

Huron University College
Department of History
Winter 2019
HISTORY 2712G
Tyrants: Historical Profiles in Oppression and Resistance

Class Meets: Mondays 4:30-5:20 and Wednesdays 3:30-5:20 in HC-V207

Instructor: Dr. Tim Compeau

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Office Hours: Mondays 2:30-4:30, Thurs: 11:30-12:30.

Course Description: This course explores tyranny in human history, from ancient to modern times, with a focus on the early modern West and its global expansion. It will explore the evolution of the concept of the tyrant, the idea of legitimate vs illegitimate rule, and the resistance and agency of oppressed peoples.

Method: History 2712G is a lecture course which incorporates a discussion component. Readings will usually be explored in the second half of the Wednesday classes and discussed within a wider context to connect the case studies to broader themes and instances of oppression and resistance in history. Students should come prepared to participate, ask questions, and contribute to the learning experience.

Required Texts:

All readings can be found on JSTOR, Sakai, on library reserve, or have their stable URLs listed in the course summary below.

Learning Objectives:

By the conclusion of the course, students will be able to:

- identify and explain the characteristics of oppressive regimes and the various uses and abuses of the term “tyrant” in scholarly and popular discourse.
- grasp the motivation and justification for tyrannical behaviour and understand why people support oppressive regimes.
- understand modes of resistance and explain why some movements fail where others succeed.
- connect events from the past to current political and social issues.
- express ideas and arguments clearly and concisely both orally and in writing.
- write and properly format an essay that uses primary and secondary evidence to support a thesis statement.

Assignments:

Participation: 15%
Film Review: 20% **Jan 30**
Essay Proposal: 5% **Feb. 27**
Final Essay: 30% **March 23**
Final Exam: 30%

Tyrannical Film Review: (Due Jan 30) Select a film from the list provided and write a 7-8 page double-spaced review. You must use at least three scholarly books and two scholarly articles focusing on the era or on the people depicted in the film to assess whether the movie is historically accurate or authentic and whether the movie reflects themes and ideas about tyranny discussed in the class and in the historical literature.

Research Essay: (Due March 23)

There are two options for the final essay. Option 1: Biography. Students will write a historiographical analysis comparing biographies or biographical accounts of a particular tyrant or freedom fighter (or someone who has been characterized by these terms in the past). Option 2: A research essay exploring the operation of an oppressive system of power, such as Apartheid, Jim Crow, Russian Serfdom, etc.

Either option should be built around a strong thesis/argument and be based on at least 5 scholarly sources. More information will be provided in class.

Papers must be 8-10 pages in length, double spaced, 12 point font, with 1 inch margins, and use Chicago Manual of Style Format. Failure to meet these standards will result in 5% penalty.

Students are required to submit an **essay proposal of 200-250 words, due Feb 27** which explains the topic, identifies key historical debates, and includes a bibliography of sources.

Participation: Students will be evaluated on the quality of their contributions to in-class and online discussions which show engagement with the course readings, lectures, and wider themes of the course. An online forum will also be available for students to provide written responses and reflections on the readings and lectures. More information will be provided in class.

Final Exam (April Examination Period)

A final exam to be scheduled by the registrar's office will cover material from the entire course.

Written Assignments: All written assignments should be typed, double spaced with one inch margins. See below for the Huron History Department's regulations on late penalties.

History Department Regulations Governing Assignments, Late Penalties, and Extensions The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.

2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box (outside A116). Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Huron Statement on Plagiarism: Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at <http://www.huronuc.on.ca/CurrentStudents/StudentLifeandSupportServices/WritingCentre>

Lecture Schedule and Reading Assignments

Week 1: Jan. 7-9

Mon: Defining Tyranny

Weds: God Kings of the Ancient World

Discussion: Western Tyrants and "Oriental Despotism"

Readings: Selections from Herodotus, *The Histories* and Aristotle, *Politics*

Week 2: Jan. 14-16

Mon: Greek Tyranny

Weds: Alexander the Great

Discussion: Plato's Tyrant

Readings: Plato's *Republic*, books 8 and 9.

Week 3: Jan. 21-23

Mon: Sic Semper Tyrannis: The Roman Idea of Tyranny

Weds: The Caesars

Discussion: The Theatricality of Tyranny

Readings: Selections from Tacitus, *Annals*. Suetonius, *Lives of the Twelve Caesars*. Simonetta Falashas-Zamponi, Chapter 3 “The Politics of Symbols” in *Fascist Spectacle: The Aesthetics of Power in Mussolini’s Italy* (1997).

Week 4: Jan. 28-30

Mon: The Divine Right of Kings

Weds: King John and the Magna Carta

Discussion: Uprisings and Social Bandits

Readings: Sections from Anonimale Chronicle, “English Peasants’ Revolt 1381.”

Sections from Eric Hobsbawm, *Bandits*

Week 5: Feb. 4-6

Mon: The Scourge of God

Weds: Heretics and Fanatics

Discussion: Interrogating the Hidden Enemy

Reading: Bernard Gui, “The Waldensian Heretics,” Sections from Richard Godbeer, *The Devil’s Dominion* (1992). Sections from Aleksandr Solzhenitsyn, *The Gulag Archipelago* (1974).

Week 6: Feb. 11-13

Mon: “The Machiavellian Moment”

Weds: Oliver Cromwell

Discussion: Power and Institutions.

Readings: Sections from Machiavelli, *The Prince* (1532). Sections from Thomas Hobbes, *Leviathan* (1651) and John Lilburne, “Regal Tyranny” (1647).

Feb. 18-20

READING WEEK. NO CLASSES.

Week 7: Feb. 25-27

Mon: Absolutism and the French Revolution

Weds: Robespierre

Discussion: Terror.

Readings: Robespierre, “On Revolutionary Policy,” and “On the Cult of the Supreme Being.” Selections from Montesquieu, *The Spirit of the Laws* (1748). Daniel Gordon, “The Theater of Terror: The Jacobin Execution in Comparative and Theoretical Perspective” *Historical Reflections*, Vol. 29, No. 2 (Summer 2003): 251-273.

Week 8: Mar. 4-6

Mon: The Thief of Europe

Weds: Tyranny of the Majority

Discussion: The Paradoxes of American Liberty

Readings: The Federalist Papers, No. 68. Ronald N. Satz, “Rhetoric vs. Reality: The Indian Policy of Andrew Jackson” from *Cherokee Removal: Before and After* (1991).

Week 9: Mar. 11-13

Mon: Colonial Empires

Weds: Colonial Resistance

Discussion: Colonial Oppression and Resistance

Readings: Sections from Frantz Fanon, *The Wretched of the Earth* (1961).

Week 10: Mar. 18-20

Mon: Totalitarianism I

Weds: Totalitarianism II

Discussion: Comparing Totalitarian Regimes

Readings: Sections from Hannah Arendt, *The Origins of Totalitarianism* (1951).

Week 11: Mar. 25-27

Mon: Dictatorships

Weds: The Killing Fields

Discussion: From Resistance to Tyranny

Readings: Sections from Ben Kiernan, *Blood and Soil: A World History of Genocide from Sparta to Darfur* (2009)

Week 12: Apr. 1-3: Tyranny in the 21st Century

Mon: Authoritarianism in the 21st Century

Weds: Tyranny of the Algorithm

Discussion: Tyranny in our Times

Readings: TBD

Week 13: Apr. 8: Review



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the

Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial

plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:
<https://huronuc.ca/student-life-campus/art-social-science>