

Syllabus

At all UW-Stevens Point campus locations, **the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces.** Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. **By university policy, I'm not allowed to begin class unless everyone is wearing a face covering.**

ANY student refusing to wear a face covering will need to leave the classroom. Students are welcome to return once they wearing a face covering. If students must remain in quarantine, instructors will work to provide assistance. For this course, many of the materials are already accessible for the entire 15 weeks. Until otherwise announced, there **WILL BE NO OPTION TO PARTICIPATE ONLINE, NOR WILL LECTURES BE RECORDED** unless attendance drops below 50% across the university.

History 315
2021

Global Dictatorships

Fall Semester

Prof. Jeff Kleiman CCC 457

Instructor Availability: Please feel free send me an email, or stop by and chat with me anywhere on campus. I am happy to help students with study strategies, clarification of the textbook, and the study sheet prompts.

My Office Hours: are Mondays and Fridays generally noon-1 PM, by appointment or feel free to email. jkleiman@uwsp.edu

Course Themes:

In this semester, we will look at the United States from its agricultural roots to its rise as the largest economic and military global power of the early twentieth century until today. It is a complex and compelling story frequently overlooked in the haste to teach names and dates instead of real history. ***During the process we will ask what have been the costs and rewards to our society in this ascent to greatness.***

Required Readings: There are three books for this class. Bob Altemeyer, *The*

Authoritarians (here is the PDF [the authoritarians-1.pdf](#) [Download the authoritarians-1.pdf](#)), Michael Lynch, *Authoritarian States*, 2nd edition (available at the campus bookstore as a rental), and George Orwell, *1984*. (There will be a common edition for use in the class for purchase from the campus books store; current UWSP policies prevent students from renting this sort of reading). It is important that we share the same edition in order to be, quite literally, on the same page. Hence e-books and other editions will not suffice. This is the *only book* you need to buy for the course.

Course Requirements:

There will be **four opportunities** for grades in this class based on two essay exams, a final project, and participation in online discussion threads.

Plagiarism means that you fail the assignment.

Period. No make-ups or extra credit. If

you are unsure if what plagiarism entails, check out one of these sites:

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1> (Links to an external site.)

or <http://people.ucalgary.ca/~hexham/content/articles/plague-of-plagiarism.html> (Links to an external site.)

Discussion Threads. *Weekly Discussion Threads:* These are worth 10 points for each week of the class, for a total of 150 points.

Discussion Threads.

The questions posed for your discussion threads cannot be answered in a short, single sentence, or one-word answers. The prompts are designed to elicit your response to the materials. How you answer them is not necessarily a matter of right or wrong, but of curiosity, of opinion rooted in evidence of fact or experience. As you note, these weekly threads are worth 10 points each (a total of 150 points), almost one-fourth the final semester grade. Given that these are weekly assignments, the advantage of full participation is cumulative. I prefer this to regular quizzes based on names and dates. We work in order to understand material by going beyond short-term memory skills.

Why a discussion thread?

Research consistently demonstrates that engaging an idea through written and spoken practice helps people to develop greater analytical skills. It also suggests that through writing and discussion we are better able to develop an understanding of the materials and their implications. Through this process they become more familiar to us and, in getting responses from others to our own perceptions, we can rethink whether our own understanding of events seems reasonable.

What makes for a good discussion?

The easiest answer is *authenticity*. The most difficult thing for many of us is to engage in an unfamiliar topic among a group of strangers. We are afraid of looking foolish or even downright stupid. Trust me, I share this fear. However, we are gathered here to learn about a very important chapter in our collective history. Unless we can begin to speak our minds and ask questions, to feel secure in our uncertainty, to seek the thoughts of others, how can we advance our own understanding?

While I do not expect pages and pages of comments, I do expect thoughtful contributions along the way: answering some people's questions, posting an opinion of one's own, or asking for some extra input. In the past, some people have felt strongly enough to look up some additional materials and post those links. This is fine. It is not necessary, but it certainly demonstrates a degree of involvement that is encouraging.

How will we be assessed (graded) on these discussion threads?

Each week, at the end of the scheduled discussion thread, I will make notes regarding frequency and substance of posted remarks. It seems reasonable that at least three comments should be worth points—and substantive, thoughtful responses should also gain maximum points. To write, simply, "me too" or some such response is not going to get any credit. If your post is entirely inadequate, sometimes one or two sentences, therefore, I must assign a grade of "0;" others may write a brief paragraph whose ideas are barely summations and show no analytical thought involved. Invariably, these will receive the grade of "5." A clearer statement of expectations is noted above. Please feel free to contact me if you have any further questions. **Also see the page titled "Expectations for Written Work."**

Grade Points

Available points weekly discussion thread	(10 points each)	150
Available points two exams	(100 points each)	200
Available points for final project	(100 points)	100
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Total possible points available		450

Please note that the **online grading sheet represents grade values as a percentage (%) of total available points**; this then becomes translated into the alphabetical grades for the semester. For example, 450 points equal 100%, 225 points equal 50% and so on.

95-100 A	85-89 B+	70-74 C+	55-59 D+
90-94 A-	80-84 B	65-69 C	50-54 D
	75-79 B-	60-64 C-	< 50 F

To help you prepare and think about these exams in advance there are study prompts for each chapter. The function of these chapter-based study sheets is to provide a balance of some specific events, people and/ or places along with the **context** of their importance. Through a give-and-take answer of the questions in class, augmented by lecture and discussion, students should be in a better position to understand the significance of larger trends as encapsulated in terms of specific events.

Expectations for All written Work

Expectations for All written Work: Weekly Posts, Exams, Final Project

I

All written materials must confirm to standard American English, not the informal chit-chat, abbreviations, icons, or other ways of communicating via text. Plagiarism in any form, deliberate or accidental, means failure (F) for the assignment. If you are unsure if what plagiarism entails, check out one of these sites:

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1> (Links to an external site.) (Links to an external site.)

or

<http://people.ucalgary.ca/~hexham/content/articles/plague-of-plagiarism.html> (Links to an external site.) (Links to an external site.)

II

Answer the question(s) asked. Focus on a clear statement that sets up your argument/ thesis/ response, based on the available evidence. The evidence must be relevant to the question and support your response. Evidence requires an intext citation; for this course, it may be simple and straightforward (author's last name page number)/ (Edwards 42) or (Zinn 147).

All work must be more than a single paragraph. Students tend to write (a) long, run on paragraphs that fill entire pages, or (b) brief single sentence paragraphs as written in a news story. A paragraph contains one idea with evidence. A paragraph requires a solid opening statement and a relevant evidence at the very least. Consider a good length to be about six to eight pages (these may be shorter in the weekly posts).

All posts must be at least two paragraphs, with relevant evidence, cited in-text. Page lengths for other assignments (exams and final project) will accompany those assignments.

III

Clarity of writing, demonstration of understanding the materials, spelling, correct usage and the like are all part of university expectations, no less than in any other course or discipline. Sloppy and/ rushed materials will be graded according to the expectations noted above.

Written materials will lose points for the following:

1. *Failure to use **correct spelling***: -1 point out of 10 in a weekly post; other assignments -5 points.
2. *Failure to use the **correct word***: for example, they're/ there/ their; its/ it's; your/you're; -1 point out of 10 in a weekly post; other assignments -5 points.
3. *Failure to use the **correct punctuation*** (such as the singular versus plural possessive): -1 point out of 10 in a weekly post; other assignments -5 points
4. *Failure to write in **paragraph format***: -1 point out of 10 in a weekly post; other assignments -5 points.
5. *Failure to **cite evidence***: -1 point out of 10 in a weekly post; other assignments -5 points.

IV

The exams and final project are to be written in standard essay format with in-text citation. If you wish to use an unassigned source, please get my approval first. Please use a 12-point font (no larger) with either Times New Roman or Arial font. Line spacing should be 1.5 inches, and margins should not exceed 1 inch.

V

As you read, also think. Work to comprehend the significance of the events described and look up a word you might not know. It is easy with online access. Below are three sets of points to keep in mind as you take notes from class meetings or readings:

It is insufficient to assert something:

1. **One must have some evidence/examples to support the assertion.**
2. **The evidence must be relevant and from a reliable source.**
3. **More than one source makes for a stronger and more credible argument.**

Look for connections:

1. **Among sources.**
2. **Across periods.**
3. **Across topics discussed.**

What remains constant?

1. **What changes?**
2. **For whom?**
3. **When and where?**
4. **Under what conditions?**

Schedule for the Semester

HST 315 World Dictatorships of the 20th Century MW 11:00- 12:15 CCC 224

Week 1 9/2 - 9/4

Class does not meet until 9/8.

Week 2 9/6 - 9/10

Introduction and Lecture

Week 3 9/13 - 9/17

Altemeyer's thesis and the Authoritarian Personality

Week 4 9/20 - 9/25

Authoritarian Leadership

Week 5 9/27 - 10/1

Social Dominance

Week 6 10/4 - 10/8

Obedience

Week 7 10/11 - 10/15

Stalin's Soviet Union

Week 8 10/18 - 10/22

The Hitler State

Week 9 10/25 - 10/29

Mao's Vision for Communist China

Week 10 11/1 - 11/5

Egypt under Nasser

Week 11 11/8 - 11/12

Cuba under Fidel Castro

Week 12 11/15 - 11/19

Don't Cry for Me, Argentina--Juan Perón

Week 13 11/22 - 11/26

Julius Nyerere Reshapes Tanzania

Week 14 11/29 - 12/3

Discussing the novel "1984"

Week 15 12/6 - 12/10

Final Projects Discussion

Final Project due day of final exam, Thursday December 16, no later than 5:00pm.