



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

HTST 541.4 (3 credits)

**< Topics in the History of Science: "Science and Medicine from the
Wilhelminian Empire to National Socialism (1871-1945)" >**

Instructor:	Prof. Frank W. Stahnisch
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Telephone:	(403) 210-6290
Office Hours and Location:	Thursday, 10:45 a.m.-12:15 p.m. (and by appointment) (Location: SS 606, Dep't. of History)
Method:	In Person (face masks must be worn)
Class Room Location	Room 613, Social Sciences Building
Days and Times:	Tuesdays: 14:00 p.m. – 16:45 p.m.
Course Delivery:	In Person (face masks are strongly recommended)
Course Librarian:	Nadine Hoffman (nadine.hoffman@ucalgary.ca)

Description:

Few historical analyses and interpretations of Western science and medicine have been more politically and ethically charged than those concerning the nature and implications of the periods of German Imperialism ("*Kaiserreich*") and National Socialism ("*Nationalsozialismus*"). In this advanced undergraduate seminar, we will consider the development of science and medicine from the formation of the Wilhelminian Empire to Adolf Hitler's (1889-1945) downfall and the end of the National Socialist (NS) Period. This course traces the succession of different cultural and political contexts and analyzes changing patterns of academic self-understanding and morality from the Wilhelminian Empire through the Weimar Republic and the "Third Reich". It will be structured thematically rather than chronologically, focussing on the role of science since the Wilhelminian Empire, the establishment of academic hierarchies, and the persistence of anti-Semitic tendencies in German medicine and science during this period. By approaching the theme of medicine and science between 1871 and 1945 through a wide range of disciplines (anthropology, psychiatry, experimental medicine, clinical research, "racial hygiene", eugenics, etc.), this course challenges the often narrow tendencies of previous histories of Imperial Science and Nazi Medicine, which are too often displayed as an "ideology laden-ness of German

science”, the “sudden switch in the ethical framework”, or the “unscientific impetus” of NS medicine. In addressing the changing societal and cultural contexts in which altered patterns of academic practice and scientific morality emerged, this “Topics in the History of Science” course creates a broader picture of one of the most crucial phases in modern science and medicine.

Additional Information:

The weekly schedule of topics and readings (see also below) can be found on D2L too.

Learning Outcomes:

- (1) through input talks, discussions, presentations, and individual research, an academic forum will be provided for the appreciation of differences in the validation, construction, and contestation of forms of disciplinary and interdisciplinary research;
- (2) to analyze important issues and discourses in multiple practices of 19th- and 20th-century research as they undergird and intersect conceptions of nationalism, gendered, classed, and ethnic voices, positivism, religion and modernization, media perceptions, and cultural views;
- (3) to help equip students with useful academic tools and background knowledge necessary for a critical, clear, and effective evaluation of the historical dynamics in the time period analyzed;
- (4) to explore the interdisciplinary meanings of research in light of scholarly forms of positioning from the emergence of scientific disciplines in the 19th century to the rearrangements in early 20th-century science and medicine areas;
- (5) to critically assess the fluid intellectual axis of time, space, and place on how human subject research is created, shaped, and purveyed;
- (6) to encourage curiosity for the importance of elaborate argumentation over personal and public opinion in the context of the time. The intellectual foundations of this course encourage participants to also critically challenge their own pre-conceived notions, ideas, conceptions, and biases;
- (7) to enable students to understand more clearly the uses and misuses of knowledge, policymaking, legal contexts, judicial settings, and public debates in changing political frames;
- (8) to develop an active, circumscribed research project during the period of the course, which ideally makes use of the available local collections at the University of Calgary, Military Museums, Glenbow Museum (Western Canadian Research Centre). For further updates, our liaison librarian Nadine Hoffman can be contacted during her office hours and per email as well. The use of these collections will be individual, and the respective research projects position each student to also reflect on her/his active research process over the course of the fall term.

Reading Material:

Purchase the following books (e.g. UofC Bookstore: <http://calgarybookstore.ca/>):

Imperial Germany, 1867–1918, by Wolfgang Mommsen, 3rd ed. (New York: Oxford University Press 1997)

Weimar Germany, by Eric D. Weitz, 2nd ed. (Princeton: Princeton University Press 2010)

Reenchanted Science, by Anne Harrington, 4th ed. (Princeton: Princeton University Press 2004)

Hitler's Scientists, by John Cornwall, 2nd ed. (New York: Penguin 2004)

The required readings are extremely important; students will be asked questions about them during the course.

In addition, some journal articles that are available online through the TFDL are also used.

Assessment:

Method	Due Date	Weight	Learning Outcome
Seminar participation	<i>Passim.</i>	10% attendance / 10 % discussion contributions	1, 2, 3, 4, 5, 6, 7
3 article presentations	Planned during 1st session	30% (= 10% each, incl. Q&A and leading of discussion)	1, 2, 3, 4, 5, 6, 7
Final term paper	Dec-6, 2022	50%	8 (and all of the above)

Grading Policies:

Grades will be determined, based on the departmental grading scheme (see further below). These grades will be calculated as percentages (see assessment table above) , and a letter grade will be provided as the final mark (rendered visible to the individual student on D2L).

Details on Methods of Assessment:

This seminar-style class will be conducted in an interactive discussion format. Classes will be predominantly student-led, and it is crucial that students do the readings ahead of time and attend class regularly. Part of the course grade, as detailed above, will depend upon regular class participation. Students will be required to write a 15-page essay (of about 4,000 words, excl. endnotes) on a topic related to the course, due at the last Tuesday during term time (Dec-6, 2022). This paper will count for 50 per cent of the final grade. Class participation will count for another 20 per cent. Attendance is a necessary prerequisite for the participation grade, but attendance alone is not sufficient. Three oral presentations on the assigned readings (summary and critical

appraisal) are expected and will count for 30 per cent of the final grade. The essential readings for this course will be available online from the electronic databases of the UofC Library or from the course books (see above); more material will be offered through D2L (incl. some film clips). Students can buy the relevant books at the UofC Bookstore, where most of them are being made available.

Academic Integrity Statement:

The UofC values academic integrity. All students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the code of student conduct and disciplinary procedures (see also further below). Since this is a seminar style course, we want to create a supportive and conducive environment, so that each student finds their contributions and positions valued in the overall proceedings and discussions of the course.

Learning Technologies Requirements:

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Inclusiveness, Accommodation, Privacy, and Conduct:

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule:

Date	Topic & Reading	Important Dates
Tue, 6 Sept.	<p>Course Introduction / Imperial Culture and the Nervous Age Wolfgang J. Mommsen <i>Imperial Germany</i> (New York: Oxford University Press 1997), pp. 41-56; Wolfgang J. Mommsen <i>Imperial Germany</i> (New York: Oxford University Press 1997), pp. 119-140 and 205-216.</p>	Presentation assignment

Tue, 13 Sept.	<p>The Scientific and Medical Mandarins in Late 19th Century-Germany Fritz K. Ringer, ‘Differences and Cross-National Similarities among Mandarins’, <i>Comparative Studies in Society and History</i> 28 (1986), pp. 145-164; Shulamit Volkov, ‘Jewish Scientists in Imperial Germany (Parts I and II)’, <i>Aleph. Historical Studies in Science and Judaism</i> 1 (2001), pp. 215-281.</p>	
Tue, 20 Sept.	<p>Limits and Scope of Human Science and Medical Practice in Imperial Germany Anne Harrington <i>Reenchanted Science: Holism in German Culture from Wilhelm II to Hitler</i> (Princeton, NJ: Princeton University Press 1996), pp. 23-33; John Cornwell <i>Hitler’s Scientists</i> (London, UK: Penguin, 2004), pp. 71-84.</p>	
Tue, 27 Sept.	<p>Human Research and Clinical Trials at the Turn of the Century John Cornwell <i>Hitler’s Scientists</i> (London, UK: Penguin, 2004), pp. 85-93; Jochen Vollmann and Rolf Winau, ‘The Prussian Regulation of 1900: Early Ethical Standards for Human Experimentation in Germany’, <i>IRB: Ethics and Human Research</i> 18 (1996), pp. 9-11. [The following German article remains an exceptional piece of work on this topic. It is not required for non-German speakers, but we will try to make its content available to all participants through appropriate presentation:] Barbara Elkeles, ‘Medizinische Menschenversuche gegen Ende des 19. Jahrhunderts und der Fall Neisser. Rechtfertigung und Kritik einer wissenschaftlichen Methode’, <i>Medizinhistorisches Journal</i> 20 (1985), pp. 135-148.</p>	
Tue, 4 Oct.	<p>The Emergence of Technoscience and (Inter-)National Issues Daniel Kevles, ‘Into Hostile Political Camps: The Reorganization of International Science in World War I’, <i>ISIS</i> 61 (1970), pp. 47-60; John Cornwell <i>Hitler’s Scientists</i> (London, UK: Penguin, 2004), pp. 47-60.</p>	

Tue, 11 Oct.	<p>The “Weimar Experiment”, Science, Medicine and the Long-Term Effects of War Eric D. Weitz <i>Weimar Germany</i> (Princeton: Princeton University Press 2007), pp. 129-168 and pp. 297-330. Heather R. Perry <i>Recycling the disabled: army, medicine, and society in World War I Germany</i> (PhD Thesis: Indiana University 2005), pp. 54-97 (and figures 2-1 to 2-24, in appendix, pp. 252-256). Jason Crouthamel <i>Invisible traumas: psychological wounds, World War I and German society, 1914-1945</i> (PhD Thesis: Indiana University 2001), pp. 100-161.</p>	
Tue, 18 Oct.	<p>The Current Degeneration Discourse and the Advent of “Racial Hygiene” (“<i>Rassenhygiene</i>”) Anne Harrington <i>Reenchanted Science: Holism in German Culture from Wilhelm II to Hitler</i> (Princeton, NJ: Princeton University Press 1996), pp. 72-102; Hans-Joerg Ritter and Volker Roelcke, ‘Psychiatric Genetics in Munich and Basel between 1925 and 1945: Programs – Practices – Cooperative Arrangements’, <i>Osiris</i> 20 (2005), pp. 263-288.</p>	
Tue, 25 Oct.	<p>From “Unacceptable Conditions” in Weimar Modernity to the Prologue of the “Final Solution” Anne Harrington <i>Reenchanted Science: Holism in German Culture from Wilhelm II to Hitler</i> (Princeton, NJ: Princeton University Press 1996), pp. 140-153; Gerhard Baader et al., ‘Pathways to Human Experimentation, 1933-1945: Germany, Japan, and the United States’, <i>Osiris</i> 20 (2005), pp. 205-231; John Cornwell <i>Hitler’s Scientists</i> (London, UK: Penguin, 2004), pp. 191-197.</p>	
Tue, 1 Nov.	<p>The “<i>Gleichschaltung</i>” of Medicine and Science in Germany Eric D. Weitz <i>Weimar Germany</i> (Princeton: Princeton University Press 2007), pp. 331-360; Michael H. Kater, ‘Hitler’s Early Doctors: Nazi Physicians in Predepression Germany’, <i>Journal of Modern History</i> 59 (1987), pp. 25-52; Norbert N. Proctor, ‘Nazi Science and Nazi Medical Ethics: Some Myths and Misconceptions’, <i>Perspectives in Biology and Medicine</i> 43 (2000), pp. 335-346.</p>	

Fall Break		Fall Break
Tue, 15 Nov.	<p>Exclusion versus Inclusion: Medical Doctors and the Context of the “Healthy People’s Body” (“<i>Gesunder Volkskoerper</i>”) John Cornwell <i>Hitler’s Scientists</i> (London, UK: Penguin, 2004), pp. 167-173; John Cornwell <i>Hitler’s Scientists</i> (London, UK: Penguin, 2004), pp. 167-173; Michael Burleigh, ‘Psychiatry, German Society, and the Nazi ‘Euthanasia’ Programme’, <i>Social History of Medicine</i> 7 (1994), pp. 213-228.</p>	
Tue, 22 Nov.	<p>Euthanasia and the T4-Action: The Widening of Ethically Acceptable Borders Anne Harrington <i>Reenchanted Science: Holism in German Culture from Wilhelm II to Hitler</i> (Princeton, NJ: Princeton University Press 1996), pp. 193-206; Michel I. Shevell, ‘Neurology’s Witness to History – Parts I and II’, <i>Neurology</i> 47 (1996), pp. 1096-1103 and 50 (1998), pp. 274-278; John Cornwell <i>Hitler’s Scientists</i> (London, UK: Penguin, 2004), pp. 167-173; John Cornwell <i>Hitler’s Scientists</i> (London, UK: Penguin, 2004), pp. 341-366.</p>	
Tue, 29 Nov.	<p>Medicine in the Context of WWII-Warfare John Cornwell <i>Hitler’s Scientists: Science, War and the Devil’s Pact</i> (New York: Viking Press 2003), pp. 152-166. Ute Deichmann, ‘Emigration, Isolation and the Slow Start of Molecular Biology in Germany’, <i>Studies in the History and Philosophy of Biological and Biomedical Sciences</i> 33 (2002), pp. 433-455; Paul Weindling, ‘The Origins of Informed Consent: The International Scientific Commission on Medical War Crimes, and the Nuremberg Code’, <i>Bulletin of the History of Medicine</i> 75 (2001), pp. 37-71.</p>	
Tue, 6 Dec.	<p>“The Nuremberg Doctors Trials Re-Enactment” (followed by documentary film material and final discussion) John Cornwell <i>Hitler’s Scientists</i> (London, UK: Penguin, 2004), pp. 366-376 (for additional background-reading).</p>	Submission of Term paper

There is no 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 (i.e. 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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