Course Requirements

Halfway through the semester students will submit an 8 - 10 page synthesis essay, typed, double spaced, standard margins, drawing upon the assigned texts, lectures, and class discussions. Everyone will respond to a common question—listed later in the syllabus. The instructor will evaluate the essay based upon the common rubric—included at the end of the syllabus. Students will revise and extend this initial paper and then re-submit to the instructor. At the end of the semester, students will turn in an essay which may be 15-to-20 pages in length. There will also be an in-class final examination. Failure to complete assignments and missing more than four classes without a documented excuse will result in a final course grade of F. Drawing “facts” from Wikipedia will result in a grade of F for the assignment. Copying passages from on-line sources and claiming them as your own work will result in a grade of F for the assignment. If a second incident of plagiarism occurs the student will receive a grade of F for the course. The instructor reserves the right to recognize students with an overall higher grade when they demonstrate continuous improvement and participate in class.

Course Grading Weights

First Essay Submission: 15 percent
First Revision: 30 percent
Revised Final Essay Submission: 45 percent
Final Examination: 10 percent

Statement of Intent

History 4342 will examine the establishment and evolution of communist and fascist dictatorships in Russia and Germany, respectively. Then, History 4342 will shift across the Atlantic to examine the influence of the far Left and far Right in the United States. Through the assigned readings, History 4342 will explore the cultural, philosophical, psychological, and economic factors that shaped the partisans of communism, fascism, and terrorism. History 4342 will also examine the Americans who rejected, as well as embraced, totalitarianism in the 20th century. Students are expected to discuss the readings in class.

Student Learning Outcomes: History 4342

The Student Learning Outcomes below are intended to meet the competency requirement for critical thinking. Measurement of the Student Learning Outcomes will be through the common rubric cited
Students will be able to analyze the interrelationship among economics, politics, and social structures.

- Students will be able to analyze the relationship among political organization, mass mobilization, economic structure, and social discontent.
- Students will be able to analyze the ideological challenges which democratic societies confronted in the 20th century.
- Students will be able to construct essays which synthesize assigned readings and lectures into a coherent, fact-based analytical narrative that demonstrates critical thinking skills.

**ASU Student Handbook**

The ASU Student Handbook contains important information about campus services, programs, policies, and procedures, including such areas as the campus disciplinary rules and the Academic Honor Code. All students are expected to be familiar with this publication and to comply with the policies contained therein, among them maintaining complete honesty and integrity in their academic pursuits according to the Academic Honor Code. The ASU Student Handbook is available via the ASU website at [www.angelo.edu](http://www.angelo.edu) ("Current Students:/University Publications.") Large print versions are available in the Student Life Office, Room 112 University Center. Please note that university policies toward academic dishonesty may be found in the ASU Student Handbook.

**Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**Student Absence for Observance of Religious Holy Day**

(ASU OP 10.19)

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.
Required Texts

Hannah Arendt, *The Origins of Totalitarianism*.

Erich Fromm, *Escape from Freedom*.

Robert Gellately, *Lenin, Stalin, and Hitler*.


Eric Hoffer, *The True Believer*.

Explanation of Required Texts

History 4342, as a social movements course, necessarily draws analyses from a variety of disciplines, including philosophy, psychology, history, and political science. Robert Gellately, as a politics specialist, offers a fact-filled analysis of the forces shaping the early Soviet Union and Nazi Germany. Philosopher-longshoreman Eric Hoffer provides insight into the mindset of 20th century communist and totalitarian adherents in Russia, the United States, and the world. Erich Fromm, as a psychologist and refugee from Nazi Germany, has a provocative perspective on the mental worlds of individuals who wished to “escape from freedom.” Political theorist Hannah Arendt, herself a refugee from Nazi Germany, probes deeply into the “origins of totalitarianism.” Arendt, Hoffer, and Fromm also have perspectives useful to understanding the American encounter with communism and other social movements in the 20th century. Historian John Haynes and political scientist Harvey Klehr provide an insightful analysis of the Americans who spied for the Soviet Union.

Paper Topic

Drawing upon the assigned texts, lectures, and class discussions, analyze the inception and evolution of totalitarian movements, and then examine the American political reaction to such movements. Essays must draw upon all the assigned readings, span the time period of the course, and deal with the American and international context. The first incarnation of the synthesis essay will be due in class October 17. First revisions of the essay are due in class November 16. Revised, comprehensive essays are due in class December 7.

Final Examination

In-class final essay examination, December 12, 1 – 3 PM

Schedule

Part I: Communism, Fascism, and Ideological Convergence

Section I: From Russia with Love – Tsarist Authoritarianism Morphs into Soviet Totalitarianism, 1861 - 1945
Dates: August 29, 31/September 5, 7, 12, 14, 19, 21, 26, 28

Reading: (To be completed by September 29) – Gellately, Introduction, Chapters 1, 2, 3, 7, 8, 9, 10, 14, 15, 16, 17; Hoffer, Entire Book; Arendt, Chapters 10, 11.

Film Excerpt: *The Battleship Potemkin*

**Section II: Nationalism, Socialism, and Militarism: The Germans Synthesize the (Apparent) Contradictions, 1871 – 1945**

Dates: October 3, 5, 10, 12, 17, 19, 24, 26, 31/November 2

Reading: (To be completed by November 3) – Gellately, Chapters 4, 5, 6, 11, 12, 13, 18, 19, 20, 21, 22; Fromm, Chapters 4, 5, 6, 7; Arendt, Chapters 12, 13.

Film Excerpts: *Metropolis; The Triumph of the Will; Night and Fog*

**Part II: America: A World Away, But Still Not Far Enough**

**Section I: Original Sin – The Evolution of the American Left and Right**

Dates: November 7, 9, 14, 16, 21, 28, 30/December 5, 7

Reading: (To be completed by December 3) – Haynes & Klehr, Entire Book

Film Excerpt: *The North Star*

**Final: December 12, 1 – 3 P.M.**

**Rubric**

**Component 1: Historical Thesis/Argumentation**

1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.

2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.

3 Points: There is a clearly developed historical argument.
Component 2: Supporting Historical Evidence

1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.

2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.

3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.

Component 3: Clarity/Quality of Composition

1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.

3 Points: The written work follows the basic requirements of clear/quality composition.

Component 4: Organization of Paper

1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.

2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.

3 Points: The student has written a well-organized, coherent, and logically flowing paper.

Component 5: Historical Sense

1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.