Welcome to the intersection between history and leadership studies. You’ll likely have an assortment of reasons for being here, and LDST 342 will try to accommodate most of them (consult the assignments section). I’ve divided the course into three uneven sections, which consider, consecutively, political and religious leaders confronting the decline of an empire believed to have been eternal (Emperors Constantine and Theodosius; Bishops Ambrose and Augustine; Pope Gregory); medieval leaders canonized (made saints) for their contributions during different types of crusade (St Louis--King Louis IX of France--and St. Joan); and a controversial early modern king (Henry VIII of England) and two of his more notorious lieutenants (Thomas More and Thomas Cromwell).

We’ll be interested in leadership strategies and crises but also in the acquisition and perpetuation of reputations for heroic and well as heretical and villainous conduct. Hence, anticipate spending some time with primary sources, traditional historical narratives, and fiction/film.

**Thursdays:** We’ll convene most scheduled class days at 3PM. Your prompt arrival means early adjournment. The first hour usually will be spent discussing the assignment for that day. You’ll get advanced notice of the questions, crises, leadership traits/virtues/mistakes, contextual issues, or passages of interest to the instructor, but prepare to discuss what captivates and confounds you. After a short break, we’ll reconvene for the second of our three discussions, increasingly packed as you work on your essay assignments, for this section will range from our very dead leaders to the leaders and leadership issues/strategies you’re studying in other classes in A&S, Jepson, or in the news. Most weeks, the third section of the class will enable me to present material that should focus your reading for the next week.

**Assignments:** You’ll take an in-class mid-term on Oct 6,13, or 20. The class will vote on Sept 1, and, and the date convenient for the majority will be reserved for a 2 hour in-class exam (30% of your final grade). A final exam will be scheduled by the university (30%). Your final paper, due the last day of class, will count 35% of your final grade. A one-page abstract of your paper to be submitted with it will count 5%. For this assignment, pick one of the three challenges that follow

1) You’ll research one of the figures we’ve covered in class, prepare an annotated bibliography and summary by 11/10, and submit an 8-12 page paper a crisis and resolution related to the making, unmaking (undermining), and/or rehabilitation related to that leader’s reputation during her/his time or in the present.

2) You’ll compare one of the leaders we study to a person of interest to you, another leader perhaps, a presidential advisor, a captain of industry, a moral exemplar, the conspicuous trend-setter for a faith-based community or for a protest movement, a
person whose celebrity or humility you find striking. You may combine your work with this challenge with your other studies at this university. But your challenge, in this paper, is to explain (in 10 to 15 pages) how your study of one of the LDST 342 figures helps you comprehend more adequately the actions or inaction of your other leader-of-interest.

3) You’ll compare one of our very dead leaders to a person of interest to you in this version of the final paper as well. But instead of working forward, explaining how your comprehension of an other-than-342 person has been enriched or complicated after studying one of our very dead leaders, you’ll work backward and explain how questions you’ve raised (and answered?) about those other leaders, trend-setters, or celebrities enable you to assess more knowledgeable one of our emperors, bishops, kings, counselors, and saints (also 10-15pp).

Schedule—purchase those titles in bold; use the electronic reserve unless otherwise indicated for other reading—ER = electronic reserve.

8/25: Class introduction


9/15: Read Averil Cameron, LATER ROMAN EMPIRE, pp. 151-194; Alan Cameron, “The Frigidus,” ER = #5, pp. 93-131; “Church History of Rufinus,” ER = #2, pp. 87-89; “Seven Books of History Against Pagans” (“Orosius) ER = #11, pp. 381-93.

9/29: Read Pope Gregory I’s **BOOK OF PASTORAL RULE**, edited and translated by George Demacopoulos. Professor Damacopoulos will be our guest in class from 3-4:15. We’ll suspend class until 5:30 when we’ll reconvene for George’s public lecture on Ambrose and Augustine.

10/6 ** 10/13 ** 10/20: One of these class periods will be reserved for your midterm. As noted, you’ll select that date in early September. Consider the next assignments, therefore, as “moveable”: unit #1 (on either 10/6 or 10/13) will precede until #2 (on either 10/13 or 10/16).

Unit 1: Read chapters 15-17 of the the memoirs of Jean de Joinville, pp. 44-57, access on-line, [http://usna.edu/Users/history/abels/bh381/joinville_crusade.html](http://usna.edu/Users/history/abels/bh381/joinville_crusade.html); Le Goff’s “Saint Louis: Feudal King or Modern Monarch,” ER = #10, pp. 547-72; and selections from Gaposchkin’s “Making of Saint Louis,” Res = # 15, pp. 21-47.

Unit 2: Read selections from the trial of Joan of Arc, Mar. 15- 29, ER = #16, pp. 104-117 and George Bernard Shaw’s **SAINT JOAN**, first the play then the preface. Also view parts of Luc Besson’s film, “The Messenger” (on reserve).

10/27: Read chapters 1 and 4 from “The Reign of King Henry VIII”: “political perspective,” pp. 13-34 and “war and finance,” pp. 75-99, ER = #1; G.W. Bernard’s “The King’s Great Matter,” ER = # 7, pp. 37-71; and begin reading Hilary mantel’s **WOLF HALL**.

11/3: Read Robert Bolt’s **MAN FOR ALL SEASONS**; see the film (1966 version) on reserve; and continue reading WOLF HALL.


11/17: Read Henry VIII’s speech, 1545, [http://www.luminarium.org/renlit/tudorspeech.htm](http://www.luminarium.org/renlit/tudorspeech.htm)

12/1: compose 1 page abstracts of your papers—abstracts and papers due today.