

University of Wisconsin-Madison

HISTORY 201: Historian's Craft

Democrats and Dictators in Spain and Italy



Van Vleck B223

Monday and Wednesdays, 2:30-3:45 pm

Professor Giuliana Chamedes

Spring 2020

Office Hours: Wednesdays, 4:15-6pm, and by appointment*

Office: Humanities Building, Room 4124

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Course Description

This course introduces students to the exciting work historians do and it encourages them to don the historian's hat and superhero cape. It does so through an in-depth investigation of a complex and timely topic: the rise and fall of democracy and dictatorship in Italy and Spain. Why did dictatorships in these southern European countries live long lives, and die sudden deaths? How did Italian and Spanish dictators and democrats exercise influence and build popular consent? What does everyday life look like for citizens in dictatorships and democracies? How, troublingly enough, can democracies sometimes morph into dictatorships? Finally, can we, as informed citizens, prevent democracy's undoing? This course will investigate these and other questions through a range of sources, including literature and film.

* Office hours by appointment only on 1/29; 2/5; 2/12; 3/4; 3/25; 4/1; and 5/6.

Course Objectives

This course fulfills your General Education Communication B Requirement. Throughout this course, we will practice skills like critical thinking, evaluating evidence, constructing arguments, and engaging with opposing viewpoints in writing and in speech. By the end of the course, you will become proficient in asking scholarly questions, analyzing primary and secondary sources, and situating sources within their proper context. You will also learn to find answers to questions that you have about the world by growing accustomed to using search engines, finding sources, evaluating source limitations, and taking advantage of the resources available in the campus libraries and through interlibrary loan. Finally, you will grow adept at group work and at building knowledge in a collective fashion. Because this class is dedicated to pressing intellectual, historical, and moral issues, and because it focuses on building up the skills you already have, it does not ask you to memorize and regurgitate facts and dates. There is no exam for the class.

HIST 201 is divided into three parts. We will begin by learning how to analyze primary sources and situate them within their historical context. In part two of the class, we will read and critically engage with secondary sources and critical historical debates. Part three will be devoted to helping you complete a final capstone paper. You will learn to formulate a viable and interesting research question, carry out original research, and build a persuasive argument that emerges out of the historical sources. The capstone paper will give you the opportunity to choose a topic that most interests you. The skills that you practice in the capstone paper – and in this course more broadly – are not confined to the discipline of history; they will be useful to you regardless of where your lives take you.

Learning Outcomes

Students will learn to:

- Refine their skills in reading, analyzing, and critically engaging with primary and secondary sources.
- Research and identify relevant primary and secondary sources, so as to best answer the questions they have about the past.
- Craft sophisticated analytical arguments and practice communicating those arguments through speech and in writing.
- Bring their knowledge of the past to bear on our historical present.

Please see the syllabus appendix for an extended description of the goals for History 201.

Course Requirements

This class is discussion based, so its success depends on you. Please come to class having done the readings and ready to engage with one another. The main requirements for this course are class participation and a final assignment on democracy and dictatorship in Italy or Spain. Starting from week 3, Wednesdays will be our

student-led discussion days. From week 11 onwards, students will have the opportunity to have one piece of their writing closely reviewed by the entire class.

Methods of Assessment

(1) Class participation (30%)

- a. Engagement with peers and course material; regular attendance (10%)
- b. Leading discussion on a primary/secondary source of your choice from the syllabus. A sign-up sheet will be circulated in week 1. Please send your draft discussion questions to the prof by **midnight on Monday**, in the week that you are leading discussion. (10%)
- c. Peer review comments on draft final project (5%) (**Due in class in hard copy on Monday, April 20th**)
- d. Peer review comments in weeks 11, 12, and 13 (5%) (**Due in class in hard copy**)

(2) One-pagers (40%)

- a. Provide your interpretation of a primary source from the syllabus. (10%) (**Due in electronic copy as a Word file in the appropriate Canvas folder by noon on Friday, February 14th**)
- b. Provide your analysis of a key secondary source debate: “functionalism” vs. “intentionalism.” (10%) (**Due in electronic copy as a Word file in the appropriate Canvas folder by 5pm on Monday, March 16th**)
- c. Carry out a capstone project brainstorm (10%) (**Due in class in hard copy on Monday, March 23rd**)
- d. Develop a project proposal for your final assignment, including a separate one-page bibliography listing two primary sources, two secondary sources, and a screenshot of a search engine consulted (10%) (**Due in hard copy in class on Wednesday, April 1st**)

(3) Capstone assignment (30%)

- a. Through a draft 7-10 page research paper, put two primary sources of your choosing in dialogue with two secondary sources (10%) (**Due in electronic copy, if possible as a Word file, in the appropriate Canvas folder by noon on Monday, April 13th**)
- b. Final version of your 7-10 page capstone assignment (20%) (**Due in electronic copy, if possible as a Word file, by noon on Wednesday, April 29th**)

Course Readings

All readings on this syllabus can be found in the course reader. The course reader can be purchased from the Copy Center in the Social Science Building (see below for more information). Please note that a copy of the course reader will also be available on reserve at College Library and for download on our course page in Canvas under “Files.”

The film is on reserve for you at the College Library.

Located at:

Sewell Hall, Room 6120
1180 Observatory Drive
Madison, WI 53706
608-262-5396

Email:

copycenter@ls.wisc.edu

Hours:

Monday through Friday, 7:45am-11:45am, and 12:30-4pm

Credit Hours

This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 6 hours per week for reading, writing, preparing for discussions, and/or studying for this course.

Grading Scale

A = 93-100
AB = 88-92
B = 82-87
BC = 77-81
C = 72-76
D = 67-71
F = 66 or below.

Special Accommodations

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform Prof. Chamedes of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Additional Resources

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process – choosing a topic,

conducting research, composing a thesis, outlining your argument, revising your drafts – the History Lab staff is here, along with your professors and teachings assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <http://go.wisc.edu/hlab>.

Weekly Schedule and Reading Assignments

WEEK 1: INTRODUCTION TO THE CLASS

January 22: Why Democracy and Dictatorship? What Does It Mean to “Think Like a Historian”? Introduction to the Course

There is no outside reading for this week.

WEEK 2: THE MAKING OF ITALIAN FASCISM

January 27: World War I and the Russian Revolution

In-class activity: How to annotate. Listening and reading with purpose.

January 29: The Rise of Italian Fascism

In-class activity: What is the difference between primary and secondary sources? How can we learn to expertly summarize primary sources? How about secondary sources?

Readings:

- Robert W. Strayer and Eric W. Nelson, “The First World War: European Civilization in Crisis, 1914-1918,” in *Ways of the World: A Brief Global History*, pp.882-891.
- “Program of the National Fascist Party” (1921), in *A Primer of Italian Fascism*, ed. Jeffrey Schnapp, pp. 10-18
- Benito Mussolini, “Afternoon Speech of 23 March 1919,” in *Fascism, Anti-Fascism, and the Resistance in Italy: 1919 to the Present*, ed. Stanislao Pugliese, pp.43-46.

WEEK 3: THE CONSOLIDATION OF THE DICTATORSHIP IN ITALY

February 3: From Democracy to Dictatorship

In-class activity: How to closely read and contextualize a primary source.

February 5: Fascist Totalitarianism

In-class activity: Student-led discussion on assigned readings.

Readings:

- Michael Ebner, *Ordinary Violence in Mussolini's Italy*, pp.23-47.
- Giacomo Matteotti, "The Fascisti Exposed" (1924), in *Fascism, Anti-Fascism, and the Resistance in Italy, 1919 to the Present*, ed. Stanislao Pugliese, 64-68.
- Benito Mussolini, "Speech of 3 January 1925," in *Fascism, Anti-Fascism, and the Resistance in Italy, 1919 to the Present*, ed. Stanislao Pugliese, pp. 69-73.
- Giuseppe Bottai, "The University as the Incubator of a Fascist Élite," in *Fascism*, ed. Roger Griffin, pp. 61-2.
- Giovanni Gentile, "Fascism as a Total Conception of Life," in *Fascism*, ed. Roger Griffin, pp. 53-54.

WEEK 4: NAMING THE ENEMY, POLICING THE NATION

February 10: The Catholic Church

In-class activity: How can we interpret primary sources?

February 12: Fascist Enemies, Fascist Racism

In-class activity: Student-led discussion on assigned readings.

Readings:

- Pope Pius XI and Mussolini on the Lateran Agreements (1929), in *The Treaty of the Lateran*, ed. Benedict Williamson.
- "Fascist anthems" (1922-), in *Fascism, Anti-Fascism, and the Resistance in Italy, 1919 to the Present*, ed. Pugliese, pp.131-134.
- "Facetta nera: Little Black Face," in *Fascism, Anti-Fascism, and the Resistance in Italy, 1919 to the Present*, ed. Pugliese, 191-192.
- "Racial manifesto" (1938), in *Fascism, Anti-Fascism, and the Resistance in Italy, 1919 to the Present*, ed. Pugliese, pp.193-5.

Reminder: Your one-page interpretive paper on a primary source of your choosing (from the syllabus) is due by noon on Friday, February 14th.

WEEK 5: THE END OF THE SPANISH REPUBLIC

February 17: Spain before the Civil War

In-class activity: What makes for a good historical question?

February 19: The Coming of the Spanish Civil War

In-class activity: Student-led discussion on assigned readings.

Readings:

- Spanish Bishops, “On the Proposed Constitution” (1931), in *Modern Spain: A Documentary History*, ed. Jon Cowans, pp.133-135
- Manuel Azaña, “Spain Has Ceased to Be Catholic (1931), in *Modern Spain: A Documentary History*, ed. Jon Cowans, pp.136-140
- Francisco Franco, “Manifesto” (July 18, 1936), in *Modern Spain: A Documentary History*, ed. Jon Cowans, pp.177-179
- The Acting State Secretary to the [German] Legation in Portugal, Berlin (October 3, 1936), in *Modern Spain: A Documentary History*, ed. Jon Cowans, pp.185-6
- Spanish Bishops, “On the War in Spain” (1937), in *Modern Spain: A Documentary History*, ed. Jon Cowans, pp.198-202.
- George Orwell, *Homage to Catalonia* (1938), in *Modern Spain: A Documentary History*, ed. Jon Cowans, pp.203-208
- Amado Oliver, “The Italian Invader’s Clutch Tries to Enslave Us” (*La garra del invasor italiano pretende esclavizarnos*) (1937), in *Revolutionary Tides: The Art of the Political Poster, 1914-1989*, ed. Jeffrey Schnapp (2005), p.61

WEEK 6: THE SPANISH CIVIL WAR: A PRELUDE TO WORLD WAR II

February 24: Trip to the Wisconsin Historical Society (816 State Street, across from Memorial Library)

Please meet in the lobby of the WHS. Note that this class is mandatory; you will learn crucial research skills that you need to successfully complete your final projects.

February 26: The Spanish Civil War

There are no Coursepack readings for this week; instead, please look carefully at one of the sources from the Wisconsin Historical Society on the Spanish Civil War, and write a short paragraph about who wrote the source, when, and what sorts of historical questions this source could be used to illuminate. Explain briefly why you think these are good historical questions, in light of the criteria discussed in Week 5, session 1.

WEEK 7: TOWARDS WORLD WAR II

March 2: Gender, Sexuality, and Everyday Life under Dictatorship

In-class activity: How do historians study coercion and consent?

March 4: The Start of World War II

In-class activity: Were Italians and Spaniards coerced by the Fascist and Franco dictatorships or did they consent to dictatorship? Use at least one quotation from the sources to back up your views.

Readings:

- GROUP ITALY:
 - “Letters from Women,” in *Fascism, Anti-Fascism, and the Resistance in Italy, 1919 to the Present*, ed. Stanislao Pugliese, pp.97-102.
 - “Excerpt from the School Charter: The Twenty-Nine Declarations: Principles, Goals, and Methods of Fascist Schools” (1939), in *A Primer of Italian Fascism*, ed. Jeffrey Schnapp, pp.314-317.
 - Emilio Gentile, “Forward” and Lorenzo Benadusi, “The Making of the Virile Italian,” in *The Enemy of the New Man: Homosexuality in Fascist Italy* (2012), pp. ix-xi, and 11-30.
- GROUP SPAIN:
 - Helen Graham, “Gender and the State: Women in the 1940s,” in *Spanish Cultural Studies*, ed. Helen Graham and Jo Labanyi (Oxford: Oxford University Press, 1995), pp. 182-196
 - Alicia Alted, “Education and Political Control,” in *Spanish Cultural Studies*, ed. Helen Graham and Jo Labanyi (Oxford: Oxford University Press, 1995), pp. 196-201.
 - Antonio Cazorla Sánchez, *Fear and Progress: Ordinary Lives in Franco’s Spain, 1939-1975* (London: Wiley-Blackwell, 2010), pp. 34-49.

WEEK 8: WORLD WAR II

March 9: World War II

In-class activity: Why did the Holocaust happen?

March 11: The Functionalist vs. Intentionalist Debate

There is no course reader material for this week; all readings will be distributed in class.

Reminder: One-page paper exploring the functionalist vs. intentionalist debate is due on Canvas in the appropriate folder by 5pm on Monday, March 16th.

Also: Get ready to present your rough idea for your capstone to your classmates on Monday, March 23rd. You’ll be asked to name one research question you’d like to answer and one or two primary sources with which you might want to work.

To get you in the right headspace, on your own time please do a one-page capstone project brainstorm on the following questions:

- What themes have been most interesting to you in the class so far? What primary sources have you most enjoyed working with? What sort of questions do you have about dictatorship and democracy in Italy and Spain that you would enjoy investigating in a paper?

Note: *Your capstone project brainstorm is due in class on Monday, March 23rd.*

**NO CLASS ON MONDAY, MARCH 16 or WEDNESDAY, MARCH 18!
ENJOY SPRING BREAK! (MARCH 14-22)**

WEEK 9: BECOMING A HISTORIAN

March 23: The art of crafting a good proposal and identifying relevant primary and secondary sources.

March 25: No class today: In lieu of class, all of the students will be having one-on-one meetings with professor this week. Please remember to look over your capstone brainstorm prior to our one-on-one meeting.

There is no outside reading for this week.

Reminder: *A one-page paper proposal for your final assignment, including a tentative bibliography (two primary sources, two secondary sources) and a screenshot of a search engine consulted, is due in class on Wednesday, April 1st.*

WEEK 10: THE RESISTANCE

March 30: How can you craft a viable and compelling research question?

April 1: Forms of Resistance in Italy and Spain

There is no outside reading for this week.

WEEK 11: MASTERING PERSUASIVE WRITING

April 6: Peer review workshop

April 8: Peer review workshop

There is no outside reading for this week.

Note: *The first draft of your final paper/creative assignment is due in class on Monday, April 13th.*

WEEK 12: FROM DEMOCRACY TO DICTATORSHIP IN SPAIN

April 13: Peer review workshop

April 15: The transition to democracy; Fascism's disputed legacy

Readings:

- *The Silence of Others*, dir. Almudena Carracedo (2018)
- Raphael Minder, “Franco’s Remains Are Exhumed and Reburied after Bitter Battle,” *New York Times* (October 24, 2019)
- Martín Caparrós, “Beyond the Grave: Franco’s Memory Exhumed,” *New York Times* (October 22, 2019)

Reminder: Your peer-reviewed paper is due in class on Monday, April 20th.

WEEK 13: HONING YOUR WRITERLY VOICE

April 20: Peer review workshop

April 22: Peer review workshop

Reminder: The final draft of your final paper/creative assignment is due in class on Wednesday, April 29th.

WEEK 14: FASCISM’S LEGACY

April 27: Eternal Fascism?

April 29: Why the study of dictatorship matters today

Readings:

- Anne Applebaum, “Want to Build a Far-Right Movement? Spain’s Vox Party Shows How,” *The Washington Post*, May 2, 2019
- Julian Coman, “‘Italians First’: How the Populist Right Became Italy’s Dominant Force,” *The Guardian*, December 2, 2018
- Umberto Eco, “Ur-Fascism,” in *The New York Review of Books*, June 22, 1995

Note: The final version of your final project is due in class today.

SYLLABUS APPENDIX

Goals for HIST 201 – “The Historian’s Craft”

Approved by Undergraduate Council, December 8, 2010

The “Historian’s Craft” courses offer an opportunity to experience the excitement and rewards of doing original historical research and conveying the results of that work to others. Through engagement with locally available or on-line archival materials, the courses encourage undergraduates to become historical detectives who can define important historical questions, collect and analyze evidence, present original conclusions, and contribute to ongoing discussions—the skills we have defined as central to the history major.

Upon successful completion of this course, students will be prepared to undertake substantial historical research and writing in a variety of courses, including the HIST 600 seminar. Specific goals for this course include learning to:

1. Ask Questions: develop the habit of asking questions, including questions that may generate new directions for historical research.

- Develop historical questions through engagement with primary sources, secondary literature, and/or broader ethical, theoretical, or political questions.
- Ask historical questions to guide individual research.
- Pose questions to prompt productive group discussion.

2. Find Sources: learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.

- Identify the purposes, limitations, authorities, and parameters of various search engines available both through the library and on the world-wide web.
- Take advantage of the range of library resources, including personnel.
- Locate printed materials, digital materials, and other objects.
- Be aware of, and able to use, interlibrary loan.

3. Evaluate Sources: determine the perspective, credibility, and utility of source materials.

- Distinguish between primary and secondary material for a particular topic.
- Determine, to the extent possible, conditions of production and preservation.
- Consider the placement of sources in relation to other kinds of documents and objects.
- Identify the perspective or authorial stance of a source.
- Summarize an argument presented in a text.
- Distinguish between the content of a source and its meaning in relation to a particular question.

4. Develop and Present an Argument: use sources appropriately to create, modify, and support tentative conclusions and new questions.

- Write a strong, clear thesis statement.
- Revise and rewrite a thesis statement based on additional research or analysis.
- Identify the parts of an argument necessary to support a thesis convincingly.

- Cite, paraphrase, and quote evidence appropriately to support each part of an argument.

5. Plan Further Research: draw upon preliminary research to develop a plan for further investigation.

- Write a research proposal, including a tentative argument, plan for research, annotated bibliography, and abstract.
- Identify the contribution of an argument to existing scholarship.

6. Communicate Findings Effectively: make formal and informal, written and oral presentations tailored to specific audiences.

- Write a clearly argued, formal academic paper, using appropriate style and bibliographic apparatus.
- Deliver a concise, effective, formal verbal presentation with appropriate supporting material.
- Contribute constructively to discussion, whether proposing or responding to an idea.

Discussion Participation and Moderation Rubric

Excellent (90-100)	Good (80-90)	Competent (70-80)	Inadequate (60-70)	Fail (0-60)
-Mastery over readings and previous discussion -Explores questions rigorously -Comes to class with interpretations and questions -Engages others	-Knows readings well -Consistent preparation and involvement -Offers analysis of texts in class	-Basic grasp of reading -Mostly offers facts or surface-level interpretations -Contributes when called upon but not actively engaged	-Insufficient command of reading -Attempts to contribute facts or interpretations when called but unable to offer substance	-Uninvolved -Unexcused -Disruptive

Academic Misconduct

As a UW-Madison student, it is your responsibility to be informed about what constitutes academic misconduct, how to avoid it and what happens if you decide to engage in it. Academic misconduct is governed by state law. Examples of academic misconduct include (but are not limited to):

- Plagiarism (turning in work of another person and not giving them credit)
- Having a friend answer your clicker questions when you are absent
- Stealing an exam or course materials
- Copying another student's homework
- Cheating on an exam (copying from another student, using unauthorized material)
- Working on an assignment with others when you are supposed to do so independently

How Do I Avoid Academic Misconduct?

- Know how to cite sources in a paper, lab report or other assignments
- Use the Writing Center or the History Lab for help with citations.
- Avoid copying and pasting directly into your paper from the internet
- Understand the expectations and limitations when working in groups (i.e., Is collaboration allowed on the project and the written paper, or only the project and your written paper should be done alone)
- If you aren't sure if something is allowed, ask your instructor

For more information, please see <http://www.students.wisc.edu/doso/student-resources/>

Goals of the History Major

(Approved by the department, March 23, 2011; revised by the department, February 27, 2013)

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Skills Developed in the Major

Define Important Historical Questions

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.