We will examine the dictatorships of Hitler and Stalin in terms of their political, social and cultural dimensions. How "totalitarian" were these societies? To what degree did the dictators depend upon popular support? We will take up the issues of the legacy of the dictatorships beyond World War II. The collapse of East Germany in 1989 and the USSR in 1991 have opened up new perspectives on the meaning of the Hitler-Stalin era in those countries. How did German and Russian societies come to terms with the aftermath of these repressive rulers, and how has the collective memory dealt with the era?

Course Requirements:
Every week students will be expected to discuss the common readings to explore the significant interpretive issues. Each student will prepare two 5-7pp. historiographical essays on two different weekly course topics, and distribute copies to all the other members in class. The student will be expected to make an oral presentation of the material and discuss the differences in scholarly views on the topic in significant detail, as well as answer questions from the other participants. The historiographical discussions will take place during the second half of the session. At the end of the term, students will complete a 15-20 page historiographical essay on one of the topics they covered previously. The assignments will be weighted as follows: Paper 1 (5-7 pp) 20% Paper 2 (5-7 pp) 20% Final Paper (15-20 pp) 40% Participation in Discussion 20%

Textbooks (available at the bookstore)
1. Kershaw, Ian and Lewin, Moshe. Stalinism and Nazism
2. Gregor, Neil. Nazism
3. Bartov, Murder in our Midst
4. Fitzpatrick and Gellately, Accusatory Practices
5. Bullock, Hitler and Stalin

Lecture, Paper, and Exam Schedule

Week I:
Course Introduction

Week II: Biography and Leader Personality
COMMON READINGS: Kershaw/Lewin, pp. 1-52; 88-106; Allan Bullock, Hitler and Stalin, pp. 342-418

Week III: Role of the Party
COMMON READINGS: Kerwshaw/Lewin, pp. 53-87, 107-155; Gregor, pp. 33-36, 84-90, 92-94, 189-191.
Soviet:
3.) J.Arch Getty, "State and Society under Stalin: Constitutions and Elections in the 1930s,' Slavic
Review (SR) 50:1 1991
6.) T. H. Rigby, "Was Stalin a Disloyal patron?" SS 38:3 July 1986

Nazi:
3.) Michael Kater, The Nazi Party: A Social Profile of its Members

Week IV: Social Participation in State Crimes
COMMON READINGS: Fitzpatrick/Gellately, pp. 1-21, 85-120, 185-221; Gregor, pp. 253-255; 258-279; 294-297
Soviet:
4.) Peter Kenez, "Stalinism as Humdrum Politics," RR 45:4 1986

Nazi:
3.) Vandana Joshi, "The 'Private' became 'Public': Wives as Denouncers in the Third Reich, JCH 37:3 (July 2002), pp. 419-36.

Week V: Camps and Ghettos
COMMON READINGS: Gregor, pp. 326-329; 297-302
Soviet:
4.) J.Arch Getty and Gabor T. Ritterspoon, "Victims of the Soviet Penal System in the pre-war years," AHR 98:4 1993

Nazi:
1.) Henry Friedlander, "The Nazi Concentration Camps," in Michael Ryan (ed), Human Responses to the Holocaust
2.) Henry Friedlander, "Euthanasia and the Final Solution," in David Cesarani (ed), The Final Solution: Origins and Implementation, pp. 51-61. The following may be found at http://motlc.wiesenthal.com/resources/books
3.) Gotz Aly and Susanne Heim, "The Economics of the Final Solution: A Case Study from the
7.) Wolfgang Scheffler, "The Forgotten Part of the "Final Solution:" The Liquidation of the
8.) Mary Felstiner, "Alois Brunner: 'Eichmann's Best Tool'" Simon Wiesenthal Annual, vol. 3

Week VI: Gender and Family Life
Soviet:
1.) Wendy Goldman, "Industrial Politics, Peasant Rebellion and the Death of the Proletarian
2.) J. Evans, "The Communist party of the Soviet Union and the Women's Question. The Case of

Nazi:
1.) Jeremy Noakes, The Development of Nazi Policy towards The German Jewish 'Mischlinge,'
2.) Nathan Stoltzfus, Resitance of the Heart, pp. 65?97
Workshop Journal, I (1976), 74?113
4.) Joan Ringelheim, "The Unethical and the Unspeakable: Women and the Holocaust," Simon
Wiesenthal Annual, vol. 1
http://motlc.wiesenthal.com/resources/books
5.) Maria Sophia Quine, Population Policies in Twentieth Century Europe, Chapter 3 "Nazi
Population Policy: Pronatalism and Antinatalism During the Third Reich, pp. 89-132.

Week VII: Everyday Life and Economy
Stephenson, "Nazism, Modern War and Rural Society in Wurttemberg, 1939-45, JCH 32: 3, July
1997, 339-56
Peter Temin, "Soviet and Nazi Economic Planning in the 1930s," The Economic History Review,
Soviet:
1.) Jeffrey Rossman, "The Teikovo Cotton Workers' Strike of April 1932: Class, Gender and
2.) Lesley Rimmel, "Another Kind of Fear: The Kirov Murder and the End of Bread Rationing in
3.) Larry Holmes, "Part of History: The Oral Record and Moscow Model School No. 25, 1931-
Thurston, "Social Dimensions of Stalinist Rule: Humor and Terror in the USSR, 1935-1941,'
Journal of Social History 24:3 1991

Nazi:
1.) Viktor Klemperer, I Will Bear Witness: A Diary of the Nazi Years, excerpts.
2.) Frank Trommler, "Between Normality and Resistance: Catastrophic Gradualism in Nazi
Germany," in Michael Geyer and John Boyer (eds), Resistance against the Third Reich
3.) Helgard Kramer, "Frankfurt's Working Women: Scapegoats or Winners of the Great

**Week VIII: Religion and Nationalities**

**Slavic Review** 61 (1), 2002, 1-65 (This is a related set of 5 articles: Eric Weitz, "Racial Politics without the Concept of Race: Reevaluating Soviet Ethnic and national Purges;" Francine Hirsch, "Race without the Practice of Racial Politics;" Amir Weiner, "Nothing but Certainty;" Alaina Lemon, "Without a 'concept'? Race as Discursive Practice;" Eric Weitz, "On Certainties and Ambivalencies: Reply to My Critics," Omer Bartov, Murder in our Midst, pp. 53-70

**Soviet:**

**Nazi:**
2.) Theodeore Hamerow, "Cardinal Faulhaber and the Third Reich," in David Wetzel (ed), *From the Berlin Museum to the Berlin Wall: Essays on the Cultural and Political History of Modern Germany*

**Week IX: Literature and Culture**

**Soviet:**
5.) Serhy Yekelchyk, "Diktat and Dialogue in Stalinist Culture; Staging Patriotic Historical Opera in Soviet Ukraine, 1936-1954" *SR* 59:3 Fall 2000, pp. 597-624

**Nazi:**
1.) Suzanne Marchand, "Nazi Culture: Banality or Barbarism?" *JMH* 70:1 (March 1998), 108-119.
3.) Klaus Mann, *Mephisto*
4.) Bernhard Schlink, *The Reader*

**Week X: Diplomatic History and World War II**
COMMON READINGS: Kershaw/Lewin, pp. 158-250; Gregor, pp. 168-1

**Soviet:**
2.) S.R. Lieberman, "The Evacuation of Industry in the Soviet Union during World War II," *Soviet*
**Week XI: Occupation and Resistance**


Soviet:

Nazi:
1.) David Clay Large (ed), *Contending with Hitler* (read Intro, Broszat, Kwiet, Childers, Von Klemperer)
3.) Lihana Picciotto Fargion, "Italian Citizens in Nazi-Occupied Europe: Documents from the Files of the German Foreign Office, 1941-1943," Simon Wiesenthal Center, vol. 7 http://motlc.wiesenthal.com/resources/books

**Week XII: De-Nazification and De-Stalinization**

COMMON READINGS: Gregor, pp. 347-359; Kershaw/Lewin, pp. 285-310

Nazi:

**Week XIII Victims, Memories and Memorials**


Soviet:
1.) Adam Hochschild, *The Unquiet Ghost*, pp. xiii-xxvii, 16-40; 60-73; 115-149

Nazi:
4.) Jeffrey Herf, *Divided Memory*, pp. 1?12, 334?372
5.) Mary Fulbrook, "From Volksgemeinschaft to Divided Nation: German National Identities and
6.) David Clay Large, "Uses of the Past: the anti-Nazi resistance legacy in the Federal Republic of
Germany" in *Contending With Hitler*
7.) Gregory Wegner, "The Legacy of Nazism and the History Curriculum in the East German

**Thanksgiving - Nov. 27 - no class**

**Week XIV: Conclusions: alike or unlike?**
COMMON READINGS: Kershaw/Lewin, pp. 251-275, 343-358; Bullock, *Hitler and Stalin*, pp. 966-977

**Final Paper Due Wednesday, December 11**

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**Florida State University Academic Honor Code**
Students are expected to uphold the Academic honor Code published in the Florida State University
Bulletin and the Student Handbook. The Academic Honor System of the Florida State University is
based on the premise that each student has the responsibility: 1) to uphold the highest standards of
academic integrity in the student's work; 2) to refuse to tolerate violations of academic integrity in
the university community; and 3) to foster a high sense of integrity and social responsibility on the
part of the university community. Concerning proper citation of sources in your papers: 1) If you
take material that is not yours, from any source whatsoever, and copy it into assignments you
submit in the class, you must provide a footnote, endnote, or parenthetical reference to the source of
the material; 2) Material taken verbatim from another source must be enclosed in quotation marks
and attributed as in rule #1; 3) Material not taken verbatim from a text but paraphrased must also be
attributed as in rule #1. Anyone violating this code may fail the course.

**Students with Disabilities**
Students with disabilities needing academic accommodation should: 1) register with and provide
documentation to the Student Disability Resource center; and 2) bring a letter to the instructor
indicating the need for accommodation and what type. This should be done during the first week of
class