

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 542

Civil War Command & Leadership

3 Credit Hours

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 national, theater, and operational command structures of the Union and Confederacy, the leadership styles of key military leaders on both sides, and the evolution of command and control in the war. Major themes include the relationship between the commanders in chief and the generals who led the armies in the field, the relationships between the generals themselves, and the ways in which the relationships described above either served to facilitate or debilitate the causes those commanders served.

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Course Scope

"Command and Leadership in the Civil War," is a study of some of the prominent military leaders of the Civil War, including the commanders in chief of both armies. Students will examine the effectiveness of those military leaders as commanders of armies, as well as the impact of their individual personalities on that effectiveness. A

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major theme will be the relationship between the commanders in chief and the generals who led the armies in the field. A second theme will be the relationships between the generals themselves, and a final theme will revolve around an examination of the ways in which the relationships described above either served to facilitate or debilitate the causes those commanders served.

This course is designed to complement MILH541, "Strategy and Tactics in the Civil War." Many of the topics arising out of this course will overlap those of MILH541. It is as impossible to discuss Civil War command and leadership without addressing the strategies and tactics used by those leaders as it is to discuss strategies and tactics with no reference to those who implemented them. The emphasis in this course, however, will be less on the actual strategic and tactical concepts than on the personalities of the commanders and the relationships between them.

Students will read a wide range of historical opinions about some of the major figures of the Civil War. Some were written in the 1950s; some in the 1990s. All of them offer valid considerations, and all of them are useful to us in accomplishing our goal in this course. That goal is to come to an understanding of the complexities of Civil War command and leadership through a close study of personalities and relationships; and also to form our own opinion of those leaders based on the sources read.

Four leaders ultimately determined the events that history has called the American Civil War. Their evolution of command and strategy over the four terrible years of war is a major emphasis of this course.

Lincoln was slow to arrive at Grant as his eventual military "champion" (not surprising given his lack of administrative and military experience). By war's end, however, he was (by most accounts) a more effective Commander-in-Chief (CIC) than Jefferson Davis.

A bursting shell at Fair Oaks/Seven Pines (June 1862) made the task much easier for Davis. Lee would take the Confederacy to heights that came perilously close to achieving Southern independence.

These relationships and the chains of command (East and West) will be examined in detail to determine the personal and professional nuances of Civil War command and strategy. This will, hopefully, lead to a more complete understanding of their personalities and struggles for military success.

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Course Objectives

Students should be able to:

1. Diagnose the trials and frustrations of Lincoln as he searched for a good military commander.
2. Evaluate Davis's ability to lead the new Confederate military organization and his advantages early in the war.
3. Categorize the chains of command from the President to Cabinet Members to Commanding Generals to Subordinate Officers for both the Union and Confederacy.
4. Discriminate among the factors that influenced military leaders (North and South) to implement strategy for all theaters.
5. Compare and contrast the command and control structures for the Union and Confederacy
6. Dissect Lincoln's evolving command policies in the conduct of the war.
7. Synthesize Davis' successes and failures in all aspects of his political and military relations/policies.
8. Profile the major subordinates to both Commanders-in-Chief.
9. Construct a chronology of events that led to major changes in the command structure of both the Union and Confederacy.
10. Explain the events which led Lincoln to establish a modern command system.

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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 and access to an online learning management system will be made available to each student. Online assignments include discussion Forum questions accomplished in groups through a threaded forum, examination, and individual assignments submitted for review by the faculty member. Dr. Leatherwood is the assigned faculty who will support students throughout this 8-week course.

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REQUIRED TEXTS

Glatthaar, Joseph T. Partners in Command: The Relationships Between Leaders in the Civil War. New York: The Free Press, 1993.

McPherson, James M. Tried by War: Abraham Lincoln as Command-in-Chief. New York: Penguin, 2009

Woodworth, Steven E. Jefferson Davis and His Generals: The Failure of Confederate Command in the West. Lawrence, KS: University Press of Kansas, 1990.

Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997.
- 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.

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

There are many ways to measure student performance. This course will use discussions and a research paper.

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- For written assignments, students should upload assignments by selecting the Assignments link on the left hand side of the classroom page.
- For discussions select the Forums link on the left hand side of the classroom page. The Forums should not be used for administrative communications.

The research paper and book reviews will be graded according to the AMU graduate-level writing rubric.

	Assignment	% of Grade
1.	Research Paper Proposal	8%
2.	Research Paper	32%
3.	8 Discussion Forums @ 7.5% each	40%
4.	Book Review	20%

Important note: A research paper submitted without a previously approved and graded proposal will be given a grade of zero!

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Course Outline

WEEK	TOPIC	OBJECTIVES	READINGS	ASSIGNMENTS
#1	Introduction	Become familiar with the course, books, professor, and students; begin reading in preparation for following weeks' objectives.	Course Syllabus	Virtual Introduction
#2	Lincoln/Davis I (Course Objectives 1, 2, 3, and 5)	Examine and compare chains of command and command structures for both the Union and Confederacy.	Woodworth, <i>Jefferson Davis and His Generals</i>	Forum 1 Research Paper Proposal
#3	Lincoln/Davis II (Course Objective 4)	Which factors influenced military leaders on both sides to implement national strategies?	Woodworth, <i>Jefferson Davis and His Generals</i>	Forum 2

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#4	Lincoln/Davis III Operational Command (Course Objectives 6 and 7)	Evaluate decisions by the two commanders-in-chief as they influenced events at the operational level.	McPherson, <i>Tried by War</i>	Forum 3 Book Reviews Due (Choose one volume from required MILH 542 readings or suggested readings lists.)
#5	Lee Takes Command (Course Objectives 7 and 8)	Evaluate Davis's selection of army commanders and their command decisions within the context of the war as a whole.	McPherson, <i>Tried by War</i>	Forum 4
#6	Grant Takes Command (Course Objectives 1 and 10)	Understand the trials and frustrations of Lincoln as he searched for a military commander who shared his vision.	Glatthaar, <i>Partners in Command</i>	Forum 5
#7	Grant & Lee (Course Objectives 1, 7, 8, 9 and 10)	Consider both Davis and Lincoln in terms of their successes and failures in policy and warfare.	Glatthaar, <i>Partners in Command</i>	Forum 6
#8	Final Thoughts	Discuss the important themes of MILH 542 as well as your research.	None	Forum 7 Research Papers Due

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POLICIES

Please see the Student Handbook to reference all University policies.

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

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citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th 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

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

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:

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 a 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

Late assignments will be accepted—or not—at the professor's discretion.

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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.

1. **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 Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects may not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and--especially--satire can easily get lost or be taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

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Disclaimer Statement

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

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Online Library Research Center & Learning Resources

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.

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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.

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

- Ashdown, Paul, and Edward Caudill, [The Mosby Myth: A Confederate Hero in Life and Legend](#) (2002)
- Ashdown, Paul, and Edward Caudill, [The Myth of Nathan Bedford Forrest](#) (2005)
- Ashdown, Paul, and Edward Caudill, [Sherman's March in Myth and Memory](#) (2009)
- Catton, Bruce, [This Hallowed Ground](#) (1956)
- Connelly, Thomas L. [Army of the Heartland: The Army of Tennessee, 1861-1862](#) (1967)
- Cooling, Benjamin F. [Forts Henry and Donelson: The Key to the Confederate Heartland](#) (1987)
- Cooper, William J., Jr. [Jefferson Davis, American](#) (1996)
- Daniel, Larry J. [Shiloh: The Battle that Changed the Civil War](#) (1997)
- Davis, Stephen. [Atlanta Will Fall: Sherman, Joe Johnston, and the Yankee Heavy Battalions](#) (2001)
- Davis, William C. [Jefferson Davis: The Man and His Hour](#) (1991)
- Donald, David Herbert [Lincoln](#) (1995)
- Engle, Stephen D. [The Struggle of the Heartland: The Campaigns from Fort Henry to Corinth](#) (2001)
- Foote, Shelby D. [The Civil War: A Narrative \(1958-1974\)](#)
- Gallagher, Gary W. [Lee and His Generals in History and Memory](#) (1998)
- Gallagher, Gary W. [The Confederate War](#) (1997)
- Glatthaar, Joseph T. [Partners in Command](#) (1994)
- Grabau, Warren E. [Ninety-eight Days: A Geographer's View of the Vicksburg Campaign](#) (2000)
- Gragg, Rod. [Confederate Goliath: The Battle of Fort Fisher](#) (1991)
- Grimsley, Mark [And Keep Moving On: The Virginia Campaign, May-June 1864](#) (2002)
- Grimsley, Mark. [The Hard Hand of War: Union Military Policy Toward Southern Civilians](#) (1995)
- Guelzo, Allen C. [Abraham Lincoln: Redeemer President](#) (1999)

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- Guelzo, Allen C. Lincoln's Emancipation Proclamation: The End of Slavery in America (2006)
- Hattaway, Herman, and Richard E. Berginer, Jefferson Davis Confederate President (2002)
- Hattaway, Herman, and Archer Jones., How the North Won (1983)
- Hattaway, Herman, et al., Why the South Lost the Civil War (1986)
- Haughton, Andrew. Training, Tactics, and Leadership in the Army of Tennessee: Seeds of Failure (2000)
- Hughes, Nathaniel C. Bentonville: The Final Battle of Sherman and Johnston (1996)
- Hyman, Harold, and Benjamin P. Thomas, Stanton: The Life and Times of Lincoln's Secretary of War (1962)
- Joiner, Gary Dillard. One Damn Blunder from Beginning to End: The Red River Campaign of 1864 (2003)
- McMurry, Richard M. Atlanta 1864: Last Chance for the Confederacy (2000)
- McPherson, James M. Tried by War (2008)
- McWhiney, Grady, and Perry Jamieson, Attack and Die: Civil War Military Tactics and the Southern Heritage (1982)
- Marszalek, John F. Sherman: A Soldier's Passion for Order (1993)
- Melton, Brian C. Sherman's Forgotten General: Henry W. Slocum (2007)
- Noe, Kenneth W. Perryville: This Grand Havoc of Battle (2001)
- Newton, Stephen H. Joseph E. Johnston and the Defense of Richmond (1998)
- Paludan, Phillip Shaw The Presidency of Abraham Lincoln (1994)
- Piston, William G., and Richard W. Hatcher III, Wilson's Creek: The Second Battle of the Civil War and the Men Who Fought It (2000)
- Rable, George C. Fredericksburg! Fredericksburg! (2002)
- Reed, Rowena. Combined Operations in the Civil War (1978) [Note: The book actually deals with joint rather than combined operations]
- Robertson, James I. Stonewall Jackson: The Man, the Soldier, the Legend (1997)
- Shea, William L., and Earl J. Hess, Pea Ridge: Civil War Campaign in the West (1992)
- Sears, Stephen W. Landscape Turned Red: The Battle of Antietam (1983)
- Sears, Stephen W. To The Gates of Richmond: The Peninsula Campaign (1992)
- Sears, Stephen W. Chancellorsville (1996)
- Sears, Stephen W. Gettysburg (2004)
- Simpson, Brooks D. Ulysses S. Grant: Triumph over Adversity, 1822-1865 (2000)
- Smith, Jean Edward. Grant (2001)
- Sword, Wiley, Embrace and Angry Wind: The Confederacy's Last Hurrah: Spring Hill, Franklin, and Nashville (1992)
- Sword, Wiley Mountains Touched with Fire: Chattanooga Besieged, 1863 (1995)
- Sword, Wiley. Shiloh: Bloody April (1974)
- Symonds, Craig L. Joseph E. Johnston: A Civil War Biography (1995)
- Tanner, Robert G. Retreat to Victory (2001)

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Tanner, Robert G. Stonewall in the Valley: Thomas J. "Stonewall" Jackson's Shenandoah Valley Campaign Spring 1862 (1976)

Thomas, Emory M. Robert E. Lee: A Biography (1995)

Williams, T. Harry. Lincoln and His Generals (1952)

Woodworth, Steven E. Beneath a Northern Sky: A Short History of the Gettysburg Campaign (2003)

Woodworth, Steven E. Davis and Lee at War (1995)

Woodworth, Steven E. Jefferson Davis and His Generals: The Failure of Confederate Command in the West (1990)

Woodworth, Steven E. Nothing but Victory: The Army of the Tennessee, 1861-1865 (2005)

Woodworth, Steven E. Six Armies in Tennessee: The Chickamauga and Chattanooga Campaigns (1998)

Woodworth, Steven E. Sherman (2009)

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