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MWF: 10:40-11:30
[Course Site](#)

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office hours: M 2-3pm
Th 9-10am
(or by appointment)

EUH 3931: Crime and Punishment in Authoritarian Europe

Course Description: Authoritarian states in twentieth-century Europe flouted the law yet vowed to end illegality and produced elaborate show trials. The course compares crime and punishment in these regimes, especially in the USSR and Germany. We will explore how violent crime intersected with political terror, and how propaganda informed law. Students in the course will engage with memoirs, fiction and film, as well as historical studies. The core assignment in the class is a digital project where students will imagine or recreate a trial through a playable game.

The course proceeds in a chronologically and thematically. In general, we will be looking at similar topics in the Soviet and German contexts for comparison before moving to another topic (e.g., show trials in both contexts). Course meetings will mix discussions and lectures.

The goals of the course are the following:

1. Introduce the histories of authoritarian European countries, especially Nazi Germany and the Soviet Union.
2. Consider how authoritarian states use and abuse legality.
3. Compare authoritarian and non-authoritarian countries' treatment of crime.
4. Examine the lived experiences of the prosecuted and victimized peoples.
5. Consider how to present these experiences and contexts in new formats.

Course Assignments:

Participation (20%): Engagement in discussions that demonstrate a student's having read and understood assigned materials. Sporadic quizzes will be incorporated into this grade.

Online Responses (10% + 5% extra credit): At our course blog, students should write at least four short posts (~250 words), one per month, reacting to a source, news item or line of thinking related to the course but not directly from the course. Students can receive extra credit by contributing substantial comments (perhaps questioning, but always constructive) about other students' posts.

Response Papers (20%): Students will write two book reviews (~700 words) of primary or secondary-source works related to the class. I will provide a list of relevant works but students are welcome to propose their own. The reviews should focus on how the intersection of politics and legality in these states. I recommend students choose works related to their main project.

Trial Game Project (35%: 10% for proposal, 15% for script, 10% for technical execution (Does it look good? Does the language sound right? Are there errors?) and presentation):

The major project for the course is a game using the non-linear storytelling tool Twine (<http://twinery.org>) that will allow the user to “play” through a criminal proceeding. The story can be non-fiction (e.g., a retelling of a real trial), historical fiction (an incident that did not happen but could have happened) or something between. The game, even if it is fiction, must include sources with citations and include a bibliography. If the game is non-fiction, it should still include non-linear elements. Players must have some choices that will reveal information, even if these choices cannot impact the outcome of the story. The finished product should show an aspect of how crime, justice or punishment worked under authoritarianism or in its aftermath.

Work on the project will be segmented. The class will have technical seminars on Twine. Students should submit a single-spaced, one-page proposal for their project. Approximately three weeks later, students should produce a draft of the game as a script or in paragraph form for commentary. For the final classes, students should revise and implement the script in a game to present. The game should take no less than five minutes to play.

Final Essay (15%): After reflecting on their game, students will write a paper (~1500 words) contextualizing the game and analyzing how it fits into the history of authoritarian trials more broadly. The essay should address the comparative context of the class.

Required Texts: Check the course schedule for the texts we will read. Many will be available online. All textbooks will be available on course reserve. Texts we will read extensively include:

Koestler, *Darkness at Noon*
Vatlin, *Agents of Terror*
Levi, *Survival in Auschwitz*
Ginzburg, *Journey into the Whirlwind*

Texts we will read in part include:

Arendt, *Origins of Totalitarianism* vol. 3
Davis, *Fiction in the Archives*
Foucault, *Discipline and Punish*

If you feel you need a textbook about Nazi Germany or the Soviet Union, I can recommend the following:

Nazi Germany:
Kershaw, *Hitler* (volume 2)
Friedlander, *Nazi Germany and the Jews*
Soviet Union:
Suny, *The Soviet Experiment*
Seventeen Moments of Soviet History (available free online: <http://soviethistory.msu.edu>)

Film Screenings: Occasionally we will have film screenings in the class. Some of the films are available on the internet. For those films that are not, I will make the films available for individual viewing at the library and schedule a screening for the class.

Academic Integrity: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” Honor code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Lateness Policy: An important part of students’ work is meeting deadlines. Late assignments will be docked three percentage points per day overdue. Under extraordinary circumstances extensions will be granted but every effort should be made to avoid the need to take an extension.

Accommodations for Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Complaints: The official UF policy for filing a complaint about the course may be found here https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

Contact information for the Counseling and Wellness Center:
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Course Schedule:

Jan. 6: Introduction

The Big Questions

Jan. 8: What Is Crime?

Reading:

Foucault, *Discipline and Punish*, 3-31

Jan. 10: What Is Punishment?

Reading:

Foucault, *Discipline and Punish*, 71-103

Jan. 13: What Is a Trial?

Reading:

Davis, *Fiction in the Archives*, 7-35

Jan. 15: What Is Authoritarianism?

Reading:

Arendt, *Origins of Totalitarianism*, part III, 389-419 (Totalitarianism in Power: The So-Called Totalitarian State)

Jan. 17: What Is Twine?

Assignment:

Read the Twine tutorial: <http://catn.decontextualize.com/twine/>

Make a quick story/game with minimum ten passages:

<http://www.twinery.org/2>

*****BRING YOUR COMPUTER**

Rise of Authoritarian States

Jan. 22: The Russian Revolution

Reading:

Seventeen Moments of Soviet History:

“Bolsheviks Seize Power”

(<http://soviethistory.msu.edu/1917-2/bolsheviks-seize-power/>, description plus under Texts: “Taking of the Winter Palace”)

“First Bolshevik Decrees”

(<http://soviethistory.msu.edu/1917-2/first-bolshevik-decrees/first-bolshevik-decrees-texts/>, description and under Texts: “Right to Issue Laws” “Soviet of People’s Commissars” “Assumption of Soviet Power”)

Jan. 24: Stalinism
Reading:
Seventeen Moments of Soviet History:

“Year of Great Change”
(<http://soviethistory.msu.edu/1929-2/year-of-great-change/>, description)

“Stalin Constitution”
(<http://soviethistory.msu.edu/1936-2/stalin-constitution/>, description plus
“Molotov on the New Soviet Constitution”)

“Abolition of Legal Abortion”
(<http://soviethistory.msu.edu/1936-2/abolition-of-legal-abortion/>,
description plus “Conference of the Wives of the Engineers”)

Jan. 27: Nazi Germany and the Legal Revolution
Reading:
Kershaw, “Working Toward the Fuhrer”
(<https://www.jstor.org/stable/20081474>)

Can Crime Be Non-Political in Authoritarian States?

Jan. 29: Soviet Criminal Justice
Reading:
Seventeen Moments of Soviet History:

“Socialist Legality” (<http://soviethistory.msu.edu/1924-2/socialist-legality/>, the description plus under Texts: “First Soviet Criminal Code”
“Krylenko on Law and State” “The State Withers Away” “Vyshinskii on
Proletarian Justice”)

“Stalin Constitution” (<http://soviethistory.msu.edu/1936-2/stalin-constitution/>, under Texts: “Vyshinskii on the New Law”)

“Labor Discipline” (<http://soviethistory.msu.edu/1939-2/labor-discipline/>,
the description plus under Texts: “Dismissal of Workers for Absenteeism”
“Penalties for Dereliction of Labor Duty”)

Jan. 31: Library Trip

Feb. 3: Nazi Germany and Non-Political Crime
Reading:

Goeschel, "The Criminal Underworld in Weimar and Nazi Berlin"
(<https://muse.jhu.edu/article/504100/>)

*****RESPONSE PAPER 1 DUE**

Laws of Definition

- Feb. 5: The Nuremberg Race Laws
Reading:
Nuremberg Race Laws: Defining the Nation
(<https://www.ushmm.org/information/exhibitions/online-exhibitions/special-focus/nuremberg-race-laws-defining-the-nation/documents>)
- Feb. 7: Criminally Jewish
Reading:
Jewish Responses to Persecution, 1933-1946, part 1, 9-33
- Feb. 10: The Jewish Enemy on Screen
Viewing:
Jud Süß (1940, <https://www.youtube.com/watch?v=dMTHwuQnIKA>)
- Feb. 12: Creating Enemies
Reading:
Kopelev, *The Education of a True Believer*
(excerpt: <http://soviethistory.msu.edu/1934-2/pavlik-morozov/pavlik-morozov-texts/education-of-a-true-believer/>)
- Feb. 14: The Soviet Enemy on Screen
Viewing:
The Road to Life
(1931, <https://www.youtube.com/watch?v=h7w1ghRUI38>)

Political Trials in Nazi Germany

- Feb. 17: The Reichstag Fire I: Who Set the Fire?
Reading:
Evans, "The Conspiracists" and following letter from Benjamin Carter Hett and responses (<https://www.lrb.co.uk/v36/n09/richard-j-evans/the-conspiracists>)
- Feb. 19: The Reichstag Fire II: The Results
Reading:
"Dr. Goebbels gives evidence in Reichstag fire trial – archive, 1933"
(<https://www.theguardian.com/world/2018/nov/09/dr-goebbels-gives-evidence-in-reichstag-fire-trial-archive-1933>)

“Minutes of Speech before the Court,”
(<https://www.marxists.org/reference/archive/dimitrov/works/1933/reich/ch08.htm>)

Feb. 21: Political Criminals
Reading:
“Political Prisoners”
(<https://encyclopedia.ushmm.org/content/en/article/political-prisoners>)

The Soviet Show Trial

Feb. 24: The Background to the Trials
Reading:
Koestler, *Darkness at Noon*, “The First Hearing”

Feb. 26: Darkness at Noon I
Reading:
Koestler, *Darkness at Noon*, “The Second Hearing”

Feb. 28: Darkness at Noon II
Reading:
Koestler, *Darkness at Noon*, “The Third Hearing” and “Grammatical Fiction”

The Great Terror in the USSR

Mar. 9: The Great Terror I – The Decision
Reading:
Vatlin, *Agents of Terror*, introduction

Mar. 11: The Great Terror II – Perpetrators
Reading:
Vatlin, *Agents of Terror*, part 1

Mar. 13: The Great Terror III – Victims
Reading:
Vatlin, *Agents of Terror*, part 2

Labor Camps in War and Peace

Mar. 16: Project/Twine Lab (multimedia)
*****BRING YOUR COMPUTER**

Mar. 18: Nazi German Prisons
Reading:

Start Levi, *Survival in Auschwitz*

- Mar. 20: Concentration Camps I
Reading:
Continue Levi, *Survival in Auschwitz*
*****PROPOSALS DUE**
- Mar. 23: Concentration Camps II
Reading:
Finish Levi, *Survival in Auschwitz*
- Mar. 25: The Gulag I
Reading:
Ginzburg, *Journey into the Whirlwind*, 35-69
- Mar. 27: The Gulag II
Reading:
Ginzburg, *Journey into the Whirlwind*, 175-230
*****RESPONSE PAPER 2 DUE**
- Mar. 30: Project/Twine Lab (variables)
*****BRING YOUR COMPUTER**
- Apr. 1: The Gulag III
Reading:
Ginzburg, *Journey into the Whirlwind*, 231-272

Restorative Justice, Vengeance or Show Trials?

- Apr. 3: Nuremberg Trials I
Viewing:
Prosecuting Evil: The Extraordinary World of Ben Ferencz (2018, Netflix) [SCREENING]
*****SCRIPT DUE**
- Apr. 6: Nuremberg Trials II
Reading:
Hirsch, "The Soviets at Nuremberg"
(<https://academic.oup.com/ahr/article-abstract/113/3/701/41115>)
- Apr. 8: Eichmann
Reading:

Arendt, "Eichmann in Jerusalem, I," *New Yorker*, February 16, 1963
(<https://www.newyorker.com/magazine/1963/02/16/eichmann-in-jerusalem-i>)

- Apr. 10: The "Trial" of Stalin
Seventeen Moments of Soviet History:

The Secret Speech (<http://soviethistory.msu.edu/1956-2/khrushchevs-secret-speech/>, description and under Texts: "Full Text of the Speech" "Purges Repudiated" "The Incidents in Georgia, March 1956")

Prisoners Return (<http://soviethistory.msu.edu/1954-2/prisoners-return/>, description plus under Texts: "First Post-Stalin Amnesty")
- Apr. 13: Trials of Communism
Viewing:
The Mosquito Problem and Other Stories (2007, Amazon)
[SCREENING]
- Apr. 15: Case of John Demjanjuk
Viewing:
The Devil Next Door "The Final Twist" (2019, episode 5, Netflix)
[SCREENING]
- Apr. 17: Presentations
*****GAMES DUE**
- Apr. 20: Presentations
- Apr. 22: Presentations

*****APR. 29 5PM: WRITE-UP DUE**