LDRS 752 – SURVEY of WORLD MILITARY LEADERS

Professor: [Dr. Paul Johnstone]
Email: [pjohnston@citadel.edu]
Class Room and Meetings: Online

LDRS Program Student Code

CIVILITY
I will treat classmates, professors, and Citadel staff with respect.
I will display a healthy tolerance for individual differences in demographics, gender, race, religion, and thought.
I will respect the authority rules, and regulations of The Citadel.

SCHOLARSHIP
I will continue to develop and demonstrate a passion for learning. I will be intellectually honest.

BEHAVIOR
My behavior will be professional and ethical and reflected in my preparation for class, my attendance in class, my conduct in class, and my relationships within the MASS community.

ATTITUDE
My attitude will reflect teamwork, personal responsibility, and a positive approach to being a member of the class.

COURSE DESCRIPTION

3 Credit Hours.

“Peruse again and again the campaigns of Alexander, Hannibal, Caesar, Gustavus Adolphus, Turenne, Eugene, and Frederick. Model yourself upon them. This is the only means of becoming a great captain, and of acquiring the secret of the art of war. Your own genius will be enlightened and improved by this study, and you will learn to reject all maxims foreign to the principles of these great commanders.” (Maxim LXXVIII)

This is a graduate-level course that studies military leadership in world history. It seeks to identify the qualities and precepts of military leadership in different places and times, and to distill from them applicable principles and instructive examples for contemporary or future leaders. It examines military leadership at the strategic, operational, and tactical levels, and in the eras of antiquity, early modernity, and the 20th century. Its focus is upon non-American military leaders. Students will engage in heavy reading, engage in online discussions, write papers, and
give presentations. The course comprises fifteen modules and runs the gamut of theoretical, philosophical, and historical approaches to history. The classroom for this course exists only through the course website, and all graded activities will be completed through the website.

INSTRUCTOR
Your professor for this course is Dr. Paul Johnston, Assistant Professor of Warfare in the History Department at The Citadel. He hails from southwest Georgia and has degrees from Furman ('05) and Duke ('07, '12). He specializes in military institutions and warfighting in the Mediterranean basin and Near East from 400-1 BC, with interests in military theory and command, especially the *topos* of military genius, irregular warfare and insurgency, the sociopolitical dimension of military service, mobilization and attrition of armies, and historiography. His other courses include military history surveys, the history of military leadership, the history of the Vietnam wars, and Greek and Roman warfare.] The professor’s role in this course is to provide structure, facilitate inquiry, and provide feedback and direction. You may contact the professor online through the course website or via email.

REQUIRED READINGS
*Great Captains Unveiled* by BH Liddell-Hart  
*Generalship, the Diseases and its Cure* by JFC Fuller  
*The Art of War* by Sun Tzu  
*War Cruel and Sharp* by Clifford Rogers  
*Masters of Command* by Barry Strauss  
*The Great Captains* by Theodore A. Dodge

COURSE OBJECTIVES
The course objectives are listed below, and the main activity area that will cover that course objective is given in parentheses:

- Understand and compare contemporary and historical models of military leadership (discussion)
- Assess the relationship between military leaders and their peers, superiors, staff, and other subordinates (discussions)
- Analyze major strategic, operational, or tactical decisions (discussions)
- Assess a single commander’s career in military leadership (paper)
- Assess military leadership in a campaign (presentation)
- Assess military leadership in a battle (presentation)
- Analyze the translation of ideas and information up and down the levels of leadership, from Strategic to Tactical, and Tactical to Strategic. (paper)
- Synthesize World Models of Military Leadership to distill core and context-dependent qualities and precepts. (final)

ASSIGNMENTS
There are four types of assignments in this course. Several of them feature rubrics for evaluation, and their respective weights are given below. Students must sign up for some of the assignments, and sign-ups should be available in the Discussion Forum.

A. DISCUSSIONS AND QUIZZES
   1. For each topic, a different student will be responsible for leading the discussion. The student is encouraged to delegate sub-topics to classmates, particularly related to strategic or operational or tactical discussions, or to common factors like communication, vision, principles, innovation, and decision-making. The leading student may delegate tasks to
up to four classmates, and should submit delegate names to the professor. The leading student and delegates should post threads in the forum for each topic, and the leading student should facilitate discussion alongside the professor.

2. For each topic, every student should submit at least three discussion posts, which may be in response to posts from topic leaders or delegates, or in new threads within the topic forum.

3. There will be an online quiz for most, but not all topics.

B. PRESENTATIONS
1. Assess military leadership in a battle or engagement. The presentation should focus on tactical leadership. Presentations should be submitted to the appropriate forum, and may use audio-visual, powerpoint, or other software if previously approved.

2. Assess military leadership in a campaign. The presentation should focus on a discussion of operational leadership. Presentations should be submitted to the appropriate forum, and may use audio-visual, powerpoint, or other software if previously approved.

C. PAPERS
1. Assess a single commander’s career in military leadership. How did it relate to, embody, or change the expectations for military leadership in the commander’s day? What are the most relevant conclusions from the commander’s career for present and future leaders?

2. Analyze the flow of information and ideas between strategic, operational, and/or tactical levels. This is a paper on the culture established by leaders or leadership models, and should be especially focused on factors like responsiveness, flexibility, learning, and discipline. The papers are to be written on particular warfighting contexts.

D. FINAL
Synthesize World Models of Military Leadership to distill core and context-dependent qualities and precepts.

**GRADES**

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COURSE SCHEDULE

1. INTRODUCTION: MILITARY LEADERSHIP IN WORLD PERSPECTIVE
2. SUN TZU
3. ALEXANDER THE GREAT
4. HANNIBAL AND THE ROMANS
5. JULIUS CAESAR
6. SUBEDEI AND MONGOL WARFARE
7. EDWARD III AND THE HUNDRED YEARS’ WAR
8. MAURICE DE SAXE AND GUSTAVUS ADOLPHUS
9. FREDERICK THE GREAT
10. NAPOLEON AND THE ART OF WAR
11. COMMAND IN THE GREAT WAR
12. PRESENTATIONS AND PAPER DISCUSSIONS
13. POPULAR WARFARE: MAO AND GIAP
14. INDOCHINA AND MALAYSIA
15. CONCLUSION: SYNTHESIS AND APPLICATION

Writing Criteria
Discussion Forum postings, though casual, should still reflect proper grammar and style. Assigned papers involving personal self-reflection do not require strict adherence to APA style and first-person usage is permissible. Otherwise, written assignments should be typed in Times New Roman font, size 12, double-spaced, and formatted according to APA Style as specified in the 6th edition of the Publication Manual of the American Psychological Association. Proper writing style and format are the minimum requirements to achieve A or B grades. Except for Discussion Forum postings, written assignments must be submitted as Microsoft Word files or text files saved as an .rtf.

Academic Integrity
Unless otherwise specified, all coursework must be accomplished on an individual basis without assistance from any other person except the professor. The LDRS Code and Honor System/Code apply to all course activities.

Attendance
Students are expected to prepare for, attend (i.e., logon for) and participate in each scheduled online session. Excessive absences or late postings to Discussion Board assignments will decrease your total course Discussion Answer Postings grade by 10 points on the 100-point scale. In order to obtain credit in this course, a student must “attend” a minimum of 80% of the class lessons. Attending a lesson means that students are expected to logon to the Blackboard system for this class at least twice during each weekly class lesson. This usually means that you must logon at least four times per week; however, effective performance in the course will usually require more frequent logons. The statistics tracking system in Blackboard will be used to verify the dates and times of student logons. At the discretion of the professor, assigning a course grade of “F” for excess absences is possible. In the event of unavoidable circumstances, the student can petition the professor for an excused absence, but must do so within one week of the absence.

Late Work, Make-ups & Re-takes
Assignments submitted late receive a score on a 100-point scale and then 10 points are deducted from that score. Work cannot be submitted for credit later than one week after the due date. “Replies” to discussion question answers cannot be submitted late for credit. Except for the Final Exam, no work is accepted after the last scheduled class lesson date. Coordinate other
late submissions and make-ups with the professor. There is no opportunity for re-takes or extra credit.

Incompletes

The notation of “I” (for Incomplete) is used in instances when course requirements have been very nearly met, but for authorized reasons (illness, injury, family emergency, etc.) cannot be completed during the current semester. To be eligible for the grade of “I,” students’ work must be satisfactory at the time they are forced to terminate participation in the course. Unsatisfactory work will result in a failing grade. It is the student’s responsibility to present the “authorized reason” for failing to complete all course requirements. When this reason has not been presented or when the reason presented does not meet the requirements of the faculty member, the final grade will reflect the grade of zero on all missing work.

The removal of the incomplete is the responsibility of the student. The grade of “I” must be removed within the first 30 class days of the next full semester or the “I” becomes an “F.”

Submission of Assignments

All electronic files for assignments must be submitted in a MS-Word or PPT compatible format, as applicable to the assignment. Ensure that your files are saved to these formats prior to posting or sending them so that they can be read by other students, as well as the professor. If you are uncertain of your format, text files can be saved as .rtf so that they can be read by MS-Word.

Students with Disabilities

If you need accommodations because of a disability, please contact Dr. Jane Warner in 103 Thompson Hall or call 843-953-1820 to schedule an appointment. If your request for accommodations has already been approved, and you have your accommodation letter, please discuss this with the instructor as soon as possible.