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:

Book for purchase:
Reserve Readings:
All other course readings will be placed on reserve in the Carleton University Library. Most readings (journal articles) will be available in electronic format (ON) via the Ares Course Reserves system (http://libares01.carleton.ca/) or the library catalogue. Others (largely book chapters) will need to be consulted onsite in the library (marked “(R)” on the outline). Some books are also available in E-book format through the library catalogue (marked E-book). 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 4851A)

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<tr>
<th>Assignments</th>
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<td>Attendance and Participation</td>
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<td>Oral Presentation</td>
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<tr>
<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>Feb 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 5851B)

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<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>
<td>35%</td>
<td>Apr 13</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 Feb 3; the second (for graduates) by Mar 2; and the second (for undergrads) and third (for grads) by Mar 16. 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 “Connect” 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, Jan 6: Introduction: Background and Comparisons (Casteel/Sahadeo)**


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


**Week 2, Jan 13: Governance (Sahadeo)**

**Gorlizki and Mommsen, “The Political (Dis)Orders of Stalinism and National Socialism” in GF, chap. 2, 41-86**
**Fritzsche and Hellbeck, “The New Man in Stalinist Russia and Nazi Germany” in GF, chap. 8, 302-341


Sarah Davies and James Harris, eds., Stalin, a New History (2005)
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 (Stroud, Gloucestershire, 2005).


Karl Dietrich Bracher, The German Dictatorship: The Origins, Structure, and Effects of National Socialism


**Week 3, Jan 20: Modernizing Regimes? (Sahadeo)**

**Sheila Fitzpatrick, “Stalin and the Making of a New Elite” *The Cultural Front: Power and Culture in Revolutionary Russia* (1992), 149-170 (R)**
**Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Hinterland* (2004), 92-117 (R)**
**Shelley Baranowski, “A Family Vacation for Workers: The Strength through Joy Resort at Prora,” *German History* 25, no. 4 (2007), 539-559 (ON).**


**Week 4, Jan. 27: Culture and Everyday Life (Casteel)**

**Sheila Fitzpatrick and Alf Ludtke, “Energizing the Everyday: On the Breaking and Making of Social Bonds in Nazism and Stalinism” in GF, chap. 7, 266-301**


**Week 5, Feb. 3: State and Society: Dynamics of Inclusion and Exclusion (Sahadeo)**

**Christopher R. Browning and Lewis H. Siegelbaum, “Frameworks for Social Engineering: Stalinist Schema of Identification and the Nazi Volksgemeinschaft” in GF, chap. 6, 231-265.**


David R. Shearer, *Policing Stalin's Socialism: Repression and Social Order in the Soviet Union, 1924-1953*

Mark Edele, *Stalinist Society 1928-1953*


**Week 6, Feb. 10: Gender, Sexuality and Reproduction (Casteel)**


**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).**


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)


**Week 7, Feb. 17: Nazi and Stalinist Civilizations and Cultural Exchange (Casteel)**

**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])

Feb 24: NO CLASS (Reading Week)

**Week 8, Mar. 2: Violence and Terror (Sahadeo)**
**Christian Gerlach and Nicolas Werth, “State Violence-Violent Societies”, in GF, chap. 4, 133-179.**
**“NKVD Operational Order” Getty and Naumov, *The Road to Terror*, 473-80 (R)**


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*


**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, 180-227.**

**Eric Weitz “Racial Politics without the Concept of Race” Slavic Review 61, no. 1 (2002): 1-29 (see also responses by Hirsch, Lemon, and Weiner, and Reply by Weitz, 30-65) (ON)**


**Yuri Slezkine, Arctic Mirrors: Russia and the Small Peoples of the North (1994), 187-204**

**Catherine Epstein, “The German is the Master’: Segregation in the Warthegau,” in Model Nazi: Arthur Greiser and the Occupation of Western Poland (Oxford: Oxford UP, 2010), 193-230 (R).**


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).


Phillip Ther, “Imperial Instead of National History: Positioning Modern German History on the Map of European Empires,” in Imperial Rule, ed. Alexei Miller, and Alfred J Rieber
(Budapest: Central European UP, 2004), 47-66.
Volker Langbehn and Mohammad Salama, eds., German Colonialism: Race, The Holocaust, and Postwar Germany (New York: Columbia UP, 2011)

**Week 10, Mar. 16: Wartime Encounters (Casteel)**


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

**Joachim Hellbeck, “‘The Diaries of Fritzes and the Letters of Gretchens:’ Personal Writings from the German Soviet War and Their Readers,” Kritika: Explorations in Russian and Eurasian History 10, no. 3 (2009): 571-606 (ON).**

**Nicholas Stargardt, “Beyond ‘Consent’ or ‘Terror’: Wartime Crises in Nazi Germany,” History Workshop Journal 72, no. 1 (2011): 190-204 (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 Stalingrad: Stalin's War with Germany (1984)
John Erickson, The Road to Berlin (1985)
Alexander Werth, Russia at War 1941-1945 (1964)
Mark Harrison, Soviet Planning in Peace and War, 1938-45 (1985)
Robert W. Thurston and Bernt Bonwetsch, eds. The People’s War: Responses to World War II in the Soviet Union (1980)
J. T. Gross, Revolution From Abroad: The Soviet Conquest of Poland’s Western Ukraine and Western Belorussia (2002)
Timothy Snyder, Bloodlands: Europe Between Hitler and Stalin
Alexander Statiev, The Soviet Counterinsurgency on the Western Borderlands (2011)

Militärgeschichtliches Forschungsamt (Research Institute for Military History), Freiburg im Breisgau, Germany; Wilhelm Deist, et al., eds. Germany and the Second World War. Trans. P. S. Falla, Dean S. McMurry, Ewald Osers, 10 vols. (Oxford: Clarendon, 1991-)

**Week 11, Mar. 23: Genocides (Casteel)**
**Sarah Cameron, “The Hungry Steppe: Soviet Kazakhstan and the Kazakh Famine, 1921-1934” (Ph. D. Diss, 2009), 1-11**


Zygmunt 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, Mar. 30 Postwar Reconstructions and Entangled Memories (Casteel/Sahadeo)**

**Donald Filtzer, “Standard of Living versus Quality of Life: Struggling with the Urban Environment in Russia during the Early Years of Post-War Reconstruction” In Julianne Furst, ed, *Late Stalinist Russia: Society Between Reconstruction and Reinvention* (2006), 81-102 (R E-book only)**

**Nikita Khrushchev’s “Secret Speech” to the 20th Party Congress, 1956, Suny, ed. The *Structure of Soviet History: Essays and Documents* (2003), 340-50 (R).**


**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 (ON)


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](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).