Nazism and Stalinism left an indelible mark on the histories of Europe, Russia and Eurasia in the twentieth century, and the memories and legacies of these political regimes are still subjects of controversy in the region today. This course will engage in a comparative study of the politics, society, and cultures of Nazi Germany and the Soviet Union under Stalin. Scholars and theorists of totalitarianism have often pointed towards similarities between the two regimes focusing on such factors as the leadership cult, role of the party, emphasis on the mobilization of the masses, and the erosion of boundaries between the private and the public. Yet, there were also substantial differences in the workings of the two systems in terms of the relationship between state and society, dynamics of inclusion and exclusion, and the role of violence in constructing each regime’s respective social utopia.

In this course, we will aim to read these two histories in tandem, comparing and contrasting the regimes, pointing to both similarities and differences. Such an approach is particularly relevant for studying the two cases, since both regimes coexisted at the same historical moment and interacted with each other especially during the Second World War, one of the most violent conflicts that Europe had witnessed for centuries. We will explore the following themes: governance, state and society, culture and everyday life, gender and sexuality, modernization, civilizations and cultural exchange, violence and terror, race and empire, wartime encounters, genocides, and postwar reconstruction and memory cultures.

REQUIRED COURSE READINGS:
Links or PDFs of course readings will be made available in electronic format in CU Learn (https://www.carleton.ca/culearn/). Some materials (e-books and journal articles) may also be found in the Ares Course Reserves system (http://libares01.carleton.ca/) or the library catalogue. If you find that a required reading is not available for a given week, please notify the instructor for that class immediately. Students are expected to come to class having prepared all of the readings for a particular week.
COURSE REQUIREMENTS AND GRADING SCHEME:

Undergraduates (EURR 4202A)

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<th>Assignments</th>
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<td>Attendance and Participation</td>
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<td>Oral Presentation</td>
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<td>Two Discussion papers, 3-4 pages (15% each)</td>
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<tr>
<td>Proposal and Bibliography for Major</td>
<td>10%</td>
<td>Oct. 10</td>
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<tr>
<td>Written assignment (1-2 pages)</td>
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<tr>
<td>Major Written Assignment (10-12 Pages)</td>
<td>35%</td>
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Graduates (EURR 5202F)

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<tr>
<td>Three Discussion papers, 3-4 pages (10% each)</td>
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<td>Proposal and Bibliography for Major</td>
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<td>Written assignment (1-2 pages)</td>
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<tr>
<td>Major Written Assignment (15-18 pages)</td>
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Note: Page lengths do not include notes and bibliography and assume 300 words/page.

For the Major Written Assignment, no late papers will be permitted.

Attendance and Participation:
This course is a reading intensive course (approximately 125 pages per week) held in seminar format. Active participation in classroom discussions is vital to students' success in the course. Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings (iv) offers critical analysis of the readings and subject. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

Attendance is mandatory: penalties for not attending (without medical documentation) are: 1 absence= 10% deduction from entire participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction from participation grade. Each late arrival (after 11:40) will cost 25% of that day's attendance/ participation grade for every 15 minutes late. Ringing cellphones, over-or-under-the-table texting, smartphone net surfing, note passing, and other disruptions will also result in deductions.

Oral Presentation:
Students will give joint presentations (in teams of two) of 15 minutes each that will offer comparative approaches to the issues of the week, using supplementary readings. The report may be related to your major assignment.

Discussion Papers:
The three-to-four-page discussion papers will analyze the readings for the week, discussing the authors’ arguments and pinpointing major issues within the selected theme. Papers will be due
the week of class discussion, or one week later; in the latter case, the student will not receive credit for ideas presented in class. Papers will be done on weeks where you do NOT present. One of these papers must be handed in by Week 5, Oct. 3; the second (for graduates) by Week 8, Oct. 24; and the second (for undergrads) and third (for grads) by Week 10, Nov. 24. Late penalties: 1 letter grade (i.e. A- to B+) per day late.

Major Written Assignment:
The major written assignment may take more than one form. Students may write a “traditional” research paper. This can be based on primary sources (most likely in translation) or secondary sources (in this case, you are expected to engage the historiography of the issue). Another variant is to write a book review in the New York Review of Books style on 2 or 3 primary or secondary sources (combining books on Nazism and Stalinism.) You will receive further details on the major written assignments in mid-late January.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. We encourage students to consult with us while preparing their essays. Specific instructions regarding the assignments will be given in class.

Our preferred citation format is Turabian/Chicago Manual of Style. Please use footnotes or endnotes rather than parenthetical citation.

Assignments sent by fax to the Institute will not be accepted. It is not acceptable to hand in the same assignment (OR PARTS OF THE SAME ASSIGNMENT) for two or more courses.

IMPORTANT INFORMATION:

General:
• **No laptops/tablets/electronic devices** will be allowed to be used in class, except as needed during oral reports.

Email Communication:
Following university policy, the instructors will communicate by e-mail with students using university “email” e-mail addresses. If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to communicate with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or at the end of class.

Academic Integrity:
Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in Institute for European, Russian and Eurasian Studies. Students are responsible for being aware of the University’s Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. Any suspected violations of the academic integrity policy will be referred to the Director and then to the appropriate Dean for further investigation. Students who are found to have violated the standards of academic integrity will
be subject to sanctions. An overview of the University’s Academic Integrity Policy is available at [http://www1.carleton.ca/studentaffairs/academic-integrity/](http://www1.carleton.ca/studentaffairs/academic-integrity/) and the full policy at [http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf](http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf)

**Grading:**

- To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**COURSE CALENDAR:**

Please note that the instructor may make changes to the syllabus over the course of the semester. Required readings are marked with **.

**Week 1, Sept. 5: Introduction: Background and Comparisons (Casteel/Sahadeo)**


Ian Kershaw and Moshe Lewin, eds., *Stalinism and Nazism: Dictatorships in Comparative Perspective* (1997)


**Week 2, Sept. 12: Governance (Sahadeo)**

**Gorlizki and Mommesen, “The Political (Dis)Orders of Stalinism and National Socialism” in GF*, chap. 2, 41-61, 67-76

**Ian Kershaw, “Hitler and the Uniqueness of Nazism,” *Journal of Contemporary History* 39, no. 2 (2004): 239-54


**Larry E. Holmes, *Grand Theater: Regional Governance in Stalin’s Russia, 1931-1941* (2009), 25-62

Sarah Davies and James Harris, eds., Stalin, a New History (2005)
Robert Conquest, Stalin: Man and Ruler (1987)
Robert Conquest, Great Terror: A Reassessment (1990), 53-70 (endnotes 495-7)
Roy Medvedev, Let History Judge: The Origins and Consequences of Stalinism (1973)
Robert C. Tucker, Stalin as Revolutionary, 1879-1929 (1973)
Chris Ward, Stalin's Russia (1999)
Donald Raleigh, ed. Provincial Landscapes: Local Dimensions of Soviet Power, 1917-1953
Peter Solomon, Soviet Criminal Justice under Stalin (1996)
Peter Longerich, The Unwritten Order: Hitler’s Role in the Final Solution (2005).
Karl Dietrich Bracher, The German Dictatorship: The Origins, Structure, and Effects of National Socialism
Franz Neumann, Behemoth: The Structure and Practice of the National Socialism, 1933-1944 (Chicago: Ivan R. Dee, 2009 [original 1944]

**Week 3, Sept. 19: Culture and Everyday Life (Casteel)**

**Sheila Fitzpatrick, *Everyday Stalinism* (1999), 89-106**


**Monica Black, “Nazi Ways of Death” in *Death in Berlin: From Weimar to Divided Germany* (Cambridge: Cambridge UP, 2010), 69-110.**


**Week 4, Sept. 26: Modernizing Regimes? (Sahadeo)**


**Wolfgang Schivelbusch, Three New Deals: Reflections on Roosevelt’s America, Mussolini’s Italy and Nazi Germany** (trans. Jefferson Chase) (2006), 138-142, 153-183


**Fritzsche and Hellbeck, “The New Man in Stalinist Russia and Nazi Germany” in GF, chap. 8, 302-341**


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**Week 5, Oct. 3 – Gender, Sexuality and Reproduction (Erica Fraser -- Guest Professor)**


**Linda McDowell, “Coming of Age under Hitler and Stalin: The Everyday Life of Adolescent Girls in Occupied Latvia” Women's History Review 19, no. 5 (2010): 663-683 (ON)**


**Elizabeth Harvey, “‘We Forgot All Jews and Poles’: German Women and the ‘Ethnic Struggle’ in Nazi-occupied Poland,” Contemporary European History 10, no. 3 (2001): 447-61 (ON).**

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Elizabeth Wood, *The Baba and the Comrade: Gender and Politics in Revolutionary Russia* (1997)


Michelle Mouton, From Nurturing Nation to Purifying the Volk: Weimar and Nazi Family Policy, 1918-1945 (Cambridge: Cambridge UP, 2007)


Dagmar Herzog, Sex after Fascism: Memory and Morality in Twentieth Century Germany (Princeton: Princeton UP, 2005)


Week 6, Oct. 10: State and Society: Dynamics of Inclusion and Exclusion (Sahadeo)


**Robert Gellately “Social Outsiders” in Backing Hitler: Consent and Coercion in Nazi Germany (2001), 90-120**

J. J. Rossman, Worker Resistance under Stalin: Class and Revolution on the Shop Floor (2005)
David R. Shearer, Policing Stalin's Socialism: Repression and Social Order in the Soviet Union, 1924-1953
Mark Edele, Stalinist Society 1928-1953
Sheila Fitzpatrick, Education and Social Mobility in the Soviet Union, 1921-1934 (1979)
David Hoffmann, Peasant Metropolis: Social Identities in Moscow, 1929-1941 (1994)
Marion A. Kaplan, Between Dignity and Despair: Jewish Life in Nazi Germany (1998).

**Week 7, Oct. 17: Nazi and Stalinist Civilizations and Cultural Exchange (Casteel; Guest Presentation by Leslie Hossack)**


Katerina Clark and Karl Schlögel, “Mutual Perceptions and Projections: Stalin’s Russia in Nazi Germany – Nazi Germany in the Soviet Union” in GF, chap. 10, 396-442


Wolfgang Bialas and Anson Rabinbach, eds., *Nazi Germany and the Humanities* (Oneworld, 2007)
Max Weinreich, *Hitler’s Professors: The Part of Scholarship in the Crimes of Against the Jewish People* (New Haven: Yale UP, 1999 [1946])

**Week 8, Oct. 24: Violence and Terror (Sahadeo)**
**Timothy Snyder, “Hitler vs. Stalin: Who was Worse?” *New York Review of Books*, blog.**
**Sheila Fitzpatrick, *Everyday Stalinism*, 190-217**
**“NKVD Operational Order” Getty and Naumov, *The Road to Terror*, 473-80**
Oleg Khlevnyuk, “The Objectives of the Great Terror” In *The Stalin Years: A Reader* ed. Christopher Read (2003), 104-118
Robert Conquest, *The Great Terror* (1968)
Paul Hagenloh, *Stalin’s Police: Public Order and Mass Repression in the USSR, 1926-1941*

Wolfgang Sofsky, *The Order of Terror: The Concentration Camp*

**NO CLASS Oct. 28-Nov. 1 Fall Reading Week**

**Week 9, Nov. 7: Nation, Race and Empire (Sahadeo)**

**Jorg Baberowski and Anselm Doering-Manteuffel, “The Quest for Order and the Pursuit of Terror: National Socialist Germany and the Stalinist Soviet Union as Multiethnic**
Empires” in GF, chap. 5, 180-191


Serhy Yekelchyk, Stalin’s Empire of Memory: Russian-Ukrainian Relations in the Soviet Historical Imagination (2004)


Yuri Slezkine, Arctic Mirrors: Russia and the Small Peoples of the North (1994)


Serhy Yekelchyk, “Them or Us” How Ukrainians and Russians Saw Each Other under Stalin” Ab Imperio 2009 no. 2: 267-294

Alexandre Bennigsen and Chantal Lemercier-Quelquejay, Muslim National Communism in the Soviet Union: A Revolutionary strategy for the Colonial World (1979)


Shelley Baranowski, Nazi Empire, German Colonialism and Imperialism from Bismarck to Hitler (New York: Cambridge University Press, 2010).


Volker Langbehn and Mohammad Salama, eds., *German Colonialism: Race, The Holocaust, and Postwar Germany* (New York: Columbia UP, 2011)


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**Week 10, Nov. 14: Wartime Encounters (Casteel)**

**Timothy Snyder, “Molotov-Ribbentrop Europe” in *Bloodlands: Europe between Hitler and Stalin* (New York: Basic Books, 2010), 119-154.**

**Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Hinterland* (2004), 192-225 (R).**


**Oleg Budnitskii, "The Intelligentsia Meets the Enemy: Educated Soviet Officers in Defeated Germany, 1945" Kritika: Explorations in Russian and Eurasian History 10, 3 (Summer 2009), 629-682 (focus on pages 629-647, 657-667, 673-680) (ON).**


Rebecca Manley, *To the Tashkent Station* (2009)


Gabriel Gorodetsky, *Grand Delusion: Stalin and the German Invasion of Russia* (1999)

Hugh Ragsdale, *The Soviets, the Munich Crisis, and the Coming of World War II* (2004)
John Erickson, *The Road to Berlin* (1985)
Alexander Werth, *Russia at War 1941-1945* (1964)
Timothy Snyder, *Bloodlands: Europe Between Hitler and Stalin*

**Week 11, Nov. 21: Genocides (Casteel)**


**Norman Naimark, Stalin’s Genocides (New Haven: Yale UP, 2010), 131-137


Zygmont Bauman, Modernity and the Holocaust (1989)

Mark Mazower, Dark Continent: Europe’s Twentieth Century (1998)


Omer Bartov, Mirror of Destruction: War, Genocide, and Modern Identity (2000)


Thomas Kühne, Belonging and Genocide: Hitler’s Community, 1918-1945 (Yale Univ Pr, 2010). (chapter on SS or Wehrmacht)


Ernst Klee, Willi Dressen, and Volker Riess, eds., *'The Good Old Days': The Holocaust As Seen By Its Perpetrators And Bystanders* (Old Saybrook, CT: Konecky & Konecky, 1991)


Peter Longerich, *The Unwritten Order: Hitler’s Role in the Final Solution* (Stroud, Gloucestershire: Tempus, 2005).


**Week 12, Nov. 28 Postwar Reconstructions (Casteel)**

**Jörg Arnold, “‘Once upon a time there was a lovely town’: The Allied Air War, Urban Reconstruction and Nostalgia in Kassel (1943-2000),” *German History* 29, no. 3 (2011): 445-69

**Nikita Khrushchev’s “Secret Speech” to the 20th Party Congress, 1956
EXCERPT: http://www.guardian.co.uk/theguardian/2007/apr/26/greatspeeches2


Elizabeth White, “After the War was Over: The Civilian Return to Leningrad” *Europe-Asia Studies* 59 no. 7 (2007): 1145-1161


Soviet Harvard Interview Project (http://hcl.harvard.edu/collections/hpsss/about.html)

Vera Dunham, *In Stalin’s Time: Middle Class Values in Soviet Fiction* (1976)


Julianne Furst, *Stalin’s Last Generation; Post-war Soviet Youth and the Emergence of Mature Socialism* (2010)


Nina Tumarkin, *The Living and the Dead: The Rise and Fall of the Cult of World War II in Russia* (1994)


Richard Bessel and Dirk Schumann, eds., *Life After Death: Approaches to a Cultural and Social History of Europe During the 1940s and 1950s* (Cambridge: Cambridge UP, 2003).


Gilad Margalit, *Guilt, Suffering and Memory: Germany Remembers its Dead of World War II* (Bloomington: Indiana University Press, 2010).

**Week 13, Dec. 5  Memories and Legacies / Concluding Discussion (Casteel/Sahadeo)**


And selections from:


Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to the Paul Menton Center by their posted deadlines.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."
Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.