

Prof. Jackson
Fall 2005
Office: Clough 310
Phone: x3586
Email: jacksonj@rhodes.edu
Office Hours: MWF 1-2PM
or by appointment

History 328
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, Germany, Spain, and France, 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* (this book is only available in hardcover)

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.

Essays:

You will write a 20-25 page research paper. There are two options for this assignment:

Option 1 (recommended): A substantial historiographical essay that investigates how historians have discussed a particular issue or theme within the history of fascism in Europe. This assignment requires you to identify, read, evaluate, and compare a range of historical arguments and points of view about a topic that you choose.

Option 2: A substantial research paper based on primary sources that advances an interpretive argument about some specific aspect of fascism in Europe. This assignment requires you to research and explain voices from the past and what they tell us about the larger phenomenon of fascism.

Discussion Leadership:

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.

To accomplish that goal, each student will take turns leading class discussion. I will choose discussion leaders at the beginning of each class session. Therefore, you must be prepared to lead discussion at a moment’s notice. To do so, you should arrive in class having done the reading and prepared a list of questions or issues for students to discuss. Discussion leadership also entails giving a brief (10 minute) presentation to your colleagues about the main ideas and issues raised by the reading. Your grade for this portion of the class will be based on the quality of your presentation and how well you stimulate discussion among your colleagues.

Grades:

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

Essay (either option):	60%
Discussion Leadership:	20%
Class Participation and Additional Assignments:	20%

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.*

Our Schedule for the Semester

R 8/25 Introduction

Background

T 8/30 Late Nineteenth Century and World War I
Reading: (1) Philip Morgan, *Fascism in Europe*, Introduction and Chapter 1 (28 pages) and
(2) George Mosse, “The Cult of the Fallen Soldier” (36 pages)

R 9/1 Theories of Fascism
Reading: (1) Thomas Mann, “Mario and the Magician.” (46 pages) and
(2) Robert O. Paxton, “The Five Stages of Fascism” (23 pages)

The First Wave

T 9/6 Fascism in Italy, 1919-1929
Reading: Philip Morgan, *Fascism in Europe*, Chapter 2 (35 pages)

R 9/8 Reading: (1) Romke Visser, “Fascist Doctrine and the Cult of the Romanita” (18 pages)
(2) Benito Mussolini and Giovanni Gentile, “Foundations and Doctrines of Fascism” (26 pages)

Writing: A one-page abstract of your research paper topic including a bibliography.

The Second Wave

T 9/13 Fascism in Germany, 1929-1940
Reading: Philip Morgan, *Fascism in Europe*, Chapter 3 (54 pages)

R 9/15 Reading: Peter Gay, *My German Question* (206 pages)

Fascism Compared

- T 9/20 Reading: Philip Morgan, *Fascism in Europe*, chapter 4 (40 pages)
- R 9/22 Fascism and Leaders I
Reading: Ian Kershaw, *The Hitler Myth* (34 pages)
- T 9/27 Fascism and Leaders II
Reading: Simonetta Falasca-Zamponi, "Mussolini the Myth" (46 pages)
- R 9/29 Fascism and Propaganda
Reading: (1) David Welch, "Manufacturing a Consensus: Nazi Propaganda and the Building of a 'National Community' (*Volksgemeinschaft*)" (15 pages) and (2) Tracy Koon, "The Kingdom of the Word" (29 pages)
- T 10/4 Fascism and Family I
Reading: Victoria de Grazia, "The Family Versus the State" (38 pages)
- R 10/6 Fascism and Family II
Reading: Claudia Koonz, "The Second Sex in the Third Reich" (42 pages)
Discussion of *Europa, Europa*
- T 10/11 Fascism and Leisure
Reading: (1) Victoria de Grazia, "The Politics of After-Work" (35 pages) and (2) Shelley Baranowski, *Strength Through Joy* (TBA pages)
- R 10/13 The Aesthetics of Fascism
Video: *Degenerate Art*
- Writing: A five-page abstract of your research paper topic including a bibliography.
- T 10/18 FALL BREAK
- R 10/20 Fascism and Race
Reading: (1) Patricia Szobar, "Telling Sexual Stories in the Nazi Courts of Law" (33 pages) and (2) Esmonde Robertson, "Race as a Factor in Mussolini's Policy in Africa Europe" (22 pages)
- T 10/25 Fascist Ethics I
Reading: Claudia Koonz, *The Nazi Conscience*
- R 10/27 Fascist Ethics II
Reading: Claudia Koonz, *The Nazi Conscience*

Other Fascisms?

- T 11/1 Fascism in France?
Reading: William D. Irvine, "Fascism in France and the Strange Case of the Croix de Feu" (25 pages)
- R 11/3 Fascism in Spain?
Reading: David Clay Large, "Death in the Afternoon: The Spanish Civil War and the Destruction of Guernica" (43 pages)

Fascism at War

- T 11/8 Fascism at War
Reading: (1) Philip Morgan, *Fascism in Europe*, Chapter 5 (40 pages)
- R 11/10 War and Holocaust
Reading: (1) Christopher Browning, *The Origins of the Final Solution* (TBA pages)
(2) Omer Bartov, “The Conduct of War: Soldiers and the Barbarization of Warfare” (14 pages)
- T 11/15 Resisting Fascism
Reading: (1) Sebastian Haffner, *Defying Hitler*, (TBA pages) (2) Lucie Aubrac, *Outwitting the Gestapo*, (TBA pages) and (3) Jomarie Alano, “Armed With a Yellow Mimosa” (16 pages)
- R 11/17 Discussion of *Au revoir les enfants*
- T 11/22 Essays Due
- R 11/24 THANKSGIVING

Echoes of Fascism

- T 11/27 Neo-Nazism
Reading: (1) Philip Morgan, *Fascism in Europe*, Chapter 6 (10 pages) and
(2) Nicholas Fraser, “The Fuhrers of Nothing” (33 pages)
- R 12/1 Legacies of the Holocaust
Reading: Omer Bartov, “Defining Enemies, Making Victims” (46 pages)
- T 12/6 Discussion of *Romper Stomper*

History 328

Possible Topics for Historiographical Essay

The following is only a VERY SMALL sampling of the kinds of topics you might think about for your historiographical essay.

Fascist/Nazi uses of propaganda
Fascist/Nazi uses of art
Fascist/Nazi views of music
Fascist/Nazi views of race
The development of Racial thinking in late 19th-early 20th century
Euthanasia programs
American reactions to Fascism/Nazism
Resistance to Fascism/Nazism
Fascist/Nazi treatment of women
Fascist/Nazi treatment of children
Fascist/Nazi treatment of homosexuals
Fascism in France
Spanish Civil War and Franco's regime
Daily life under Fascists/Nazis
Contested memories of World War I
The legacies of Fascism/Nazism
Fascist/Nazi approaches to youth, students, education
Fascist/Nazi economic development, labor
Fascist/Nazi attitudes toward religion
Religious responses to Fascism/Nazism

You might also pick a particular event:

January 30, 1933 when Hitler becomes Chancellor
Kristallnacht, 9/10 November 1938
Creation of the Nuremberg Laws
October 1922, Mussolini's "March on Rome"

**Department of History
Rhodes College**

Philosophy

I believe that we are a community of scholars actively working together to discover something new about our world and ourselves. To achieve those goals, we must struggle together, asking questions about what we don't yet know and challenging our assumptions about what we think we know and believe. Teaching is also a team effort. I am asking each of you to accept a certain amount of responsibility in this class for contributing to our intellectual commonwealth by being willing to question, to challenge, and to propose new ideas and interpretations. In other words, I am asking you to be a good citizen of Rhodes College and of this classroom by contributing to the success of everyone in it.

History is not a list of facts and events, but an ongoing series of debates about what those facts and events mean. In taking this class, you are joining in a world-wide discussion that continually asks about the ongoing meaning and significance of life's events both past and present.

But while teaching and historical debates are group activities, learning is, in the end, an individual act. No one can make another person learn something if they do not want to, and only you can choose to receive something from your time in this class. To that end, think carefully about how you prepare each day for class, how you study for exams, and how seriously you approach your essays. Your grades will reflect your individual performance, and the amount of effort you apply will directly effect your outcomes.

My personal goals for all my classes are: (1) that everyone succeeds to the best of their abilities, (2) that everyone improves in their capability to think analytically and creatively, and (3) that everyone grows in their capacity to express themselves, to create knowledge, and to engage with their world.

Class Policies and Procedures

General

1. I expect you to come to each class prepared to listen, ask questions, discuss readings, and take notes. You should bring all necessary materials to class including all reading assignments for the day, your reading notes, notes from previous classes, and materials that I may ask you to prepare for a particular class session.
2. I expect each of you to be actively engaged in the functioning of this class, and you should come prepared to participate in our ongoing class discussion. 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.
3. You should come to every class session. There is no such thing as an "excused absence" (with the possible exception of a medical leave that is officially approved by the College administration). Absences for athletics or other extra-curricular activities are not "excused" even if they are officially announced. Therefore, you are allowed to miss three (3) class periods for any reason. Additional absences will adversely effect your grade for the course since you cannot participate in our community of scholars if you are not here.

If you are absent from class, it is **your responsibility** to talk to me and to fellow classmates to find out what you have missed. I frequently distribute handouts or make additional assignments in class, so you need to check with me to find out if I have done so for the day of your absence. You are still responsible for all material covered in each class period regardless of whether you attended it.

I will take attendance at the beginning of every class meeting to establish your presence. If you are not present when attendance is taken, you may be counted absent, so please arrive to class early or on-time.

4. Each of you is bound by the Honor Code as elaborated in the Student Handbook, and no violation will be tolerated. Please review the Student Handbook if you are unclear about the details of the Honor Code, particularly the definitions in Article I, Section 3. If you are unfamiliar with the definition of “plagiarism,” you can find it there. On every assignment, you should reaffirm the Honor Code by writing the entire honor pledge and signing your name. No work will be accepted without an Honor Code pledge. Studying together and reading one another’s papers is always a good idea, but make sure that your work is your own. Collaboration on an assignment that results in remarkably similar results, whether intentional or accidental, is a violation of the honor code.

5. I reserve the right to make changes in the syllabus as the semester progresses, but I will always make changes known to you as soon as possible, and I will make reasonable accommodations for assignment due dates should the schedule changes warrant. I also reserve the right to give unannounced quizzes in class or to make short assignments for the next class period with no advance notice.

6. All assignments must be turned in to be eligible for a passing grade in this course. No student will be allowed to pass without having turned in every assignment.

Essays

7. Essays are due in class as indicated on the syllabus. No papers will be accepted under my door, in my mailbox, under my office door, or electronically except in the event of extreme circumstances which must be approved by me in advance of the due date. I will accept papers only from students who are present in class on the date on which the paper is due; I will not accept papers submitted by proxy. Late papers will not be accepted except in extreme circumstances which must also be approved by me in advance of the date on which the paper is due.

You are responsible for keeping a backup copy of each writing assignment for the course. In the unlikely event that I misplace your essay, I will ask you for another copy as soon as I realize that I need it. If you cannot provide a copy of any assignment to me upon request, you will forfeit your entire grade for that assignment.

Courtesy

8. Turn off all cell phones during class time unless I have approved their continued activation in advance. If you leave the classroom to answer a cell phone call, do not return.

9. Learning happens when done in an environment in which everyone feels free to express themselves openly without fear of ridicule or recrimination. I will not tolerate any disrespect of other students or their viewpoints during class.

Disabilities

10. I am happy to make reasonable accommodations to people with *documented* disabilities. Please consult the appropriate College administrators before coming to see me. Once you have done so, please discuss your particular needs with me as soon as possible.