

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.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

MILH 541 Civil War Strategy and Tactics

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 study of the American Civil War with emphasis on operational contributions of Union and Confederate military leadership. Students examine Civil War battles on two levels: the strategic doctrine as formed by the major commanders and tactical developments that affected the conduct of battle at a lower echelon of command. Special emphasis is on the interplay between these levels in order to gain a comprehensive view of strategy and tactics in both armies from 1861-1865.

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Course Scope

"Strategy and Tactics in the Civil War" is a study of the ways in which campaign strategies were developed during the Civil War, and the concomitant effect of those strategies on the ways that battles were fought. A major theme will be the evolution of strategic thought, which began in 1861 with adherence to the Napoleonic and Jominian doctrines that had enjoyed success in previous conflicts. These doctrines would, in turn, evolve into the neophyte practices that would characterize the modern battle of indecisive results. A second major theme of this course will be an examination of the tactical changes that took place as a result of the development of improved weaponry and logistics.

As in any graduate course, a major objective will be for the student to gain some familiarity with the vast literature on a given topic. While we will look at our topic on a practical level, we must also be familiar with the often-differing opinions and interpretations set forth by various historians. Thus, the course has two primary goals: one is to make you familiar with the subject matter; the other to make you familiar with the historiography (important works and their authors).

This course will approach the practical study of Civil War battles on two levels. On one level will be the study of the strategic doctrine as formed by the war's major commanders, and on another will be the study of the tactical developments that affected the conduct of battle at a lower echelon of command. A careful consideration of the interplay between these levels will provide a comprehensive view of strategy and tactics in both armies from 1861-1865.

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Course Objectives

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

CO-1 Master and summarize the historiographical literature that analyzes campaign strategies and military thought before and during the Civil War.

CO-2 Analyze and criticize the actions of selected leaders and strategists for the Union and Confederate armies throughout the war.

CO-3 Compile and synthesize the arguments and positions orally and in writing strategic as well as tactical doctrine at all levels of command.

CO-4 Evaluate and justify the effectiveness and impact of strategy and tactics as practiced during critical engagements from 1861 to 1865.

CO-5 Scrutinize the impact of the Commanders in Chief of both sides in the conduct of the war.

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Course Delivery Method

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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 (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

Griffith, Paddy. Battle Tactics of the Civil War. New Haven, CT: Yale University Press, 1989. ISBN 0-300-04247-7

Hagerman, Edward. The American Civil War and the Origins of Modern Warfare: Ideas, Organization, and Field Command. Indiana: Indiana University Press, 1992.

McPherson, James M. This Mighty Scourge: Perspectives on the Civil War. New York: The Oxford University Press, 2007.

McWhiney, Grady, and Jamieson, Perry D. Attack and Die: Civil War Military Tactics and the Southern Heritage. Tuscaloosa, AL: The University of Alabama Press, 1984. ISBN 0-8173-0229-8

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

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, each worth 25% of your final grade. The first report on Sherman's March is due at the end of Week 4 and the second, on the Civil War as history's first modern war, is due at the end of Week 8.

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 250 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).

Sherman's March Report: Strategic Masterpiece or War Crime?

In a 8-10 page report (exclusive of title page and bibliography) discuss your opinion of one of the most enduring legacies of the Civil War, Sherman's March to the Sea. Was it a war crime? In order to achieve victory should any and all means be considered? I look forward to your opinions on this subject. It is due at the end of Week 4.

The First Modern War: I want you to either defend or refute the notion that the American Civil War was history's first modern war. The Hagerman book will be the foundation of this report and all the readings and discussions we have had throughout the course will add substance to whatever point of view you form. It is to be 8-10 pages in length and is due at the end of Week 8.

	Assignment	POINTS	% of Grade
1.	Forums	100 Points each	50%
2.	Sherman's March Report	100	25%
3.	The First Modern War	100	25%

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Course Outline

WEEK	TOPIC	OBJECTIVES	ACTIVITIES
			Virtual Introduction
#1	The Basis of Strategic Thought in the Civil War	Discuss and analyze the various tenets of Jominian Theory (Course Objective 1)	<p>Readings:</p> <p>Week 1:</p> <p>Badsey, Stephen, Donald Stoker and Joseph G. Dawson III, "Forum II: Confederate Military History Revisited," <i>Journal of Military History</i>, Vol. 73, No. 4 (October 2009), pp. 1273-1284. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/1956317</p> <p>Dawson, Joseph G. III, "FORUM: Jefferson Davis and the Confederacy's "Offensive-Defensive" Strategy," <i>Journal of Military History</i>, Vol. 73, No. 2 (April 2009), pp. 591-607. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/19565659</p> <p>Kirkpatrick, David. Logistics of the American Civil War. RUSI Journal. 2007. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/212072682?accountid=12345</p> <p>Rowland, Tim. The Big Squeeze. America's Civil War. 2013. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/1268738561?accountid=12345</p> <p>Begin reading Griffith and McWhiney books and continue reading throughout the semester.</p> <p>Week 1 Forum</p>
#2 and 3	The Tactics of the Civil War	Describe and discuss standard infantry tactics that existed at the beginning of the war. Analyze how new technology, especially the rifled musket and long range	<p>Readings:</p> <p>Continue reading the Griffith and McWhiney books</p> <p>Weeks 2 and 3 Forum</p>

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		artillery, revolutionized the standard linear tactics of the time. (Course Objectives 3 and 4)	
#4	The Battle of Shiloh	Evaluate how tactics and technology contributed to Shiloh's gruesome 2 days. (Course Objectives 2-5)	<p>Readings:</p> <p>Hall, Thomas. Confederate Redlegs at Shiloh: Swatting the Hornet's Nest. Field Artillery, 2006. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/231216801?accountid=123456789</p> <p>Smith, Timothy. Myths of Shiloh. America's Civil War, 2006. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/223349767?accountid=123456789</p> <p>Woodworth, Steven. Shiloh's Harsh Training Ground. America's Civil War, 2002. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/223356289?accountid=123456789</p> <p>Shelton, John. The Battle of Shiloh. Engineer, 2008. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/196446493?accountid=123456789</p> <p>Week 4 Forum Sherman's March Report Due</p>
#5	Lee the Strategist	Assess the strategic decisions of Confederate general Robert E. Lee during the Maryland and Gettysburg campaigns. (Course Objectives 1 and 2)	<p>Readings:</p> <p>McPherson, Ch. 6</p> <p>Gallagher, Gary. An old-fashioned soldier in a modern war? Robert E. Lee as confederate general. Military History, 2003. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/208244303?accountid=123456789</p> <p>Smith, David G. Clear the Valley: The Shenandoah Valley and the Genesis of the Gettysburg Campaign. Military History, 2010. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/759144497?accountid=123456789</p> <p>Wert, Jeffrey D. If Lee had won at Gettysburg. Civil War Times, 2003. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/199085708?accountid=123456789</p> <p>Morris, Roy. Jefferson Davis may have approved of Robert E. Lee's Maryland gamble—cards? Military History, 1998. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/212597587?accountid=123456789</p> <p>Gillespie, William. Logistics and Lee's Antietam campaign. Army Logistician, 2003. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/197299081?accountid=123456789</p> <p>Wisloski, Michael. Robert E. Lee and Lessons from the Gettysburg Campaign. Marine Corps Gazette, 2003. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/206337970?accountid=123456789</p>

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			Week 5 Forum
#6	The Indirect Approach	Describe the indirect approach as forwarded by Liddell Hart and evaluate its use in the war, especially by Lee and Jackson at Chancellorsville and Grant during his Vicksburg campaign. (Course Objectives 1,3, and 4)	<p>Readings:</p> <p>McPherson, Ch. 11</p> <p>Sears, Stephen. Chancellorsville: Stonewall’s last march. America’s Civil War, suppl. G. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/223360321?accou</p> <p>Gallagher, Gary. Did the fall of Vicksburg really matter? Civil War Times, 2011. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/872366346?accou</p> <p>Rogan, George. Opportunities Lost at Chancellorsville. Military History, 2000. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/212604245?accou</p> <p>Carmichael, Peter. Reflections on Chancellorsville. America’s Civil War, 2006. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/223356683?accou</p> <p>Kirkpatrick, David. Slow train to Vicksburg—the Confederate capability for strategic re 1997. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/212110100?accou</p> <p>Krumwiede, John. The ‘burning shame’ of Chancellorsville. America’s Civil War, 2001. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/223340376?accou</p> <p>Bearss, Edwin. The Fall of Vicksburg. Civil War Times, 2006. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/199078448?accou</p> <p>Schreckengost, G. James. A contest of contrasts: The principle of dislocation and the arti Chancellorsville. Field Artillery, 2002. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/231153097?accou</p> <p>Week 6 Forum</p>
#7	The Wilderness	Analyze the extent to which Grant’s strategic vision compelled his tactical decision making during this campaign. Debate and evaluate the argument over	<p>Readings:</p> <p>Trudeau, Noah Andre. May 1864: Lee’s struggle in the wilderness. Civil War Times, suppl. 2004. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/199124343?accou</p> <p>Pohanka, Brian. June 1864: Not war but murder. Civil War Times, suppl. 1864 Grinding http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/199087344?accou</p> <p>Wertz, Jay. The wilderness: Grant and Lee meet at last. Civil War Times, 2007. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/199091941?accou</p>

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		<p>this campaign. Was this murder/butchery as some have portrayed it or a necessary means to a legitimate end? (Course Objectives 1,2, and 4)</p>	<p>Morris, Roy. Titans clash in the Wilderness. Military History, 1997. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/212596938?accou</p> <p>Week 7 Forum</p>
#8	The Most Foolish Attack	<p>Formulate an informed opinion of what you consider the war's most foolish attack, considering both the situation and leaders involved</p>	<p>Readings:</p> <p>Bagby, Milton. Advance and retreat. American History, 2002. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/224062909?accou</p> <p>Hartwig, D. Scott. Antietam's fury remembered. American's Civil War, 2002. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/223344879?accou</p> <p>Waters and Edmonds. It's no use killing them. America's Civil War, 2010. http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&live&scope=site</p> <p>Smith, Robert Barr. Killing Zone at Burnside's Bridge. Military History, 2004. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/212658885?accou</p> <p>Kendall, Drew. Murder at Malvern Hill. Military History, 2002. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/212656041?accou</p> <p>LaFantasie, Glenn. Night and Death on Little Round Top. American History, 2005. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/224070329?accou</p> <p>Thompson, Robert N. The Folly and Horror of Cold Harbor. Military History, 2006. http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/212610881?accou</p> <p>Week 8 Forum</p> <p>The First Modern War Report is due</p>

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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*, 7th 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](#).¹
- 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.

- **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.

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If a guide you need isn't available yet, let us know by emailing the APUS Library: 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 541."