

Professor Radcliff
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HSS 5072/ 534-8919
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office hours: T: 3-4, W: 10-11

Comparative European Fascism: Germany and Italy, HIEU 172/272

This course will be a comparative and thematic examination of the fascist movement in Europe from the 1920s to the 1940s. In particular, it will focus on the emergence of the two major fascist movements, in Italy and Germany, and on the formation and operation of fascist regimes in these two countries. This comparative approach will facilitate discussion of the central question of the course: what is the nature of fascism? Is fascism a broad category that encompasses both the German and Italian regimes or was Nazism a unique phenomenon? How can we incorporate the vast differences between fascist movements and "fascism in power" within a single definition? While these questions have been asked and answered many times, no historical consensus has been reached. The goal of the seminar is to draw our own conclusions based on close examination of the German and Italian case studies.

The following texts have been ordered at the University Bookstore:
(All required books are also on physical reserve at the Undergraduate Library)

William Sheridan Allen, The Nazi Seizure of Power
Michael Wildt, Hitler's Volksgemeinschaft and the Dynamics of Racial Exclusion: Violence against Jews in Provincial Germany 1919-1939
Victoria de Grazia, How Fascism Ruled Women
Robert Paxton, The Anatomy of Fascism
Frank Snowden, The Fascist Revolution in Tuscany, 1919-1922
Simon Martin, Football and Fascism
Mark Mazower, Hitler's Empire: How the Nazis Ruled Europe

All other readings (marked with a *) are available on electronic reserve at UCSD library.
Recommended readings are included to help build your bibliography for your research paper.

Assignments/Final Grade:

The final grade of the course will be based on following components:

- 1) overall class participation (see assessment guide) (20%)
preparation, demonstrates understanding of the topic/readings, and responds/listens to other students, attendance (can miss one class without penalty)
- 2) an oral presentation given on a week's reading (10%)
This can be either a power point, a videotaped film or other digital format, or a spoken oral presentation. It should be 5-10 minutes long and focus on presenting the historical debates and issues for discussion that are raised by all the week's readings together. Be prepared to start off the discussion with the first set of questions. Do not summarize the readings, since everyone will have done the reading. Your job as presenter is to spend more time that week figuring out how the readings fit together and how you can facilitate discussion.
- 3) weekly one page reading responses with two discussion questions at the end (10%)
This is meant to help you organize your thoughts vis a vis the readings. It doesn't have to be properly written or formatted, and it won't be given a letter grade.
- 4) 12-15 page research paper (60%), due on the Monday of final exam week. Ideally the oral presentation can form the basis for the essay, but you should use 4-6 sources, depending on articles vs. books. You

can do a paper on one of the weekly themes, ie “life under fascist rule”, or you can get your own topic approved by me. The essay has to have a comparative framework, most likely Germany and Italy, but you can include another country/case study, again, subject to approval.

Preparing for Class:

The readings for each week are organized around a theme, which is written on the syllabus.

- 1) Doing the reading every week is essential. Having a strategy for reading is important when there are multiple readings and lots of pages. For a whole book, read the introduction carefully; it will tell you what position the author is taking compared to previous books, what his/her argument is, and what historiographical debates they are participating in. In reading the rest of the chapters, you can then evaluate a) what kind of evidence/primary sources the author uses to make their argument b) how the chapters are organized to “build” an argument and c) how convincing you found the case.
- 2) Comparing/contrasting different readings: do the authors take different positions on the same issue, revealing an important debate? Or do the different readings provide different case studies? If so, what is different or similar about the German vs. Italian case?
- 3) Write one page reading response with 2 discussion questions at the end:
- 4) After reading and before class, spend some time going over your notes for all the readings and clarify: the important questions that are raised, the debates and the various positions, the arguments of each author, and the comparisons and contrasts between the German and Italian cases.

Learning Outcomes:

The aims of this course fit within the larger framework of program outcomes adopted by the Department of History

(https://academicaffairs.ucsd.edu/files/ug-ed/asmnt/lo-programs/WASC_7.1_HIST_2015.pdf).

- 1) Historical narrative: You should be able to construct a historical narrative of the interwar period framed around the theme of comparative fascism: the origins, the rise of fascist movements, the seizure of power, the characteristics of fascist regimes
- 2) Interpretation: you should be able to analyze, synthesize and create an overall interpretation based on your understanding of complex situations for which there is no single right answer
- 3) Historiography: understanding how historians participate in debates and make “interventions” in those debates
- 4) Creativity: you will get to choose a subject of your choice that develops a theme of the course and write an essay
- 5) Empathy: learn how to put yourself in the place of actors in the past to understand their decisions, by class, nation, gender or other group
- 6) Expression through writing: perfecting your ability to frame essays with an argument and historical evidence

Supplementary resources:

- 1) Course website: <http://tritoned.ucsd.edu>

The course website contains a copy of the syllabus and assignments. To set up a Tritoned account for the first time, go to: <http://iwdc.ucsd.edu/students.shtml>

- 2) The Teaching and Learning Commons is available for individual writing appointments: <http://commons.ucsd.edu/students/writing/index.html>

Computer/Notebook/Smart Phone Policy:

This class will be framed by active discussion rather than lecture, while assignments are based on research and reading, not exams. Thus, it is more important to be fully engaged in the conversation than to take notes. As a result, I will ask that students not use laptops or other electronic devices, except if you need it for a presentation or to consult readings on electronic reserves. If you want to take any notes, bring a pen and paper, but you should view your role in the class as a participant in analyzing and debating rather than as a passive recipient of knowledge.

Plagiarism will be taken seriously. Each student must do their own work and write in their own words, unless outside sources are directly cited. Plagiarism is not only copying exact text, but paraphrasing someone's idea without proper attribution. The University requires both faculty and students to honor the integrity of scholarship, and faculty are required to report any suspicion of cheating, collusion or plagiarism to the Academic Integrity Coordinator.

For University guidelines see: <http://www-senate.ucsd.edu/manual/appendices/app2.htm>: For History Dept guidelines, <http://historyweb.ucsd.edu/pages/undergraduate/Current/plagiarism.htm>

READINGS:**Jan 10: Introduction****Jan 17: The Origins of Fascism**

Robert Paxton, The Anatomy of Fascism, chs.1-2

*Mark Mazower, Dark Continent, ch.1

Recommended:

Zeev Sternhell, The Birth of Fascist Ideology

Roger Griffin, The Nature of Fascism

Jan 24: How Fascism Came to Power: At the Grassroots in Italy

Paxton, Anatomy, ch.3

Frank Snowden, The Fascist Revolution in Tuscany, 1919-1922

Recommended:

Paul Corner, Fascism in Ferrara

Anthony Cardoza, Agrarian Elites and Italian Fascism

Jan 31: How Fascism Came to Power: at the Grassroots in Germany

William Sheridan Allen, The Nazi Seizure of Power, chs.1-16

Recommended:

Anthony McElligott, Contested City: Municipal Politics and the Rise of Nazism in Altona

Pamela Swett, Neighbors and Enemies: the Culture of Radicalism in Berlin

David Imhoof, Becoming a Nazi Town

Feb 7: From the Seizure of Power to the Fascist State

Paxton, Anatomy, chs.4-5 (to p.135)

*Ian Kershaw, "Hitler: Master in the Third Reich or Weak Dictator?", in The Nazi Dictatorship

*R.J.B.Bosworth, "Mussolini the Duce", in The Italian Dictatorship

Recommended:

Adrian Lyttelton, The Seizure of Power: Fascism in Italy, 1922-29

Martin Broszat, The Hitler State

Peter Fritzsche, Germans into Nazis

Feb 14: Life under Fascist rule: Consent vs Coercion in Germany

Paxton, Anatomy, ch. 5 (p135-145)

*Ian Kershaw, The Hitler Myth, Intro and ch.2

*Robert Gellately, Backing Hitler: Consent and Coercion in Nazi Germany, intro, chs 2-3

*David Imhoof, "Playing with the Third Reich: Sports, Politics and Free Time in Nazi Germany", in Life and Times in Nazi Germany

*Dick Geary, "Coercion, Consent and Accommodation in the Third Reich," in Totalitarian Dictatorship: New Histories

Recommended:

Detlev Peukert, Inside Nazi Germany: Conformity, Opposition and Racism in Everyday Life

David Welch, The Third Reich: Politics and Propaganda

Ruth Ben-Ghiat, Popular Cinema of the Third Reich

Feb 21: Life Under Fascist Rule: Consent vs. Coercion in Italy

*Emilio Gentile, The Struggle for Modernity, ch.6-7

*Michael Ebner, Ordinary Violence in Mussolini's Italy, intro
Simon Martin, Football and Fascism

Recommended:

Simonetta Falasca-Zamponi, Fascist Spectacle: The Aesthetics of Power in Mussolini's Italy

Victoria de Grazia, The Culture of Consent: Mass organization of leisure in Fascist Italy

Tracy Koon, Believe, Obey Fight: Political Socialization of Youth in Fascist Italy

Feb 28: The Gendered Nature of Fascist Society

*Jill Stephenson, "Women, Motherhood and the Family in the Third Reich", in Michael Burleigh, ed. Controlling the Nazi Past

Vicky de Grazia, How Fascism Ruled Women

*Adelheid von Saldern, "Victims or Perpetrators?" in David Crew, ed. Nazism and German Society

Recommended:

Claudia Koonz, Mothers in the Fatherland

Matthew Stibbe, Women in the Third Reich

March 7: **Race in Nazi Society: a German Peculiarity?**

*Aaron Gillette, Racial Theories in Fascist Italy, chs 3-4

Michael Wildt, Hitler's Volksgemeinschaft and the Dynamics of Racial Exclusion: Violence against Jews in Provincial Germany 1919-1939, intro, chs 3-Conclusion

Recommended:

Marion Kaplan, Between Dignity and Despair: Jewish Life in Nazi Germany

Michael Berleigh and Wolfgang Wipperman, The Racial State: Germany 1933-1945

March 14: **Fascism, War and Genocide**

Paxton, Anatomy, ch.6

*Robert Gellately, "The Third Reich, the Holocaust, and Visions of Serial Genocide," in The Specter of Genocide: Mass Murder in Historical Perspective

Mark Mazower, Hitler's Empire: How the Nazis Ruled Europe

Recommended:

Elizabeth Harvey, Women and the Nazi East : agents and witnesses of Germanization

Timothy Snyder, Bloodlands: Europe between Hitler and Stalin