

Prof. Jackson
Spring 2009
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Office Hours: Wednesday 1:00-4:00 PM

History 428
Fascist Europe, 1918-1945

Course Objectives:

This seminar investigates one of the most tumultuous eras in Western history by exploring the political and cultural development known as “fascism.” Radicalized by World War and Depression, adherents of this new political philosophy gained control of several European countries and proceeded to change them from liberal democracies to totalitarian states. Concentrating on culture and society, we will explore why and how such groups came to power in countries including Italy and Germany, what fascists believed, the elements of their programs, and the legacies they left behind.

Books to purchase for the course:

Philip Morgan, *Fascism in Europe, 1919-1945*
Peter Gay, *My German Question*
Claudia Koontz, *The Nazi Conscience*

Most of the readings for this course will be available electronically in my faculty folder on the Acad_Dept_Pgm Volume on the College server.

Writing:

General Guidelines: No essay which fails to conform to the following guidelines will be accepted.

All essays must include:

- (1) A signed honor code pledge;
- (2) An engaging title which captures the main thrust of your argument. I will **not** accept papers with titles like “Paper #1.” You must also include your name and the date;

- (3) A **final word count** of the body of your essay (not including footnotes, endnotes, bibliography, or title). This word count must be indicated on your first page of your essay;
- (4) Appropriate citations, either footnotes or endnotes, which follow the *Chicago Manual of Style*. Copies of this style manual are in the library and the history department office. The style manual commonly known as “Turabian” (i.e. Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*) is a shortened version of the Chicago style guide and is acceptable;
- (5) Appropriate American-style punctuation and general formatting as indicated in the *Chicago Manual of Style*;
- (6) Sequential page numbers at the bottom of each page beginning with page 1. All notes should also use numbers, not symbols or letters;
- (7) An introductory paragraph which clearly states your interpretive claim (i.e. thesis) and answers all of the following questions: (a) what is the paper about, (b) what is the reader going to find out, (c) why is this paper worth reading -- i.e. the “so what” question.

Assignments:

1. Book Review: Each student in the class will be responsible for reading a book outside the course syllabus and writing a substantive book review. Students will then be asked to present the key themes or ideas of that book to the class on the day when that book appears on the syllabus. Book reviews should be approximately 5 pages long and should analyze the author’s argument in light of the issues we are discussing in class.
2. Bibliographical Essays: Students will complete 2 bibliographical essays that analyze the themes and connections between the readings in each half of the course. Each essay will make a particular interpretive claim about how these readings fit together and then explore that argument in a sustained discussion of each reading. **In each essay, you must read two additional books from outside the course syllabus and incorporate them into your paper, making sure to indicate why they should be included and how they relate to the themes of the course reading.** Each of these essays should be 10-12 pages and are due on the dates indicated on the syllabus.
3. Other Options: Students wishing to propose other essay ideas should discuss them with me during the first two weeks of the semester. No additional options may be pursued after that point.

Discussion Leadership and Participation

This class will function as a seminar, which means that each student is responsible for doing all the reading and coming to class prepared to engage critically with that reading. The successful functioning of this class depends on the willingness of each student to participate in the

ongoing conversation. Listening is not enough; each student is expected to make a reasonable contribution to the discussion so that others may benefit from their insight.

Discussion: I define “participation” as active engagement with the ideas, readings, and conversations that are an integral part of this course. Class attendance is necessary for class participation, since you cannot participate if you are not here. However, you do not earn your participation grade simply by showing up to class. Rather, you must actually participate by joining in the class discussion, posing questions, sharing ideas, and interpreting the readings with your classmates in a thoughtful and reflective way.

I reserve the right to call on any member of the class so that they might contribute to our discussion. I recommend bringing questions that you have about reading assignments or about the previous class meeting if what we discussed is not entirely clear to you. I also recommend bringing a list of comments that you wish to make during class discussion so that you will be ready to contribute. *If you are someone who has difficulty speaking in class for whatever reason, please speak to me about alternative ways of participating.*

Book Reviews: Each student will give a presentation on a book from outside class which relates to the reading we will do during each class session. This book will also be the book for which you write a review.

Blog: In addition, at the end of class, I will ask one student to write a summary of our class discussion and e-mail it to me. I will then post the summary to a blog I have created for this class. You should subscribe to this blog and read the discussion summaries that I post; this will be especially useful if you must miss class. If you have any comments to add, please respond to the blog entry online so that everyone can read your further thoughts. This is a particularly good way for those of you who do not feel particularly comfortable speaking in class can get your ideas on the table and earn your participation grade. I hope that the blog will allow all of us to continue our classroom discussion. This activity counts as a portion of your class participation grade.

In addition, I may occasionally post blog comments relating to further issues in the reading that I want to bring to your attention.

Grades:

Grades for this class will be based on the following formula:

Bibliographical Essays	50%
Book Review	20%
Class Participation, Blog Writing, and Additional Assignments:	30%

I define “participation” as active engagement with the ideas, readings, and conversations that are an integral part of this course. Class attendance is necessary for class participation, since you cannot participate if you are not here. However, you do not earn your participation grade simply by showing up to class. Rather, you must actually participate by joining in the class discussion, posing questions, sharing ideas, and interpreting the readings with your classmates in a thoughtful and reflective way.

Our Schedule for the Semester

- 1/15 Introduction
- 1/20 Late Nineteenth Century and World War I and Theories of Fascism
(1) Philip Morgan, *Fascism in Europe*, Introduction and Chapter 1 (28 pages)
(2) George Mosse, “The Cult of the Fallen Soldier” (36 pages)
- 1/22 (1) Thomas Mann, “Mario and the Magician.” (46 pages)
(2) Robert O. Paxton, “The Five Stages of Fascism” (23 pages)
- Book Review: Modris Eksteins, *Rites of Spring*
- 1/27 Fascism in Italy, 1919-1929
(1) Philip Morgan, *Fascism in Europe*, Chapter 2 (35 pages)
(2) Benito Mussolini and Giovanni Gentile, “Foundations and Doctrines of Fascism” (26 pages)
- 1/29 (1) Romke Visser, “Fascist Doctrine and the Cult of the Romanita” (18 pages)
(2) Borden W. Painter, “Mussolini’s Obsession With Rome” (19 pages)
- Book Review: Ruth Ben-Ghiat, *Fascist Modernities*
- 2/3 Fascism in Germany, 1929-1940
(1) Philip Morgan, *Fascism in Europe*, Chapter 3 (54 pages)
(2) Adolf Hitler, *Mein Kampf*
- 2/5 (1) William Sheridan Allen, “Enter the Nazis” and “Exploiting Victory”
(29 pages)
(2) Richard Evans, “A ‘Revolution of Destruction?’” (20 pages)
- Book Review: William Sheridan Allen, *The Nazi Seizure of Power*
- 2/10 Peter Gay, *My German Question*, part 1

- 2/12 Peter Gay, *My German Question*, part 2
Book Review: Peter Fritzsche, *Life and Death in the Third Reich*
- 2/17 Fascism Compared and Leaders
Philip Morgan, *Fascism in Europe*, chapter 4 (40 pages)
- 2/19 (1) Ian Kershaw, "Symbol of the Nation: The Propaganda Profile of Hitler" (34 pages)
(2) Simonetta Falasca-Zamponi, "Mussolini the Myth" (46 pages)
Book Review: Timothy Ryback, *Hitler's Private Library*
- 2/24 Fascism and Propaganda
(1) David Welch, "Manufacturing a Consensus: Nazi Propaganda and the Building of a 'National Community' (*Volksgemeinschaft*)" (15 pages)
(2) Marla Stone, "Staging Fascism: The Exhibition of the Fascist Revolution" (29 pages)
Book Review: Jeffrey Herf, *The Jewish Enemy: Nazi Propaganda during WWII and the Holocaust*
- 3/2 **Essay #1 Due on readings from Weeks 1-6**
- 3/3 Fascism and Family
Victoria de Grazia, "Motherhood" (35 pages)
- 3/5 Claudia Koonz, "The Second Sex in the Third Reich" (42 pages)
Discussion of Film: *Europa, Europa*
Book Review: Kevin Passmore, ed., *Women, Gender, and Fascism in Europe*
- 3/10 Fascism and Leisure
(1) Victoria de Grazia, "The Politics of After-Work" (35 pages)
(2) Shelley Baranowski, "Mass Tourism, the Cohesive Nation, and Visions of Empire" (45 pages)
- 3/12 Fascism and Aesthetics
Frederic Spotts, "The Artist as Politician" and "The Politician as Artist" (51 pages)
Discussion of Video: *Degenerate Art*

Book Review: Matthew Affron and Mark Antliff, *Fascist Visions*

3/17 - 3/19 SPRING BREAK

3/24 Fascism and Race

Patricia Szobar, "Telling Sexual Stories in the Nazi Courts of Law" (33 pages)

3/26 Esmonde Robertson, "Race as a Factor in Mussolini's Policy in Africa Europe" (22 pages)

Book Review: Michael Burleigh and Wolfgang Wippermann, *The Racial State*

3/30 Fascist Ethics I

Claudia Koonz, *The Nazi Conscience*

4/2 Fascist Ethics II

Claudia Koonz, *The Nazi Conscience*

Book Review: George Mosse, *The Nationalization of the Masses*

4/7 Fascism, War, and Holocaust

(1) Philip Morgan, *Fascism in Europe*, Chapter 5 (40 pages)

(2) Omer Bartov, "The Conduct of War: Soldiers and the Barbarization of Warfare" (14 pages)

Book Review: Omer Bartov, *Hitler's Army*

4/9 Mark Mazower, "The Final Solution: The Jewish Question" (47 pages)

4/14 Resisting Fascism

(1) Sebastian Haffner, *Defying Hitler*

(2) JoMarie Alano, "Armed With a Yellow Mimosa" (16 pages)

Sergio Luzzatto, *The Body of Il Duce*

4/16 Lucie Aubrac, *Outwitting the Gestapo*

Discussion of Film: *Au revoir les enfants*

4/21 Neo-Nazism and Legacies of the Holocaust

(1) Philip Morgan, *Fascism in Europe*, Chapter 6 (10 pages)

(2) Omer Bartov, "Defining Enemies, Making Victims" (46 pages)

- 4/23 Nicholas Fraser, "The Fuhrers of Nothing" (33 pages)
Discussion of film *Romper, Stomper*
- 4/28 Book Review: Robert O. Paxton, *Vichy France*
Book Review: Philip Morgan, *The Fall of Mussolini*
- 4/30 Book Review: R.J.B. Bosworth, *Mussolini's Italy*
Book Review: Walter Laqueur, *Fascism: Past, Present, Future*
- TBA** **Essay #2 Due on readings from Weeks 7-14**

Hitler's Private Library: The Books That Shaped His Life (Hardcover)

by Timothy W. Ryback (Author)

Mark Mazower, Hitler's Empire

Peter Fritzsche, Life and Death in the Third Reich

Omer Bartov, Hitler's Army

Jeffrey Herf, The Jewish Enemy: Nazi Propaganda during WWII and the Holocaust

William Sheridan Allen, The Nazi Seizure of Power

Ruth Ben-Ghiat, Fascist Modernities

NO -- R.J.B. Bosworth, Mussolini's Italy

Matthew Affron and Mark Antliff, Fascist Visions

Sergio Luzzatto, The Body of Il Duce

Macgregor Knox, Mussolini Unleashed