

Winter 2019
Professor Radcliff
Contact: pradcliff@ucsd.edu 534-8919
Office: HSS 5072
Office hours: Tu 10-11, Wed 1-2, Th 3:30-4:15

HIEU 146: Fascism, Communism and the Crisis of Liberal Democracy: Europe, 1919-1945

This course will explore the political, social and cultural identity crisis that Western Europe faced in the interwar period, with special emphasis on the challenges to liberal democracy that were launched from mass movements on opposite ends of the political spectrum. In dissecting this crisis, we will attempt to understand where it came from, why it took the course that it did, and how it fits into the longer term narrative of Europe's democratization.

Required Materials: Books have been ordered at the bookstore and placed on physical reserve at the library. Articles and book chapters (items marked with a (*)) have been scanned and are available on e-reserve for the course with a UCSD account (<http://reserves.ucsd.edu>)

William Sheridan Allen, The Nazi Seizure of Power

Sheila Fitzpatrick, The Russian Revolution

Joachim Remak, The Nazi Years: A Documentary History

Martin Blinkhorn, Fascism and the Right in Europe, 1919-1945

Robin W. Winks and R.J.Q. Adams, Europe Crisis and Conflict, 1890-1945

I clicker: for in class quizzes and discussion questions and must be registered for the class.

Supplementary resources:

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

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

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

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 crisis, including the causes, its various manifestations in culture, politics, economics and society, and the different political outcomes to that crisis across national case studies.
- 2) Primary documents: you should be able to read primary documents written by contemporaries and understand how to use them to construct a historical narrative
- 3) 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

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- 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

Assignments/Final Grade:

1) 15%: In-class Reading Quizzes (Red Questions):

Starting in week two, most lectures will begin with a short (2-3 question) i>clicker quiz related to that day's course readings. You must have a correct answer to the question to earn the point for each question. At the end of the quarter, the bottom 3 quiz grades will be dropped and the rest will be calculated as 10% of your grade. Because 3 quizzes will be dropped, no make-up quizzes will be given for ANY reason.

2) 15%: Class Participation (Green Questions):

Starting in week two, your class participation grade will be based on your consistent i>clicker responses to discussion questions that will be posed in most lectures. These "green" questions do not require a "correct" answer, but will be used to generate discussion and peer instruction. You may miss class and thus not participate 3 times without penalty.

3) 30%: Essay: 5-7 pages, double-spaced

4) 40%: Final exam: in class test during regularly scheduled finals period

No final grade will be given unless all written assignments have been completed, and un-excused late assignments will be penalized, 1/3 grade per day.

Policies:

Computer/Notebook/Smart Phone Etiquette:

Students can bring laptops or other electronic devices to class to take notes and/or consult readings. However, please be respectful of the other students by not using these devices for non-class applications that are distracting for everyone around you.

In the completing of all assignments, **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>

Disability Access

Example: Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA

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letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further information:

858.534.4382 (phone)

osd@ucsd.edu(email)

<http://disabilities.ucsd.edu>(website)

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, sarc@ucsd.edu or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>.

PART I: POST-WAR EUROPE: "THE END OF THE WORLD AS WE KNOW IT?"

Jan 8 INTRODUCTION: Europe in 1919

Reading: Blinkhorn, chs. 2-3

*Mark Mazower, Dark Continent, Preface, Intro (pp 3-5, 22-27)

Jan 10 WAR AND PEACE: WWI AND THE PEACE TREATIES

Robin Winks and R.J.Q.Adams, Europe: Crisis and Conflict, pp 79-105

Jan 15 CRISIS IN GENDER RELATIONS: "THE WOMAN QUESTION"

Reading: *Roderick Phillips, Society, State and Nation, pp.142-46, 202-4

Primary Documents:

*Alexandra Kollantai, "Communism and the Family"

*Elsa Hermann, "This is the New Woman"

*French Suffrage Society, "Votes for Women"

Jan 17 CULTURAL CRISIS: THE CRITIQUE OF LIBERAL SOCIETY

Reading: Europe: Crisis and Conflict, pp 4-7

Primary Documents:

*Martinetti, "Manifesto of Futurism"

Jan 22 POLITICAL CRISIS: REVOLUTION IN RUSSIA

Reading: Fitzpatrick, The Russian Revolution, Intro, chs.1-2

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Primary Documents:

*Lenin, selections

Jan 24 POLITICAL CRISIS: THE EMERGENCE OF FASCISM

Reading: Blinkhorn, ch.1,6, pp.115-116

Jan 29 THE RISE OF FASCISM IN ITALY

Reading: Blinkhorn, p 31-36

Primary Documents:

*Giacomo Matteotti, The Fascisti Exposed, "The Conquest of Molinella"

*Charles Delzell, Mediterranean Fascism, (fascist programs, speeches)

Jan 31 CRISIS AND STABILIZATION: SPAIN AND GERMANY

Reading: Europe: Crisis and Conflict, pp 135-145

*Nigel Townson, "Contested Quest for Modernization: 1914-1936, in Junco/Shubert, eds., The History of Modern Spain, pp 64-75

Feb 5 RETURN TO NORMALCY: BRITAIN AND FRANCE

Reading: Europe: Crisis and Conflict, pp 28-41, 176-185

Part II: INTERWAR CRISIS: THE SECOND WAVE

Feb 7 THE DEPRESSION

Reading: *Mazower, Dark Continent, ch.4, "Crisis of Capitalism"

Primary Documents:

*Men Without Work, pp.ix-xii, 100-101, 133-143, 143-154, 180-188

Feb 12 THE SOVIET UNION: FROM LENIN TO STALIN

Reading: The Russian Revolution, chs.3-5

Primary Documents:

*Joseph Stalin, "The Socialist Drive", in Robert Daniels, The Stalin Revolution (pp.59-66)

Feb 14 ITALY: THE FASCIST STATE IN OPERATION

Reading: Blinkhorn, pp 65-71, 115-116, Ch. 7

Primary Documents:

*Delzell, ed. Mediterranean Fascism, pp.107-109, 120-126, 133-34, 199-201

Feb 19 GERMANY: THE RISE OF FASCISM

Reading: Blinkhorn, pp 37-42

William Sheridan Allen, The Nazi Seizure of Power, Part I, pp.3-138

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Primary Documents:

The Nazi Years, ch.3

Feb 21 Propaganda: FILM: "Triumph of the Will" (1934)

Feb 26 SPAIN: THE REPUBLIC AND THE CIVIL WAR

Reading: *Nigel Townson, "Contested Quest for Modernization", in Shubert/Junco, eds. The History of Modern Spain pp 76-81

*Angela Cenarro, "The Spanish Civil War", in Shubert/Junco, The History of Modern Spain pp 82-97

Blinkhorn, pp 54-56, 77-82

Primary Documents:

*Jose Maria Peman speech, in The Spanish Civil War, ed. Kenwood, pp.58-62

*Jose Antonio Primo de Rivera, "26 Point Program of the Falange", in Delzell, ed. Mediterranean Fascism, (pp.272-277)

*Manuel Cortes excerpt from In Hiding

*Anarchist Texts on the Social Revolution, Spain: Social Revolution/Counter-Revolution, p. 38-49.

Feb 28 FRANCE: FROM POPULAR FRONT TO COLLABORATION

Reading: *Paxton, Europe in the Twentieth Century, pp.388-396

*Leslie Derfler, "Resistance or Collaboration? The Example of Vichy France" An Age of Conflict, (pp.172-197)

*Stanley Payne, A History of Fascism, 1914-1945, pp.397- 402

March 5-7 HITLER AND THE NAZI STATE

Reading: Blinkhorn, pp 71-77

Sheridan Allen, Nazi Seizure of Power, Part II

Primary Documents:

The Nazi Years, ch.4, 9,10 (145-150)

March 12 THE "NEW ORDER": WAR AND HOLOCAUST

Reading: Blinkhorn, pp 88-93

Europe: Crisis and Conflict, pp 223-44

*Christopher Browning, "One Day in Jozefow: Initiation to Mass Murder", in Nazism and German Society (pp.300-315)

Primary Documents:

The Nazi Years, chs.8, 10 (150-60)

March 14 EUROPE IN 1945