B421/H509: Fascism in Europe, 1914-1945

Spring 2007/ 3 credit hours
M/W 10:30am-11:45am, Sec. 26104 (Undergrad) / 23000 (Grad)
IUPUI/Cavanaugh Hall 235

Instructor: Dan Clasby
Office: Cavanaugh Hall 503S
Office Hours: M/W 9:30am-10:30am and by appointment
E-mail: dclasby@indiana.edu
Phone: 317-278-7761

COURSE DESCRIPTION:

This class will examine the history of European fascism: it origins, seizure of power, development and institutionalization, its most extreme elements and its defeat. The class will focus mainly on Italy and Germany as case studies but will also examine fascist-style movements and rule in countries like France and Spain, even in Japan. We will look at both primary documents, crafted by those who dreamed up the idea and concept of fascism and by those who practiced it, and a wealth of secondary literature written by modern historians. Bringing these different sources together, we will place everything we think we know about fascism on the table, creating definitions, points of reference and discussion and conclusions about fascism's nature, its history and its legacy.

The course carries both undergraduate and graduate credit. As noted throughout the syllabus graduate students have different, and often more challenging, course requirements. Graduate students, in addition to performing at the graduate level in class discussion, will be required to complete supplemental reading assignments, attend graduate seminar discussions (and write book reviews on the seminar reading), write a paper of longer length, and present material to the class on 2 occasions during the
semesters. Graduate students are not required to complete the undergraduate worksheet assignments, exams or paper. Further information about determination of overall grade and a fuller explanation of assignments will be provided at a meeting with graduate students (TBA).

**REQUIRED TEXTS FOR PURCHASE:**

Readings for this course include undergraduate and graduate texts for purchase. Undergraduates should purchase only those books included under the undergraduate heading. Students may obtain the books through a variety of sources - library, bookstore, Amazon.com, etc. Graduate students should purchase the books included under the undergraduate heading (you will be responsible for completing all undergraduate reading assignments) and will also be required to purchase some of the books listed under the graduate heading. Further information for purchasing graduate texts will be provided, when topics and presentation assignments for the graduate seminars are settled.

**Undergraduate** -
3. Michael Burleigh and Wolfgang Wipperman, *The Racial State: Germany, 1933-1945*
5. Peter Fritzsche, *Germans into Nazis*
6. Carlo Levi, *Christ Stopped at Eboli*

**Graduate** –
1. Walter Adamson, *Avant-Garde Florence: From Modernism to Fascism*
2. Ruth Ben-Ghiat, *Fascist Modernities: Italy, 1922-1945*
3. Ruth Ben-Ghiat, et al., *Italian Colonialism*
4. R.J.B. Bosworth, *The Italian Dictatorship: Problems and Perspectives in the Interpretation of Mussolini and Fascism*
5. Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*
6. Günter Grass, *The Tin Drum*
7. Dagmar Herzog, *Sex after Fascism: Memory and Morality in Twentieth-Century Germany*
8. Ian Kershaw, *The Nazi Dictatorship: Problems and Perspectives of Interpretation*

**ADDITIONAL / SUPPLEMENTARY READINGS AND LECTURES:**

Few additional readings (and all class lectures) will be available through Oncourse or distributed in class by me. All students should have access to Oncourse as long as they are registered for the class. Oncourse readings and class lectures can be found under the heading, “Syllabus,” where either the actual document or a hyperlink to an online
source will be available. Due to a lack of space, Oncourse readings and class lectures will not be available indefinitely. You should therefore print all materials in a timely fashion.

**SYLLABUS:**

The syllabus is subject to small changes dependent on circumstance. I will update the version available on Oncourse under the heading, “Syllabus,” as necessary.

**INSTRUCTIONAL GOALS:**

Regarding the content of the course,

- I expect that you will gain holistic knowledge and understanding of the history of European fascism from the late 19th century to the present.
- You will also develop an appreciation for the complexity of historical knowledge and the inherently contentious ways to interpret history.
- Taken together you will use the above knowledge to make historical arguments about the history and present circumstances of European fascism.

I have organized this course to help you build your historian skills.

- You will develop critical thinking skills through the analysis of primary and secondary sources, discussion with other students and lecture materials.
- You will use these skills to synthesize this material for your papers and exams and you will be expected to learn how to articulate these ideas in a cohesive manner, in oral and written form.
- In the end, you will become better readers and writers.

**CLASS FORMAT:**

The class periods will combine several different formats. For instance, a typical class session will feature a bit of lecture, maybe some music or video, group work and discussion. This approach aims to create an environment in which you learn from each other as well as from me. As an instructor I am a facilitator and guide, but I don’t have all the answers. I hope to learn as much from you as you do from me.

Note that graduate students will sometimes present material and help lead our class discussions. Utilize their knowledge, experience, and talent! As part of the graduate requirement, we will hold graduate seminar meetings approximately once a month. You are not required to attend, but you may come to one seminar meeting and earn extra credit by reading the supplemental graduate material for the week and writing a short review essay. More information about this opportunity will be available, once our graduate seminar schedule is set.

**MY RESPONSIBILITIES/YOUR RESPONSIBILITIES:**

We are all responsible for the success of this course.
While it is my responsibility to guide you in learning the objectives of the course, to give clear presentations and encourage your participation, to explain assignments and grade them appropriately, to return assignments in a timely fashion and to make myself available to you, this class cannot depend on me alone.

It is your responsibility to read the material, reflect on it and be prepared to ask critical questions. Reading, doing the homework, actively taking notes and listening to the ideas of others are your contributions to the success of this class. You must also bring all pertinent materials to class on the day those materials are scheduled for discussion.

I require that we respect each other and our differences while in the classroom. This class is an open forum, a place where every member of the class has the opportunity and should feel comfortable raising questions, voicing opinions, and engaging in the historical debate. Disrespect will not be tolerated.

**CLASS POLICIES:**

In general, late work will only be accepted in cases of illness and then only if supported by a note from the student health services or a physician. But please consult with me if you should be sick, have a car accident, family emergency, etc. I am always willing to listen and will make the appropriate considerations regarding grade penalties and absences as long as you have made an effort, preferably as soon as possible, to contact me and let me know what has happened. Unexcused, late papers or exams will be docked one third (1/3) of a letter grade per day i.e., an A grade would become an A-, and so forth.

Attendance is absolutely mandatory and simply expected. Unexcused absences will result in a substantially lowered grade! Active participation is 10% of your overall grade; if you are not present in class, you will not earn any participation points for that day. If you are not present to hand in your worksheet assignment, your assignment will not be graded for points. Please also arrive on time out of respect for your classmates and myself. Chronic late-comers will begin to be marked absent and thus lose participation points. Again, regular attendance will greatly enhance your chances for success here!

Inform yourself of the university's policy on plagiarism in the undergraduate catalog or on the web. Plagiarism is a serious academic offence: anyone caught plagiarizing will be subject to the university's procedures regarding such an offense. Address all questions concerning the exercises and plagiarism to me before they are due. Go to the following web address for more information: http://www.hoosiers.iupui.edu/handbk/handbook.htm.

You should also inform yourself of the university's withdrawal policies. It is your responsibility to withdraw from class. I cannot administratively drop you.

And to give a nod to the world in which we live, please turn off all cell phones and pagers before class.
ASSIGNMENTS:

1) active class participation, worksheet assignments and attendance (40%)
2) two take-home exams (15% each)
3) final paper (30%)

1. Participation and Worksheet Assignments -40% of the final grade

In order to receive the full 40% you need to actively participate in class (10%) and submit your worksheet assignments on their due date (30%).

Active Participation-
In general, active participation means staying interested and involved in the class. So, you can actively participate in several ways: by speaking up in class, by working enthusiastically with group members, by asking for points of clarification during my lectures, by asking me and the other students questions or making critical comments about readings and lecture, by completing all assignments and submitting them in a timely fashion, etc. Stay involved by doing at least a few of these suggestions and your participation grade will be great!

Reading Assignments-
There are seven (7) worksheet assignments for this class. You will be responsible for doing only six (6) of these assignments. Each assignment will be worth 5 points, for a total of 30 points. If you choose to do 7 assignments, I will count the additional assignment (the last one you complete) for 3 points of extra credit. Given the nature of the assignments, I will not accept late work.

Each week a worksheet assignment will be distributed in class and posted on Oncourse to be due in parts over the course of two to three weeks. When I produce the assignment, I will design questions or exercises that build upon a greater understanding of the reading material, according to the correlating topic. The assignments are designed to stimulate your active participation in class by “forcing” you to keep abreast of the readings. If done with diligence, the assignments will allow you to accumulate 30% of your grade easily and give you a ready-at-hand sense of where you stand in class.

Attendance-
Attendance is mandatory and unexcused absences can result in a substantially lowered grade. For each unexcused absence from class I will deduct 1 point from the 10% allotted for participation. This calculation will be made at the end of the semester.

2. Two Take-Home Exams-15% of the final grade each

Twice during the semester you will be given a take-home exam to be returned by the next class period. The tests will cover material with which you are familiar, but will also present new challenges for which you can employ the tools and skills you develop over the course of the semester.
3. Final Paper—30% of the final grade

Before the first exam, I will introduce a list of possible paper topics from which you may choose. Once you choose your topic (your choice sent via email for my authorization one week after the topics are circulated) you will be required to compose a typed, 12-15 page, 12-point font/Times New Roman, double-spaced paper in response to a historiographical question I have posed in accordance with your topic. You will need to complete some outside research. I will include lists of possible books and articles you may use in conducting that outside research. You should also support your arguments with what we have read, discussed and written over the course of the semester. Specifically, the worksheet assignments will be structured to provide much of the appropriate proficiency necessary for the paper assignment.

WEEKLY SCHEDULE:

SECTION I: INTRODUCTION

Week One: Fascism, Ideas and Concepts.

Monday, January 8: Introductions
  ▪ Discussion of the Syllabus

Wednesday, January 10: Theories and Definitions
  ▪ Read Payne, A History of Fascism, pgs. 3-19
  ▪ Read Kallis, Fascism Reader, pgs. 82-88

Week Two: Fascism, Ideas and Concepts.

Monday, January 15: Martin Luther King, Jr. Birthday
  ▪ No Class!!

Wednesday, January 17: Italy, Germany and other case studies
  ▪ Read Payne, A History of Fascism, pgs. 462-470
  ▪ Read Kallis, Fascism Reader, pgs. 49-56

Week Three: Fascism, Ideas and Concepts.

Monday, January 22: Ideology vs. Practice
  ▪ Read Kallis, Fascism Reader, pgs. 89-100, 156-164, 174-190

Wednesday, January 24: Modern Historiography
  ▪ Read Payne, A History of Fascism, pgs. 441-461
  ▪ Read Kallis, Fascism Reader, pgs. 1-41
  ▪ Worksheet Assignment 1 due in class

SECTION II: ORIGINS
**Week Four: Late 19th Century/early 20th Century**

**Intellectual/Political/Cultural Roots**

Monday, January 29: Nationalism, Mass Politics and the New Right  
- Read Payne, *A History of Fascism*, pgs. 35-70

Wednesday, January 31: Intellectual *Ennui* in the *fin-de-siècle*  
- Read Payne, *A History of Fascism*, pgs. 23-34  
- Kallis, *Fascism Reader*, pgs. 120-141  
- **Worksheet Assignment 2 due in class**  
- First/Midterm exam distributed in class, to be completed at home and due the following class period

**SECTION III: THE SEIZURE OF POWER**

**Week Five: Crisis and Revolution**

Monday, February 5: The First World War  
- **First/Midterm Exam due in class**  
- Read Payne, *A History of Fascism*, pgs. 71-79  
- Read Fritzsche, *Germans into Nazis*, pgs. 3-136

Wednesday, February 7: First Graduate Seminar  
- No Class for Undergraduates!

**Week Six: Crisis and Revolution**

Monday, February 12: Mussolini and the “March on Rome”  
- Read Payne, *A History of Fascism*, pgs. 80-128

Wednesday, February 14: Hitler and the “Backstairs Conspiracy”  
- Read Payne, *A History of Fascism*, pgs. 147-211  
- Read Fritzsche, *Germans into Nazis*, pgs. 139-235  
- **Worksheet Assignment 3 due in class**

**SECTION IV: REGIMES IN PRACTICE**

**Week Seven: The Consolidation of Power and the “Nature” of Fascist Rule**

Monday, February 19: Party, State and Dictatorship  
- Read Payne, *A History of Fascism*, pgs. 212-244  
- Read Kallis, *Fascism Reader*, pgs. 278-293

Wednesday, February 21: “Totalitarianism” – Coercion and Consent  
- Read Kallis, *Fascism Reader*, pgs. 255-262, 294-300
Week Eight: The Consolidation of Power and the “Nature” of Fascist Rule

Monday, February 26: Politics and Policy
- Read Kallis, Fascism Reader, pgs. 407-413
- Read De Grazia, How Fascism Ruled Women, pgs. 1-17, 41-115

Wednesday, February 28: Society and Culture
- Read De Grazia, How Fascism Ruled Women, pgs. 166-271
- Worksheet Assignment 4 due in class

Week Nine: The Consolidation of Power and the “Nature” of Fascist Rule

Monday, March 5: Second Graduate Seminar
- No Class for Undergraduates!

Wednesday, March 7: Early Spring Break
- No Class for Everyone!!

Week Ten: Spring Break!!!
- Monday, March: 12: Spring Break, No Class
- Wednesday, March 14: Spring Break, No Class

SECTION V: RADICALIZATION, FROM ANTISEMITISM TO GENOCIDE

Week Eleven: Indoctrination and Institutionalization

Monday, March 19: The New Fascist Man
- Read Kallis, Fascism Reader, pgs. 381-406
- Burleigh and Wippermann, The Racial State, pgs. 267-303

Wednesday, March 21: Imperial Expansion
- Read Kallis, Fascism Reader, pgs. 301-312, 359-366

Week Twelve: The Racial State

Monday, March 26: Nazi Racism
- Read Kallis, Fascism Reader, pgs. 323-331
- Read Burleigh and Wippermann, The Racial State, pgs. 1-73

Wednesday, March 28: Genocide
- Read Burleigh and Wippermann, The Racial State, pgs. 75-197
- Worksheet Assignment 5 due in class

SECTION VI: WAR AND DEFEAT

Week Thirteen: Inevitable War
Monday, April 2: The Militarization of Society
- Read Kallis, *Fascism Reader*, pgs. 341-348
- Burleigh and Wippermann, *The Racial State*, pgs. 199-266

Wednesday, April 4: The Second World War
- Read Payne, *A History of Fascism*, pgs. 355-411
- Second/Midterm exam distributed in class, to be completed at home and due the following class period after the break

**Week Fourteen: The Right and War**

Monday, April 9: Spain, Vichy France, and Japan
- **Second/Midterm Exam due in class**
- Read Payne, *A History of Fascism*, pgs. 129-146
- Kallis, *Fascism Reader*, pgs. 414-430

Wednesday, April 11: Puppetry in Hungary and Romania
- Read Payne, *A History of Fascism*, pgs. 245-299

**Week Fifteen: Defeat**

Monday, April 16: Salò and the Bunker: Denazification and Retribution
- Read Payne, *A History of Fascism*, pgs. 411-437
- Read Levi, *Christ Stopped at Eboli*, pgs. 3-132

Wednesday, April 18: Penance and Renewal
- Read Levi, *Christ Stopped at Eboli*, pgs. 132-268
- **Worksheet Assignment 6 due in class**

**SECTION VII: POSTWAR AFTERMATH**

**Week Sixteen: Legacy**

Monday, April 23: Memory and the Shadow of Fascism
- Read Payne, *A History of Fascism*, pgs. 496-520

Wednesday, April 25: Third Graduate Seminar
- No Class for Undergraduates!

**Week Seventeen: Review and Final Exam**

Monday, April 30: Concluding remarks/thoughts
- **Worksheet Assignment 7 due in class**

Friday, May 4: Finals
• Final Paper due by 10:00 am