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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

MILH 646

Intelligence and Cavalry Operations in the Civil War

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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Course Description

This course examines the gathering and analysis of military intelligence on both sides during the Civil War and the remarkable role of cavalry in its eventual outcome. Areas investigated include espionage, Bureau of Military Information, secret services, cavalry forays, covert activities, and secret missions (including the Lincoln assassination plot). Focus of the course will be to compare and contrast the efforts of both the Union and Confederacy to stay ahead in the game of "knowing the enemy."

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Course Scope

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The concept of "an intelligence service" was foreign to the United States Military in 1861. There was no intelligence staff, no corps of spies, and no infrastructure that could be developed into an operating plan for gathering information about the Confederacy. The same could be said about the fledgling war machine being put together by Jefferson Davis in Richmond. From the fields at Brandy Station to the depot at Holly Springs, the cavalry troops on both sides were instrumental in shaping events that decided the outcome. From Brinkerhoff Ridge to [Grierson's Raid](#), every attempt will be to bring to light the men, the places, and the events that have given Civil War cavalrymen their place in history.

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Course Objectives

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

- #1: Analyze those individuals who gathered, assimilated, and utilized military intelligence during the Civil War.
- #2: Assess the contributions of the secret services of the Union and Confederacy.
- #3: Assemble and analyze the activities of espionage agents on both sides of the conflict.
- #4: Assemble and critique the accomplishments of some of the intelligence-gathering cavalry forays initiated during the war by both sides.
- #5: Interpret the effects of covert or fifth column activities on the war effort.
- #6: Evaluate the effects of secret missions both at home and abroad.
- #7: Interpret the growing stature of the Bureau of Military Information during the evolution of the hostilities.
- #8: Assess the major Civil War cavalry campaigns and the important battles where cavalry played a major role in the outcome.
- #9: Assess the major battles and campaigns and the strategies and tactics employed.
- #10: Evaluate the evolution of the United States Cavalry during the conflict.
- #11: Interpret the head start experienced by the Confederate Cavalry at the beginning of the war.
- #12: Scrutinize the technical innovations achieved by cavalry during the war and its impact upon the military science of 19th Century warfare.
- #13: Compare and contrast cavalry leadership (North and South) in the war and be able to identify the key leaders on both sides.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are

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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

Fishel, Edwin C. "The Secret War for the Union: The Untold Story of Military Intelligence in the Civil War." Boston & New York: Houghton Mifflin Company, 1996.

Tidwell, William A. "April '65: Confederate Covert Action in the American Civil War." Kent, Ohio & London, England: The Kent State University Press, 1995.

ARTICLES : Articles will be attached in the Readings and Resources section of the Weekly Lessons. Make sure you consult that area for assigned readings.

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

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Forums are the crux of the course. It is in the forums that we will debate the various issues of the course and you will be able to interact with both myself and your classmates. There are also 2 reports for the class, the first due at the end of Week 4, the other at the end of Week 8. Both are 25% of your final grade. The first report will be an examination of Confederate covert action in the war, the second a strictly opinion paper, backed up of course by fact, of whom you consider the war's best cavalry commander. Each report is to be 8 – 10 pages of text and follow all AMU writing guidelines.

	Assignment		% of Grade
1.	Forums		50%
2.	Covert Action Report		25%
3.	Cav Leader Report		25%

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Course Outline

WEEK	TOPIC	OBJECTIVES	ACTIVITIES
1	What is the role of military intelligence in war?	CO#1-13	Week 1 Forum
2	Allen Pinkerton	CO#1-5	Week 2 Forum Tidwell, p. 57-77 Fishel, p. 53-165
3	John Mosby	CO # 1, 3, 4, and 5	Week 3 Forum Readings are file in

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			the Resources Section titled Week 3 Readings
4	Stuart's Ride	CO #8, 11, and 13	Week 4 Forum Fishel, p. 102-164 Other readings in WK 4 Folder in Resources Section Covert action Report Due
5	Hooker and Brandy Station	CO #1,0 and 11	Week 5 Forum Readings in WK 5 Folder in Resources Section
6	Gettysburg	CO # 9, 10, and 13	Week 6 Forum Readings in WK 6 Folder in Resources Section
7 and 8	Cavalry in the West	CO # 8, 9, 12, and 13	Week 7 Forum Readings in Wks 7

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			and 8 Folder in Resources Section
			Cav Leader Report Due

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Policies

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

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

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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

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>

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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 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.

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- **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.

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 646."