussion Post) MUST be submitted and checked by SafeAssign for plagiarism. **This course requires a SafeAssign score of 20% or less for any Assignment.** A rating of 40% or greater means blatant plagiarism since students relied upon someone else for almost one-half of their work and the project will not be accepted. **BE FOREWARNED!!!** The current version of SafeAssign will only accept the following formats for any submission: .doc, .docx, txt, and .pdf file formats and generally in sizes of 10 MB or less. **ANOTHER CAUTION!!!** The SafeAssign Link allows only ONE upload attempt, so your submissions MUST be as ONE complete document (including the Cover Sheet, the Exam, your Footnotes and the separate Bibliography or whatever for the paper. Also---Please be sure that you are uploading the correct version that you want me to grade into the SafeAssign Link---not a Draft! Students needing assistance saving or uploading their Exam on the SafeAssign Links should contact the 24-Hour Virtual Help Desk PRIOR to making their ONE attempt by using the provided link on the left-hand menu on the Course Webpage.

Now just another FYI here---it is very common for your SafeAssign score to read abnormally high due to the program flagging your sources (from footnotes/endnotes and Bibliography) as Plagiarism. It might show each book or web site you use as being Plagiarized when it was obviously not---so if you know what you did was not plagiarized and yet you get a score in the 40s or 50s the odds are it is due to your sources being flagged---and trust me I carefully check each person's work to assure the SafeAssign score is accurately reflecting something that is true plagiarism and not just a "flaw" in the program. Do not worry about such high scores when you know that you did not cheat. I always open the REVIEW tool and look for myself.

NOTE: Students are responsible for ensuring that all Assignments including the Research Paper, and Exams upload correctly in whatever is the Turabian format using one of the accepted document options. REMEMBER, once you hit that "Submit" button to upload and send your Exam or Research Paper, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file and are using one of the accepted formats! Any Submission which cannot be scanned by SafeAssign or opened by SafeAssign and/or Bb will NOT be accepted for a grade since this is a Virtual course and I cannot grade anything not on the computer and in Blackboard according to University rules.

Penalties Applied to Assignments (Based on a 100-point Grade)	
Project/Quiz Not Submitted on SafeAssign Link	Will Not be accepted for grading.
For Late Submissions on the Research Paper TOPIC/SOURCES --every 24 hours Past the Due Date/GRACE PERIOD	A letter Grade Deduction (Usually 10 Points)

Penalties Applied to Assignments (Based on a 100-point Grade)	
For Late Submissions on the Research Paper ---every 24 hours Past the Due Date	A letter Grade Deduction (Usually 10 Points)
The Following is Assuming a True Case of Plagiarism	
SafeAssign Plagiarism Score of 21-40%	A 2-letter Grade Deduction (Usually 20 Points)
SafeAssign Plagiarism Score of 41% or more (legitimate plagiarism of course).	Will not be Accepted ZERO

Additional Course Suggestions/Requirements:

- **Skipping is a self-inflicted punishment.** Exams and Due Dates missed may NOT be made up and will result in a zero (0) for the assignment. All written assignments must be turned in on time. Any and all late assignments will be penalized a full letter grade for each 24-hour period they are past due.
- **Computer failures are not excused.** There is a broad window in which you may choose to take your two Tests, but students suffering any technology failure not caused by either Wayland Baptist University or by a system-wide crash such as found in a thunderstorm are not excused---so have a backup site in the event you suffer such a failure---and hit the "Save" button every few minutes while doing your work to be able to salvage most it in case of disaster. Think of us "old codgers" who had early model computers---and no kidding I kept my physical documents in our Dryer while traveling to try to save them in case of a storm or fire. But way back then---these documents were hard to get---and cost 0.25 cents per page---and I had literally over one-thousand pages of material that are still kept in plastic containers in my attic. So please be sure you continually back-up your assignments, whether it is one of the Exams or your Paper as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fallback site. Remember, too that the two Exams and the Research Paper must be submitted electronically through the SafeAssign tool per WBU regulations.
- **Student Responsibilities and Conduct:** "The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Wayland Baptist University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements." The full text of the Student Code of Honor can be found at http://www.wbu.edu/student_life/student_handbook/. All violations of this code will be punished with all the severity permitted by the Code of Student Rights and Responsibilities. Students caught cheating or plagiarizing will be at the very least failed for the entire course.
- Students **MUST** submit all Assignments electronically through the SafeAssign link per the Instructions on the Course Website and no Assignment will be accepted in any other form as mandated by University and Course Syllabus rules.

Method of determining course grade:

Your success in this or any Graduate class depends largely on your involvement with both the material and Doctor Powell. It is especially imperative that you turn in all assignments on time since the "All-Seeing" computer reports the exact time to the second that any posting is made. Late submissions of any assignment will result in a reduction of one letter grade for every 24-hour period they are Past Due. This is motivational, not punitive, because your research material is being built layer upon layer and in order to fully evaluate your work, sufficient time needs to be granted for your work to be read and assessed. Here is the basic outline of assignments as they will be submitted:

Midterm (Exam 1)

25%

Last Exam (Exam 2)	25%
Research Paper	25%
Participation (Discussion Board)	25%

Graded assignments will be assessed as follows:

- The quality of your tests will be evaluated by your ability to answer questions critically by formulating an argument and supporting it with all the necessary evidence. It is also imperative to explain the historical significance of your subject--or to put it another way--for you to place your answer in Context. Just listing "facts" strung together without any Theme/Context is not "history" and you must learn that one key element that separates us from, say journalists, is that they do not normally place facts in a long-term context that explains why something happened or why a decision was made, or not made, and so on. But that is exactly what historical scholars do each time we write and is the essence of our profession. We take the raw data, in the form of documents, memoirs, books about something or someone, and then we place them together in such a way that the reader will comprehend the role of people, why an event occurred and so on. Be wary of what is called "Cobbling" in which one takes a string of paragraphs and---even if reworded---are simply restatements of what someone else already wrote about the subject. Your work must be original, and in your own words.
- The papers will be graded according to the quality of the writing, the richness and depth of analysis (context) and of the sources used. The rule-of-thumb in Graduate work is to have 1/3rd of your sources be Primary and the rest Secondary. The formulation of a clear Thesis that is supported with all the necessary evidence is at the heart of historical scholarship and these skills are being sharpened in these papers.
- The quality of your Annotated Bibliographies will be measured by their overall accuracy, the breadth and depth of your analysis of the sources, and your ability to conform to the Chicago/Turabian Style. Take your assessments of each source seriously---I do---and others will as well.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student Grade Appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Schedule:

The course will cover the origins of air power doctrine and the early advancements in air power during WWI that culminated in the massive commitment to air warfare by all major powers during the Second World War. We will include some discussion and reading about the simultaneous advances in weapons

that were tied to aircraft as military leaders began to assign certain roles to differing types of aircraft including sending the airplane to sea. The idea that aircraft started as observation platforms is applicable to both land and sea air power---and for land use the concept of logistical airframes became increasingly important and proved decisive in some theaters of WWII and into the decades of the Cold War. One such example is seen in the frozen wastes of the Russian Steppe where German soldiers waited for resupply by air that never came---or in the soaking jungles surrounding the Vietnamese valley of Dien Bien Phu as French Foreign Legionnaires also waited for supplies that never came or were dropped into the enemies hands because the valley received an average of 200-inches of rain per year---and aircraft in the mid-1950s simply did not have the navigation technology to fly accurate drops in such weather. By contrast, look at how the United States was able to move a force of roughly 550,000 personnel plus six aircraft carriers into the Persian Gulf (and Red Sea) during Operation Desert Shield and have them ready for combat in Desert Storm just over five-months later! No other nation could perform such a move of men and material---and it made all of the difference. Our assignments will include submission of the Discussion (2-parts) and the Mid-Term Exam along with requests for Research Paper subjects.

Part II of the class will Recap the role of air power in WWII, and discuss the moral issues raised by the bombing of cities and the use of fire raids and of course, the atomic bomb. Once the war ended an arms race ensued which not only pitted nation-against-nation but also one uniformed service against another. Our readings from Part I will show that some military leaders had long argued for a separate air service, and with the advent of nuclear weapons---which in the early years could only be delivered by air meant that these advocates finally got the Air Force they wanted. Unfortunately, the reliance upon nuclear weapons led to ignoring other critical roles such as close-air-support and air-to-air fighting (popularly called "dog-fighting") which cost the United States (and other powers too) dearly in the "limited" conflicts which characterized the wars of the second-half of the 20th Century and into the first decades of the 21st Century. Part II of the class, also focuses upon how the technological leaps in both Stealth and "smart" weapons along with other technologies kept air power at the forefront of all major military strategic planning and was used by all to the present even in the war against terrorists.

Exams and other Assignment Dates are listed in detail on the **Course Schedule** below.

Additional Information:

Etiquette:

The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for their ideas and values are essential for a strong community and for us to interact in the way necessary to fully understand the story of mankind---which is what the study of history is really all about anyway. Respectful students bring a strong work ethic to the course and are expected to log-on to the class regularly, be prepared for each class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain a climate of openness and civility that encourages and honors intellectual achievement. If you need to review the standard for Net Etiquette rules, see the [Netiquette Rules](#) for more information.

Teaching & Learning Strategy:

The class is approached as an on-line instruction tool to learn about a historical topic in-depth. The course is designed to be completed during a regular 11-week quarter. A student should expect to schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in this course and reading material of 150-200 pages per week. It is recommended for the student to block out time in your day planner three times a week for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus. Remember, it is Graduate School, and without a face-to-face environment, you shoulder a heavier burden. But I am always here to help.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of assignments. In addition,

students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the assigned material and learn on your own to identify major theses and link material together into a comprehensive understanding. Doctor Powell is available by email, and chat room to discuss in-depth any material you do not understand or struggle with, but the burden of learning falls primarily upon the individual student.

Copyright of Course:

Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the professor. Copyright of courses and course presentations are owned by the professor just as in the case of traditional course materials such as books or articles.

Go to the Course Webpage on WBU Virtual Campus and select the "Course Info" Link:

--Print out and keep a copy of the Course Syllabus for the Term handy.

--Print out the Course Schedule on the "*Course Schedule*" Link and post somewhere prominent.

--Review and be familiar with ALL Course Policies located including the SafeAssign, Wikipedia and Plagiarism Handouts.

****Changes or adjustments in Course Material, Course Schedule, or other parts of this Course Syllabus may be made during the semester if circumstances warrant.**

Exams:

No proctor is necessary as all Exams are completed Online. Tests are scheduled on the calendar to begin at 1200/12:00 p.m. Noon on the date listed (usually Friday) and ending at 2355/11:55 p.m.

Midnight (usually Monday) per the calendar. Some general thoughts on taking these Online Exams are in order. First, read the Instructions carefully. I have had students who overlooked the requirements by failing to read the Instructions on the Exams and thus devastated their grade. Next, you must treat this as if it was being taken in a classroom setting, with no outside support being used. I do not mind if you refer to the textbooks or any of your notes or research but avoid trying to "look-up" the answers and be especially WARY of plagiarizing what you are reading from the books as you take an Exam. That is really easy to do, so take your time, think through the question, glance at anything you need to refresh in your memory, and then calmly sit down and type a response that addresses each item that is mentioned in the original question. Let the questions guide your answers is another way to think of it. NEVER, try to take an Exam if Thunderstorms/Snowstorms are in the area or if you are expecting company or might have any other distraction enter into the "quiet zone" you have set up for this Exam. For your own sake, I would not answer your door, turn off all telephones, banish your spouse, children or significant others while testing, and focus entirely upon the Exam so that you will submit your best work. Do not---as a certain Professor did a few years ago while working on the computer in another room---and leave the Television on nearby broadcasting a certain NCAA Basketball Championship Final Four game in which his alma-mater, and former employer were playing!! To say that this unnamed Professor was constantly distracted is an understatement and his team lost to a team from a place where they make Cheese anyway! Focus is the key.

Students **MUST** submit ALL Assignments and Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Schedule:

HIST 5341 Air Power -- Course Schedule -- Summer 2020

Assignments/Exams: Unless otherwise noted, all assignments are due before 11:59 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2020 Calendar Year and *all times refer to the appropriate seasonal CT (Central Time)*. Students **MUST** submit all Assignments electronically per the appropriate Instructions on the Course Syllabus/Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Computer Problems? Contact the WBUonline Help Desk immediately, available 24/7. Technical problems are not an excuse to miss a posted Assignment Due Date. Turn in assignments early and/or have backup plan.

Date	Week	Reading Assignments	Exams	Discussion Assignments	Writing Assignments
5/25/20	Week 1 (Introduction/General Information)	Purchase Book. Familiarize yourself with the Course Syllabus, Course Policies, " <i>Course Info</i> " Link, and other areas of the Course Web Page. Begin Reading Immediately.	Exams will be made Available on the " <i>Exams</i> " Link	Information on Discussions are found on the Course Syllabus. Locate Questions & Post Entries on the " <i>Discussion Forum</i> " Link	Information found on Course Syllabus. Upload via the SafeAssign Link on the " <i>Research Paper</i> " Link Turabian and Writing Assistance is found on the " <i>Course Content</i> " Link.
General Information	<p>Specific weekly reading assignments have been discarded in favor of allowing Graduate-level students the freedom to read at their own pace. The main issue is to read so that you have enough time prior to the Mid-Term and Last Exam to ask DR J any questions that may arise from the books that are assigned. So, pace yourself, but if you encounter material that needs clarification, then write to DR J via the Course Homepage, and ask for any help. Remember, all the assigned reading up to the date of the particular Exam will be considered fair game on the Mid-Term or Last Exam respectively, but I am always here to help if you ask. I hope this more flexible approach will benefit those of you who felt constrained by reading only what was listed on the <i>Course Schedule</i> for any given Week.</p> <p>I will simply use the term <i>Ibid.</i> for the weeks following list until we reach the Mid-Term/Final so you can set your own pace for the readings. I also suggest that you try to swap the books around instead of reading one book completely to the end first, then the next. You can and should make notes in the margins and use note cards or whatever, but experience shows that by reading different interpretations of the material in preparation for the Mid-Term/Final helps with retention and provides a fuller understanding of the story.</p> <p>NOTE--do not be intimidated by the amount of reading. I provided a brief explanation on how to accomplish what is known as "gutting" a book in the Course Syllabus which allows us to master the art of scholarly reading in a shorter time period!</p>				
5/25	Week 1	I have essentially created two classes for the reading, divided by the Mid-Term Exam. In the first part of the course, ending with the Mid-Term, we will be focused upon the creation of air power through WWII. We will start off with an article posted on the Course Homepage titled		Introduction Discussion Due MONDAY 1 June 2020 by 2355/11:59 pm Central Standard Time	

		<p>“Voices from the Central Blue: The Air Power Theorists,” (Parts I-III). Then move to the two books, starting with Michael Sherry’s sweeping history, The Rise of American Air Power – read the entire book. This is coupled with Conrad Crane’s American Airpower Strategy in WWII starting from pages 1-186.</p>			
5/31	Week 2	Ibid.			
6/7	Week 3	Ibid.			<p>6/8</p> <p>Requests for Paper Topic Approvals are DUE by Course Homepage E-mail ONLY to DR J NO LATER than MONDAY 8 JUNE 2020 by 2359/11:59 pm CT. NO Attachments</p>
6/14	Week 4	Ibid.		<p>Individual Discussion Board Long Answer Posts Opens Weds. 6/17; DUE NO LATER than Sunday 21 JUNE 2020 by 2359/11:59 pm</p>	<p>Approval by DR J of all Paper Topics will be returned by Monday 15 June but likely much sooner.</p>
6/21	Week 5	Complete ALL Readings as Assigned for Part I for Mid-Term Exam	<p>6/26 - 6/29</p> <p>Mid-Exam (First Exam) Due anytime between: Friday 25 June but DUE NO LATER than</p>	<p>One Commentary Post DUE NO LATER than Weds. 24 JUNE 2020 by 2359/11:59 pm CT.</p>	

			Monday 29 June 2020 before 2359/11:59 pm Central Standard Time		
6/28	Week 6	<p>--Begin with the conclusion of the article, "Voices from the Central Blue: The Air Power Theorist," (Parts IV & V) and a second article, "The Battle in the Air from the Korean War" pages 254-269, posted on the Course Homepage.</p> <p>Complete Conrad Crane's book, American Airpower Strategy in WWII, pages 187-216 plus The Appendix. Read the last two books in entirety, The Limits of Air Power by Mark Clodfelter and Storm Over Iraq by Richard P. Hallion.</p> <p>Be certain to complete the reading before the Last Exam (Final).</p>			
7/5	Week 7	ibid.			
7/12	Week 8	ibid.			
7/19	Week 9	ibid.			<p>7/20</p> <p>Your Research Papers are DUE NO LATER than MONDAY 20 JULY 2020 before 2359/11:59 p.m. Central Standard Time.</p> <p>Be Sure to Upload via the appropriate SafeAssign Link on the "Research Paper" Link</p>

7/31	Last Day to Drop				
7/26	Week 10	Finish Readings as Assigned for Part II for the Last (Final) Exam	7/31 - 8/3 Last Exam (Final) Due anytime between: Friday 31 July– Monday 3 Aug, 2020 but DUE NO LATER than MONDAY 3 AUG 2020 before 2359/ 11:59 p.m. Central Standard Time.		
8/2	Week 11	You have completed the course. Congratulations!			