

# United States Naval Academy

HH 462: Lincoln and Leadership in the Civil War  
Fall Semester, 2011

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Sampson Hall, Room 309  
Phone x6270

**Course Objectives:** In this course students will assess the presidency of Abraham Lincoln as commander-in-chief, and the command decisions of the principal military leaders on both sides of the American Civil War. It will be taught as a seminar, in the style of many graduate courses and the nation's War Colleges. This means that instead of receiving lectures on the subject, the students are expected to be full partners in the effort to explore questions of historical significance. We will investigate not only the principal decisions made by Lincoln and other Civil War leaders, but also the political and cultural context of the decisions, the impact of those decisions on history, and the assessment of those decisions by historians.

**Course Procedures:** Except for the first week (and during abbreviated weeks due to holidays), all classes will be conducted as seminars. The full burden of both the class presentation and the ensuing discussion will therefore fall entirely on the students. For each seminar, two students will have written papers in advance, and those papers will have been sent to all members of the seminar (including the professor) the night before. (NOTE: In order to ensure that all members of the seminar (and the prof) have a chance to read these papers in advance, they are to be sent electronically NO LATER THAN 2000 the night before—papers sent later than 2000 will receive a one-grade penalty.) The two papers sent out every Monday and Wednesday night are part of the required reading for *all* students.

In addition, two of the students for each seminar meeting will be designated as the “critics” for that topic. They are to take special care in reading the paper for which they are the principal critic, and will “present” the argument to the seminar. Each critic will (1) present an oral summary of the question as well as its implications; (2) summarize the paper’s central argument in response to that question; and (3) offer some comments (or more questions) to stimulate discussion. (NOTE: Because the prof will already have graded the paper, nothing a critic says in seminar can affect that grade, so do not worry about “bilging” a classmate. A free and open discussion is essential.)

After that, ALL members of the seminar group are expected to join in the general discussion of the question. Twenty percent of each student’s course grade will be based on this class discussion. (NOTE: This does NOT mean that he who talks most gets the best grade; there is such a thing as careful listening and occasional but pertinent commentary!)

**Grades:** The final grade will consist of five equally weighted components: Four five-page essays in response to the questions in this syllabus (20% each); and class discussion (20%) which includes the four turns as the designated “critic.”

**Seminar Papers:** The seminar essays should not be merely a narrative of historical events, but rather a cohesive and clearly articulated ARGUMENT in response to the

question. Midshipmen are expected (1) to frame the question clearly and state a clear thesis (answer) in the opening paragraph; (2) provide some context about why this issue is contentious among historians; (3) support your argument by citing specific examples from the required and supplementary reading as evidence. All students will have read the required reading, but only the authors will have consulted the supplementary reading. For that reason, the authors should try to bring at least some of that information to bear on the question. No cover page or bibliography is necessary, but the essays should be annotated in appropriate academic style with footnotes or endnotes, and they will be evaluated on their organization, clarity, and style, as well as content.

### **Seminar Students and Assigned Numbers:**

1. ADAMS, Matthew
2. CHMELIK, Thomas
3. CONNERS, Matthew
4. CULVER, Lucas
5. DANAI, Christina
6. EMERT, David
7. EVANS, Kenneth
8. HANDLEY, Conor
9. MANLEY, Harvey
10. RABA, David
11. SCHWARTZ, Zachary
12. TRUJILLO, Alejandro
13. VALDERRANANO, Judy

### **Weekly Topics:**

- Week 1: Course Administration and Background
- Week 2: Lincoln and the Fort Sumter Crisis
- Week 3: Labor Day, movie on Thursday
- Week 4: The Clash of Amateurs: Bull Run and Shiloh
- Week 5: Lincoln and McClellan
- Week 6: Lincoln and Slavery
- Week 7: Antietam: America's Bloodiest Day
- Week 8: Vicksburg
- Week 9: Gettysburg
- Week 10: Lincoln and Rosecrans; Davis and Bragg (The Chick-Chatt Campaign)
- Week 11: The Atlanta Campaign
- Week 12: John Bell Hood and the Invasion of Tennessee
- Week 13: Lincoln, Grant, and the 40 Days
- Week 14: Tuesday film; no class Thursday
- Week 15: Lincoln, Sherman, and "Hard War"
- Week 16: The End Game: Surrender and Assassination

## STUDENT PAPER AND CRITIQUE ASSIGNMENTS

WEEK	AUTHORS				CRITICS			
	TUESDAY		THURSDAY		TUESDAY		THURSDAY	
1.	COURSE INTRODUCTION; NO PAPERS DUE							
2.	1	2	3	4	5	6	7	8
3.	LABOR DAY: SHORT WEEK; NO PAPERS DUE							
4.	5	6	7	8	9	10	11	12
5.	9	10	11	12	13	1	2	3
6.	13	1	2	3	4	7	5	6
7.	4	5	6	7	11	10	9	8
8.	8	9	10	11	13	12	2	1
9.	12	13	1	2	4	3	10	11
10.	3	4	5	6	9	7	10	8
11.	7	8	9	10	1	4	11	12
12.	11	12	13	1	3	9	5	2
13.	2	3	4	5	8	13	6	7
14.	THANKSGIVING WEEK; NO PAPERS DUE							
15.	6	7	8	9	12	13	5	1
16.	10	11	12	13	3	4	2	6

**WEEK ONE (Aug 23 and 25): ADMINISTRATIVE PROCEDURES, BACKGROUND, and INTRODUCTORY REMARKS**

Required Reading: McPherson, chapters 2, 6, and 7

TUESDAY: Administration and Procedures

THURSDAY: Background and context for studying the Civil War: the origins of the sectional divide; the “Fire Bell in the Night”; the hardening of sectional animosity; the Mexican War; the Fugitive Slave Law; the Kansas Imbroglio, Dred Scott, the Lincoln-Douglas debates, John Brown, the Election of 1860.

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**WEEK TWO (Aug 30 and Sept 1): LINCOLN and THE FORT SUMTER CRISIS**

Required Reading: McPherson, chapter 8

Supplementary Reading: David Detzer, *Allegiance: Fort Sumter, Charleston, and the Beginning of the Civil War*  
W. A. Swanberg, *First Blood: The Story of Sumter*  
Kenneth M. Stampp, *And the War Came: The North and the Secession Crisis, 1860-61* (chap. 4 on Buchanan, and chap. 13 on Lincoln)  
Craig L. Symonds, *Lincoln and His Admirals* (chap. 1)  
David Donald, *Lincoln: A Biography* (pp. 285-94 & Chap. 11)

TUESDAY TOPICS:

1. Assess James Buchanan’s presidency and in particular his management of the Fort Sumter crisis during the last four months of his administration (December 1860 – March 1861). Summarize what he did about the crisis, citing specific examples. Were his actions appropriate to his “lame duck” status, or should he have been more proactive in responding to the crisis? If you assert the latter position, what, in particular, should he have done differently?
2. Assess the decisions made by the new president, Abraham Lincoln, from the time he took office on March 4 until the first shot was fired in April. What options did he have? Did he react to the crisis in a timely manner? In your opinion, was Lincoln attempting to resolve the crisis peaceably, or maneuver the South into starting the war? Cite specific examples of what he did (or did not do) to support your argument. (If you like, you may compare Lincoln’s decisions to those made by Jefferson Davis in the same time period.)

#### THURSDAY TOPICS:

1. Assess the decision making of Major Robert Anderson during his command of the forts in Charleston Harbor from the fall of 1860 to April of 1861. What specific decisions did he make (or fail to make) that affected the course of events? In each case, assess the judiciousness of his decisions. Was he overly cautious, or too confrontational? If you were writing his fitness report for this period, how would you rate him?
  2. Discuss the confusion and apparent misunderstanding among Lincoln, Seward, Welles, and David Dixon Porter about the relief expedition for Fort Sumter. Who, in your view, behaved well in this episode? Who behaved badly? What do you think were the motives of each of the players?
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#### **WEEK THREE (no class on Tuesday, September 6)**

THURS: movie

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#### **WEEK FOUR (Sept 13 and 15): THE CLASH OF AMATEURS: BULL RUN & SHILOH**

Required Reading: McPherson, chaps. 10 and 11, plus pp. 392-414

Supplementary Reading: Larry Daniel, *Shiloh*  
William C. Davis, *Battle at Bull Run*  
Wiley Sword, *Shiloh, Bloody April*  
*Battles & Leaders of the Civil War*, 1:167-261, 465-486

#### TUESDAY TOPICS:

1. Assess the Federal decision to mount an offensive into Virginia in the summer of 1861. To what extent was Lincoln guilty of “micromanagement” for prodding his field general into making this offensive? What factors—political as well as military—played a role in his decision? In addition to Lincoln, assess the roles played by Winfield Scott and Irvin McDowell.
2. Explain why the Federal army was defeated in the Battle of Bull Run (Manassas). In the process, assess Confederate as well as Federal military leadership. Did the South win the battle, or did the North lose it? Who or what do you blame (or credit) for the outcome?

#### THURSDAY TOPICS:

1. Assess the Confederate decision to attack the Union army at Pittsburg Landing in the Spring of 1862. Why was a victory there so important to Confederate arms in the Western Theater? Why did the Confederate commanders fail to achieve that success? Who or what do you blame for the lack of Confederate success?
  2. Assess Union military leadership in the Shiloh campaign. What was the Union army doing at Pittsburgh Landing? Who or what do you blame for the fact that the Union army was surprised on April 6? Who or what is responsible for the eventual Union victory in the battle?
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#### **WEEK FIVE (Sept 20 and 22): LINCOLN and McCLELLAN**

Required Reading: McPherson, 423-453

Supplementary Reading: Joseph E. Glatthaar, *Partners in Command* (chap. 9)  
James McPherson, *Tried by War* (chaps. 2 and 3)  
Rowena Reed, *Combined Operations in the Civil War*  
Stephen Sears, *To the Gates of Richmond*  
Craig L. Symonds, *Joseph E. Johnston* (chap. 11)  
T. Harry Williams, *Lincoln and His Generals*

#### TUESDAY:

1. Assess Abraham Lincoln's performance as Commander-in-Chief during the winter of 1861-62. Why did he appoint George McClellan to command the army? Why did he then appoint him to command ALL the Union armies? Did the president meddle too much in McClellan's planning, or not enough? Was Lincoln guilty of "micro-management"? Cite specific examples as appropriate to make your point.
2. Assess George B. McClellan's strategic concept for the Spring 1862 campaign. Why was he so committed to conducting an amphibious movement rather than an overland attack? Was it a sound plan or was it merely a way to avoid a direct confrontation? Comment especially on (1) the assurances McClellan made to Lincoln that Washington was safe from an enemy attack, and (2) his insistence that McDowell's Corps arrive by water rather than by a land route.

#### THURSDAY:

1. Assess McClellan's management of the Peninsular Campaign from Yorktown to Harrison's Landing, including an assessment of the siege of Yorktown, the Battle of

Seven Pines (or Fair Oaks), and his change of base from the York River to the James. What does his performance in the field tell you about his strengths and weaknesses as an army commander?

2. Assess Joseph E. Johnston's conduct of the defense of Richmond in the Spring of 1862, including the siege of Yorktown and the Battle of Seven Pines. Include a brief discussion of his working relationship with Jefferson Davis. If you like, you may compare it to the relationship between Lincoln and McClellan. What lessons about a professional relationship are useful here?

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## **WEEK SIX (Sept 27 and 29): ANTIETAM: AMERICAN'S BLOODIEST DAY**

Required Reading: McPherson, 490-545

Supplementary Reading: Stephen Sears, *Landscape Tuned Red*  
James McPherson, *Antietam: Crossroads of Freedom*  
Joseph Harsh, *Confederate Tide Rising*  
William Marvel, *Burnside*  
D. S. Freeman, *R.E. Lee and Lee's Lieutenants* (vol. 2)  
*Battles & Leaders*, 2:675-82

### TUESDAY:

1. Assess the decision of Robert E. Lee to "invade" Maryland and the North in the fall of 1862. To what extent did that decision support the Confederacy's political objectives? To what extent did Lee coordinate his strategy with Jefferson Davis? In your assessment, include an analysis of Lee's decision to divide his forces during that invasion. What were his motives in each case? Were the risks justified?

2. Assess Lee's management of the Battle of Antietam. In particular, explain why Lee chose to fight at Sharpsburg in the first place, and why he did not fall back after the fighting on September 17. Were either of these decisions justified? Why/why not?

### THURSDAY:

1. Assess George McClellan's management of the campaign that culminated in the Battle of Antietam. Include in your assessment his organization of the army after Second Manassas, his reaction after the discovery of War Order No. 191, and the campaign through South Mountain, as well as his management of the field at Antietam. Was this a Union victory?

2. Assess Ambrose Burnside's role and performance at the Battle of Antietam. Was he a loyal subordinate? To what extent was he responsible for the delays at the bridge that

bears his name? If not, who (or what) was? Were those delays important in determining the outcome of the day's fighting.

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## **WEEK SEVEN (October 4 and 6): LINCOLN and SLAVERY**

Required Reading: McPherson, chap. 16

Supplementary Reading: LaWanda Cox, *Lincoln and Black Freedom*  
David Donald, *Lincoln* (chapter 13)  
Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*  
Craig L. Symonds, *Lincoln and His Admirals* (Chap. 6)

### TUESDAY:

1. Discuss the conundrum that Lincoln faced in dealing with the issue of slavery, including the issue of escaped slaves, during his first eighteen months in office. How did he respond to these pressures? Include in your answer an assessment of his reaction to the proclamations issued by Benjamin Butler about "contrabands," and those by John C. Fremont and David Hunter about slavery in their command theaters.
2. In an often-quoted letter to the newspaperman Horace Greeley in August of 1862, Lincoln wrote: "If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union." (see Basler, 5:388, for the full text of the letter) Explain the origin and context of this letter. Is it a full or fair explanation of Lincoln's views toward slavery and the Civil War? Why/why not?

### 2. THURSDAY:

1. What was "colonization"? What were its roots, the motives of its various adherents, and its goals? To what extent was Lincoln an adherent of such a policy? Could it have worked?
  2. Did Lincoln free the slaves?
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## **WEEK EIGHT (October 11 and 13): VICKSBURG**

Required Reading: McPherson, 568-590, 626-638



Supplementary Reading: Michael Ballard, *Pemberton: A Biography*  
Michael Ballard, *Vicksburg*  
Bruce Catton, *Grant Moves South*  
Ulysses S. Grant, *Memoirs*  
Craig L. Symonds, *Joseph E. Johnston* (chaps. 14 & 15)

TUESDAY:

1. What factors made Vicksburg an important strategic objective in the Civil War? Why were Union efforts to capture it in the fall and winter of 1862 unsuccessful? Was it mainly a matter of a good Confederate defense, or a flawed Union offensive effort? Provide examples as appropriate.

2. Assess Ulysses S. Grant's successful Union campaign that resulted in the capture of Vicksburg in July of 1863. What factors account for the turn-around in Union fortunes? What lessons does this case study suggest for modern day commanders?

THURSDAY:

1. Assess the command leadership and decision making of John C. Pemberton in defense of Vicksburg during 1862 and 1863. In particular comment on the dilemma of his subordination to both Jefferson Davis and Joseph E. Johnston. How did he resolve this dilemma? Was it the right decision?

2. Assess the role played by Joseph E. Johnston, both as a theater commander, and as the commander in Mississippi during the 1863 Vicksburg campaign. Both Pemberton and Jefferson Davis blamed Johnston for the loss of the rebel citadel. Were they right?

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**WEEK NINE (October 18 and 20): GETTYSBURG**

Required Reading: McPherson, 638-665

Supplementary Reading: Gabor Boritt, "Unfinished Work" in Boritt (ed.), *Lincoln's Generals* (Meade)  
Gary Gallagher, ed., *Three Days at Gettysburg* (see esp. the articles by Gallagher on Ewell, and R.K. Krick on Longstreet)  
Donald Pfanz, *Richard S. Ewell: A Soldier's Life*  
Emery Thomas, *Bold Dragoon* (Stuart)  
Freeman Cleves, *Meade of Gettysburg*  
Craig Symonds, *American Heritage History of the Battle of Gettysburg* (Stuart: chap 2; Longstreet, chap. 7)

TUESDAY:

1. Assess the role played by J.E.B. Stuart in the Gettysburg campaign. What were the circumstances surrounding his orders and his decisions? Did he act within the spirit of his orders, or was he guilty of stretching their intent in order to gratify his own ambition? To what extent (if at all) do you think he was responsible for the Confederate disappointments at Gettysburg?

2. Did Richard S. Ewell miss a golden opportunity to win the Battle of Gettysburg for the Confederacy on the afternoon and evening of July first? What were the circumstances he faced? What were his orders? Did he act within the spirit of those orders, or was he overcautious? To what extent did his action (or inaction) affect the outcome of the battle?

THURSDAY:

1. Assess the role played by James Longstreet in the Battle of Gettysburg. Was he the source of Confederate failure due to his obstreperousness and lethargy, or was he the unappreciated, martyred hero of the battle forced to execute a plan he knew to be wrongheaded? Given the circumstances of July 2 and 3, what was his professional duty?

2. Assess the role played by George G. Meade in the Gettysburg campaign. How much credit, if any, does he deserve for the Union victory? How did President Lincoln respond to the news of Meade's moves after the battle? How much blame, if any, does Meade deserve for failing to pursue Lee effectively?

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**WEEK TEN (October 26 and 28): LINCOLN and ROSECRANS;  
DAVIS and BRAGG**

Required Reading: McPherson, 666-688

Supplementary Reading: Thomas Connelly, *Autumn of Glory*  
Larry J. Daniel, *Days of Glory*  
Judith Halleck, *Braxton Bragg and Confederate Defeat*  
James McPherson, *Tried by War* (chap. 8)  
Craig L. Symonds, *Stonewall of the West* (chaps. 7 and 8)  
Steven Woodworth, *Six Armies in Tennessee*  
*Battles & Leaders*, 3:638-62

TUESDAY:

1. Assess the generalship of William S. Rosecrans in the spring and summer of 1863. In particular comment on Rosecrans' management of the Battle of Stones River (Murfreesboro), his capture of Chattanooga, and his advance into North Georgia. The administration in Washington was disappointed with Rosecrans' lethargy. Was such disappointment justified?

2. Discuss Rosecrans' management of the Battle of Chickamauga and his subsequent defense of Chattanooga. Lincoln thought that Rosecrans behaved as if he were confused and stunned—"like a duck hit on the head," in his words. Was this a fair characterization? Did Rosecrans deserve to be replaced?

THURSDAY:

1. Discuss the political feuding within the Confederate Army of Tennessee in the spring and summer of 1863. Explain the origins of this bickering and provide examples. Was it the result of a poor command environment established by General Braxton Bragg, or the product of unprofessional behavior by his subordinates? To what extent did this command environment inhibit the success of Confederate arms?

2. Discuss the Confederate siege of Chattanooga. To what extent would you argue that the disharmonious relationship among the Confederate commanders was a factor in the collapse of that siege? In particular, assess the roles played by James Longstreet and Jefferson Davis. Did Braxton Bragg deserve to be replaced?

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**WEEK ELEVEN (November 1 and 3): MILITARY LEADERSHIP IN THE 1864**

**CAMPAIGN FOR**

**ATLANTA**

Required Reading: McPherson, 743-750

Supplementary Reading: Thomas L. Connelly, *Autumn of Glory*  
Stephen Davis, *Atlanta Will Fall: Joe Johnston, and the Yankee Heavy Battalions*  
John F. Marszalek, *Sherman: A Soldier's Passion for Order*  
Richard McMurry, *Atlanta 1864: Last Chance for the Confederacy*  
Craig L. Symonds, *Joseph E. Johnston Battles & Leaders of The Civil War*, 4:247-276

TUESDAY:

1. Assess William T. Sherman's conduct of the military campaign in north Georgia from Dalton to the Chattahoochee River in the spring and summer of 1864. How well did he manage his three armies? Include an assessment of his order to launch an attack on Confederate lines on Kenesaw Mountain on June 27, 1864. If you were writing Sherman's fitness report, how would you rate him?

2. Assess Joseph E. Johnston's conduct of the military campaign in north Georgia from Dalton to the Chattahoochee River in the spring and summer of 1864. In particular assess his strategic vision of trading space for time. If you were writing Johnston's fitness report, how would you rate him? Was Jefferson Davis justified in relieving him of his command?

THURSDAY:

1. Discuss John Bell Hood's performance as a Confederate corps commander under Johnston during the spring and summer of 1864. In addition to his role in the field, assess his private correspondence with his superiors in Richmond. Did Hood behave professionally? If you were writing his fitness report, how would you evaluate him as a corps commander?

2. Discuss John Bell Hood's performance as army commander during the three battles for Atlanta (the Battle of Peachtree Creek, the Battle of Atlanta, and the Battle of Ezra Church) in July of 1864. Why did these battles fail to achieve their strategic objective: Was it because it was already too late in July for such tactics to work, or because of unrealistic assumptions by Hood? If you were writing his fitness report, how would you rate him as an army commander?

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## **WEEK TWELVE (November 8 and 10): WAR AND POLITICS**

Required Reading: McPherson, 713-717, 760-773, 807-819

Supplementary Reading: Doris K. Goodwin, *Team of Rivals*  
(esp. 34-43, 603-9, and 631-39)

David E. Long, *The Jewel of Liberty* (elec. Of 1864)

Richard McMurry, *John Bell Hood*

Craig Symonds, *Stonewall of the West* (chap. 13)

Wiley Sword, *The Confederacy's Last Hurrah*

TUESDAY:

1. Discuss Lincoln's management of what Doris K. Goodwin called his "team of rivals." In particular, discuss the tension between the president and his Treasury Secretary Salmon P. Chase. On what issue(s) did they agree and on what did they disagree? Lincoln eventually won their battle of wills, but how did he do it?

1. Explain why the presidential election of 1864 was one of the most consequential in American history. Who were the candidates and what were the issues? In your essay, include an explanation of the role of the so-called "copperheads" and Clement Vallandigham. Why did McClellan get the Democratic nomination? Why did he

disavow the Democratic platform? What role did Atlanta and Mobile play in the election results?

THURSDAY:

1. Assess John Bell Hood's decision to embark on an "invasion" of Tennessee in the fall of 1864. What alternatives were available to him? Was his decision guided by realistic expectations, desperation, or something else?
  2. Discuss the controversy surrounding the "escape" of the Union army at Spring Hill, Tennessee, on November 29, 1864. What happened there? Whose "fault" was it that the Federals escaped? How did this episode affect Hood's decision-making at the Battle of Franklin?
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### **WEEK THIRTEEN (November 15 and 17): GRANT AND THE FORTY DAYS**

Required Reading: McPherson, 718-743

TUESDAY:

1. Assess Ulysses S. Grant's strategic and tactical decision making in the Battle of the Wilderness and at Spotsylvania. Was he a skilled manager of troops, or merely fortunate to have inherited an overwhelming army? Grant's admirers called him "determined"; his critics called him a "butcher." What title fits best? What elements of Grant's command style, if any, are worthy of emulation?
2. Assess Robert E. Lee's strategic and tactical decision making during the Battle of the Wilderness and in the fighting for Spotsylvania. What command decisions that he made affected the course and outcome of the fighting. Given that his own army was badly outnumbered, would it have been wiser for him to eschew the offensive and fight mostly on the defensive?

THURSDAY:

1. Discuss Benjamin Butler's move into the Bermuda Hundred. How did this fit into Grant's overall plan? How well did Butler carry it off? Why did it prove such a disappointment? Were these disappointments due mainly to errors and misjudgments by Butler, or actions taken by the Confederate defenders?

2. Discuss Grant's management of the Battle of Cold Harbor. In his *Memoirs*, Grant wrote "I have always regretted that the last assault at Cold Harbor was ever made.... no advantage whatever was gained to compensate for the heavy loss we sustained." Why did he do it?

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**WEEK FOURTEEN (November 22):** movie

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**WEEK FIFTEEN (November 30 and December 2): LINCOLN, SHERMAN and**

**"HARD**

**WAR"**

Required Reading: McPherson, 819-830

Supplementary Reading: Joseph Glatthaar, *The March to the Sea and Beyond*  
Mark Grimsley, *The Hard Hand of War*  
John Marszalek, *Sherman: A Soldier's Passion for Order*  
Charles Royster, *The Destructive War* (chap 1)  
*Battles & Leaders of the Civil War*, 4:663-666

TUESDAY:

1. Assess William T. Sherman's conduct of the Meridian campaign in February and March of 1864. What was its purpose? How well did Sherman manage it? What lessons did he learn from it? To what extent did his conduct of this campaign violate existing boundaries of warfare?
2. The burning of Atlanta in the fall of 1864 is a metaphor for the kind of destructive war that soon dominated the conflict and marked it as the first modern war. How did this come about? To what extent does Sherman bear the responsibility for its destruction?

THURSDAY:

1. Assess Sherman's decision to cut his lines of supply and strike out eastward from Atlanta into Georgia in the fall of 1864. Given the circumstances he faced, how risky was this? Was Sherman's march a great military achievement, or merely a measure of the Confederacy's weakness by the fall of 1864? To what extent was the behavior of Sherman's soldiers outside the boundary of accepted military behavior? To what extent does Lincoln bear responsibility for allowing it?

2. Discuss the burning of Columbia, South Carolina. How did it happen? Why did it happen? To what extent was Sherman responsible?

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**WEEK SIXTEEN (December 6 and 8): THE END GAME:  
SURRENDER and**

**ASSASSINATION**

Required Reading: McPherson, 831-862

Supplementary Reading: Mark Bradley, *To the Bennett Place*  
Bruce Catton, *A Stillness at Appomattox*  
William C. Davis, *Jefferson Davis: The Man and His Hour*  
David Donald, *Lincoln*  
Douglas S. Freeman, *R.E. Lee*, vol. 4  
John F. Marszalek, *Sherman*  
Craig L. Symonds, *Joseph E. Johnston*

**TUESDAY:**

1. Discuss the circumstances of Lee's surrender to Grant at Appomattox Court House. As a professional soldier, did Lee have an obligation to continue the fight by ordering his soldiers to disperse and rendezvous in the mountains to carry on a guerilla war? Or did he have a greater obligation to face reality and save lives by surrendering his army, knowing that his decision would very likely end the war and with it Confederate hopes for independence?

2. Discuss the negotiations between William T. Sherman and Joseph E. Johnston at the Bennett House in late April of 1865. As a professional soldier, did Johnston have an obligation to continue the war as long as he had an army to command, or was he correct to seek an end to the conflict? Was Sherman correct to extend the discussion to include the status of States in a post-war settlement?

**THURSDAY:**

1. Discuss Abraham Lincoln's management of the "end game" from the Hampton Roads conference to his murder in Ford's Theater. To what extent did he successfully lay the groundwork for a satisfactory peace? Conclude with an overall assessment of Lincoln as commander-in-chief.

2. Discuss Jefferson Davis's determination to continue the war even after Appomattox. Do you admire or deplore the decision? Conclude with an overall assessment of Jefferson Davis as Commander-in-Chief. After the war, Davis became a scapegoat for some, and a martyr for others. To what extent does he deserve either title?