

about your level of participation or want advice on how to get more involved in class, and that you remember that the thoughtfulness of your classroom comments is more important than the frequency with which you speak. I will also try to provide written feedback on your participation each time I hand back a paper.

A final note: Remember that class participation depends on attendance. I'll be keeping 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 four or more unexcused absences, I reserve the right to give you a participation grade of F or zero, which would have a significant effect on your total grade. In the event that you do miss class, you should always check in with a classmate about what you missed, and you should talk to me as necessary about the class session in question.

Extension policy

Each student in the class can have one (and only one) 48-hour extension on a writing assignment over the course of the semester. To claim this extension, send me a brief email asking for extra time before the assignment's deadline. I will grant this extension automatically, so there is no need for you to explain why you need more time. Keep in mind, however, that once you've been 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 can have one extension of up to 48 hours; you cannot break your extension into two 24-hour extensions, for example. 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

and Fridays and from 2:30 to 3:30 on Thursdays. There is no need for an appointment; you are of course welcome to email me to arrange another time to meet if these hours do not work for you. I encourage students to drop by my office frequently, and I'm always happy to talk to you either about this class or about other issues related to history or your Grinnell education.

Academic accommodations

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation to the Coordinator for Student Disability Resources, John Hirschman, located on the 3rd floor of the Rosenfield Center and discuss your needs with him. Students should then notify me within the first few days of classes so that we can discuss ways to ensure your full participation in the course and coordinate your accommodations.

SCHEDULE OF CLASSES AND READINGS

Unit One: The Craft of History

Thursday, August 30: Course Introduction

Tuesday, September 4: What is History?

Reading: John Arnold, *History: A Very Short Introduction*, pp. 1–79

Assignment: email me 4 important quotations from Arnold that you feel capture his approach to history (deadline: Monday at 10 PM)

Thursday, September 6: Was the Past a Foreign Country?

Reading: Robert Darnton, "Workers Revolt: The Great Cat Massacre of the Rue St. Severin" [Pioneerweb]
Arnold, pp. 80-109

Monday, September 10: **film analysis is due at 10 PM by email**

Tuesday, September 11: A Midwife's Tale

Viewing: watch the film *A Midwife's Tale*, available through streaming at the following URL: <https://grinnell.kanopystreaming.com/video/american-experience-midwife-s-tale> (do this early enough to have time to write your paper!)

Reading: Laurel Thatcher Ulrich, *A Midwife's Tale*, excerpts [Pioneerweb]
<http://dohistory.org> (as needed); Arnold, pp. 110-125

Unit Two: Marxism, The Russian Revolution, and Stalin's Rise

Thursday, September 13: Communism Defined

Reading: Karl Marx and Friedrich Engels, *The Communist Manifesto*, parts I and II
introduction by John Toews, pp. 1-22, 50-53

Tuesday, September 18: Marx in History

Oleg Khlevniuk, “Stalin as Dictator” [Pioneerweb]

Thursday, October 11: 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 12: **document analysis is due by 5:00 PM**

Tuesday, October 16: 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 18: Hitler’s Personality Cult

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

Friday, October 19: **brief bibliography proposal is due by noon (by email)**

FALL BREAK: OCTOBER 22 TO OCTOBER 26

Unit Five: Everyday Life under Stalin

Tuesday, October 30: Life under Stalin

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

Thursday, November 1: 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 6: 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)**

Thursday, November 8: Summing up Stalinist Everyday Life

Reading: Fitzpatrick, *Everyday Stalinism*, pp. 164-190, 218-229

Sunday, November 11:

Reading: Robert Paxton, “The Five Stages of Fascism” [Pioneerweb]
articles from *Slate* and *Vox* about whether Donald Trump is a fascist

Thursday, December 13: Experiences of the Holocaust

Reading: Primo Levi, *Survival in Auschwitz*, excerpts [Pioneerweb]

Thursday, December 20: final version of annotated bibliography is due by email at 5:00