

Historical Studies 333
The Age of Totalitarianism

Summer 2016, TR 09:00-11:45 am

Instructor: Dr. Mikkel Dack
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Lecture Location: ST 130
Office: SS 615
Office Hours: TR 12:00-1:00 pm

Department of History Website: <http://hist.ucalgary.ca>

COURSE DESCRIPTION

This course is concerned with the theoretical paradigm and historical realities of totalitarianism in its Communist, Fascist, and National Socialist varieties. Combining a chronological survey with direct comparison of key elements defining the Soviet, Italian, and German regimes alike, particular attention will be given to the 'cult of leadership,' territorial expansion and war, everyday life under totalitarian rule, propaganda, genocide and mass murder, and terror, coercion, and popular support. From their ideological origins to violent collapse, we will trace the convoluted path of these radical governments in order to explain their domestic and foreign impact, and to understand how so many Europeans came to accept and follow such destructive regimes. In addition to lectures and readings, students will experience film, photographs, radio, art, and literature.

COURSE OBJECTIVES

1. Acquire a critical understanding of the totalitarian regimes in Germany, Italy, and the Soviet Union, and the implications that they had for the political, military, social, and cultural development of twentieth-century Europe and the world.
2. Develop an intimate understanding of how the cultures, values, and ideologies of ordinary Europeans were impacted by these three totalitarian regimes.
3. Identify and interpret multiple perspectives of historical events.
4. Engage in careful analysis of primary and secondary source materials.
5. Employ critical thinking and research skills in order to challenge assumptions about the world wars, communism, fascism, and Nazism.

COURSE REQUIREMENTS

Course Component	Value	Deadline
Document Analysis	20%	July 14
Research Proposal	5%	July 24
Research Paper	40%	August 9
Group Discussions	5%	Throughout course (July 7, 14, 26, August 6, 16)
Final Exam	30%	August 19 (distributed August 16)

Apart from the group discussions, ALL assignments and exams must be completed in order to pass the course.

Deadlines are firm. Late work will be penalized unless it is accompanied by a written medical excuse filled out, or signed, by a medical professional, or certification by a provincially chartered social worker or psychologist, or by a psychiatrist stating that other unavoidable, non-medical circumstances have made it impossible for you to complete your work within the prescribed deadline. There is a penalty of half a letter grade per day for late assignments, and after five days, the grade F is assigned. Extensions will only be granted for documented medical reasons.

Students are permitted to take notes during class on a computer so long as it does not disturb the work of other students. If you wish to record the lectures, for whatever reason, please speak with me first.

REQUIRED TEXTS

1. Robert W. Winks and R.J.Q. Adams. Europe, 1890-1945: Crisis and Conflict. Oxford: Oxford University Press, 2003.
2. Robert Paxton. The Anatomy of Fascism. New York: Vintage Books, 2004.
3. A number of articles, chapter excerpts, and primary documents will also be assigned. They are all open-source materials (i.e. not under copyright) and available online. Hyperlinks to these readings are in the lecture schedule printed below.

DETAIL OF EVALUATION

ASSIGNMENT #1: DOCUMENT ANALYSIS

Value: 20% of course mark

Due Date: July 14

Documents (or links to the documents) will be posted on Blackboard and you will choose ONE to analyze. It would be best if you chose one in the area you plan to do your research paper on, but it is up to you to decide. The analysis should be 1,000 words (about 4 pages).

The objective of a document analysis is to identify, interpret, and contextualize the content of a primary document. By definition, a primary document is anything

written/recorded/photographed/painted/etc. at the time of the event in question, or, as in the case of memoirs, by people present at the event although written after the fact. Newspaper articles, journal entries, letters, war diaries, memos, and after action reports, for example, are all considered primary documents.

When analyzing a document, you will be required to answer the following questions, utilizing other sources to contextualise your document when necessary. In doing so, you will draw out the core themes presented in the document:

1. What is the origin and context of the document?
2. What is the purpose of the document?
3. What are the limitations of the document as a historical source?

Further information on the document analysis assignment will be provided in class.

ASSIGNMENT #2: RESEARCH PROPOSAL

Value: 5% of course mark

Due Date: July 24

This assignment is designed to help you come up with an arguable thesis for your research paper. When you write a research paper for a university course, it is essential that your entire paper be written to defend an argument rather than merely report on the evidence you have uncovered or to piece together a narrative (story). The linchpin of your paper is the Thesis Statement: a clear and precise statement of your central argument. For this assignment, you will turn in a thesis and a one paragraph explanation of your argument—why you chose it, what evidence you will consult, etc. You must also include a bibliography of at least **FIVE** books (not including the course texts), or the equivalent in academic articles (about two articles is the equivalent of one book).

Further information on the research proposal assignment will be provided in class.

ASSIGNMENT #3: RESEARCH PAPER

Value: 40% of course mark

Due Date: August 9

The research paper should be ~2,500 words (about 8-10 double-spaced pages) in length and be drawn from some or all of the most important works relevant to the topic. You must make use of a reasonable number of different sources—at least **FIVE** books, or the equivalent in academic articles (about two articles is the equivalent of one book). The course textbooks do **NOT** count toward this total. In most cases you will also be able to use primary sources, which are available in many forms in the university library and on the [library website](#).

Further information on the research paper assignment will be provided in class.

GROUP DISCUSSIONS

Vale: 5% of course mark

Throughout the course: July 7, 14, 26, August 6, and 16

There will be five group work sessions throughout the semester. Students will be expected to read a number of primary documents for each session and come to class prepared to discuss the topic under review. These sessions will begin with a short lecture by the instructor followed by small group discussions (3-4 students per group). Within these groups, students will answer a series of questions distributed beforehand by the instructor.

The five group discussion topics (and dates) are listed below:

1. Marxism vs. Leninism (July 7)
2. Consolidating Political and Economic Power (July 14)
3. Violence (July 26)
4. “Exorcising” Totalitarianism (August 6)
5. Totalitarianism Revisited (August 16)

FINAL EXAM

Value: 30% of course mark

Due date: August 19 (distributed August 16)

This written exam will include material from the entire course and will require the student to respond to two essay questions. This will be a take-home exam and the student will have three days to complete and submit the exam.

Further information on the final exam will be provided in class.

General Information and Requirements for Written Assignments

All assignments are to be turned in by hard copy no later than 4:00pm on the due date, either in-class or dropped in the red box located outside the Main Office of the Department of History (SS656).

All written assignments must be typed, double-spaced, Times New Roman, and size 12 font.

Your name and student number must clearly appear on the first page of every written assignment. No title page is necessary.

The Internet is full of misleading and historically inaccurate information. You may not use web sites as secondary sources for your papers in this course. You *may* use scholarly journal articles and books that are published in paper form but available online. If you have a question about a web-based research sources, please speak with me first.

The Department of History’s “Short Guide to Writing History Essays” is available on the department website (<http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook1.pdf>) to

help you with your writing, structure, citations, etc. Your work MUST conform to department guidelines.

Footnotes

Your research paper must include references to acknowledge the ideas and views of the authors whose works you have used. You will present references as footnotes (at the bottom of each page). This course favours the following system of referencing:

Book (single author)

¹ Robert Gellately, *Lenin, Stalin, and Hitler: The Age of Social Catastrophe* (New York: Random House, 2008), 122.

Later references would contract this to: Gellately, *Lenin, Stalin, and Hitler*, 122.

Book (multiple authors)

² Michael Geyer and Sheila Fitzpatrick, *Beyond Totalitarianism: Stalinism and Nazism Compared* (Cambridge, UK: Cambridge University Press, 2008), 22-35.

Later references would contract this to: Geyer and Fitzpatrick, *Beyond Totalitarianism*, 22-35.

Article in edited collection

⁴ Omer Bartov, "German Workers, German Soldiers," in *Nazism and German Society, 1933-1945*, ed. David Crew (London: Routledge, 1994), 79.

Later references would be: Bartov, "German Workers, German Soldiers," 124.

Article in academic journal

³ Stanley Payne, "Fascist Italy and Spain, 1922-45," *Mediterranean Historical Review* 13:1 (June 2006): 103.

Later references would be: Payne, "Fascist Italy and Spain, 1922-45," 103.

Bibliographies

All books and articles that you consult should be listed in a bibliography at the end of your paper on a separate page. The module favours the following system of referencing:

Book (single author)

Gellately, Robert. *Lenin, Stalin, and Hitler: The Age of Social Catastrophe*. New York: Random House, 2008.

Book (multiple authors)

Geyer, Michael and Sheila Fitzpatrick. *Beyond Totalitarianism: Stalinism and Nazism Compared*. Cambridge, UK: Cambridge University Press, 2008.

Article in edited collection

Bartov, Omer. "German Workers, German Soldiers." In *Nazism and German Society, 1933-1945*. Edited by David Crew, 64-82. London: Routledge, 1994.

Article in Academic Journal

Payne, Stanley. "Fascist Italy and Spain, 1922-45." *Mediterranean Historical Review* 13:1 (June 2006): 99-120.

LECTURE SCHEDULE & READING LIST

Date	Lecture Topics	Required Reading
July 5	1. Introduction to the Course 2. What is Totalitarianism? 3. "The Long Nineteenth Century," Part I: The Age of Industry and Empire <u>Media:</u> <ul style="list-style-type: none"> ▪ Historical film footage: European Cities, 1895-1900 	<ul style="list-style-type: none"> ▪ Winks/Adams: pp. 1-28, 41-49, 57-65
July 7	1. "The Long Nineteenth Century," Part II: An Intellectual and Cultural Revolution 2. The Great War, 1914-1918 3. The Russian Revolution and Civil War, 1917-1922 4. <u>Group Discussion #1</u> : Marxism vs. Leninism <u>Media:</u> <ul style="list-style-type: none"> ▪ Film Clip: The European Alliance System ▪ Film Clip: The July Crisis 	<ul style="list-style-type: none"> ▪ Winks/Adams: Chapter 3 ▪ Ernst Jünger: <i>Storm of Steel</i>, 1920 (excerpts) ▪ Erich Maria Remarque: <i>All Quiet on the Western Front</i>, 1929 (excerpts) ▪ Vladimir Ilyich Lenin, "What is to be Done?," 1902
July 12	1. The Rise of Italian Fascism, 1919-1924 2. Weimar Germany and the Nazi "Seizure" of Power, 1919-1933 <u>Media:</u> <ul style="list-style-type: none"> ▪ Images series: "Mussolini's March on Rome" 	<ul style="list-style-type: none"> ▪ Winks/Adams, pp. 125-131, 135-145 ▪ Paxton: Chapter 1, 2; pp. 87-106 ▪ NSDAP, "The Twenty-Five Points," 1920

	<ul style="list-style-type: none"> ▪ Film: <i>Cabaret</i> (1972) (segments) 	<ul style="list-style-type: none"> ▪ Benito Mussolini, “What is Fascism,” 1932
July 14	<ol style="list-style-type: none"> 1. “<i>Gleichschaltung</i>” in Nazi Germany, 1933-1934 2. Nazi Economic Policy and the “Social Revolution” 3. The Italian Fascist State, 1922-1928 4. <u>Group Discussion #2</u>: Consolidating Political and Economic Power <p>DOCUMENT ANALYSIS DUE (25%)</p>	<ul style="list-style-type: none"> ▪ Winks/Adams: pp. 131-135, 145-147 ▪ Paxton: pp. 119-147 ▪ The Reichstag Fire and the Enabling Act (1933)
July 19	<ol style="list-style-type: none"> 1. From Leninism to Stalinism, 1921-1928 2. “Revolution from Above”: Economic Programs in Soviet Russia <p><u>Media:</u></p> <ul style="list-style-type: none"> ▪ Film: TBD 	<ul style="list-style-type: none"> ▪ Winks/Adams: pp. 160-174 ▪ Paxton: pp.119-133 ▪ Joseph Stalin, “Industrialization of the Country,” 1928 ▪ Joseph Stalin, “Dizzy with Success,” 1930
July 21	<ol style="list-style-type: none"> 1. Soviet Propaganda and Social Health 2. Nazi Propaganda and Culture: Creation of the <i>Volksgemeinschaft</i> 3. Nazi Eugenics and Anti-Semitism <p><u>Media:</u></p> <ul style="list-style-type: none"> ▪ Film: <i>Der ewige Jude</i> (The Eternal Jew) (1940) (segments) <p>*RESEARCH PROPOSAL DUE (5%)*</p>	<ul style="list-style-type: none"> ▪ Law for the Prevention of Offspring with Hereditary Diseases (July 14, 1933) ▪ Hitler’s Speech to the National Socialist Women’s League (September 8, 1934) ▪ “The Reich Citizenship Law” (September 15, 1935) and the “First Regulation to the Reich Citizenship Law” (November 14, 1935)
July 26	<ol style="list-style-type: none"> 1. Political and Social Repression in Fascist Italy 	<ul style="list-style-type: none"> ▪ Paxton: pp. 135-141

	<p>2. The Nazi Terror Apparatus</p> <p>3. Soviet Purges and the Great Terror</p> <p>4. <u>Group Discussion #3</u>: Violence</p>	<ul style="list-style-type: none"> ▪ “Oswald Pohl Report to Heinrich Himmler on the Expansion of the Concentration Camps,” April 30, 1942 ▪ Manual of the Reich Chamber of Culture, 1937 ▪ Stalin Purges: Official Explanation, 1935 ▪ The Gulag: Letter from prisoner to Bolshevik, December 14, 1926
July 28	<p>1. Road to War: The League of Nations and the Failure of Diplomacy, 1933-1939</p> <p>2. The Second World War, 1939-1945</p> <p><u>Media</u>:</p> <ul style="list-style-type: none"> ▪ Historical film footage: Signing the Munich Agreement, 1938 ▪ Historical film footage: Chamberlain and the Sudeten Crisis, 1938 ▪ Radio Broadcasts: Churchill (June 4, 1940), Germany (November 8, 1940), Russia (November 7, 1941) ▪ Documentary: “Apocalypse: The Second World War” Part 2, Part 3, Part 5, Part 6 (segments) 	<ul style="list-style-type: none"> ▪ Winks/Adams: pp. 209-244 ▪ “Commissar Order,” June 6, 1941 ▪ Vyacheslav Molotov, “Reaction to German Invasion,” 1941 ▪ Memoir: Peter Ghiringhelli, “A Childhood in Nazi-occupied Italy”
August 2	<p>1. Holocaust: Persecution, Terror, and Mass Murder</p> <p>2. Holocaust: “The Final Solution”</p> <p><u>Media</u>:</p> <ul style="list-style-type: none"> ▪ Film: <i>The Pianist</i> (2002) (segments) 	<ul style="list-style-type: none"> ▪ Selections from <i>Der Stuermer</i>, edited by Julius Streicher ▪ The Wannsee Conference, January 20, 1942 - Meeting Minutes ▪ Hermann Friedrich Graebe: Account of Holocaust Mass Shooting, 1942

		<ul style="list-style-type: none"> ▪ Survivor Interview: Treblinka gas chambers, 1990 ▪ Survivor Interview: Raoul Wallenberg's efforts to save Jews from deportation, 1990
August 4	<p>1. Mussolini's Fall and the End of Fascism</p> <p>2. <i>Stunde Null</i>: The Collapse of the Third Reich</p> <p><u>Media:</u></p> <ul style="list-style-type: none"> ▪ Film: <i>Der Untergang</i> (Downfall) (2005) (segments) 	<ul style="list-style-type: none"> ▪ Paxton: pp. 164-171 ▪ "Adolf Hitler's Final Political Testament," April 29, 1945 ▪ "Downfall and Beyond" – Martin Brady and Helen Hughes (pages 94-104, 110-112)
August 9	<p>1. Occupied Germany, 1945-1949</p> <p>2. The Cold War and the Division of Germany, 1947-1949</p> <p>3. <u>Group Discussion #4</u>: "Exorcising" Totalitarianism</p> <p><u>Media:</u></p> <ul style="list-style-type: none"> ▪ Film: <i>Lore</i> (2012) (segments) ▪ Historical film footage: The Nuremberg Trials, 1945-1946 <p>*RESEARCH PAPER DUE (40%)*</p>	<ul style="list-style-type: none"> ▪ "Analysis of Denazification Categories in the Western Occupation Zones," 1949-1950 ▪ A Woman in Berlin, April 20, 1945 (excerpt)
August 11	<p>1. The End of Stalinism, 1945-1953</p> <p>2. The Khrushchev Era, 1953-1964</p> <p><u>Media:</u></p> <ul style="list-style-type: none"> ▪ Historical film footage: "Joseph Stalin's Funeral," 1953 ▪ Documentary: "After Stalin" 	<ul style="list-style-type: none"> ▪ "What I Learned in the Gulag" - Alexander Solzhenitsyn ▪ Nikita Khrushchev, "The Secret Speech: On the Cult of Personality," 1956 ▪ Soviet Statement: Friendship and Co-operation Between the Soviet Union and Other Socialist States, October 30, 1956

August 16	<ol style="list-style-type: none"> 1. The Collapse of the Soviet Union, 1989-1990.... and Russia Today 2. Totalitarianism Revisited 3. <u>Group Work #5</u>: Totalitarianism Revisited <ul style="list-style-type: none"> ▪ Final Exam Preparation <p>*FINAL EXAM DISTRIBUTED (30%)*</p>	<ul style="list-style-type: none"> ▪ Revolution in Eastern Europe: 1989 ▪ “Russia’s New Totalitarianism Depends on Silence,” Vladimir Ryzhkov, <i>The Moscow Times</i>, April 23, 2015 ▪ “Putin’s Russia ‘Already Almost a Totalitarian State,’ Democratic Activists Say,” Paul Goble, <i>The Interpreter</i>, May 20, 2014

AUGUST 19 – FINAL EXAM DUE

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the

instructor(s) involved.

- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca,
arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

Spring/Summer 2016