

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

MILH531

Strategy, Tactics, and Leadership of the American Revolution

3 Credit Hours

8 Week Course

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

See the initial link in the classroom for your instructor contact information.

Course Description

This course is an examination of the American Revolutionary War with emphasis on the operational contributions of American and British military leadership. Students assess the basic concepts and principles of the war's strategic and operational levels, the tactical employment of forces, and the element of leadership to the planning and execution of the war by both sides. Special emphasis is on comparing and contrasting American and British peer-level commanders.

Course Scope

This course examines the strategy, tactics and leadership of both sides of the American Revolutionary War, although the coverage of tactics will be mostly concerned with fighting in North America. The material has been selected to provide a broad analytical overview of the Revolution and includes critiques and case studies of battles, campaigns, and commanders. This course is designed to provide a general overview of the strategic and tactical issues pertinent to land and naval warfare of the American Revolutionary War.

It will assist students in building a more detailed understanding of the war, using a historical perspective and augmented by independent research. In addition to studying the strategy and tactics of the military forces of the opposing sides, students will study various American and British leaders as they planned and executed campaigns and battles. As a result, by the end of the course, students should know the significance of the American Revolutionary War's strategic and tactical dimensions.

Course Objectives

After the successful completion of this course, students will be able to:

1. Explain the political objectives of British and the Americans leaders.
2. Analyze the military strategy of both the British and the Americans.
3. Contrast the military tactics of the British and the American forces.
4. Analyze the major campaigns and battles.
5. Evaluate the commanders for both sides in each major campaign and battle.
6. Examine the results of selected battles and campaigns on the course of the war.

Course Delivery Method

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

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 we understand you must manage competing demands on your time. However, routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.

Course Materials

Required Textbooks: *Student Purchase*

Mackesy, Piers. *The War for America, 1775-1783*. Lincoln: University of Nebraska, 1993.

Wood, W.J., and John S.D. Eisenhower. *Battles of the Revolutionary War, 1775-1781*. New York: Da Capo, 1995.

Additional Required Readings: *In Resources Files or Provided by Instructor*

Babits, Lawrence E. "Battle of Cowpens: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2013.

Brooks, Victor, and Robert S. Hohwald. "Grading the Generals." In *How America Fought Its Wars: Military Strategy from the American Revolution to the Civil War*. Conshohocken, Pa: Combined Pub, 1999.

Buenviaje, Dino E. "Naval Operations, American vs. British: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2013.

Cashin, Edward J. "Battle of Kings Mountain: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2013.

Jacobsen, Kristin E. "Conduct of the Partisan War in the Revolutionary War South" Thesis, U.S. Army Command and General Staff College, 2002.

Kurtz, Henry I. "Bunker Hill, 1775 'A Dear Bought Victory'." *History Today* 25, no. 9 (September 1975): 610.

Richardson, Annette. "Siege of Yorktown: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2013.

Rosenfeld, Ross. "The Fox Bares His Fangs." *Military History* 21, no. 6 (February 2005): 26. (Battle of Princeton)

Seymour, William. "Turning Point at Saratoga." *Military History* 16, no. 5 (December 1999): 46.

Stephenson, Michael. "Washington Risks Everything." *Military History* 24, no. 4 (June 2007): 42. (Battle of Trenton)

Stockley, Andrew. "Treaty of Paris (1783)." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2013.

Taylor, Sean. "British Navy: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2010.

Tucker, Spencer C. "Continental Navy: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2013.

Villiers, Patrick. "British vs. French Naval Operations: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2010.

Wright, Robert K., Jr. "Colonial Military Experience." New Haven: The Society of Colonial Wars in the State of Connecticut, 2013.

_____. "Colonial Military Warfare." New Haven: The Society of Colonial Wars in the State of Connecticut, 2013.

Optional Resources (Recommended):

Martin, Joseph Plumb. *A Narrative of a Revolutionary Soldier*. New York: Signet Classics, 2001.

Scheer, George F. *Rebels and Redcoats: The American Revolution Through the Eyes of Those Who Fought and Lived It*. New York: Da Capo, 1988.

Hibbert, Christopher. *Redcoats and Rebels: The American Revolution Through British Eyes*. NY: Avon, 1991. Provides an account of the American struggle for independence from a British point of view.

Brumwell, Stephen. *Redcoats: The British Soldier and War in the Americas, 1755-1763*. UK: Cambridge University, 2001. Discusses the roots of Britain's "American army" as a tough, flexible and innovative force that ultimately won the respect of colonial Americans.

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. 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.

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.

Evaluation Procedures

1. Readings, Assignments, and Participation: You will be required to read around 800 pages for the course; doubtless more, depending upon your research efforts. You will also be required to thoughtfully respond to weekly forum discussion topics. While the forum items will normally be drawn from the weekly reading assignments, they 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 responses and discussions should abide by the University Netiquette policy. The purpose of the forum’s discussion forum activities is to expand your learning opportunities by engaging in academic and thought-provoking asynchronous conversation with your classmates and instructor. The instructor’s role is to facilitate the learning process by participating in the discussions and moving conversations by promoting an advanced level of inquiry.

Beginning in Week 2 and continuing through Week 8, there will be 35 possible grade points awarded for participation in the discussion forum items: seven weeks at five points per week. Posts will be reviewed for accuracy of interpretation, rigor of argument, and clarity of expression. Generally – although this may vary in accordance with the particular topic – weekly initial posts should be about 250 words in length (2.5 maximum

points), while a maximum of 2.5 points will be awarded for responses to other student's posts, or to the instructor's follow-up weekly forum comments. These secondary weekly posts should be a minimum of 100 words in length. Keep in mind that, when responding to other students, or to the secondary instructor posts, it is not enough to simply state "I agree." Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic.

NOTE: While you are, of course, free to post any number of on point comments during a particular week, recognize that, once again, you will only receive a maximum of 5 points for a particular week's forum postings, be they to the initial weekly forum topic (2.5 points), and/or to responses to other students or instructor (2.5 points).

As a rule, if, for any number of reasons, I feel that there is a problem with your postings – normally this might be insufficient or inappropriate responses – I will contact you directly, by private email, to pursue the issue, as I prefer not to discuss matters of this nature in the public forum. Further note that the weekly discussion forums will be closed at the end of a particular week and a new forum will be opened to facilitate the next week's discussion topic. Once the week has passed – and that week's forum has been closed – it will not be reopened to allow new posts and you will forfeit any points for that particular week if you have not responded. Accordingly, make every attempt to post responses within the appropriate weekly timeframe.

2. Leadership Essay: Each student will be required to write a short 1,000-1,250-word academic analysis in which you will compare and contrast an American commander, other than George Washington, with a British commander, other than Lord Cornwallis. Note that I have disallowed these two Revolutionary War generals because of the wealth of material already available and the desire for you to become acquainted with some of the other important but lesser commanders of the Revolution. The analysis shall be typed, double-spaced, and in a 12-point Times New Roman font. (See the link in the course resources folders for a sample document that presents the recommended format for this assignment.)

4. Battle Analysis Essay: The Battle Analysis Essay is your personal analysis of a major battle of the Revolutionary War. In an academic essay format, you should share your own thoughts and opinions on the particular engagement, as developed and supported by original research with respect to relevant political, tactical and strategic variables. Essays will be a minimum of 2,500 and a maximum of 3,500 words and should begin with a clear and easily identifiable thesis statement and include a *minimum* of 15 reference citations – taken from *ten* different source documents – and a bibliographic list of works cited. Annotation is not required in the final essay bibliography. The reference citations and list of works cited are not to be included in the word count. The essays shall be typed, double-spaced, and in a 12-point Arial or Times New Roman font. Note that word count is typically 250 words per page, and the title page and bibliography pages are not to be included in the page count. For reference purposes, a short Turabian citation formatting guide is uploaded in the course folders and is also available in the APUS online library.

NOTE: The battle analysis essay process consists of the following graded steps:

Week 4 - Submission of a preliminary annotated bibliography of works to be included in the battle analysis essay. At this point, a minimum of 10, properly formatted items are required. (10 points)

Week 8 - Submission of a final, properly formatted battle analysis essay. (40 points)

Regarding Internet sources to be used citation purposes, acceptable sites include scholarly websites and documents available through the APUS Online Library, or other academic and governmental holdings, libraries, archives and databases. For our purposes, *Wikipedia* (as well as the other "Wiki" sites) is not considered a valid

academic source. Note that, once again, as graduate students, it is *your* responsibility to ensure the proper formatting for your working bibliography and footnote entries. There will be a total of 40 possible grade points awarded for submission of the battle analysis essay.

Evaluated Activities		
Assignment	Number of Points	Percent of Final Grade
Week 2: Leadership Essay (1,000-1,250-word academic analysis)	15	15%
Week 4: Preliminary <i>annotated</i> bibliography of works to be included in the Battle Analysis Essay. (a minimum of 10 citations are required)	10	10%
Week 8: Battle Analysis Essay (2,500 to 3,500 Words)	40	40%
Class Participation (Computed at end of course)	35	35%
Total	100	100%
NOTE: Written assignments are normally due on Sunday of a particular week. Review the syllabus for specific requirements. Please see the <i>Student Handbook</i> to reference the university grading scale		

Course Outline

Week	Topic	Learning Objectives	Readings	Assignments
1	Examine Key Concepts Underlying the Strategy and Tactics of 18th Century Warfare	Examine the political objectives and strategic positioning of the British and Americans during the American Revolution. (Course Objectives 1, 2 and 3) Summarize basic tactics of 18th Century land warfare. (Course Objectives 2, 3)	Wood text, <i>Author's Introduction</i> ; Mackesy text , <i>Introduction: A Government at War</i> Wright Essay – “Colonial Military Warfare” Wright Essay – “Colonial Military Experience”	Virtual Introduction (Mandatory). Responses to weekly discussion forum topics.

2	Historical Overview of Strategy, Tactics and Politics: 1775	Deduce political objectives of the British leaders and the strategic concepts of first two years of the revolution. (Course Objectives 1, 2 and 3) Case Study (Tactics): Battle of Bunker (Breed's) Hill, June 1775 (Course Objectives 4, 5, 6)	Mackesy, <i>Chapters 1, 2, and 3</i> Wood, Chapters 1 and 2 Kurtz Essay – “Bunker Hill, 1775”	Responses to weekly discussion forum topics. Leadership Essay assignment is due.
3	Historical Overview of Strategy, Tactics and Politics: 1776-1778 (Part 1)	Examine general history and strategic concepts related to the war in 1776-78. (Course Objectives 1, 2 and 3) Case Study (Tactics): Battles of Trenton, Dec 1776; and Princeton, Jan 1777. (Course Objectives 4, 5, 6)	Wood, Chapters 3 and 4 Mackesy, Chapters 3 and 4 Stephenson Essay - (Battle of Trenton) “Washington Risks Everything” Rosenfeld Essay - (Battle of Princeton) “The Fox Bears His Fangs”	Responses to weekly discussion forum topics.
4	Historical Overview of Strategy, Tactics and Politics: 1776-1778 (Part 2)	Examine general history and strategic concepts related to the war in 1776-78. (Course Objectives 1, 2 and 3) Case Study (Tactics): Battle of Saratoga, Sep-Oct 1777 (Course Objectives 4, 5, 6)	Wood, Chapters 5 and 6 Mackesy, Chapters 5 – 12 Seymour Essay (Battle of Saratoga) – “Turning Point at Saratoga”	Responses to weekly discussion forum topics. Preliminary <i>annotated</i> bibliography assignment is due.
5	Historical Overview of Strategy, Tactics and Politics: 1779-1781 (Part 1)	Examine general history and strategic concepts related to the war in 1779-81. (Course Objectives 1, 2 and 3) Case Study (Tactics): Battle of King's Mountain, Oct 1780. (Course Objectives 4, 5, 6)	Wood, Chapter 7 Cashin Essay – “The Battle of Kings Mountain” Mackesy, Chapters 13 – 20	Responses to weekly discussion forum topics.
6	Historical Overview of Strategy, Tactics and Politics: 1779-1781 (Part 2)	Analyze partisan and guerrilla warfare in the South. (Course Objectives 1, 2 and 3) Case Study (Tactics): Battle of Cowpens, Jan 1781. (Course Objectives 4, 5, 6)	Wood, Chapter 8 Babits Essay – “Battle of Cowpens” Jacobsen Thesis – “Conduct of the Partisan War In the Revolutionary War South”	Responses to weekly discussion forum topics.
7	Historical Overview of Strategy, Tactics and Politics: 1779-1781 (Part 3)	Examine general history and strategic concepts related to the war in 1779-81. (Course Objectives 1, 2 and 3)	Wood, Chapter 10 Mackesy, Chapters 21 – 24	Responses to weekly discussion forum topics. .

		<p>Case Study (Tactics): Battle of Yorktown, Oct 1781</p> <p>Case Study (Tactics): American Revolution at Sea</p>	<p>Richardson Essay – “Siege of Yorktown”</p> <p>Tucker Essay – “Continental Navy”</p> <p>Taylor Essay – “British Navy in the American Revolution”</p> <p>Buenviaje Essay – “Naval Operations: American vs. British”</p>	
8	The Cessation of Hostilities and the Peace of Paris, 1782-1783	<p>Analyze the political situation of 1782-83 in a post conflict context. (Course Objectives 1, 2 and 3)</p> <p>Complete a retrospective analysis of principal military commanders. (Course Objectives 1, 3, 5)</p>	<p>Mackesy, Conclusion</p> <p>Stockley Essay – “Treaty of Paris (1783)</p> <p>Brooks and Hohwald Excerpt – “Grading the Generals”</p>	<p>Responses to weekly discussion forum topics.</p> <p>Battle Analysis Essay assignment is due.</p>

Policies

Please see the Student Handbook to reference all University policies. Quick links to many of the frequently asked policy questions are also available through the policy link at the left of the screen.

- 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*.

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, 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 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

As previously indicated, 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.

Humor Note: Despite the best of intentions, jokes – especially satire – can easily get lost or taken seriously. Accordingly, although I would request you use them sparingly, if you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ . However, in my experience, I have found that it is generally better to think about your posts in advance.

Disclaimer Statement

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

Online Library Information

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 Loan: 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.

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., SOCI111) or class name.

Selected Bibliography

In the course materials folders I have included a rather extensive bibliography of texts that are related to historical research and writing. While I certainly do not expect anyone to read each and every selection, I would encourage you to review the titles and, if something parks your interest, perhaps review the item at some later time.