

**HIST 541.4 (3 credits)**

**Topics in the History of Science (Med & Sci in Germany):**

**Science and Medicine from the Wilhelminian Empire to National Socialism, 1871-1945**

Winter 2018

Instructor: Prof. Frank W. Stahnisch  
Tuesdays: 14:00 p.m. – 16:45 p.m.  
Room 639, Social Sciences Building

**Contact:**

fwstahni@ucalgary.ca  
Departments of History and Community Health Sciences  
Social Sciences Building, Room 606  
2500 University Drive N.W.  
(403) 210-6290

**Office hours:**

Thursday, 10:50 a.m.-12:20 p.m. (and by appointment)  
(Location: SS 606, Dep't. of History)

Course Librarian: Nadine Hoffman (nhoffman@ucalgary.ca)

**Course Outline:**

Few historical analyses and interpretations of Western science and medicine have been more politically and ethically charged than those concerning the nature and implications of the periods of German Imperialism (“*Kaiserreich*”) and National Socialism (“*Nationalsozialismus*”). In this advanced undergraduate seminar, we will consider the development of science and medicine from the formation of the Wilhelminian Empire to Adolf Hitler’s (1889-1945) downfall and the end of the National Socialist (NS) Period. This course traces the succession of different cultural and political contexts and analyzes changing patterns of academic self-understanding and morality from the Wilhelminian Empire through the Weimar Republic and the “Third Reich.” It will be structured thematically rather than chronologically, focussing on the role of science since the Wilhelminian Empire, the establishment of academic hierarchies, and the persistence of anti-Semitic tendencies in German medicine and science during this period. By approaching the theme of medicine and science between 1871 and 1945 through a wide range of disciplines (anthropology, psychiatry, experimental medicine, clinical research, “racial hygiene”, eugenics, etc.), this course challenges the often narrow tendencies of previous histories of Imperial Science and Nazi Medicine, which are too often displayed as an “ideology laden-ness of German science”, the “sudden switch in the ethical framework”, or the “unscientific impetus” of NS medicine. In addressing the changing societal and cultural contexts in which altered patterns of academic practice and scientific morality emerged, this “Topics in the History of Science” course creates a broader picture of one of the most crucial phases in modern science and medicine.

**Evaluation:**

Seminar participation:	20%
Oral presentations:	30%
Final paper:	50%

**Course Requirements / Evaluation:**

This seminar-style class will be conducted in an interactive discussion format. Classes will be predominantly student-led, and it is crucial that students do the readings ahead of time and attend class regularly. Part of the course grade, as detailed above, will depend upon regular class participation. Students will be required to write a 15-page essay (of about 4,000 words, excl. endnotes) on a topic related to the course, due at the last Tuesday during term time (April-10, 2018). This paper will count for 50 per cent of the final grade. Class participation will count for another 20 per cent. Attendance is a necessary prerequisite for the participation grade, but attendance alone is not sufficient. Two oral presentations on the assigned readings (summary and critical appraisal) are expected and will count for 30 per cent of the final grade. The essential readings for this course will be available online from the electronic databases of the UofC Library or from the course books (see below); more material will be offered through D2L. Students can buy the relevant books at the UofC Bookstore, where most of them are being made available.

**Students are requested to:**

Purchase the following books (UofC Bookstore: <http://calgarybookstore.ca/>)

Weimar Germany, by Eric D. Weitz (Princeton: Princeton University Press 2010<sup>2</sup>)

Imperial Germany, eds. by Wolfgang Mommsen (Oxford: Oxford University Press 2008<sup>2</sup>)

Reenchanting Science, by Anne Harrington (Princeton: Princeton University Press 2004<sup>2</sup>)

Hitler's Scientists, by John Cornwall (New York: Penguin 2004<sup>2</sup>)

The required readings are extremely important; students will be asked questions about them during the course.

**Academic Integrity:**

The UofC values academic integrity. All students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the code of student conduct and disciplinary procedures. For more information, consult: [http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf).

**Emergency Evacuation:**

Assembly Points have been identified across campus in case of an emergency evacuation. Should an emergency occur, our class would assemble at the Social Sciences Food Court. See the following link for a complete list of assembly points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

## **COURSE CALENDAR & READINGS SCHEDULE**

### **Tue, 9 Jan: Course Introduction / Imperial Culture and the Nervous Age**

Stephan Petzold, 'The Social Making of a Historian: Fritz Fischer's Distancing from Bourgeois-Conservative Hagiography, 1930-1960', *Journal of Contemporary History* 48 (2013), pp. 271-289; Wolfgang J. Mommsen, *Imperial Germany* (Oxford: Oxford University Press 2008), Chpt. One.

### **PART 1. NATIONALISM, HIERARCHIES, AND ANTI-SEMITIC TENDENCIES DURING THE WILHELMINIAN EMPIRE**

### **Tue, 16 Jan: The Scientific and Medical Mandarins in Late 19<sup>th</sup> Century-Germany**

Fritz K. Ringer, 'Differences and Cross-National Similarities among Mandarins,' *Comparative Studies in Society and History* 28 (1986), pp. 145-164; Sulamit Volkov, 'Jewish Scientists in Imperial Germany (Parts I and II)', *Aleph. Historical Studies in Science and Judaism* 1 (2001), pp. 1-36.

### **Tue, 23 Jan: Limits and Scope of Human Science and Medical Practice in Imperial Germany**

Eric J. Engstrom, 'Clinical Psychiatry in Imperial Germany: Alois Alzheimer and the Economies of Psychiatric Practice', *Culture, Medicine and Psychiatry* 31 (2007), pp. 405-413; Andrew Zimmerman, 'Looking Beyond History: The Optics of German Anthropology and the Critique of Humanism', *Studies in History and Philosophy of Biology and Biomedical Sciences* 32 (2001), pp. 385-411.

### **Tue, 30 Jan: Human Research and Clinical Trials at the Turn of the Century**

Garland E. Allen, 'Genetics, Eugenics and the Medicalization of Social Behavior: Lessons From the Past', *Endeavour* 23 (1999), pp. 10-19; Jochen Vollmann and Rolf Winau, 'The Prussian Regulation of 1900: Early Ethical Standards for Human Experimentation in Germany', *IRB: Ethics and Human Research* 18 (1996), pp. 9-11. [The following German article is currently the only piece of work on this topic. It is not required from non-German speakers, but we will try to make its content available to all participants through appropriate presentation:] Barbara Elkeles, 'Medizinische Menschenversuche gegen Ende des 19. Jahrhunderts und der Fall Neisser. Rechtfertigung und Kritik einer wissenschaftlichen Methode', *Medizinhistorisches Journal* 20 (1985), pp. 135-148.

### **Tue, 6 Feb: The Emergence of Technoscience and (Inter-)National Issues**

Daniel Kevles, 'Into Hostile Political Camps: The Reorganization of International Science in World War I', *ISIS* 61 (1970), pp. 47-60; Margit Szoelloesi-Janze, 'Pesticides and War: The Case of Fritz Haber', *European Review* 9 (2001), pp. 97-108; Jonathan Harwood, 'On the Genesis of Technoscience: A Case Study of German Agricultural Education', *Perspectives on Science* 13 (2005), pp. 329-351.

**PART 2. THE FIRST WORLD WAR, PREVAILING DEGENERATION DISCOURSE, AND THE CULTURAL CLASHES OF THE WEIMAR REPUBLIC**

**Tue, 13 Feb: The “Weimar Experiment”, Science, Medicine and the Long-Term Effects of War**

Eric D. Weitz *Weimar Germany* (Princeton: Princeton University Press 2010), pp. 129-168 and pp. 297-330. Heather R. Perry, *Recycling the disabled: army, medicine, and society in World War I Germany* (PhD Thesis: Indiana University 2005), pp. 54-97 (and figures 2-1 to 2-24, in appendix, pp. 252-256). Jason Crouthamel, *Invisible traumas: psychological wounds, World War I and German society, 1914-1945* (PhD Thesis: Indiana University 2001), pp. 100-161.

**Tue, 20 Feb: NO CLASS!!**

[Reading Week from Sunday, Feb-18, to Sunday, Feb-25, 2018]

**Tue, 27 Feb: From “Unacceptable Conditions” in Weimar Modernity to the Prologue of the “Final Solution”**

Gerhard Baader et al., ‘Pathways to Human Experimentation, 1933-1945: Germany, Japan, and the United States,’ *Osiris* 20 (2005), pp. 205-231. Mario Biagioli, ‘Science, Modernity, and the ‘Final Solution’,’ in: Saul Friedlaender (ed.), *Probing the limits of representation: Nazism and the “final solution”* (Cambridge, MA: Harvard University Press 1992), pp. 185-205 (and footnotes, pp. 371-377). Catrine Clay and Michael Leapman, *Master race: the Lebensborn experiment in Nazi Germany* (London, England: Hodder and Stoughton 1995), pp. 53-77 (& resp. picture plates).

**Tue, 6 March: The Current Degeneration Discourse and the Advent of “Racial Hygiene” (“Rassenhygiene”)**

Anne Harrington *Reenchanted Science: Holism in German Culture from Wilhelm II to Hitler* (Princeton, NJ: Princeton University Press 2004), pp. 72-102 (and footnotes, pp. 236-243). Hans-Joerg Ritter and Volker Roelcke, ‘Psychiatric Genetics in Munich and Basel between 1925 and 1945: Programs – Practices – Cooperative Arrangements’, *Osiris* 20 (2005), pp. 263-288.

**PART 3. DOCTORS, SCIENTISTS AND IDEOLOGY IN NAZI GERMANY**

**Tue, 13 March: From “Unacceptable Conditions” in Weimar Modernity to the Prologue of the “Final Solution”**

Gerhard Baader et al., ‘Pathways to Human Experimentation, 1933-1945: Germany, Japan, and the United States’, *Osiris* 20 (2005), pp. 205-231. Peter Weingart, ‘Science and Political Culture: Eugenics in Comparative Perspective’, *Scandinavian Journal of History* 24 (1999), pp. 163-177; Larry V. Thompson, ‘Lebensborn and the Eugenics Policy of the Reichsfuehrer-SS’, *Central European History* 4 (1971), pp. 54-77.

**Tue, 20 March: The “*Gleichschaltung*” of Medicine and Science in Germany**

Margit Szoelloesi-Janze, ‘Science and Social Space: Transformations in the Institutions of Wissenschaft from the Wilhelminian Empire to the Weimar Republic’, *Minerva* 43 (2005), pp. 339-360; Michael H. Kater, ‘Hitler’s Early Doctors: Nazi Physicians in Predepression Germany’, *Journal of Modern History* 59 (1987), pp. 25-52; Norbert N. Proctor, ‘Nazi Science and Nazi Medical Ethics: Some Myths and Misconceptions’, *Perspectives in Biology and Medicine* 43 (2000), pp. 335-346.

**Tue, 27 March: Exclusion versus Inclusion: Medical Doctors and the Context of the “Healthy People’s Body” (“*Gesunder Volkskoerper*”)**

Ute Deichmann, ‘Chemists and Biochemists during the National Socialist Era’. *Angewandte Chemie – International English Edition* 41 (2002), pp. 1310-1328; Karola Decker, ‘Divisions and Diversity: The Complexities of Medical Refuge in Britain, 1933-1948’, *Bulletin of the History of Medicine* 77 (2003), pp. 850-873. Michael Burleigh, ‘Psychiatry, German Society, and the Nazi ‘Euthanasia’ Programme’, *Social History of Medicine* 7 (1994), pp. 213-228.

**Tue, 3 April: Euthanasia and the T4-Action: The Widening of Ethically Acceptable Borders**

Henry Friedlaender, ‘Step by Step: The Expansion of Murder, 1939-1941’, *German Studies Review* 17 (1994), pp. 495-507; Michel I. Shevell, ‘Neurology’s Witness to History – Parts I and II’, *Neurology* 47 (1996), pp. 1096-1103 and 50 (1998), pp. 274-278; Goetz Aly, ‘The Case of Robert Herrlinger: A Unique Postwar Controversy on the Ethics of the Anatomical Use of Bodies of the Executed during National Socialism’, *Annals of Anatomy* 195 (2013), pp. 11-24.

**Tue, 10 April: Medicine in the Context of WWII-Warfare**

John Cornwell *Hitler’s Scientists: Science, War and the Devil’s Pact* (New York: Viking Press 2003), pp. 152-166 and 348-366 (and footnotes, pp. 480f. and 492- 494). Ute Deichmann, ‘Emigration, Isolation and the Slow Start of Molecular Biology in Germany’, *Studies in the History and Philosophy of Biological and Biomedical Sciences* 33 (2002), pp. 433-455; Paul Weindling, ‘The Origins of Informed Consent: The International Scientific Commission on Medical War Crimes, and the Nuremberg Code’, *Bulletin of the History of Medicine* 75 (2001), pp. 37-71.

**Assignment:**

Term paper (15 pp, 12pt, 1,5-spaced, 4,000 words max., excl. endnotes & bibliography)!

**[End of Teaching Sessions on April, 13 / Term Paper: April-10, 2018 – “Red Box Policy” (Department of History)]**

---

## **Important Departmental, Faculty, and University Information**

### *Department Twitter @ucalgaryhist*

#### **Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

#### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

#### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

#### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

#### **Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name and 4) your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90–100	A+	4.00	Outstanding
85–89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80–84	A–	3.70	
77–79	B+	3.30	
73–76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70–72	B–	2.70	
67–69	C+	2.30	
63–66	C	2.00	Satisfactory—basic understanding of the subject matter.
60–62	C–	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.

Percentage	Letter Grade	Grade Point Value	Description
56–59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50–55	D	1.00	
0–49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

### Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

### Academic Accommodations (implemented July 1, 2015):



The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Campus Resources for Mental Health:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>