



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Totalitarian regimes (1922-1953): Nazism and Communism in Europe	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Alisa Miller	Vilnius University, Faculty of History, Department of Modern History Universiteto st. 7, Vilnius

Study cycle	Type of the course unit (module)
Bachelor	Optional

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face to face	Spring	English

Requirements for students	
Prerequisites:	Additional requirements (if any):

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	80 h	32 h	48 h

Purpose of the course unit (module): programme competences to be developed		
<p>This course will address the history of totalitarianism, focusing mainly on Nazi Germany and Soviet Union. The goal is to provide students with general understanding of totalitarian ideology: its main idea, implication methods as well as similarities/differences between different totalitarian regimes in the first half of XXth century. Turning then to the crimes executed by both regimes in Eastern Europe, the course will briefly address genocide (Holocaust and Soviet terror in occupied territories) with special attention to the Lithuanian case. The knowledge gained during the course will serve as both: the theoretical framework for understanding totalitarianism as a concept and governmental model as well as the factual base for future analytical analysis of XXth century history.</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
1. Students will be able to understand and examine the main concepts and arguments of totalitarian ideology as well as its problematic origins and impact on local and occupied communities.	Problem-oriented lectures Seminars (text analysis and case study, group tasks) Individual studies and group work (self-study of related documents and literature)	Assessment of work during the seminars Final assignment
2. Critical insight into history of fascist and communist regimes, their governmental models, oppressive techniques, human response to total control and genocide.		
3. To develop skills in critical evaluation of historical resources and historical representations as well as in informed discussion and interpersonal dialogue.		

Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
<p>1. Introduction to totalitarian ideology and its origins.</p> <p>Brief history of government: totalitarian dictatorship/leadership as a new type of rule.</p> <p>Historical roots of totalitarian ideology, role of the party and society, symbols and myths of regime.</p> <p>Key questions:</p> <ul style="list-style-type: none">- Differences between totalitarianism and tyranny- Connecting modernity and totalitarianism: masses, rootlessness, secular religion	4						4	2	Arendt, Hannah. The Origins of Totalitarianism. New York : Schocken Books, 2004 (Chapters X-XII) Optional: Bongiovanni, B., & Rugman, J. (2005). Totalitarianism: the Word and the Thing. Journal of Modern European History / Zeitschrift Für Moderne Europäische Geschichte / Revue d’histoire Européenne Contemporaine, 3(1), 5–17. https://www.jstor.org/stable/26265805
<p>2. Case Study I. Nazi Germany</p> <p>Emergence of Fascism in Europe: fascist regimes in aftermath of WWI. Nazi rise to power, governmental model, society control methods, leadership.</p> <p>Key questions:</p> <ul style="list-style-type: none">- Relationship between Fascism and Nazism- Hitler’s consolidation of power: key people, ideas, techniques.	4						4	4	Evans, Richard J. <i>The Third Reich in power, 1933-1939</i> . Penguin Press, 2005 (Chapters 1-2) Optional: Kershaw, Ian. “Hitler and the Uniqueness of Nazism.” Journal of Contemporary History 39, no. 2 (2004): 239–54. http://www.jstor.org/stable/3180723 . Schwabe, Klaus. “World War I and the Rise of Hitler.” Diplomatic History 38, no. 4 (2014): 864–79. https://www.jstor.org/stable/26376610 .
<p>3. Case Study II. Stalinist Russia</p> <p>Fall of Empire, October Insurrection, New Economic Policy, Lenin-Trotsky-Stalin</p> <p>Key questions:</p> <ul style="list-style-type: none">- Peasantry transformation into Soviet man: Industrial proletariat and party-state bureaucracy- Differences and similarities between Nazism and Bolshevism (Stalinism)	4						4	4	Mikhail Heller and Aleksandr Nekrich. <i>Utopia in Power: the history of the Soviet Union from 1917 to the present</i> . New York, N.Y. : Summit Books, 1986 Faulkner, Neil. “Stalinism.” In <i>A People’s History of the Russian Revolution, 237–50</i> . Pluto Press, 2017.

									http://www.jstor.org/stable/j.ctt1k85dnw.18 . Optional: Michael Geyer, Sheila Fitzpatrick. <i>Beyond totalitarianism : Stalinism and Nazism compared</i> . Cambridge University Press, 2009
4. Seminar: everyday life of totalitarian regimes Soviet man vs Third Reich citizen: routine, beliefs, challenges			2				2	10	Work in groups: presentation of egodocument, critical analysis, key aspects Discussion Egodocuments: Khomiakov, G.A. <i>Bitter Waters: Life and Work in Stalins Russia</i> . Westview Press, 1997 Klemperer, Victor. <i>I Will Bear Witness: A Diary of the Nazi Years, 1933-1945</i> . Modern Library, 1999 Klemperer, Victor <i>I will bear witness, vol. 2. Diary of the Nazi years, 1942-1945</i> . Modern Library, 2001 Jochen Hellbeck. <i>Revolution on My Mind: Writing a Diary Under Stalin</i> . Harvard University Press, 2006
4. Totalitarian culture I. Goebbels and his methods Origins of Goebbels techniques and their evolution, key stereotypes and concepts. Key questions: - Did Goebbels invent anything new in the field of propaganda techniques?	4						2	2	Welch, David. "Nazi Propaganda and the Volksgemeinschaft: Constructing a People's Community." <i>Journal of Contemporary History</i> 39, no. 2 (2004): 213–38. http://www.jstor.org/stable/3180722 . Optional: Daniela Ozacky Stern, <i>Goebbels: Nazi Master of Illusion: The Destructive Power of Joseph Goebbels's Propaganda and the Holocaust</i> , Lazar Institute for the Research of WWII and the Holocaust, 2022
5. Totalitarian culture II. Stalinist propaganda Stalinist political art of the 1930s, Russian history and literature as Stalinist propaganda, the concept of epic revisionism.	2						2	2	White, Stephen. "The Effectiveness of Political Propaganda in the USSR." <i>Soviet Studies</i> 32, no. 3 (1980): 323–48. http://www.jstor.org/stable/151166 .

<p>Key questions:</p> <ul style="list-style-type: none"> - How (if) Stalinist propaganda methods were different from Goebbels'? 									<p>Optional:</p> <p>David Brandenberger. <i>Propaganda State in Crisis: Soviet Ideology, Political Indoctrination, and Stalinist Terror, 1928-1930</i>. Yale University Press, Yale-Hoover Series on Authoritarian Regimes, 2012</p>
<p>7. Totalitarian crimes I. The Great Terror and Gulag. First Soviet occupation in Lithuania.</p> <p>Stalin's purges in the 1930s, 1940-1941 Soviet occupation in Lithuania</p> <p>Key questions:</p> <ul style="list-style-type: none"> - Ideological basis of the Great Terror 	2						2	2	<p>Robert Conquest, <i>The Great Terror: Stalin's Purge of the Thirties</i>. Vintage Books, 50th Anniversary Edition, 2018 (Chapter 2: The Roots of Terror)</p> <p>Optional:</p> <p>Applebaum, Anne, <i>Gulag. A history</i>. Anchor: 2007</p>
<p>8. Totalitarian crimes II. Holocaust. Eastern Europe and Lithuanian case study</p> <p>Nazi policies in Eastern Europe, Nazi occupation in Lithuania. Holocaust: broad overview and anti-Jewish nazi policies in Lithuania</p> <p>Key questions:</p> <ul style="list-style-type: none"> - What was (if was) a general anti-Jewish policy/plan in Eastern Europe? 	4						2	2	<p>Snyder, Timothy. <i>Bloodlands: Europe Between Hitler and Stalin</i>. Basic Books, 2010</p> <p>Optional:</p> <p>Christopher R. Browning. <i>Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland</i>. 1998</p>
<p>9. Seminar: Totalitarian reflections in literature</p>			2				2	2	<p>Work in groups: presentation of the book critical analysis, key aspects</p> <p>Discussion</p> <p>Books:</p> <p>George Orwell. <i>1984</i>. Erich Fromm. <i>Escape from Freedom</i>. Friedrich August von Hayek. <i>The Road to Serfdom</i>. Albert Camus. <i>The Rebel</i>.</p>
<p>10. Trials of totalitarian crimes. Nuremberg trials and Eichmann in Jerusalem.</p> <p>Novelty and challenges of Nuremberg trials. Importance of Eichmann capture and trial for Holocaust memory.</p> <p>Key questions:</p> <ul style="list-style-type: none"> - What sort of justice did Nuremberg and Eichmann trial pursue? 	2						2	2	<p>Hannah Arendt. <i>Eichmann in Jerusalem. A Report on the Banality of Evil</i>. Penguin Classics, 2006</p> <p>Optional:</p> <p>Borgwardt, Elizabeth. "A New Deal for the Nuremberg Trial: The Limits of Law in Generating Human Rights Norms." <i>Law and History Review</i> 26, no. 3 (2008): 679–705.</p>

									http://www.jstor.org/stable/27641612 .
11. Seminar: Totalitarian reflections in cinema			2				2	2	Movie (student selection from the list) and a discussion. Movies: Terry Gilliam. <i>Brasil</i> . 1985 Michael Haneke. <i>The White Ribbon</i> . 2009 Jonathan Glazer. <i>The Zone of Interest</i> . 2023 Andrew Niccol. <i>Gattaca</i> . 1997
Total	26		6				32	48	

Assignment strategy	Weight, %	Deadline	Assessment criteria
Active participation at the seminars	20	During each seminar	Each seminar is evaluated in 10 points system. Total assessment of two seminars consists of 20% of final assessment. 1-4 points – student is not able to select material and visual information independently, fails to formulate the problem and set the goals and tasks of the topic. 5 points – the student formulates the topic and problem of the report/presentation, sets the goals and tasks, operates historical facts, but fails to control material according to the problem of the topic and select appropriate visual material. 6-7 points – the student is able to formulate problems relevant to transnational history, to compare historical events and processes, but fails to apply interdisciplinary aspects and geopolitical concepts during the presentation. 8-9 points – student is able to formulate major questions of transnational history, competent in comparison of historical developments and selection of the material. The student is able to combine visual material with major questions of the research, is able to generalise different opinions and draw conclusions independently. 10 points – student discloses the topic originally, formulates the problems independently, employs innovative visual material in the presentation, proposes original independent conclusions.
Essay	80	Towards the end of the course	Student submits an essay of 3-4 pages on the chosen topic. Essay and oral discussion of the essay combines 80 % of the final assessment.