

**History 372:
Global History: History of Democratic Socialism
Fall 2020
Online**

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Office Hours: Virtual

Course Description

In 2016, Senator Bernie Sanders, a self-described democratic socialist, shocked the Democratic Party leadership and many pundits with his rapid rise in the battle for the presidential nomination. Unsurprisingly, interest in democratic socialism grew, with many liberal and conservative critics red-baiting the dark horse candidate by comparing him to earlier authoritarian socialist leaders. In reality, the democratic socialist ideals espoused by Sanders have a long history dating back to the nineteenth century. This course will examine the transatlantic exchange of ideas between radicals and reformers that swept across Europe and the United States in search of a more democratic economy and society. In the process, orthodox Marxism underwent a dramatic change as less ideologically driven reformers, led by the “sewer Socialists” in Milwaukee, downplayed revolution in favor of achieving goals aimed at the betterment of the people. While democratic socialism thrived for several decades in Milwaukee, it also gained a national following due to the activism of such figures as Eugene Debs and Norman Thomas. Meanwhile, it gained a more prominent foothold in European capitals as academics and politicians in Britain advocated a democratic socialist program. In America, prior to Sanders’ improbable rise, democratic socialism existed on the fringes, among groups like the New American Movement and the Democratic Socialists of America. This course will explore how democratic socialists in America and Europe adapted to new international, economic, racial, and social conditions.

Course Structure & Requirements

- 1.) Discussion Posts: 10%**
- 2.) Primary Source Analyses: 20%**
- 3.) Quizzes: 25%**
- 4.) Essay Exams: Midterm Exam: 20% / Final Exam: 25%**

Grading Scale

93-100 = A 90-92 = A- 89-87 = B+ 86-83 = B 82-80 = B- 79-77 = C+
76-73 = C 72-70 = C- 69-67 = D+ 66-63 = D 63-60 = D- 60 > = F

Primary Source Analyses

You will be required to complete **FOUR** primary source analyses throughout the semester using at least three of the assigned documents from the week when the essay is due. Each analysis should be about 750 words, or 2 pages, excluding footnotes. In these analyses, you should describe the arguments of the documents. You may want to quote particular phrases in the document and then explain their significance. However, use direct quotes sparingly. The next section should contextualize the document. Explain what it tells you about the time during which it was written. What do we learn about American society, politics, and culture from the different perspectives offered in each document? What contrasting or similar goals did the writers have in mind?

All work must be double-spaced in Times New Roman 12-point font; have one-inch margins on each side; and include page numbers. You do not need to include an introductory or concluding paragraph. However, you should begin your essay with a 1-2 sentence thesis statement. All sources must be cited using an abbreviated form of the Chicago Manual of Style guidelines for footnotes (Author, "Title of Work," Year (if available), Pg. #).

Discussion Post Requirements

You will be required to complete **FOUR** sets of discussion posts throughout the semester. To access the discussion forums, go to the Canvas course site, and then select the "Discussions" module. The current week's discussion questions will be available under "Pinned Discussions." Before participating in the discussions, I strongly encourage you to read the "Discussion Post Grading Rubric & Guide," which you can reach by selecting "Modules" on the Canvas course site and looking under the Course Materials module.

The discussion forums are designed to prepare you for the type of thinking and analysis required on the primary source analyses and essay exams. You will be asked to respond both to specific questions and to your classmates' responses. To receive full credit, your posts must meet several requirements.

During the weeks when discussions occur, you are required to submit **2** posts. Each post should contain a minimum of 200 words but no more than 400 words. The first post will be an answer to one question, out of several that I post for the week. All the questions must be answered before another student can post an answer to the same question. When all the questions have been answered by at least one student, it is possible to offer another answer to the same question, though you will need to focus on an aspect not covered in the original answer. Some questions have multiple parts, so this should allow you to provide a unique answer. The second post will be a response to another student's answer to a different question from a different primary source, when applicable. Each post is worth **5** points.

Discussion Post Deadlines:

1st Post: Monday @ 11:59 pm

2nd Post: Wednesday @ 11:59 pm

Guidelines

1. As in the essay exams, the posts involve more than merely regurgitating information. You still need to know who, what, where, and when about the historical events discussed in the documents, but you must also compose an argument using specific details from the documents. Therefore, it is likely that students will disagree over the answers to particular questions (This is why I require students to write one post as a response), which is fine, so long as you provide evidence from the documents to defend your analysis. In other words, do not simply write “I agree completely” or “I like your post” or “Yes” or “No,” with a vague and general reference to the document. At the same time, do not rely entirely on direct quotes. You are allowed no more than one sentence of direct quotes. Put the arguments of the document in your own words by paraphrasing what is written.
2. Credit will not be given for late posts. Issues with your computer or internet connection are not valid excuses for failing to submit a post. Incomplete sentences will result in a substantially reduced grade. Quotations from sources other than the required primary documents are not allowed. Basic writing conventions apply to the posts. Frequent misspellings, lack of punctuation, and other writing errors will result in a reduced grade for the posts.
3. Even though you are required to make a discussion post only for two of the documents assigned for any given week, you must read every document on the syllabus in preparation for the essay exams. Doing well on the exams requires a clear understanding of how the documents “talk” to one another, or how they are linked thematically.

Quizzes

You will be required to complete **SIX** ten-question quizzes based on the weekly lectures posted on YouTube. The quizzes will include a mix of multiple choice and True-False questions. The quizzes will be opened for students to complete **FIVE** days prior to the deadline. Once begun, you will have 30 minutes to complete the quiz. Questions on each quiz are randomly selected from a bank of 50+ questions. These quizzes are automatically graded. For security reasons, and out of fairness to all students, quiz answers will not be provided to students following completion of the quizzes. Issues with your computer or internet connection are not valid excuses for failing to submit a quiz. The lowest quiz grade of the semester is dropped. NOTE: It is recommended that you complete and take notes on the readings prior to taking the quiz.

Exams (Midterm: October 23 / Final: December 19 (11:59 pm deadline))

There will be two essay exams. These exams are not cumulative. These exams are based entirely on the primary source documents. Answering the question, which will be given to you one week in advance, will require you to do the work of a historian. You must look through the wide-ranging set of primary source documents available to you in this course and formulate an answer using this evidence. In short, these exams will require you to *think*, as opposed to simply regurgitating historical facts, by analyzing the primary source documents and looking at the ways in which they interact with one another and makes it possible to develop a cogent argument to answer the exam question.

A Note on Sources

Successful completion of the coursework requires an understanding of the differences between primary and secondary sources. Every reading in this course is a primary source.

Primary Sources

The majority of books written by historians rely on these types of sources, which serve as evidence for a particular argument advanced by a historian. Historians interpret and evaluate these sources, which, on a much smaller scale, you will be doing with your discussion posts and on the essay exams. Primary sources are documents and artifacts created during the time under investigation by persons alive when the event occurred. Primary documents provide first-hand testimony and contemporary accounts of these moments in history.

Secondary Sources

These are historians' interpretations and analyses of various primary sources. Secondary sources also include discussion of other secondary sources, but mainly to challenge, affirm, or correct them by adding new information, using previously undiscovered or unused primary documents, or offering new perspectives (This is why, for instance, there are hundreds, if not thousands, of books on Franklin Roosevelt and myriad other historical figures and events.). These sources often provide background information (Who, What, Where, and When).

Course Lectures

By Sunday of each week, I will post abridged lectures on YouTube. The lectures will provide you with the historical background needed to interpret and understand the primary source documents that we will be analyzing in class. The links to these videos are available under the "Modules" tab on Canvas.

Course Readings

All readings are available on Canvas. The links to these readings are available under the "Modules" tab on Canvas.

Deadlines

All deadlines indicated in the syllabus and on Canvas are Central Time (CST). Late work will only be accepted in cases of illness verified by a doctor's note or in cases of a family emergency.

Course Outline

Week of September 2: Introduction

*****Complete Quiz #1 by Friday, September 4 at 11:59 pm*****

- Course Syllabus (Canvas)

Week of September 7: Reform or Revolution: European Debates Over Marxism

*****Complete 1st Set of Discussion Posts*****

- Karl Marx, *Critique of the Gotha Program* & Engels Letter (1875)
- Eduard Bernstein, “Preface” to *Evolutionary Socialism* (1899)
- Rosa Luxemburg, *Reform or Revolution* (1900)

Week of September 14: Fighting for the Soul of Socialism: Eugene Debs vs. Victor Berger

*****Complete Primary Source Analysis #1 by Friday, September 18 at 11:59 pm*****

- Victor Berger, “American Socialism” (1898)
- Victor Berger, “Our View of the Situation” (1902)
- Eugene Debs, “How I Became a Socialist” (1902)
- Eugene Debs, “The Socialist Party’s Appeal” (1912)
- Victor Berger, “Are Socialists Practical?” (1903)
- Victor Berger Defends Supporting a “Capitalist” Candidate (1905)
- Eugene Debs, “Berger and His Opponents” (1905)
- Victor Berger, “Real Social-Democracy” (1906)
- Victor Berger, “Socialism or Communism?” (1907)
- Victor Berger on Socialist Party (1919)

Week of September 21: Fighting for the Soul of Socialism: Eugene Debs vs Victor Berger

*****Complete Quiz #2 by Friday, September 25 at 11:59 pm*****

- Victor Berger, “Against the Economic Trend” (1905)
- Victor Berger, “A Timely Warning Against Unwise Action” (1905)
- Victor Berger, “Labor Learns in the School of Experience” (1905)
- Eugene Debs, “The Socialist Party and the Trade Unions” (1906)
- Victor Berger, “What’s Best for the Movement, The Only Question” (1910)

Week of September 28: “Sewer Socialists” Take Control in Milwaukee

*****Complete Primary Source Analysis #2 by Friday, October 2 at 11:59 pm*****

- Victor Berger, “What is the Matter with Milwaukee?” (1910)
- “Milwaukee’s Socialist Government” (1910)
- Labor Measures of the Milwaukee Social-Democrats (1911)
- Seidel’s Mayor’s Message (1911)
- Emil Seidel, “Get Into the Trusts” (1911)
- Emil Seidel, Socialist Party Vice Presidential Candidate “Letter of Acceptance” (1912)
- Daniel Hoan, “Cooperative Home Building: The Milwaukee Plan” (1922)

Week of October 5: American Socialism & the Race Question

*****Complete 2nd Set of Discussion Posts*****

- Hubert Harrison, “The Negro & Socialism” (1911)
- Hubert Harrison, “Socialism and the Negro” (1912)
- A Philip Randolph, “Our Reason for Being” (1919)
- A Philip Randolph, “The Negro in Politics” (1919)

Week of October 12: The Great Depression: A Battle for the Hearts & Minds of Americans

*****Complete Quiz #3 by Friday, October 16 at 11:59 pm*****

- Daniel Hoan on Unemployment Policies (1931)
- Norman Thomas, “Is the New Deal Socialism?” (1933)
- Norman Thomas Repudiates the New Deal (1936)
- Norman Thomas-Earl Browder Debate (1935)

Week of October 19: Midterm Exam

- **Midterm Exam Due Friday, October 23 at 11:59 p.m.**

Week of October 26: Democratic Socialism & the Cold War

*****Complete 3rd Set of Discussion Posts*****

- Norman Thomas, “Democratic Socialism: A New Appraisal” (1953)
- Lewis Coser, “A Word to Our Readers” (1954)
- Frank Zeidler, “Don’t Fence Me In” (1952)
- Frank Zeidler, “The Spirit of American Socialism” (1952)
- Frank Zeidler, “Keynote Address to National Convention of the Socialist Party” (1956)
- Frank Zeidler, “Speech to Wisconsin State AFL-CIO” (1958)

Week of November 2: The Global New Left & the Socialist Tradition

*****Complete Quiz #4 by Friday, November 6 at 11:59 pm*****

- Martin Sklar and James Weinstein, “Socialism and the New Left” (1966)
- Ralph Miliband, “Marx and the State” (1965)
- Ralph Miliband, *The State in Capitalism Society* (1969)

Week of November 9: A Last Gasp? Socialism in the 1970s

*****Complete Primary Source Analysis #3 by Friday, November 13 at 11:59 pm*****

- New American Movement Statement (1972)
- Frank Zeidler, “Greater Intellectual Effort Needed to Save Democratic Socialism in America (1972)
- “Stumping with Zeidler: A Profile of a Decent Man and a Losing Cause” (1976)
- Ralph Miliband, “Constitutionalism and Revolution: Notes on Eurocommunism” (1978)
- Nicos Poulantzas, “Towards a Democratic Socialism” (1978)

Week of November 16: Socialist Feminism

*****Complete Quiz #5 by Friday, November 20 at 11:59 pm*****

- Chicago Women's Liberation Union, *Socialist Feminism: A Strategy for the Women's Movement* (1972)
- Barbara Ehrenreich, "What is Socialist Feminism" (1976)

Week of November 23: Thanksgiving Break

Week of November 30: What Right Turn? Socialism in Reagan's America

*****Complete 4th Set of Discussion Posts*****

- Michael Harrington, "The Left Wing of Realism" (1973)
- Michael Harrington, "What Socialists Would Do in America—If They Could" (1978)
- Irving Howe, "On the Moral Basis of Socialism" (1981)
- DSOC & NAM Merger Debates
- Irving Howe, *Socialism and America*

Week of December 7: Democratic Socialism for a New Century

*****Complete Primary Source Analysis #4 by Friday, December 11 at 11:59 pm*****

- British Labour Party Leader Jeremy Corbyn Interview (2016)
- Bernie Sanders on Democratic Socialism (2019)
- *Jacobin* Editorials
- Bhaskar Sunkara, *The Socialist Manifesto*

Week of December 14: Semester Wrap-Up

*****Complete Quiz #6 by Friday, December 18 at 11:59 pm*****

Final Essay Exam Due Saturday, December 19 at 11:59 pm

Students with disabilities. If you have a disability and need special assistance or accommodations, please see me within the first week of class. All student requests for accommodation must be made through the Accessibility Resource Center. Faculty may not grant disability accommodations without a written request. Information on accommodations can be found at <http://www4.uwm.edu/arc>.

As per UWS 17 of the University of Wisconsin Colleges Student Rights & Regulations, no form of harassment or discrimination is allowed in this class on the basis of identity, including but not limited to race, gender, class, age, disability, religion, sexual orientation, immigration status, veteran status, gender identity, nationality, and/or ethnicity. While this class seeks to foster an environment in which ideas and beliefs can be challenged in the spirit of academic inquiry, such challenges must be respectful and civil so that all class members are welcome and empowered to participate in this learning process. For information on discriminatory conduct, please visit the website at https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Information on academic misconduct can be found at <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>. I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

The following link contains important additional information on the UWM course policies listed above and others: <http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Academic Advising in History

All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at <http://www4.uwm.edu/lets/history/undergrad/> for information on how to proceed.