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Office Hours: W. 1:30 – 2:30 and by appointment

EUH 3293: Fascism
Spr. 2013
W. Bel. 048, 2:30

“The image of the all-powerful dictator personalizes fascism, and creates the false impression that we can understand it fully by scrutinizing the leader alone. This image, whose power lingers today, is the last triumph of fascist propagandists. It offers an alibi to nations that approved or tolerated fascist leaders, and diverts attention from the persons, groups, and institutions who helped him . . . The corollary of this image is a condescending belief that the defective history of certain nations spawned fascism. This turns easily into an alibi for onlooker nations: It couldn’t happen here.”

--Robert O. Paxton, *Anatomy of Fascism*

Course Description

The course examines the history of fascism as a phenomenon in early- and mid-twentieth century European history. It examines the respective national, political, and social contexts for fascism and its collaborators in Europe. In addition to examining forms of fascist leadership at home, the course will also study fascism’s war crimes and crimes against humanity. Focusing on fascism’s appeal to ordinary persons and its aspiration for totalitarian control, it studies the ways that individuals perceived their possibilities for responding to fascist leadership, aspiring to understanding motivations behind a spectrum of behaviors from resistance to bystander passivity to various shades of cooperation and perpetration.

Reading assignments as well as video documentation and class meetings will familiarize students with both a range of behaviors under fascist rule and a set of theories for understanding them. Class discussions as well as student research projects will have a focus on the application of models for interpreting specific case studies of behaviors. Primary models the class will rely on for an explanation of behaviors within fascist police states include conformity to peer pressure, role-playing, careerism, creating a ‘second self’, obedience to authority, and the banality of evil. Overall, we will critique the assumption that certain circumstances have the power to cause all persons to commit even heinous crimes, and challenge this Standard Social Science Model with biological explanations such as individual predispositions and evolutionary psychology.

Each student will write an 8- to 12-page paper (2500-3500 words) on the basis of her or his own research, which will comprise forty percent of the course grade. Students will select research topics and models of behavior to interpret individual choices within historical case studies. Encouraging students to help each other in the process, some time will be devoted during class periods to the selection of paper topics and the development of research questions for each paper. To further assist students in the process of research and writing, three classes will be held in Strozier computer classrooms. Students will submit an early draft of their papers in the seventh week and present their research to the class in Power Point presentations at the end of the semester.

Required Texts

- 1) Robert O. Paxton, *The Anatomy of Fascism* (Knopf, 2004)
- 2) Doris Bergen, *War and Genocide: A Concise History of the Holocaust* (R. & Littlefield, 2009)
- 3) Kevin Passmore, *Fascism: A very Short Introduction* (Oxford Univ., 2002)
- 4) Mary Rampolla *A Pocket Guide to Writing in History* (St. Martins, 2004)
- 5) James Waller, *Becoming Evil* (Oxford, 2002, available online through Strozier Library)
- 6) Other required readings are available on Blackboard (Bb, at campus.fsu.edu) and online through databases on the Strozier Library's website.

Course Requirements

I. Class and Discussion Board

- 1) All reading assignments on the syllabus must be completed before the class for which they are assigned.
- 2) Attendance of every class is mandatory. Students are expected to come to class prepared to engage with and discuss class material vigorously and critically. Three points will be deducted from your score for each absence other than those for documented emergencies or health reasons.
- 3) One 5-minute class presentation summarizing the main points of a portion of the week's reading.
- 4) Eight entries in paragraph form on Blackboard's Discussion Board contributing 300 to 500 words developed around a main point, using examples and making reference to that week's assigned readings (citing documentary footage viewed in class is an option but not a substitute for citing the reading). See whether you can take into account what your classmates commenting before you have said, unless you are starting a thread. *You must make your discussion board entries by 11:00 a.m. Wednesday, choosing to respond to one of the questions indicated on the syllabus for that week.*
- 5) Students may meet in small classroom groups from time to time for discussion of specific questions, and report to the entire class on their discussion.

II. Research Paper Requirements

- 1) Research and write an essay of 2500 to 3500 words, due at the end of the course, assessing whether, and if so how and to what extent theories understanding behavior such as Solomon Asch's conformity experiments, Stanley Milgram's obedience studies, or Philip Zimbardo's conclusions about role playing provide explanations for the behavior of ordinary persons under fascist rule in a specific historical case.
- 2) During the first weeks each student will work in class toward identifying a topic, a thesis, and an initial bibliography for the research paper. This is a full class exercise: be prepared to seek advice as you formulate your paper and to make constructive comments to assist your classmates in formulating their own research papers.
- 3) Submit a preliminary draft establishing a topic, a working thesis, and a summary of the main points of the research paper, all in good scholarly form, including proper citations and a working bibliography, in class during the seventh week.
- 4) Make a half-hour appointment at one of the campus writing center offices for free-of-charge help in responding to the comments on your preliminary drafts (go to: <http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment.>)
- 5) Make a PowerPoint presentation to the class of 12- to 14-minutes in length, followed by five- to six-minutes of class discussion. Reports must begin with a statement of the central question you are asking and your thesis in response to it, and follow with a discussion of your supporting

evidence. Reports will be judged by the following criteria: a) clear, succinct identification of your organizing argument (your thesis); b) clear, succinct, and convincing support for your thesis (note that equal points in your argument as indicated by your outline should receive equal time); c) good use of time allotted; use your time fully, but do not exceed that allotment; d) stimulation of discussion. Students are expected to participate in the discussions and critique their classmates' presentations.

You have a number of options for locating sources for your papers. In addition to the assigned sources, including blackboard articles and the Additional Reading Suggestions, you may cite any of the databases available through the Strozier website. Once you are on these databases it is best to use "advanced search" options to narrow your search (Strozier librarians are also glad to help if you are having trouble locating a source). You may also find useful *World Fascism: A Historical Encyclopedia*, available online through the Strozier Library. This is the only encyclopedia, however, that you may cite for your work in this class. *Online research other than through these Strozier databases and those specified in assignments is unacceptable, with the exception of primary source materials.* You are restricted to using your assigned texts along with Strozier databases, except for primary source documents, not because there are no other useful sources and websites but in order to increase your familiarity with the uses of scholarly sources. You should not leave the class without learning how to search scholarly articles. (Primary sources come first hand from the source or person, and have not been interpreted by others, and include diaries, government or organization documents, court case documents, and newspaper articles). If you do not follow the basic rules of the class for writing the paper—for example citing sources—you will receive an incomplete. Late papers cannot be accepted, except in the case where you request an extension at least 24 hours in advance, or unless there are extenuating circumstances where it was not possible to inform the professor 24 hours in advance.

Remember to refer to the required course text "A Pocket Guide to Writing in History" before writing and when you have questions. Before you begin writing, it is best to know not only your thesis, but also which assigned sources you will use. Your thesis can of course change as you are writing—in any case, the thesis should match your argumentation in your completed paper. Papers will be graded on how successfully you:

- a) Compose and organize your paper around a thesis. Think of your thesis as the answer or set of answers to a question you are investigating; your thesis is a succinct answer and also a guide to what you include and what you leave out in of the paper.
- b) Proceed systematically to support your thesis, point by point. Dig deeply into your sources—the more you are able to integrate from them, the better. Be specific, using dates to show when an event or period you mention took place. This is not a suggestion that memorizing dates is of itself important, but rather a principle that you are more likely to understand and explain history if you understand the order in which events have unfolded.
- c) Spend time rewriting: a good part of writing is organization of your material, and this happens in the process of writing and rewriting.
- d) Make citations correctly: your papers must consistently use a form of proper citation (see Rampolla) and they must also include a bibliography.

Extra Credit

You may earn 3 to 5 points by making a PowerPoint presentation to the class on the topic of that day's themes. You may work in small groups of two to three. Presentations should be ca. 20 minutes, including some five minutes of class discussion. Please submit at the time of the

presentation a bibliography of sources (assigned texts, databases, class notes, film scenes) and include a sentence or two of explanation on how you used each source, identifying each source with enough information so that someone could find the passage or scene to which you refer. Please clear your idea for these presentations with the instructor at least one week in advance. *The opportunity for extra credit will be awarded on a first come, first served basis. We will not be able to accommodate more than two extra credit presentations during one class period, and the final day for requesting the opportunity for an extra credit presentation will be March 27.*

Grade composition (100 points total)

Short presentation summarizing the week's readings	5 points
Blackboard participation	25 points
Class attendance and participation	20 points
Research paper: First Draft	15 points
Final Paper	25 points
Research Presentation to the Class	10

Blackboard and Other Resources

Copies of the syllabus and other course materials are posted on Blackboard. **You are required to submit the "originality report" from "turnitin" with the hard copy of your final paper.** To make a half hour appointment at one of the campus writing center offices go to: <http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment>. Also, you may consult the Learning Services Department's term paper clinics (the learning Services librarians are always ready to help you with writing your paper).

Class and Reading Assignment Schedule

Week 1: January 9, Fascism in Twentieth Century Europe

Scope and organization of the course

In class video excerpts: Zimbardo Ted talk; Milgram experiment

Discussion Board questions for Jan. 16:

- 1) *Identify several key characteristics of fascism, using historical examples*
- 2) *Explain in your own words several models (see the Waller reading) for understanding why ordinary persons might do extraordinary evil*

Week II: January 16, Models for Understanding Societies under Fascism

Reading: Paxton, 3-31; Bergen, Chapter 1, Passmore, Chapters 1 and 2; Waller, pp. 98-104 (Banality of Evil), 106-115 (Obedience to Authority), 115-127 (Doubling), 236-241 (Role playing), 259-265 (Peer Pressure Conformity); Blackboard (Bb): Benito Mussolini, "What is Fascism?"

Class discussion of individual choices of research papers and topics

In class video excerpts: "The Nazis: Chaos and Consent"

Discussion Board questions for Jan. 23:

- 1) *Ultra-nationalism is a characteristic of Fascism. What signs of it do you find in WW I?*
- 2) *Explain why anti-Semitism and other prejudices are "preconditions" for fascism*

Week III: January 23, Rehearsals for Fascism: Nationalism and WW I

Reading: Paxton, 32-51; Passmore, Chapter 3; Waller, 3-58; Bb: Erich Remarque, *All Quiet on the Western Front* (excerpt); Ernst Jünger, *Storm of Steel* (excerpt); Shiv Visvanathan, "Interrogating the Nation," *Economic and Political Weekly*, Vol. 38, No. 23 (JSTOR: <http://www.jstor.org/stable/4413658>)

In class video excerpts: "World War I: Slaughter in the Trenches"

Discussion Board questions for Jan 30:

- 1) *Why was "will" so important to the Nazi leadership?*
- 2) *Identify some limits on the power of propaganda to influence popular behavior.*

Week IV: January 30, Hitler: Leader and Masses

Reading: Bergen, chapter 2; Passmore Chapter 5; Waller, 59-97; Bb: Hackett, "Leni Riefenstahl, Facing History and Ourselves, "Conformity and Obedience;" David Welch, "Nazi Propaganda and the Volksgemeinschaft: Constructing a People's Community," *Journal of Contemporary History*, 39/2 (2004), 213-238 (JSTOR: <http://www.jstor.org/stable/3180722>);

In class video excerpts: "Triumph of the Will"

Week V: February 6, Meet in Strozier Classroom for supervised research

Discussion Board questions for Feb 13:

- 1) *Describe the facts and the myth of Mussolini's 'March on Rome' according to Paxton.*
- 2) *Were Hitler and Mussolini capable of compromise? In what ways (ideologically, tactically)?*

Week VI: February 13: Mussolini: Leader and Masses II

Reading: Paxton, 87-147; Passmore, Chapter 4; Waller, 98- 127; Bb: Labier, "Is Empathy What you are Missing"

In class video excerpts: "Benito Mussolini"

Discussion Board questions for Feb. 20:

- 1) *Describe the relationship between Franco's government and the Catholic Church*
- 2) *Would you consider Franco's regime an example of Fascism? Why or why not?*

Week VII: February 20: Collaboration at the Top: Petain's Vichy France

First Drafts due

Reading: Waller, 128-136; Passmore, Chapters 9 and 10; Bergen, Chapter 6; Bb Milbank, "A Parallel with Companies that helped the Nazis?" T. W. Adorno, *The Authoritarian Personality* Simon Kitson, "From Enthusiasm to Disenchantment: The French Police and the Vichy Regime, 1940-1944," *Contemporary European History*, Vol. 11/ 3 (2002), 371-390 (JSTOR: <http://www.jstor.org/stable/20081843>); Brett Bowles, "Newsreels, Ideology, and Public Opinion under Vichy," *French Historical Studies* 27/2 (2004) 419-463 (Project Muse: http://muse.jhu.edu.proxy.lib.fsu.edu/journals/french_historical_studies/v027/27.2bowles.html)

In class video excerpts: "Eye of Vichy"

Discussion Board questions for Feb. 27:

- 1) *Did Nazi Germany force the government and police of Vichy France to collaborate?*
- 2) *Compare the content of Nazi and Vichy propaganda.*

Week VIII: February 27: Authority and Rebellion in Franco's Spain

Reading: Paxton, 148-171; Passmore, Chapters 6 and 7, Waller, 202-235; Ismael Saz Campos Fascism, "Fascistization and Developmentalism in Franco's Dictatorship," *Social History*, Vol. 29, No. 3, 342-357 <http://www.jstor.org/stable/4287107>; Oriol Pi-Sunyer, "Political Humor in a Dictatorial State: The Case of Spain," *Ethnohistory*, 24/ 2 (1977), pp. 179-190 <http://www.jstor.org/stable/481742>

In class video excerpts: "Francisco Franco"

Week IX: March 6, Strozier Classroom

Make individual half hour appointments with the Writing Center to discuss your drafts
<http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment>

Discussion Board questions for March 20:

- 1) *What is fascism, according to Paxton? (consider why Germany initiated the Holocaust and Italy did not)*
- 2) *To what extent, if any, were the German people guilty of Nazi crimes?*

March 13, Spring Break!**Week X: March 20, The Holocaust**

Bergen, 167-203; Passmore, Chapter 8; Paxton, 206-220; Waller 133-174
 In class video excerpts: "Adolf Eichmann"

Discussion Board questions for April 3

- 1) *How would you define "resistance" in Nazi Germany?*
- 2) *How would you judge the acts of resistance by the White Rose group: Naïve? Idealistic? Realistic?*

Week XI: March 27 Strozier Classroom**Week XII: April 3, Perpetration and Resistance**

Bergen, 203-232; Waller, 175-229; Bb: White Rose Leaflets; Simon Henderson, "The White Rose and the Definition of 'Resistance,'" *History Review*, December 2005 on Academic Search Complete database.
 In class video excerpts: "Resistance"

XIII: April 10, Concluding Discussions, Student Presentations**XIV April 17, Student Presentations**
XV: April 24, Student Presentations
Final Research Papers Due in Class

Potential Research Paper Topics

The White Rose Student Resistance in Nazi Germany
 The July 20 1944 Conspiracy to Kill Hitler
 The Jehovah's Witnesses Resistance in Nazi Germany
 Guerrilla resistance against the regime of Francisco Franco
 Resistance to F. Franco during the Spanish Civil War
 The collaboration of the Catholic Church with Francisco Franco
 Crimes against Humanity by Concentration Camp Director Franz Stangl
 Crimes against Humanity by Holocaust organizer Adolph Eichmann
 Mass murders of Police Battalion 101
 Pietro Badoglio's order for the use of poison gas against Haile Salassie's Ethiopia
 Fascist Italy's use of concentration camps in Ethiopia and Libya
 Fascist Italy's occupation of Greek islands during WW II
 The German Army's repression of resistance in the Balkans during WW II
 Partisan resistance against the Axis powers in Poland and the Soviet Union
 Partisan Resistance against the Axis powers in the Balkans and Italy (after 1943)
 Italian military resistance to Germany in the Mediterranean, September 1943
 Protestant Church collaboration with Hitler's Germany
 Pope Pius XII's Response to the destruction of Italian Jews
 Papal reasons for agreeing to a concordat with Nazi Germany, July 1933
 Catholic Bishop August von Galen's response to Nazi Euthanasia, 1941
 Edelweiss Pirates in Nazi Germany
 The Swing movement in Nazi Germany
 The role of Racism in Nazi Germany compared with Fascist Italy
 The Appeal of Fascist Ideology in Spain, Italy, or Germany
 Jewish Resistance
 The Charismatic leadership of Adolph Hitler and popular response
 Popular response to the Charismatic leadership of Benito Mussolini
 Denunciation (in Spain, Italy, or Germany)
 Was Leni Riefenstahl an artist, a collaborator, a Nazi, or?

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

Americans With Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504

(TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.