

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

**Huron University College
Department of History
Winter 2022
HISTORY 2712G 550
Tyrants: Historical Profiles in Oppression and Resistance**

Class Meets: Tuesdays 11:30 to 1:20 and Thursdays 11:30-12:20 in W18

Instructor: Dr. Tim Compeau Office: A217
Email: tcompea@uwo.ca Office Hours: Mondays 1:30-3:30 or by appointment.

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: 10%

Film Review: 20% **Due Feb. 1**

Essay Proposal: 5% **Due Feb. 17**

Final Essay: 35% **Due Mar. 24**

Final Exam: 30%

Tyrannical Film Review: (Due Feb. 1) Select a film from the list provided and write a 5–7-page double-spaced review. You must use at least two 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 24)

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. 17** 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 and include footnotes following the Chicago Manual of Style. 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 (subject to change)**Week 1: Jan. 11-13**

Tues: Introduction: Defining Tyranny

Thurs: God Kings of the Ancient World

Week 2: Jan. 18-20

Tues: Greek Tyranny. Discussion Readings: Plato's *Republic*, sections from books 7 to 9.
Sections from Aristotle, *Politics*.

Thurs: Alexander the Great

Week 3: Jan. 25-27

Tues: Sic Semper Tyrannis: The Caesars and the Roman Idea of Tyranny.

Thurs: Discussion: The Theatricality of Tyranny

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

Week 4: Feb. 1-3

Tues: The Divine Right of Kings: King John and the Magna Carta. **Film Review Due**

Thurs: Uprisings and Social Bandits

Readings: Sections from Anonimale Chronicle, "English Peasants' Revolt 1381."

Sections from Eric Hobsbawm, *Bandits* (1969)

Week 5: Feb. 8-10

Tues: The Scourge of God/Heretics and Fanatics.

Thurs: Interrogating the Hidden Enemy

Reading: Bernard Gui, "The Waldensian Heretics," Transcripts of the Salem Witch Trials.

Sections from Aleksandr Solzhenitsyn, *The Gulag Archipelago* (1974).

Week 6: Feb. 15-17

Tues: Machiavelli: Power and Institutions.

Readings: Sections from Machiavelli, *The Prince* (1532).

Thurs: Oliver Cromwell **Essay Proposal Due.**

Feb. 21-25

READING WEEK. NO CLASSES.

Week 7: Mar. 1-3

Tues: Absolutism. The French Revolution and Robespierre.

Thurs: Terror.

Readings: Robespierre, "On Revolutionary Policy," and "On the Cult of the Supreme Being."

Selections from. 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. 8-10

Tues: Napoleon **Essay Proposal Due**

Thurs: Tyranny of the Majority

Discussion: The Paradoxes of American Liberty

Readings: Sections from Alexis De Tocqueville, *Democracy in America*. Ronald N. Satz, "Rhetoric vs. Reality: The Indian Policy of Andrew Jackson" from *Cherokee Removal: Before and After* (1991).

Week 9: Mar. 15-17

Tues: Colonial Empires

Thurs: Colonial Resistance

Discussion: Colonial Oppression and Resistance

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

Week 10: Mar. 22-24

Tues: Totalitarianism I

Thurs: Totalitarianism II

Discussion: Comparing Totalitarian Regimes. Readings TBD.

Final Essay Due

Week 11: Mar. 29-31

Tues: Dictatorships

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

Week 12: Apr. 5-7: Tyranny in the 21st Century

Tues: Authoritarianism in the 21st Century

Thurs: Review

Discussion: Exam Review

RULES AND REGULATIONS

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
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 OWL. Late penalties are calculated according to calendar day, including Saturdays.
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. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

¹ They should be in Arabic, not Roman numerals or letters.

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
3. Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.

4. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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 enroll in it, you may be removed from this course and it will be deleted from your record. This decision 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.

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.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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 website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“Clickers”)

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.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade:
Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.