History 100-03: Making History
Europe under the Great Dictators
Fall 2014: Tuesday/Thursday 2:15-3:35

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Office hours: Mon 3:00-4:00;
Wed. 1:15-2:00;
Thurs. 9:00-10:00

Course description

This course is one of several sections of the Grinnell history department's introductory class, which is called "Making History." Each section of the class has two main goals: to provide an introduction to the discipline of history (discussing how historians interpret the past and how history differs from other academic disciplines) and then to illustrate how the historical craft works through the in-depth study of a specific historical topic. History 100 will therefore work on two different levels, helping students understand both a series of historical events and the methods used by scholars to analyze and interpret those events.

This particular section will focus on the social and political history of two of the most infamous

covered by the class, and that you're making a good-faith effort to improve the classroom experience for everyone enrolled in the course.

- Class participation depends on attendance. I'll therefore keep track of attendance throughout the semester; if you miss class once or twice, that won't affect your performance in the class, but if you have more than two unexcused absences, your participation grade will go down. If you have more than six unexcused absences, you will generally receive a participation grade of F or zero.
- Remember that informed participation depends on preparation and that your contributions to the discussion will always be more compelling if you can provide evidence for your ideas. You should therefore come to class with copies of the day's reading and with your notes on what you've read. (You are of course welcome to bring the readings either in hard copies or in files on a laptop computer, but you should bear in mind that it is often easier to mark significant passages in primary texts in a paper copy of the readings.) In particular, I recommend that you make note of quotations and details in the readings that you find especially significant or compelling.
- Preparation for history classes can be subtly different from preparation for courses in other disciplines. Early on in the semester, I will give you handouts on how to read a primary source (a historical document) and how to read a secondary source (a text by a historian). In general, if you're reading a historical document, come to class ready to talk about that document's context: who wrote it, what was the author's audience, and what did the author hope to achieve by writing the document? If you're reading a secondary text, what was the author's main argument, how was the author contributing to the larger scholarly debate, and how did the author seek to prove his or her point? You should also pay close attention to the structure of every text, primary or secondary. What form does the reading take, and why?
- Good class participation can—and should—take many forms. For one thing, you should be willing and able to participate in whatever way will best suit the needs of the class at any given moment; if your participation consists entirely of recalling factual details or posing a question to your classmates, I'll encourage you to broaden your horizons. Just as

given an extension on an assignment, I will not give you an extension on another except in the case of a documented emergency. Note, too, that you cannot break up your one 48-hour extension into two 24-hour extensions, a 2-hour extension and a 46-hour extension, or anything like that. In the absence of an extension, late assignments will be penalized one third of a letter grade per day.

Paper revision policy

This class is a writing-intensive course designed not only to teach students about history, but to help them develop their writing skills. Over the course of the semester, then, you will have two opportunities to revise a paper that you've already handed in and to resubmit it for re-grading. Every student in the class will be required to hand in a revised version of the first assignment (the film review due on January 27); after fall break, students will have the option to hand in a revised version of one of their next two papers (the document analysis or the oral history analysis). If you choose to exercise this option, your final grade for the assignment will be the average of your original grade and the (l)-2 1.15 T da apɔ da8, 46--
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Important notes

Frederick Engels, "Speech at Karl Marx's Funeral" (pp. 164-165)
introduction by Toews, pp. 53-59

Thursday, September 18: Red October

Reading: Sheila Fitzpatrick, The Russian Revolution, pp. 61-67

Friday, September 19: revised film analysis is due by email

Tuesday, September 23: Stalin and His Revolution

Reading: Sheila Fitzpatrick, The Russian Revolution, pp. 120-172

Wednesday, September 24: Recommended lecture

Lecture: Tara Zahra, "Exodus from the East: Emigration from Eastern Europe and the Making of the Free World," JRC 101, noon
Assignment: send me a brief critique of either this talk or of the Priya Satia talk in November (due by email by Friday at 5:00)

Unit Three: The Rise of the Nazis

Thursday, September 25: Hitler and his Ideology

Reading: Adolf Hitler, Mein Kampf, excerpts [Pioneerweb]
Adolf Hitler, "On the Use of Mass Meetings" (Mein Kampf) [Pioneerweb]
Adolf Hitler's manifesto [Pioneerweb]
Albert Speer, "On Joining the Nazi Movement' [Pioneerweb]

Tuesday, September 30: Hitler and the Nazis: An Overview

Reading: Adolf Hitler, "On His Hopes for Germany in 1914" [Pioneerweb]
Magnus Hirschfeld, "Sexual Catastrophes" [Pioneerweb]
Elsa Herrmann, "This is the New Woman" [Pioneerweb]
Adolf Hitler, "Anti-Semitic Speech" [Pioneerweb]
Elsbeth Zander, "Tasks Facing the German Woman" [Pioneerweb]

Thursday, October 2: The Rise of the Nazis

Reading: Richard Bessel, Nazism and War, excerpts [Pioneerweb]

Unit Four: Dictatorships at Work

Tuesday, October 7: How did Stalin's Dictatorship Work?

Reading: Simon Sebag Montefiore, Stalin: In the Court of the Red Tsar, excerpts

[Pioneerweb]
Oleg Khlevniuk, "Stalin as Dictator" [Pioneerweb]

Thursday, October 9: How did Hitler's Dictatorship Work?

Reading: Ian Kershaw, "Working Toward the Führer" [Pioneerweb]
Jeremy Noakes, "Hitler and the Nazi state: leadership, hierarchy, and power" [Pioneerweb]

Friday, October 10: document analysis is due by 5:00 PM

Tuesday, October 14: Stalin's Personality Cult

Reading: documents on the cult (5 pages) [Pioneerweb]
Sarah Davies, "Stalin and the making of the leader cult in the 1930s" [Pioneerweb]
Sarah Davies, Popular Opinion in Stalin's Russia, excerpts [Pioneerweb]

Thursday, October 16: Hitler's Personality Cult

Reading: Ian Kershaw, The Hitler Myth, excerpts [Pioneerweb]

Friday, October 17: brief bibliography proposal is due by noon (by email)

FALL BREAK: OCTOBER 17 TO OCTOBER 26

Unit Five: Everyday Life under Stalin

Tuesday, October 28: Life under Stalin

Reading: Sheila Fitzpatrick, Everyday Stalinism, pp. 1-66

Thursday, October 30: The Transformation of Everyday Society in the 1930s

Reading: Fitzpatrick, Everyday Stalinism, pp. 67-114
begin looking at the Harvard Project on the Soviet Social System
David Brandenberger's guide to the Harvard Project [Pioneerweb]

Tuesday, November 4: Political Disputes and Family Problems in Stalin's USSR

Reading: Fitzpatrick, Everyday Stalinism, pp. 115-163
Assignment: email me three more sources for your bibliography (by Monday at 10)

Lecture: Priya Satia (evening lecture, title TBA) (email me a response to this talk by Thursday at 5:00 PM, unless you wrote about the Zahra talk in September)

Tuesday, December 9: A Woman in the GULAG

Reading: Olga Adamova-Sliozberg, “My Journey,” excerpts [Pioneerweb]

Thursday, December 11: Experiences of the Holocaust

Reading: Primo Levi,