

# NATIONAL WAR COLLEGE WASHINGTON, D.C. 20319



**NWC 6076**

## **GEORGE WASHINGTON: Strategy, Intelligence, and Revolution**

**ACADEMIC YEAR 2020-2021  
Fall Semester 2020**

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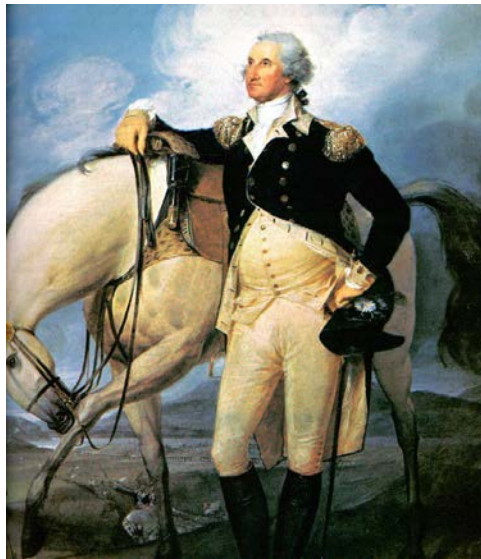
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**~~DR. COLTON CAMPBELL~~**  
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Department of Security Studies

***Course Director's note:***

*This syllabus is a partial adaptation of a curriculum written and presented by Harry Garner in 2014 at the United States Army's Command and General Staff College at Fort Belvoir, Virginia. It was written in collaboration with scholars from The Fred W. Smith Library for the Study of George Washington at Mount Vernon, especially Mr. Sean Thomas and Founding Director, Dr. Douglas Bradburn, and the Central Intelligence Agency Chair at the National War College, Mr. Jim Periard. However, all errors are the fault of the course director alone.*

## GEORGE WASHINGTON: STRATEGY, INTELLIGENCE, AND REVOLUTION (ELECTIVE NWC 6076)



### **Introduction:**

The course is designed to explore the complex environment, instruments of power, and intelligence processes of the Revolutionary Era as well as the decision-making process of General George Washington as leader of the Continental Army. With the assistance of scholars of The Fred W. Smith Library for the Study of George Washington at Mount Vernon, students will participate in interactive seminars, occasionally with noted scholars of the Revolutionary Era, to explore both Washington's shortcomings and his acumen as a strategic leader.

The course sets out to go beyond basic biography and delves into issues of command judgment and strategic decision-making based on acquired knowledge. It also examines the role of adaptation in achieving victory.

Key readings address the depth of the problem faced by revolutionaries who sought to upset the status quo and the courses of action available to Washington and his contemporaries. A theme throughout the course will be Washington's interest in and use of intelligence to design his campaign and counter enemy efforts.

The purpose of this course is to introduce students to the forces that influenced Washington's strategic decisions. An overall goal is to analyze those drivers and conditions that Washington sought to understand through the collection of intelligence. Evaluating the information that influenced Washington's decision-making will improve students' analysis of strategic leadership, understanding of the complexities of revolutionary movements, and the depth of challenges faced by nascent political movements facing a well-established power.

### **Course Learning Outcomes:**

- Comprehend the pre-revolutionary era, the influences and forces at work that helped shape the strategic environment, and the emerging leaders of Colonial America, including those who would lead and mentor George Washington.
- Analyze the growing importance of strategic knowledge and intelligence, as seen by George Washington, from a colonial major at Fort Mifflin to Commander-in-Chief of the Continental Army in the Yorktown Campaign.
- Evaluate how Washington reviewed options, made mistakes at times, suffered losses, and then how he ultimately succeeded and alternative strategies of the era, possible differing methods, and outcomes.

### **Institutional Learning Outcome:**

- Communicate effectively (oral and written) in order to provide concise policy options and military recommendations for senior decision makers across various forums.

### **Books:**

Edward G. Lengel, *General George Washington: A Military Life* (New York: Random House, 2005)

Dave R. Palmer, *George Washington's Military Genius* (Washington, D.C.: Regnery Pub, 2012)

John Shy, *A People Numerous and Armed* (Ann Arbor: The University of Michigan Press, 1990)

Kenneth A. Daigler, *Spies, Patriots, and Traitors: American Intelligence in the Revolutionary War* (Washington, D.C.: Georgetown University Press, 2014)

## Assignments

In determining the student's final grade, the faculty seminar leader will evaluate seminar performance, as evident by **active weekly contribution to discussions (50% of your grade), delivery of a 5 minute, ungraded briefing with 5 minutes of Q&A on Monday, November 30, 2020, on your paper topic, and completion of a 1,500-2,000 word paper (about 6 double-spaced pages) analyzing a strategic lesson from the Revolutionary Era applicable to the present, which is due on the last day of the course, December 7, 2020 (50% of your grade).**

Some previous paper titles have included

- Vaccinating the Force: How General Washington Began the Tradition of Preventative Medicine for Today's Armed Forces
- Lessons in the Employment of Revolutionary War US Special Operations Forces
- Challenges to Organize, Train, and Equip the US Military: Comparing George Washington with Today's Senior Military Leaders
- Colonel George Washington's Leadership Philosophy
- America's First Defense Treaty: A Cautionary Tale
- Lessons of British Leadership in the American Revolution Applied To Current US Conflicts

## Assessment Policy

Students must demonstrate mastery of the stated course objectives to pass this course. The course director will use performance on the following assessments to determine each student's final grade: seminar participation 50%, seminar paper 50%.

The following grading scale will be used:

| Letter Grade | Descriptor                  | Grade Points |
|--------------|-----------------------------|--------------|
| A            | Exceptional Quality         | 4.00         |
| A-           | Superior Quality            | 3.70         |
| B+           | High Quality                | 3.30         |
| B            | Expected/Acceptable Quality | 3.00         |
| B-           | Below Expected Quality      | 2.70         |
| C            | Unsatisfactory Quality      | 2.00         |
| P            | Pass                        | 0.00         |
| F            | Fail/Unacceptable Quality   | 0.00         |
| I            | Incomplete                  | 0.00         |

Students must meet all stated course objectives to pass this course.

Students who fail to complete all course requirements in the time allotted will receive an overall grade of Incomplete (I), and students who cannot meet all course objectives will receive an overall grade of Fail (F). In both cases, the student will enter a remediation program in an effort to bring the student's performance up to passing standards.

Any student may appeal any course grade. First, within a week of the release of the grade, request a review by the course director. Should this review not lead to a satisfactory resolution, submit a written petition to the NWC Dean of Faculty and Academic Programs within two weeks of the release of the grade. The Dean of Faculty and Academic Programs will convene a faculty panel to conduct a formal review; the decision of that panel will be final.

### **Absence Policy**

1. Students must notify their assigned college's leadership and the course FSL of absences in accordance with the College Absence/Leave Policy.
  - a. Foreseen absences (e.g. student travel) require prior notification.
  - b. Unforeseen absences (e.g. sudden personal injury or illness; sudden injury, illness, or death in the family, etc.) require notification as soon as possible, but no later than the first day the student returns to class.
2. It is the student's responsibility to complete any reading and coursework missed during the absence.
3. It is the student's responsibility to complete additional assignments as required by the professor/instructor.
4. Students who accumulate 4 or more foreseen or unforeseen absences will be required to participate in a performance review by the course's host college.

# GEORGE WASHINGTON: STRATEGY, INTELLIGENCE, AND REVOLUTION

## LIST OF TOPICS

1. Course Introduction, Scene Setter, and Essential Background on the Era
2. The French and Indian War: Irregular Warfare in the New World
3. British Military and Political Leaders in the New World: Evolving Leadership, Alliances, and Old World Perspective
4. The Onset of Conflict: Boston and the Emergence of an Early Colonial Strategy
5. New York: Considering Alternative Strategies and Major Decisions
6. Philadelphia Campaign: Hardship, Loss, and Recovery
7. **\*\*\*OPTIONAL\*\*\*** Wintering in Pennsylvania while Building an Army: Valley Forge Staff Ride
8. Yorktown Campaign: Building Alliances, Strategic Planning, and the Road to Victory
- 8a. **\*\*\*OPTIONAL\*\*\*** Settlement with Great Britain and the Building of a Republic: Yorktown Staff Ride
9. Strategic Intelligence: The Fox and the Hound and the Birth of American Spying
10. Washington's Next Steps: Moving the Infant Country Forward after War
11. Student Presentations: Strategic Lessons Applied to the Modern Era
12. Final Review and Discussion on the Flaws and Attributes of Washington

**Topic 1**  
**Introduction, Scene Setter, and Essential Background on the Era**  
**(September 14, 2020, 0830-1030)**



The first class meeting will be a facilitated discussion on the early life of George Washington, the nature of the wars of the era, and the character of conflict in North America. This approach will establish a foundation of knowledge on the conditions, environment, and seminal events that affected Washington as a young man and junior officer.

Students will also have a chance to review their interests in Washington the man and their initial thoughts and understanding of Washington as a leader.

**Learning Objectives:**

- Comprehend the formative events of Washington's life, including his family background, work as a surveyor and mapmaker, and the events that brought him into his first involvement in conflict
- Analyze those superiors and peers who helped formed Washington as a young leader

**Required Readings (67 pages):**

- *General George Washington: A Military Life*, Chapters 1, 2, and 3 (pp. 3-48)
- *George Washington's Military Genius*, Introduction (pp. xi-xvi), Chapter 1, Strategy Before Clausewitz (pp. 1-8), and Chapter 2, The Prussian Shadow (pp. 9-24)
- William Guthrie Sayen, "George Washington's 'Unmannerly' Behavior," *Virginia Magazine of History & Biography* 107:1, available from <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct>



[=true&db=aph&AN=2001628&site=eds-live&scope=site](#) [Also in Blackboard or shared folder] Skim pp 1-9 and read pp. 9-15, starting with “The ‘Rules of Civility’...”

- Timeline of Washington’s Life, available from <http://www.mountvernon.org/george-washington/biography/timeline/>

**Additional Readings as time allows (or skim, if needed):**

- Allan R. Millett, Peter Maslowski, and William B. Fies, *For the Common Defense* (New York: Free Press, 2102), parts of the Introduction and Chapters 1 & 2 (pp. 1-13, and 20-30) [Also in Blackboard or shared folder]
- Jessica E. Brunelle, “Chapter One, The Youth of George Washington” in Edward G. Lengel, ed., *Blackwell Companions to American History*, VOL 66: Companion to George Washington (Hoboken: Blackwell Publishing Company, 2012), pp. 1-14, <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/reader.action?ppg=21&docID=896368&tm=1524151673466> [Also in Blackboard or shared folder]

**Video:**

- “Evaluating General Washington,” with Dr. Ed Lengel, author of *General George Washington: A Military Life*, available from [http://www.mountvernon.org/videos-2/#g-44\\_m-72411961](http://www.mountvernon.org/videos-2/#g-44_m-72411961) (7 mins 52 secs)

**Homework:**

- Read Course Syllabus and Week 1 readings
- Bring to class notes on two things you did not know about Washington and might have surprised you after doing the reading
- Bring to class notes on two character traits that you noticed in Washington in his early years, up to and including his leadership at Fort Necessity

**For fun:**

- How much do you really know about George Washington? quiz: <https://www.mountvernon.org/quizzes/landing/did-george-washington-have-wooden-teeth/>

**Questions for Discussion:**

- What part of his background and upbringing are most important for understanding Washington’s character and outlook? What events shaped Washington as a leader?
- As we explore this era, what are our gap issues in terms of strategic knowledge and understanding?

- In general, when we look at the forces at work in this era, could one anticipate conflict? When Washington was a young man, what did the region portend in terms of potential flash points between belligerents?
- What kind of long-term strategy was needed for the region--from the Great Powers' (Great Britain and France) point of view?

## Topic 2

### The French & Indian War: Irregular Warfare in the New World

(September 21, 2020; 0830-1030)



This session begins with a review of the essential military history of the French and Indian War. This conflict set in motion a squaring off of imperial powers in the new world in which a young George Washington first served as surveyor and then junior commander under several esteemed British generals.

The goal of this topic is to begin the process of building appreciation and empathy for the developing leader and his cohorts--including both superiors and peers with whom Washington served. The character of the conflict in the region, a good bit of which predates Washington's arrival on the scene, nevertheless had a profound impact on the way in which leaders of Washington's peer group viewed war, alliances, settlement, and strategy.

Readings have been selected to facilitate an in-depth discussion on Washington's learning and character. Readings also bring forward a first discussion of the larger strategic issues, the alliances of the period, and the general aspirations of imperial powers in the world.

#### Learning Objectives:

- Comprehend several key events in early American military history that set Washington (and the nation) on a path for the future
- Evaluate the British interests in the new world and the world in general and the effects its strategy had upon the colonies in America

#### Required Readings (72 pages):

- *General George Washington: A Military Life*, Review Chapter 3 and Read Chapters 4 & 5 (pp. 30-80)
- *Spies, Patriots, and Traitors*, Chapter 1 (pp. 1-15)

- COL Oliver L. Spaulding, Jr, "The Military Studies of George Washington," *American Historical Review* 29 (1924), pp. 675-80, available from <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.10.2307.1841231&site=eds-live&scope=site> [Also in Blackboard or shared folder]
- Joseph F. Stoltz III, "Jumonville Glen Skirmish," in Washington Library, Center for Digital History, Digital Encyclopedia, available from <http://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/jumonville-glen-skirmish/>, accessed 29 May 2018

#### **Videos:**

- "Learning from Failure," available from <http://www.mountvernon.org/videos-new/watch/lessons-in-leadership-learn-from-failure/> (2 min 40 sec)
- "George Washington in the French and Indian War" with Dr. Ed Lengel, author of *General George Washington: A Military Life*, available from [http://www.mountvernon.org/videos-2/#g-44\\_m-72300674](http://www.mountvernon.org/videos-2/#g-44_m-72300674) (5 mins 53 sec)

#### **Additional Readings as time allows (or skim, if needed):**

- Allan R. Millett, Peter Maslowski, and William B. Fies, *For the Common Defense* (New York: Free Press, 2102), parts of Chapters 2 & 3 (pp. 31-43) [Also in Blackboard or shared folder]

#### **For fun:**

- French and Indian War Quiz: <https://www.mountvernon.org/quizzes/landing/french-and-indian-war-quiz/>

#### **Questions for Discussion:**

- What events from this era are of interest to understanding the decision-making of leaders in the war of independence? Are there characteristics of the French-Indian conflict that affect future strategic thinking of leaders? What elements or styles of warfighting in this war are prelude to the revolutionary campaign?
- What events shape Washington personally? What are the lessons of Fort Necessity for Washington?
- What were his relationships like with superiors -- as best we can understand them? Does it matter how he served, to understand what he expected of those who served him?

**Topic 3**  
**British Military and Political Leaders in the New World: Evolving Leadership, Alliances,  
and Old World Perspective**  
(September 28, 2020; 0830-1030)



General Thomas Gage, oil painting by John Singleton Copley, circa 1788

This topic takes a more in-depth look at the origins of conflict and the underlying causes of growing enmity between the crown and colonists.

The class meets at The Fred W. Smith Library and will speak with historian and scholar, Dr. Joseph Stoltz, who will provide a general overview of the period, the British perspective, and imperial interests in the world, especially including colonial America.

In the final portion of class, students will tour the Library and view the holdings in the special collections vault, including George Washington's own collection of books.

**Learning Objectives:**

- Comprehend the interests of Great Britain in colonial America
- Analyze the advent of alternative thinking amongst (few) British leaders, especially General Gage
- Evaluate how the British government and military structure sought to implement their strategy and the shortcomings of their instruments of power, i.e., economic, military/rule of law and diplomatic

**Required Readings (68 pages):**

- *George Washington's Military Genius*, Chapter 4, "The View from London" (pp. 35-52)

- Roger Kaplan, "The Hidden War: British Intelligence Operations during the American Revolution," *The William and Mary Quarterly*, Vol. 47, No. 1 (January, 1990), pp. 115-138 (read 115-129 only) [Also in Blackboard or shared folder]
- *A People Numerous and Armed*, Chapter 4, "The Empire Militant: Thomas Gage and the Coming of War" (pp. 81-115)

**Additional Readings as time allows (or skim, if needed):**

- Bruce Chadwick, *George Washington's War: The Forging of a Revolutionary Leader and the American Presidency* (Naperville, IL: Sourcebooks, 2004), Chapter 2, "The Squire of Mount Vernon," pp. 46-70 [Also in Blackboard or shared folder]
- Arthur Meier Schlesinger, "The American Revolution Reconsidered," *Political Science Quarterly*, Vol. 34, No. 1 (March 1919): pp. 61-78 [Also in Blackboard or shared folder]

**Video:**

- Interview with Andrew O'Shaughnessy, author of *The Men Who Lost America*, available from <https://vimeo.com/71980407> (21 mins, 20 secs)

**Discussion Questions:**

- What were the political and societal consequences of British policy/strategy for the colonies? Immediate? Long-term?
- What perspectives did British military and political leaders on the ground in Colonial America have on the evolution of governance of the colonies and how were those insights conveyed to the royal court in Great Britain?
- How could deployed leaders have been more effective in their strategic communication?
- What were the consequences for poor understanding of the environment, the trends towards independence, and the mood of the populace?

**Topic 4**  
**The Onset of Conflict: Boston and the Emergence of an Early Colonial Strategy**  
**(October 5, 2020, 0830-1030)**



This topic further develops our understanding of military affairs and leaders of the era and begins the discussion of larger, strategic leadership and decision-making issues. The goal is to explore how the events and leaders in Boston--both British officers and Colonial revolutionaries--began the move towards revolution.

From these experiences in Boston, and the beginning of Colonial alliances in Philadelphia, students will explore the nascent strategy of the war of independence--especially including the early thinking and vision of the Continental Congress and General George Washington.

**Learning Objective:**

- Evaluate the rich events and personalities in the Boston movement that went on to affect George Washington and the Continental Congress in Philadelphia

**Required Readings (74 pages):**

- *General George Washington: A Military Life*, Chapters 6 & 7 (pp. 81-127)
- *Spies, Patriots, and Traitors*, Chapter 2 (skim to p. 34, then read pp. 35-42) & read Chapter 3 (pp. 43-61)

**Additional Readings as time allows (or skim, if needed):**

- Robert K. Wright, Jr., *The Continental Army* (Washington: Center of Military History, 1983), Chapter 2, "The Continental Army: Washington and the Continental Congress," pp. 21-40, available from <https://history.army.mil/html/books/060/60-4-1/index.html> [Also in Blackboard or shared folder]

- Robert K. Wright, Jr., *The Continental Army* (Washington: Center of Military History, 1983), Chapter 3, “The Continental Regiments of 1776: Boston and Quebec,” pp. 45-56, available from <https://history.army.mil/html/books/060/60-4-1/index.html> [Also in Blackboard or shared folder]
- Robert Middlekauf, *Washington’s Revolution: the Making of America’s First Leader* (New York: Knopf, 2015), Chapter 3, “From Planter to Patriot,” pp. 54-82. [Also in Blackboard or shared folder]
- *A People Numerous and Armed*, Chapter 2, “A New Look at the Colonial Militia” (pp. 29-42), Chapter 5, “American Society and Its War for Independence” (pp. 117-132)
- <http://allthingsliberty.com/2015/09/when-rabble-rousing-samuel-adams-slowed-down-the-revolution/>
- Thomas A Rider II, “Chapter Twenty-Two, George Washington, America’s First Soldier” in Edward G. Lengel, ed., *Blackwell Companions to American History, VOL 66: Companion to George Washington* (Hoboken: Blackwell Publishing Company, 2012), pp. 378-398, available from <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/reader.action?ppg=398&docID=896368&tm=1524151407365> [Also in Blackboard or shared folder]

#### **Videos:**

- “George Washington: Lessons in Leadership,” available from <https://www.mountvernon.org/video/view/20/> (17 min 41 sec)

#### **Discussion Questions:**

- What were the causes of the American Revolution?
- Why was Washington ready to lead the Continental Army when given his commission?
- What social, political, economic, and intellectual challenges did Washington face in turning the several colonial militia into the Continental Army?



**Topic 5**  
**New York: Considering Alternative Strategies and Major Decisions**  
(No Class October 12, 2020, for Columbus Day)  
(October 19, 2020; 0830-1030)



This topic explores a critical early period in the war of independence including key command decisions and possible alternatives that affected the course of conflict and ultimately the timeline for the birth of the nation. Through readings and discussions it highlights a more in-depth understanding of the environment, dynamic conditions on the ground, and key decisions made under pressure.

The topic also discusses the alternative views of some contemporaries of the time like General Charles Lee, an experienced leader in irregular warfare.

The events of this era in New York and New Jersey include the retreat and difficulties confronted by Washington and his army and militias. It necessarily explores the factors of leadership that made him great--managing to maintain a fighting force to continue what would become an extended seven-year conflict.

**Learning Objectives:**

- Comprehend the circumstances that led to engagement in New York, then ultimately retreat and defeat
- Analyze the strategic environment that gave rise to possible alternative strategies for confronting the British

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**Required Readings (71 pages):**

- *General George Washington: A Military Life*, Chapters 8 & 9 (pp. 128-171).
- *Spies, Patriots, and Traitors*, Chapters 5 & 10 (pp. 93-110, 195-213)

**Additional Reading as time allows (or skim, if needed):**

- *A People Numerous and Armed*, Chapter 6, “American Strategy: Charles Lee and the Radical Alternative” (pp. 133-162). [Also in Blackboard or shared folder]
- Robert K. Wright, Jr., *The Continental Army* (Washington: Center of Military History, 1983), Chapter 3, “The Continental Regiments of 1776: Boston and Quebec,” pp. 45-56, available from <https://history.army.mil/html/books/060/60-4-1/index.html> [Also in Blackboard or shared folder]

**Discussion Questions:**

- How involved in politics should a general be?
- At what point should a strategic leader think about alternative strategies?
- How did Washington's experience prepare him--or not--for the New York-New Jersey campaign?
- Do you agree with those who suggest that Washington pursued a Fabian strategy?
- Which was more important: losing the Battle of Long Island or withdrawing to Manhattan?

## Topic 6

\*\*\*OPTIONAL\*\*\*

### Wintering in Pennsylvania while Building an Army: Valley Forge Staff Ride (Staff Ride is Saturday, October 24, 2020, weather permitting)



This seminar will be an outing to the Valley Forge National Historical Park in Pennsylvania for an interactive discussion and staff ride. Logistics information will be provided. Families are absolutely welcome to join us.

#### Learning Objectives:

- Comprehend the events and circumstances that led to the surrender of British forces at Yorktown
- Analyze the nature and complexities of the settlement at the conclusion of conflict, and the competing and yet mutual interests that emerge between adversaries

#### Required Readings (96 pages):

- *General George Washington: A Military Life*, Chapter 14 (pp. 266-283)
- Robert K. Wright, Jr., *The Continental Army* (Washington: Center of Military History, 1983), Chapter 6, "Professionalism: New Influences from Europe," pp. 121-152, available from <https://history.army.mil/html/books/060/60-4-1/index.html> [Also in Blackboard or shared folder]
- Paul Lockhart, "On the Parade-Ground at Valley Forge [March - April 1778]," Chapter 5 in Paul Lockhart, *The Drillmaster of Valley Forge: The Baron de Steuben and the*

*Making of the American Army* (New York: HarperCollins, 2008), pp. 95-116. [Also in Blackboard or shared folder]

- Ricardo A. Herrera, "Forging and Combat Operations at Valley Forge, February-March 1778," *Army History* 79 (spring 2011), pp. 6-29, available from [https://www.academia.edu/609243/Foraging\\_and\\_Combat\\_Operations\\_at\\_Valley\\_Forge\\_February-March\\_1778](https://www.academia.edu/609243/Foraging_and_Combat_Operations_at_Valley_Forge_February-March_1778). [Also in Blackboard or shared folder]

**Additional Reading as time allows (or skim, if needed):**

- Paul Lockhart, "Courtier and Supplicant [1763-1777]," Chapter 2 in Paul Lockhart, *The Drillmaster of Valley Forge: The Baron de Steuben and the Making of the American Army* (New York: HarperCollins, 2008), pp. 23-46. [Also in Blackboard or shared folder]

**Topic 7**  
**Philadelphia Campaign: Hardship, Loss, and Recovery**  
(October 26, 2020; 0830-1030)



This topic explores the largely unsuccessful early years of the revolution, including the hardship and loss Washington faced at Valley Forge. It looks at issues of greatest strategic concern for Washington at the time, including the development of meaningful alliances, the building and maintaining of fighting capabilities, and the exploration of next steps--development of strategy--for the extended conflict.

**Learning Objective:**

- Evaluate how Washington, as strategic leader, managed to endure hardship and loss, and perhaps more importantly, maintain an army through a devastating period of the revolution

**Required Readings (78 pages):**

- *General George Washington, A Military Life*, Chapters 12, 14, & 15 but skim 13 (pp. 211-306)
- *Spies, Patriots, and Traitors*, Chapter 9 (read pp. 171-174, skim 174-191 about the Culper Ring, then read 191-194)

**Additional Reading as time allows (or skim, if needed):**

- Melissa Lukeman Bohrer, "A Sister in Arms: Molly Pitcher," Chapter 6 in Melissa Lukeman Bohrer, *Glory, Passion, and Principle: The Story of Eight Remarkable Women at the Core of the American Revolution* (New York: Atria Books, 2003), pp. 155-177. [Also in Blackboard or shared folder]
- Paul Lockhart, "Trial by Combat [June 1778]," Chapter 7 in *Paul Lockhart, The Drillmaster of Valley Forge: The Baron de Steuben and the Making of the American*

*Army* (New York: HarperCollins, 2008), pp. 141-168. [Also in Blackboard or shared folder]

- Mark Edward Lender, Chapter 14, “The Politics of Battle: Washington, the Army, and the Monmouth Campaign” *George Washington Companion*, available from <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/reader.action?ppg=246&docID=896368&tm=1524151471793> [Also in Blackboard or shared folder]

**\*\*\*OPTIONAL\*\*\***

**Brown Bag board game event:**

At 1145 in Room 350 of Roosevelt Hall, the Center for Applied Strategic Learning will be running the board game “1775: Revolution” for us. The game simulates the early stages of the American Revolution in the colonies. Students will take turns and roll dice and see if they can affect the outcome over the course of about an hour or so. Bring your lunch!

**Discussion Questions:**

- What does Washington know about what the British plan to do and how does he rectify any shortcomings?
- To what extent does Washington surrender the initiative?
- Is Valley Forge an example of Washington’s long term vision or of his failure as a leader? Or both?

**Topic 8**  
**Yorktown Campaign: Building Alliances, Strategic Planning, and the Road to Victory**  
(November 2, 2020; 0830-1030)



The Yorktown Campaign topic includes an important review of the strategic insights and support Washington and the continental army were receiving from their allies and partners, the French. This session builds upon students' growing understanding of Washington, his outlook and leadership style, and imbues appreciation for his ability to bring forward needed support from abroad--as prelude to victory.

This topic explores Washington's vision for both defeat of the British fighting forces and also the establishment of an independent, sovereign nation.

**Learning Objectives:**

- Analyze the period leading up to and including the Yorktown Campaign and the events and decisions that put Washington on a course for victory
- Evaluate the role of partners and alliances of the era, and how those lessons might apply to the modern era (or not)

**Guest Speakers:**

- None

**Required Readings (85 pages):**

- *General George Washington: A Military Life*, Chapters 16 & 17 (pp. 307-352)
- *Spies, Patriots, and Traitors*, Chapter 11 (pp. 214-231)

- Roger Kaplan, "The Hidden War: British Intelligence Operations during the American Revolution," *The William and Mary Quarterly*, Vol. 47, No. 1 (January 1990), pp. 115-138 (read 131-138 only) [Also in Blackboard or shared folder]

**Additional Reading as time allows (or skim, if needed):**

- U.S. Army Center of Military History, *March to Victory: Washington, Rochambeau, and the Yorktown Campaign of 1781* (Washington: Center of Military History, nd), available from [https://history.army.mil/html/books/rochambeau/CMH\\_70-104-1.pdf](https://history.army.mil/html/books/rochambeau/CMH_70-104-1.pdf) [Also in Blackboard or shared folder]
- *George Washington Companion*, Chapter 15: Benjamin Huggins, "The most unlimited Confidence in his Wisdom & Judgement': Washington as Commander in Chief in the First Years of the French Alliance," available from <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/reader.action?ppg=265&docID=896368&tm=1524151506697> [Also in Blackboard or shared folder]

**Videos:**

- "Now or Never: George Washington's Yorktown," available from <http://www.mountvernon.org/site/animated-washington/yorktown/>

**Discussion Questions:**

- What alliances and counsel mattered most to Washington? Was his thinking at the time accurate and informed?
- Who helped influence Washington? How did he decide which advice was best? What did he rely upon as the key to the ultimately successful final surrender of British forces at Yorktown?



## Topic 8a

\*\*\*OPTIONAL\*\*\*

### Settlement with Great Britain and the Building of a Republic: Yorktown Staff Ride (Staff Ride is Saturday, November 7, 2020, weather permitting)



The seminar will be an outing to the Yorktown Battlefield for an interactive discussion and staff ride with an expert from the National Park Service. Logistics information will be provided. Families are absolutely welcome to join us.

#### Learning Objectives:

- Comprehend the events and circumstances that led to the surrender of British forces at Yorktown
- Evaluate the nature and complexities of the settlement at the conclusion of conflict, and the competing and yet mutual interests that emerge between adversaries

#### Required Readings (84 pages):

- *George Washington's Military Genius*, Chapter 9 (pp. 159-197)
- U.S. Army Center of Military History, *March to Victory: Washington, Rochambeau, and the Yorktown Campaign of 1781* (Washington: Center of Military History, nd), available from [https://history.army.mil/html/books/rochambeau/CMH\\_70-104-1.pdf](https://history.army.mil/html/books/rochambeau/CMH_70-104-1.pdf) [Also in Blackboard or shared folder]

**Topic 9**  
**Strategic Intelligence: The Fox and the Hound and the Birth of American Spying**  
(November 9, 2020; 0830-1030)



Major Benjamin Tallmadge, Continental Army, G-2

This topic explores the important issue of strategic intelligence in the war of independence. It takes an in-depth look at the origins of what author Donald E. Markle calls “the Birth of American Spying” through the prism of George Washington (“the fox”). This session explores the experiences Washington received in his formative years as surveyor and then commander that caused him to develop what appear to be advanced ideas concerning strategic intelligence.

Readings and excerpts from a number of books and scholars enhance our discussions on this compelling aspect of Washington’s leadership. As applicable, other readings from the modern era will supplement the student’s background. The goal is to build an insightful discussion on the role of strategic intelligence in the era, the perspective of Washington and/or his counterparts on the issue, and how strategic decision-making might have been affected by Washington’s astute interest in the domain.

Subtopics discussed will include intelligence issues related to the key gaps in Washington’s understanding of British war planning, the role of alliances in forging battlefield strategy, and the importance of irregular or unconventional operations in the conflict, such as sabotage, deception and information operations, raids and harassment.

**Learning Objectives:**

- Comprehend the intelligence issues of the time, especially the assumptions, knowns, and unknowns of the military and political leaders on both sides of the conflict
- Evaluate how strategic intelligence goals can transcend a particular conflict, and in some sense manifest themselves again in the next era

**Guest Speaker:**

- Mr. Ken Daigler, author of *Spies, Patriots, and Traitors*

## Required Readings (78 pages):

- *Spies, Patriots, and Traitors*, Chapter 7 (pp. 126-144)
- John Nagy, “George Washington Spymaster,” Chapter 20, from *The George Washington Companion*, online e-book at library: <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/reader.action?ppg=364&docID=896368&tm=1524151366454> [Also in Blackboard or shared folder]
- Melissa Lukeman Bohrer, “Spy Games: Lydia Darragh,” Chapter 5 in Melissa Lukeman Bohrer, *Glory, Passion, and Principle: The Story of Eight Remarkable Women at the Core of the American Revolution* (New York: Atria Books, 2003), pp. 125-153. [Also in Blackboard or shared folder]
- “The Talented Major Tallmadge,” from *The Journal of the American Revolution*, available from <http://allthingsliberty.com/2014/06/the-talented-major-tallmadge/> [Also in Blackboard or shared folder]
- “Anna Smith Strong,” from the *History of American Women*, blog, available from <http://www.womenhistoryblog.com/2011/07/anna-smith-strong.html> [Also in Blackboard or shared folder]
- “George Washington, The First American Intelligence Chief,” from the CIA Website, available from <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/the-founding-fathers-of-american-intelligence/art-1.html#george-washington-the-first> [Also in Blackboard or shared folder]

## Videos:

- “America’s First Spymaster,” available from [http://www.mountvernon.org/videos-2/#g-44\\_m-70788020](http://www.mountvernon.org/videos-2/#g-44_m-70788020) (5 mins 47 secs)

## Discussion Questions:

- What are the basics of strategic intelligence in this era? Can we build a model or framework for understanding this domain?
- How is strategic intelligence the same or different in future conflicts, or even in the modern era?
- What did Washington do differently, or better, than his British counterparts? How did strategic intelligence affect his strategic decisions, if at all?

**Topic 10**  
**Washington's Next Steps: Moving the Infant Country Forward after War**  
(November 16, 2020; 0830-1030)



This seminar will take the students forward into the post-war era, with General George Washington moving into retirement and then into the Presidency. The beginning steps as a new nation were especially fragile and difficult; this seminar will explore the conversion of a revolutionary movement into a new nation through vision and strategic leadership but with a number of threats and opportunities on the horizon.

**Learning Objectives:**

- Comprehend the key issues facing the new nation, both international and domestic
- Analyze Washington's development and expression of a national vision

**Required Readings (55 pages):**

- *General George Washington, A Military Life*, Chapters 18 & 19 (pp. 353-371)
- James Kirby Martin and Sean Hannah, "Leading with Character: George Washington and the Newburgh Conspiracy" (Mount Vernon: George Washington Leadership Institute, nd) (pp. 1-13) [In Blackboard or shared folder]
- William Fowler, Chapter 17, "High Time For Peace": George Washington and the Close of the American Revolution," *George Washington Companion*, available from <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/reader.action?ppg=308&docID=896368&tm=1524151535874> [Also in Blackboard or shared folder]
- George Washington to Meshech Weare, et al, June 8, 1783, "Circular Letter of Farewell to Army," available from <http://memory.loc.gov/cgi->

[bin/query/r?ammem/mgw:@field\(DOCID+@lit\(gw260534\)\)](#), accessed 12 Jan 2016 (pp 1-7). [Also in Blackboard or shared folder]

- George Washington to Continental Army, "Farewell Orders," November 2, 1783, available from [http://memory.loc.gov/cgi-bin/query/r?ammem/mgw:@field\(DOCID+@lit\(gw270250\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mgw:@field(DOCID+@lit(gw270250))), accessed 9 Mar 2016 (pp. 1-3). [Also in Blackboard or shared folder]

### **Discussion Questions:**

- What was the most surprising thing about the staff ride?
- Is it possible to lead when there is no enemy anymore?
- Why did GW decide to return to civilian life?
- What are your toughest challenges facing you in your future assignments?

**Topic 11**  
**STUDENT PRESENTATIONS: Strategic Lessons Applied to the Modern Era**  
(No Class November 23, 2020, for Thanksgiving Week)  
(November 30, 2020, 0830-1030)



This class will be devoted to student presentations on a strategic leadership or intelligence issue encountered by George Washington, either during his military life or as the first President, and applicable to the present.

Students will each present a synopsis of their course paper on this same issue, **not to exceed five minutes** for presentation and five minutes for Q&A.

**Learning Objectives:**

- Assess the suitability of a strategic or intelligence decision encountered by George Washington
- Evaluate the practice of strategic leadership

**Guest Speakers:**

- The students!

**Required Readings (60 pages):**

- Edward G. Lengel, “Assessing War: The Revolutionary War,” in Leo J. Blanken, Hy Rothstein, Jason J. Lepore, eds., *Assessing War: The Challenge of Measuring Success and Failure* (Washington, D.C.: Georgetown University Press, 2015), pp. 65-79 [Also in Blackboard or shared folder]

- *A People Numerous and Armed*, Chapter 10, “The Military Conflict Considered as a Revolutionary War” (pp. 213-244) [Also in Blackboard or shared folder]
- Dave Palmer, “General George Washington; grand strategist or mere Fabian,” *Parameters*, Vol. IV, No. 1, 1974, pp. 1-16, available from [www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA509925](http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA509925) [Also in Blackboard or shared folder]

## Topic 12

### PAPER DUE

#### Final Review and Discussion on the Flaws and Attributes of Washington

(At the Fred W. Smith Library for the Study of George Washington at Mount Vernon

(December 7, 2020; Time: TBD)



The course concludes with one final seminar at the Fred W. Smith Library for the Study of George Washington, including an expert panel discussion with Library-associated scholars convening a discussion on the possible flaws and attributes of Washington as a military leader and President. Scholars will also be asked to comment on, and take questions on, the possible applicability of lessons from Washington's life and experiences to the complex issues of modern-era national security strategies.

#### Learning Objectives:

- Evaluate the importance of strategic leadership
- Evaluate the influences on and of George Washington

#### Guest Speakers:

- (Tentative) Panel discussion of Fred W. Smith Library faculty and visiting scholars

#### Required Readings (67 pages):

- *Spies, Patriots, and Traitors*, Chapter 12 and Conclusion (pp. 232-247)
- Bruce Chadwick, *George Washington's War: The Forging of a Revolutionary Leader and the American Presidency* (Naperville, IL: Sourcebooks, 2004), Chapter 14, "The Great Slavery Debate," pp. 403-414. [Also in Blackboard or shared folder]
- Caroline Cox, "Integrity and Leadership: George Washington," in Harry S. Laver and Jeffery J. Matthews, eds., *The Art of Command: Military Leadership from George*



*Washington to Colin Powell* (Lexington: University of Kentucky Press, 2017), pp. 11-30.  
[Also in Blackboard or shared folder]

- *A People Numerous and Armed*, Chapter 11, “The Legacy of the American Revolutionary War” (pp. 245-264)

**Additional Reading as time allows (or skim, if needed):**

- *General George Washington, A Military Life*, Review Chapters 18 & 19 (pp. 353-371)

**For fun:**

- George Washington Geography Quiz:  
<https://www.mountvernon.org/quizzes/landing/george-washington-geography-quiz/>

**Discussion Questions (from Lesson 1):**

- What part of his background and upbringing are most important for understanding Washington’s character and outlook? What events shaped Washington as a leader?
- As we explore this era, what are our gap issues in terms of strategic knowledge and understanding?
- In general, when we look at the forces at work in this era, could one anticipate conflict? When Washington was a young man, what did the region portend in terms of potential flash points between belligerents?
- What kind of long-term strategy was needed for the region--from the great powers’ point of view?