HIST 285: Democracy and Dictatorship in the Twentieth Century
Professor Julia López Fuentes
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Classroom: Bowden 118
Class Time: Tuesdays & Thursdays, 11:30-12:45

Office: Bowden 125
Office Hours: Tuesdays 2-4pm, Thursdays 4-5pm, and by appointment

Course Overview: This course uses a series of case studies in order to examine the global history of democracy and dictatorship in the twentieth century. The twentieth century has at different times been characterized as an age of dictatorship and totalitarianism, an age of democracy, and an “age of extremes.” Through the focal cases of the Weimar Republic and Third Reich in Germany, Juan Perón’s dictatorship in Argentina, the system of apartheid in South Africa, and the transition to democracy in Spain, we will explore how we arrived at and transitioned between the “extremes” of the age and learn about some of the iconic historical moments and regimes that shape our understanding of dictatorship, democracy, and politics at large today. We will pay special attention to the relationship between individuals and the state, both in terms of how dictatorial and democratic regimes make themselves present in the lives of the individual and how individuals make sense of their lives under the regimes. By the end of the course, students will be able to explain and problematize the evolution of “democracy” and “dictatorship” as historical and political concepts over the course of the twentieth century, as well as the processes by which democracy has come to be known as the “norm” on the political stage. Students will also develop their ability to think historically and place geographically diverse developments into a singular, global analytical plane. Along the way, students will learn to craft and defend historical arguments, to put contemporary concepts in historical perspective, and to read historical sources analytically.

Required Texts:
- George Orwell, 1984 (New York: Signet Classics, 1961)
- All other readings will be available through the electronic reserves at https://reserves.library.emory.edu/Shib/ares.dll
Assignments and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of Total Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Throughout</td>
<td>15%</td>
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<tr>
<td>Three Short Written Assignments</td>
<td>February 15, noon</td>
<td>30%</td>
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<td></td>
<td>March 27, noon</td>
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<td>April 19, noon</td>
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<tr>
<td>Take-Home Midterm</td>
<td>March 3, noon</td>
<td>20%</td>
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<tr>
<td>In-Class Presentation</td>
<td>April 11, 13 &amp; 18</td>
<td>15%</td>
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<tr>
<td>Take-Home Final</td>
<td>May 1, noon</td>
<td>20%</td>
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The **short written assignments** (2-3 pp.) will ask you to respond to a specific prompt and will require you to critically engage with and discuss one of the major themes we have been examining in the weeks preceding the assignment. Class on the day following each short assignment’s due date will be based on the assignment. Make sure to bring a hard copy to class. Participation on those days will count towards your short written assignment’s grade.

The **take-home midterm** (~5 pp.) will ask you to respond to three short-response questions based on the content and themes of the first half of the semester.

The **in-class presentation** (12-14 min.) will be done in pairs. You will be asked to select a twentieth-century regime and a specific theme within it to study and present on to the class (eg: “everyday life in Mao’s China,” “resistance and collaboration in the Polish People’s Republic,” or “memory and the Truth and Reconciliation Commission in Chile”). Presentation pairs and preliminary topics will be chosen on January 31. You and your partner will need to meet with me before spring break to discuss your presentation project.

The **take-home final** (5 pp.) will ask you to find and analyze a primary source from a regime we have not studied in class. You are encouraged to select a source from the regime you study for your in-class presentation.

*More information on each assignment will be made available as we approach them.*

**Letter grades will be based on the following scale:**

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%
- D = 60-66%

All written assignments are graded based on content, prose, and structure. Papers with frequent grammatical and spelling errors are ineligible for any grade better than B (regardless of content). The paper must be double spaced with a 1-inch margin and a common font such as Times New Roman, Calibri or Arial.

Written assignments should be emailed to julia.lopez@emory.edu with your last name and the assignment title in the subject line (eg: “Smith, Short Written Assignment 1”).
Course Policies and Expectations:

- **Attendance** is mandatory. If you miss three or more classes, points will start to be subtracted from your participation grade. Furthermore, since you will be missing valuable classroom content, your overall grade may begin to suffer. If you miss more than six classes, you may fail the course, even if you have fulfilled all other expectations for the course.

- I expect you to be **punctual**. If you are more than 15 minutes late, you may be marked absent for the day, and if you are consistently late, points will be subtracted from your class participation grade.

- You must **come prepared** to class. This includes having read all the assignment, bringing all relevant materials (electronic versions are allowed as long as you have a way by which to annotate the electronic document or have accompanying notes of some kind), and being prepared to engage in active discussion. **I reserve the right to do pop quizzes on readings, to count towards your participation grade, at any time.**

- You must **complete all assignments on time**. Late work will be penalized by the loss of one letter grade per day until it has been turned in. Because **class on days after the short responses are due** (February 16, March 28, April 20) will be based on your assignments, failure to turn in any of your short responses on time will result in your being marked absent for the day.

- You will **need to meet with me during office hours** once to discuss your in-class presentation projects. A sign-up sheet for meeting times will be circulated in class before spring break. If you miss this sheet, you are responsible for emailing me to set up a time yourself. **This meeting will count towards your presentation grade.**

- **Laptops and ebooks** are permitted in class for note-taking and access to assigned texts. Using these devices for any non-class related purposes will affect your participation grade and may result in a ban on laptop use in class. **Cell phones** must remain silenced and in your bag throughout class meetings.

If you have any questions or concerns about these policies, please email me or come speak to me about them at office hours.

Honor Code:

Emory University has a strict code of honor. The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. Please consult [http://catalog.college.emory.edu/academic/policy/honor_code.html](http://catalog.college.emory.edu/academic/policy/honor_code.html) for more information on the Honor Code.
Accessibility and Accommodations:
If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, I encourage you to contact Access, Disability Services, and Resources to learn more about the registration process and steps for requesting accommodations.

If you are currently registered with Access, Disability Services, and Resources and have not received a copy of your Accommodation Notification Letter within the first week of class, please notify Access, Disability Services, and Resources immediately. Students who have accommodations in place are encouraged to coordinate with me during the first week of the semester, to communicate your specific needs for the course as it relates to your approved accommodations. All discussions with Access, Disability Services, and Resources and faculty concerning the nature of your disability remain confidential.

For additional information regarding the Access, Disability Services, and Resources, please visit Emory's ADSR website: http://equityandinclusion.emory.edu/access/index.html

The Emory Writing Center:
I encourage you to use the Emory Writing Center throughout the semester, and especially in writing your final paper. The Writing Center offers free 45-minute individual conferences to Emory College students. It is a great place to bring any project at any stage in your composing process. Tutors can talk with you about your purpose, organization, audience, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they will not proofread for you. Instead, they will discuss strategies and resources you can use to become a better editor of your own work. The Writing Center is located in Callaway North 212. Visit http://writingcenter.emory.edu for more information and to make appointments.
Course Schedule and Planning

Tuesday, January 10: Introduction to the Course
Reading for the Day: Syllabus

Thursday, January 12: The Age of Extremes
Reading for the Day:

Tuesday, January 17: Meeting Big Brother
Reading for the Day:
Orwell, 1984, Part I, chapters 1-7 (pp. 1-81)

Thursday, January 19: “Dictatorship” and “Democracy” in Historical Perspective
Reading for the Day:

Tuesday, January 24: Action and Reaction Under Big Brother
Reading for the Day:
Orwell, 1984, Part II, chapters 1-9 (pp. 105-179)

Thursday, January 26: Conceptualizing Democracy
Reading for the Day:

Tuesday, January 31: Democracy by Design in the Weimar Republic
Reading for the Day:

Thursday, February 2: Radicalization and the Fall of Weimar
Reading for the Day:
Watch excerpt from *Triumph of the Will*

**Tuesday, February 7: The State and Its Power in the Third Reich**
*Readings for the Day:*
Ian Kershaw, “‘Working Towards the Führer’: Reflections on the Nature of the Hitler Dictatorship,” *Contemporary European History* 2 (July 1993), pp. 103-118

**Thursday, February 9: Life and Death in the Third Reich**
*Readings for the Day:*

**Tuesday, February 14: Postwar**
*Readings for the Day:*

***First Short Written Assignment due on Wednesday, February 15 by noon***

**Thursday, February 16: Transition Day 1**
*No reading due today. Come to class with a hard copy of your written assignment, prepared to engage with it and with your fellow classmates.*

**Tuesday, February 21: Perón’s Argentina**
*Readings for the Day:*

**Thursday, February 23: San Perón?**
*Readings for the Day:*

**Tuesday, February 28: Populism and The Legacies of Perón**
*Readings for the Day:*

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[continued on next page]
Javier Auyero, “They Were All Peronists,” in Poor People’s Politics, pp. 182-204

Thursday, March 2: Summation Day
No readings due today. We will be reviewing the themes and events we have studied thus far. Come ready with questions on what we have covered up to this point and ready for active discussion.

***Midterm Paper due on Friday, March 3 by noon***

SPRING BREAK

Tuesday, March 14: An Introduction to Apartheid: Guest Lecture by Ashley Parcells
Readings for the Day:
TBD

Thursday, March 16: Everyday Life under Apartheid
Readings for the Day:

Tuesday, March 21: The End of Apartheid
Readings for the Day:
Selections from Antjie Krog, Country of my Skull (Johannesburg: Random House, 1998), page numbers TBD

***Second Short Written Assignment due on Monday, March 22 by noon***

Thursday, March 23: Transition Day 2
No reading due today. Come to class with a hard copy of your written assignment, prepared to engage with it and with your fellow classmates.

Tuesday, March 28: Franco’s Spain
Readings for the Day:

Thursday, March 30: Technocracy and Modernization under Franco
Readings for the Day:

Tuesday, April 4: Transitioning to Democracy
Readings for the Day:

Thursday, April 6: Memory Wars in Post-Franco Spain
Readings for the Day:
Amnesty Law of 1977 (text to be distributed in class)

Tuesday, April 11: Student Presentations

Thursday, April 13: Student Presentations

Tuesday, April 18: Student Presentations

***Third Short Written Assignment due on Wednesday, April 19 by noon***

Thursday, April 20: Summation Day
No readings due today. Come to class with a hard copy of your written assignment, any remaining questions, and ready for active discussion.

***FINAL PAPER DUE ON MAY 1 AT NOON***