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# HTST 333

## Age of Totalitarianism

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### Course Description

This course focuses on the rise of totalitarian regimes in Germany, Italy and the Soviet Union, concentrating on the themes of violence, surveillance, consensus-building, and socio-cultural change. We will examine the impact of the two World Wars on politics and society in Europe, the reactions to cultural upheaval, and the various strategies and ideologies of dictatorial power. We will conclude with a discussion of the demise of totalitarian regimes in Europe in the context of a brief outline of the Cold War.

### Course Goals

There are no prerequisites for this course, and it is meant to provide an introduction for non-history majors and a general framework for later, more specialized courses in history. As the name of the course implies, the course will examine these events thematically through the comparative, theoretical lens of totalitarianism. Students should therefore expect lectures to be a mixture of chronological information and thematic, critical assessment. One of the objectives of the course is, in fact, to highlight the distinction between these two historical modes. The goal is to promote critical thinking about an era that has left many scars and continues to haunt the present.

### Course Policies

- All assignments and exams must be completed in order to pass the course.
- Deadlines are firm. Two percentage points will be deducted from your paper grade for every day your paper is late. Make-up exams will be available only with a doctor's note or other certification.
- The term paper is a set assignment, not an open-topic research paper. See the description below and the precise instructions on D2L.
- You must use the essay template provided for the course to write your term paper and submit it in PDF format uploaded to D2L. See instructions below.

### Teaching Assistant

TBA

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Fall 2015

CHC 119 / MWF 11:00 – 11:50 am

**Instructor:** Dr. A. Timm

E-Mail: [atimm@ucalgary.ca](mailto:atimm@ucalgary.ca)

Phone: 403-220-6411

Office: SS 630

Office Hours: Tu & W 1–2:15

& by appointment

Website: [hist.ucalgary.ca/atimm/333](http://hist.ucalgary.ca/atimm/333)

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### Purchase at Bookstore:

#### Required:

- Robert O. Paxton, *The Anatomy of Fascism* (Vintage Books, 2005).
- Robin W. Winks and R. J. Q. Adams. *Europe, 1890-1945: Crisis and Conflict* (Oxford UP, 2003).

#### Recommended:

- William Kelleher Storey & Towser Jones, *Writing History: A Guide for Canadian Students*, 3rd ed. (Oxford UP, 2011)

### Due Dates & Weighting

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Six times throughout term

**Discussion Sessions:** 5%

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Any time before 5 pm, October 3

**Writing Quiz:** 5%

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November 4

**In-class midterm exam:** 20%

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November 21 (uploaded to D2L by 5pm)

**Term Paper:** 30%

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Registrar-scheduled

**Final Exam:** 40%

## Assignment Descriptions

**Discussion Sessions:** Six times during the term, students will split up into groups of 4 or 5 to discuss and answer questions about required readings. The instructor and the TA will move from group to group to provide guidance and to ensure that the discussions remain focused. At the end of the class, each group will hand in a summary of findings and debates. The goal of these sessions is to incorporate an experiential learning component into the course and to prepare students for the discussion format of upper-level seminars. **Only five** of these discussion sessions will be counted as part of your final grade.

**Writing Quiz:** This quiz will be available on D2L a week before it is due. It will be based on the Essay-Writing Tutorial available on my web site (see <https://hist.ucalgary.ca/atimm/writing-advice/essaywriting-tutorial>) and will consist of multiple choice questions about expository style, argument, documentation, and citation for historical writing.

**Exams:** There will be an in-class midterm and a registrar-scheduled final exam for this course. In both cases, you will receive an exam preparation sheet with possible essay questions one week before the exam. You are encouraged to prepare and outline your essays in advance of the exams to ensure good essay structure, argument, and evidence. Exams will be closed book, but you will be allowed to bring brief essay outlines composed according to guidelines made available on D2L.

**Term Paper:** A 10-page (double-spaced) essay will be required for this course. *You must use the MS-Word template (convertible to other formats) that I will provide on D2L to write your paper.* The template will contain a plagiarism statement, which you must read and keep attached to your essay. Essays without this statement will not be graded. The paper will be based on a combination of primary and secondary historical sources. More precise instructions will be made available by the end of September.

## Course Plagiarism Policy

I expect all students to be familiar with the plagiarism policy of this university, which is described in the section on academic misconduct in the University calendar. Please ask me if you have any questions or concerns. There is absolutely no excuse for not knowing what plagiarism is at this level, and all cases of plagiarism will be referred to the Associate Dean of the Faculty.

## Classroom Environment and Distribution of Class Content

I expect students to be respectful of the learning environment and the needs of other students. Please turn off all cellular telephones and personal stereos during class. It is forbidden to tape or digitally record any class sessions without the explicit consent of the instructor and any students affected. Using laptops and similar devices is fine, as long as what you are doing relates to the class and does not disturb others. (If it distracts or offends others, I will ask you to turn your device off.) Materials related to the course (including lecture notes) are for your own use only and may not be distributed to anyone not in the class.

## Important Note on Using Internet Sources

The Internet is full of misleading and historically inaccurate information. You may not cite web sites in your papers for this course. You *may* use scholarly journal articles and books that are published in paper form but are available online. Cite the paper version without the URL. (If you are unclear about the difference between a scholarly journal article and a web site, please see: <http://hist.ucalgary.ca/atimm/writing-advice/style-sheet> and <http://hist.ucalgary.ca/atimm/writing-advice/scholarly-art>.) For more information, please refer to the links under "How To Evaluate A Web Site" at <http://www.llrx.com/features/webeval.htm>.

## 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](mailto: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.

Departmental Twitter Handle: @ucalgaryhist - For departmental updates and notifications

### **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 3<sup>rd</sup> 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](http://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](http://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/](http://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](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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto: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/legalservices/foip/foip-hia>

*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>

## Lecture and Reading Schedule

**NOTE about textbooks:** The chronologies of the two textbooks (Paxton and Winks & Adams) don't entirely match up with the chronology of the lectures. It doesn't really matter what order you read things as long as you are prepared for the discussion sessions (which means reading everything in the shaded rows) and for the exams.

| Lecture  | Textbooks             | Online Readings   |
|--|-----------------------|---|
| <b>Part One: Breeding Grounds for Totalitarianism</b>        |                       |   |
| <b>Week 1: Introduction &amp; Age of Anxiety</b>             |                       |   |
| [1] Sept. 12: Intro: What is Totalitarianism?                |                       |   |
| [2] Sept. 14: Modern Utopias & Modernism                     | Winks & Adams, Ch. 1  | - <a href="#">F.T. Marinetti, "The Futurist Manifesto" (1909)</a>   |
| [3] Sept. 16: WWI  | Winks & Adams, Ch. 2  |   |
| <b>Week 2: War &amp; Interwar</b>                            |                       |   |
| [4] Sept. 19: Karl Marx & Communism                          | Winks & Adams, Ch. 3  | - <a href="#">Marx and Engels, <i>The Communist Manifesto</i> (1848)</a>  |
| [5] Sept. 21: The Russian Revolution                         |                       | - <a href="#">V.I. Lenin, "What is to be Done?" (1902)</a><br>- <a href="#">V.I. Lenin, "The State and Revolution" (1918)</a>   |
| [6] Sept. 23: Fascist Ideology                               | Paxton, Ch. 1 & 2     | - <a href="#">Benito Mussolini, "What is Fascism," 1932.</a>  |
| <b>Part Two: Ideologies</b>                                  |                       |   |
| <b>Week 3: The Russian Revolution &amp; Fascist Ideology</b> |                       |   |
| [7] Sept. 26: Nazi Ideology                                  |                       | - <a href="#">NSDAP, "The Twenty-Five Points" (1920)</a>  |
| [8] Sept. 28: Theories of Totalitarianism                    |                       |   |
| [9] Sept. 30: Discussion Session 1: Totalitarianism          |                       | - <a href="#">Hannah Arendt, <i>The Origins of Totalitarianism</i>, Ch. 12: "Totalitarianism in Power," 389-459.</a>  |
| <b>Week 4: Totalitarianism &amp; Fascism</b>                 |                       |   |
| <b>Oct. 3: Essay-Writing Quiz on D2L closes at 9 pm</b>      |                       |   |
| [10] Oct. 3: Interwar Politics & Economics                   | Winks & Adams, 72-104 |   |
| [11] Oct. 5: The Rise of Italian Fascism                     |                       |   |
| [12] Oct. 7: Discussion Session 2: Fascism                   |                       | Paxton, Chs. 1 - 4  |
| <b>Part Three: Consolidation of Power</b>                    |                       |   |
| <b>Week 5: Achieving Power</b>                               |                       |   |
| <b>Oct. 10: THANKSGIVING – no class</b>                      |                       |   |
| [13] Oct. 12: The Nazi "Seizure" of Power                    | Winks & Adams, Ch. 4  |   |
| [14] Oct. 14: The Consolidation of Soviet Power              |                       | - J.V. Stalin, <a href="#">"The October Revolution and the Tactics of the Russian Communists" (1924)</a>  |
| <b>Week 6: The Dictators and their Tools</b>                 |                       |   |
| [15] Oct. 17: The Dictators                                  |                       |   |
| [16] Oct. 19: Discussion Session 3: The Dictators            | Paxton, pp. 119-133   | - <a href="#">Joseph Stalin, "Dizzy with Success" (1930)</a><br>- <a href="#">Adolf Hitler, <i>Mein Kampf</i>, (excerpt) (1924)</a><br>- <a href="#">Benito Mussolini, "What is Fascism" (1932)</a> |
| [17] Oct. 21: Triumph of the Will                            |                       |   |
| <b>Part Four: Totalitarian Strategies of Rule</b>            |                       |   |
| <b>Week 7: Policing &amp; Violence</b>                       |                       |   |
| [18] Oct. 24: Secret Police                                  |                       | - <a href="#">Robert Gellately, "The Gestapo and German Society: Political Denunciation in the Gestapo Case Files."</a>   |
| [19] Oct. 26: Stalinist Purges                               |                       | - <a href="#">Julian Reed-Purvis, "The Party that Ate Itself."</a>  |
| [20] Oct. 28: Party-Directed Violence                        | Paxton, Ch. 5         |   |
| <b>Week 8: Bureaucracy &amp; Propaganda</b>                  |                       |   |
| [21] Oct. 31: Bureaucracy                                    |                       |   |
| [22] Nov. 2: Mass Politics & Propaganda                      | Winks & Adams, Ch. 5  |   |
| <b>[23] Nov. 4: In-class Midterm</b>                         |                       |   |

| <b>Week 9: Propaganda &amp; Mass Mobilization</b>  |                      |   |
|--|----------------------|---|
| [24] Nov. 7: Youth   |                      |   |
| [25] Nov. 9: <b>Discussion Session 4: Nazi &amp; Soviet Youth Movements</b>              |                      | <ul style="list-style-type: none"> <li>- <a href="#">“Law on the Hitler Youth (Dec. 1, 1936)”</a></li> <li>- <a href="#">“Second Execution Order to the Law on the Hitler Youth” (March 25, 1939)</a></li> <li>- <a href="#">SD Report on the Attitude of Young People towards the Nazi Party (August 12, 1943)</a></li> <li>- <a href="#">Reich Ministry of Justice Report on the Emergence of “Youth Cliques and Gangs” and the Struggle against Them (early 1944)</a></li> <li>- <a href="#">Documents 136-142, Lewis Seigelbaum and Andrei Sokolov, <i>Stalinism as a Way of Life</i>.</a></li> </ul> |
| <b>Nov. 10 &amp; 11: Reading Days – no class</b>   |                      |   |
| <b>Week 10: Youth Moments</b>  |                      |   |
| [26] Nov. 14: Totalitarian Bio-politics  |                      | - Hoffmann & Timm, “Utopian Biopolitics” (D2L).   |
| [27] Nov. 16: Women & the Family   |                      |   |
| [28] Nov. 18: <b>Discussion Session 5: Exclusion/Atomization vs. Inclusion/Belonging</b> |                      | Fitzpatrick & Lüdtke, “Energizing the Everyday”   |
| <b>Part Five: WWII &amp; the Holocaust</b>   |                      |   |
| <b>Week 11: Holocaust &amp; WWII</b>   |                      |   |
| <b>Nov. 21: Term Paper due (upload as PDF to D2L)</b>                                    |                      |   |
| [29] Nov. 21: Persecution of the Jews  | Paxton, Ch. 6        |   |
| [30] Nov. 23: WWII   | Winks & Adams, Ch. 6 | - <a href="#">“The Commissar Order” (1941)</a>  |
| [31] Nov. 25: Holocaust  |                      | <ul style="list-style-type: none"> <li>- <a href="#">The Wannsee Protocol (Jan. 20, 1942)</a></li> <li>- <a href="#">Donald Bloxham, “The Patterns and Limits of European Genocide,” in <i>The Final Solution</i>.</a></li> </ul>   |
| <b>Week 12: The Holocaust &amp; WWII</b>   |                      |   |
| [32] Nov. 28: Holocaust cont.  |                      |   |
| [33] Nov. 30: End of WWII  |                      |   |
| [34] Dec. 2: Aftermath of WWII   |                      |   |
| <b>Part Six: The End of an Era?</b>  |                      |   |
| <b>Week 13: The Cold War</b>   |                      |   |
| [35] Dec. 5 Beginnings of the Cold War   |                      | <ul style="list-style-type: none"> <li>- <a href="#">Churchill, “Iron Curtain speech” (1946)</a></li> <li>- <a href="#">Joseph Stalin, “Reply to Churchill” (1946)</a></li> <li>- <a href="#">Kennan, “Long Telegram” (1946)</a></li> <li>- <a href="#">Nikita S. Khrushchev, “The Secret Speech” (1956)</a></li> </ul>   |
| [36] Dec. 7: End of the Cold War   |                      | <ul style="list-style-type: none"> <li>- <a href="#">Ronald Reagan, “Evil Empire Speech” (1982)</a></li> <li>- <a href="#">Ronald Reagan, “Mr. Gorbachev, Tear down this Wall” (1987)</a></li> <li>- <a href="#">Mikhail Gorbachev, “Perestroika Lost,” <i>New York Times</i>, March 13, 2010.</a></li> </ul>   |
| [37] Dec. 9: Totalitarianism Revisited & <b>Discussion Session 6: Totalitarianism</b>    | Paxton, Ch. 7 & 8    |   |
| <b>Registrar-Scheduled Final Exam TBA</b>  |                      |   |