



**Faculty of Arts
Department of History
Course Outline
Fall 2022**

**HTST 333
The Age of Totalitarianism**

Instructor: Liana Kirillova

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Office Hours and Location: SS 656, MF: 11-12 (or by appointment)

Class Room Location, Days and Times: ENA 103, MWF: 10-10:50

Course Delivery: In person

Description

This course offers a comparative study of totalitarian regimes in Italy, Germany, and the Soviet Union. Students will examine how and why Benito Mussolini, Adolf Hitler, and Joseph Stalin gained power and how each of them imposed and implemented their brutal reality upon their societies. The course will provide both a narrative and thematic framework in the analysis of totalitarian regimes. The major topics of concentration include the ideological foundations of totalitarianism, the establishment of dictatorships, totalitarian economies, personality cults, totalitarian propaganda, bio-politics, terror, world wars, the Holocaust, and the collapse of all three regimes. In the process, students will also consider how ordinary people perceived, reacted, and opposed these regimes. Finally, they will gain a broader understanding of the major political, social, and cultural developments of the twentieth century and evaluate the legacies of twentieth century totalitarianism in our contemporary world.

Learning Outcomes

By the end of the course, students should be able to distinguish key developments and turning points related to the Age of Totalitarianism, identify the central ideas, events, and people that have aided the rise of dictatorship in Europe, as well as explain the relationship of these terms to one another and establish their present-day significance. Students should be able to think critically about different definitions of totalitarianism and determine whether they are applicable to the dictatorships traditionally described as totalitarian. Finally, students will learn to analyze various primary sources in their historical context.

Reading Material

- Required text: Robert Gellately. *Backing Hitler: Consent and Coercion in Nazi Germany*. OUP Oxford, 2002.

This book can be purchased from the University bookstore (<https://www.calgarybookstore.ca>). The bookstore will ship the book to you once it arrives in stock. There is an ebook available as well which can be purchased or rented (the link is posted on D2L). The UCalgary library also has this book – it is placed on Reserve for this class; and an e-book version of the book is available through the Oxford Scholarship Online database through the UCalgary library (the link is posted on D2L).

- Weekly free online readings from the UCalgary library and the web.

The links will be posted on D2L – make sure to check D2L regularly. These are supplemental readings which will help you to prepare for exams and complete the Document Analysis assignment.

Assessment

Method	Due Date	Weight
Documentary Analysis	October 12	20%
Midterm Exam	October 28	25%
Paper	November 28	25%
Final Exam	Final Exam to be scheduled by registrar during exam period	30%

Grading Policies

- Percentage grades will be given for all exams and assignments. A final grade will be calculated and based on the Departmental Grading System (see p. 5).
- Late work without legitimate excuse will be penalized a 5% per day.
- If a missed course assessment or a deferred examination is unavoidable, you must notify me in advance, or in the case of an emergency, as soon as possible following the emergency. You will not be asked for documentation to support absences in this course.

Details on Methods of Assessment

Documentary Analysis – October 12 25% of course grade

You will watch *Triumph of the Will* (1935) documentary. The link will be available on D2L. You will also pick three primary sources from our weekly readings. Your sources should have connection to the content of the documentary. You will then write an analytical essay tying the sources and the documentary into the material covered in the class. In your analysis you should focus on specific themes (e.g., “totalitarian propaganda”, “Nazism”, etc.). The Documentary Analysis should be at least four double-space pages. The complete assignment must be submitted electronically, on the course’s D2L Dropbox.

Only .doc, .docx, or .pdf formats will be accepted. Corrupt or inaccessible file will be treated as if it has not yet been handed in. You will be provided with more specific instructions on this assignment on D2L.

Midterm Exam – October 28
20% of course grade

- 1) ID Section (2 IDs – 20 points each): You will choose two terms (covering the in-class material to date) from a set of five and write a paragraph, explaining what the term means, to what time period it refers, and (most importantly) why it is significant. Your answers should be in complete and coherent sentences.
- 2) Short Essay Section (1 Essay – 60 points): You will select one essay topic from a choice of three. Your essay will be derived from the themes/questions discussed in the class to date. The essay length is at least 1 page.

Paper – November 28
25% of course grade

You will read Robert Gellately's *Backing Hitler: Consent and Coercion in Nazi Germany* and write an analytical paper examining the themes of violence and consent, the role of media, and focus on national pride and law obedience in Nazi Germany. The Paper should be at least five double-space pages. The complete assignment must be submitted electronically, on the course's D2L Dropbox. Only .doc, .docx, or .pdf formats will be accepted. Corrupt or inaccessible file will be treated as if it has not yet been handed in. You will be provided with more specific instructions on this assignment on D2L.

Final Exam
30% of course grade

- 3) ID Section (5 IDs – 10 points each): You will select five terms from a choice of eight and write a paragraph, explaining what the term means, to what time period or exact year it refers, and (most importantly) why it is significant. Your answers should be in complete and coherent sentences.
- 4) Short Essay Section (1 Essay – 50 points): You will select one essay topic from a choice of three. Your essay will be derived from the themes/questions discussed in the class after the Midterm Exam to date. The essay length is at least 1 page.

Learning Technologies Requirements

There is a D2L site for this course that contains weekly readings and other relevant class resources and materials. Documentary Analysis and Paper assignments must also be submitted on the course's D2L Dropbox. Therefore, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Schedule

Week	Dates	Lecture Topics	Special Notes
1	Sept. 7-9	Introduction	
2	Sept. 12-16	Communism, Fascism, Nazism: The Seizure of Power I	
3	Sept. 19-23	Communism, Fascism, Nazism: The Seizure of Power II	
4	Sept. 26-30	Totalitarian Economies	Sept. 30 – no class
5	Oct. 3-7	Totalitarian Propaganda, Culture, and Education	
6	Oct. 10-14	Family Values and Health	Oct. 10 – no class Oct. 12 – Documentary analysis DUE
7	Oct. 17-21	Religion and Terror	
8	Oct. 24-28	The Approach of WWII	Oct. 28 – Midterm Exam
9	Oct. 31- Nov. 4	Beginning of WWII	
10	Nov. 7-11	No classes (term break)	
11	Nov. 14-18	Total War, 1941-1945	
12	Nov. 21-25	The Holocaust and the End of the Third Reich	
13	Nov. 28- Dec. 2	The Collapse of Soviet Totalitarianism	Nov. 28 – Paper DUE
14	Dec. 5-7	Lessons and Prospects	
15	Dec. 12-16	FINAL EXAM	Registrar-scheduled final exam

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

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 [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and

will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

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