

University of Wisconsin-Madison

**HISTORY/INTERNATIONAL STUDIES 366:
Fascism Then and Now:
Social Movements and Politics in Europe**



Online Fall 2020

Tuesdays and Thursdays, 1:00-2:15pm CDT/CST

**Synchronous Class on BB Collaborate:
Thursdays ONLY, 1:00 to 2:15pm CDT/CST**

Professor Giuliana Chamedes

Fall 2020

Virtual Office Hours: Thursdays, 11-12pm CDT/CST on BB Collaborate

Email: Chamedes@wisc.edu

Course Description

How did Fascism emerge? Did it ever go away? These questions animate **History 366: From Fascism to Today**. The course investigates Fascism as a social movement and shows why the study of Fascism still matters today. As a high-impact Constellations class, History 366 helps students become keen writers, sharp public speakers, and probing analysts of the past and present. It also engages students in service-based learning and interactions with guest scholars. The skills that you practice in this course are not confined to the discipline of history; they will be useful wherever your lives take you.

Prerequisites

There are no prerequisites for this class.

Undergraduate Learning Outcomes

Undergraduate students will learn to:

- Refine their ability to read, analyze, and critically engage with primary and secondary sources.
- Craft sophisticated analytical arguments.
- Communicate complex ideas through speech, charitably evaluating opposing viewpoints, and working collaboratively with others.
- Develop and execute a public-service outreach project.

Graduate Learning Outcomes

Graduate students will learn to:

- Become familiar with the building-blocks of European transnational and international history.
- Hone hermeneutical skills so as to evaluate and interpret sources more judiciously and charitably.
- Develop confidence as keen writers, sharp public speakers, and probing analysts of the past and present.

Credit Hours, Student Workload, and Class Attributes

This 3-credit course carries the expectation that you will devote a total of 135 hours of effort towards this class for the semester, which breaks down to 9 hours per week, spread over 15 weeks. The 45-hour-per-credit standard conforms to the standard Carnegie unit of the federal definition. In addition to synchronous class-time and asynchronous lecture viewing, plan to allot an average of at least 7 hours per week for reading, writing, preparing for discussions, and/or studying for this course.

Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Instructional Mode –Online

Instructional Modality

This is an all-online course that contains both synchronous and asynchronous components. There are 14 topics or modules in the course; each week, we start a new module. Nearly every module contains reading materials, as well as two to three short pre-filmed lectures. Each of the lectures is between 5 and 15 minutes long, for a weekly maximum of 45 minutes of viewing. After having viewed all of the audio lectures for any given module, you will be asked to post your reflections to a discussion board.

The synchronous component of the class functions as follows: **Every week you are expected to attend class on Thursdays and Thursdays only, from 1:00-2:15pm CDT/CST.** During this time, we will be reviewing course readings and lectures and engaging in student and

professor-led discussions on the course material. The discussions will help you strengthen your writing and oral presentation skills, and position you to do well on your assignments. Because our synchronous times together are discussion-based, their success depends on you.

All of the assignments for this class are due in electronic form in the appropriate folder on Canvas. **Most of the assignments for this class are due on Wednesday at 5pm.** This is true of your discussion posts, your intake survey, your peer-review comments, and all of the assignments connected to your capstone project. Your only exceptions to the Wednesday 5pm rule are the capstone outreach component, which will happen synchronously on Thursday, December 3rd, and your discussion questions for the week when you are in the lead, which are due on Monday by 5pm.

This course relies heavily on technology. You will need to have a reliable computer and internet connection in order to access course material, which is all available on Canvas. Our synchronous discussions will take place on BB Collaborate. **If you have not done so yet, please watch the introductory video and read the “Technology in this course” description on the “Student Orientation” module on Canvas.** If you run into any technical difficulties, please call, e-mail or chat with the UW-Madison Help Desk. ([Click here for a link explaining how to contact the Help Desk](#))

Course Requirements for Undergraduate Students

This online-only class bundles lectures and discussion. Its success depends on you. Please come to class having done the readings and ready to engage with your peers. The class has three major assignments: one primary source paper, one capstone project, and one collaborative public service presentation. There is no midterm or final exam.

If you are an undergraduate, here is a breakdown of how your grade will be computed:

1) Class Participation (30%)

- a. Regular attendance in synchronous classes and a passing grade on your weekly discussion posts, which are due by **5pm on Wednesdays.** (10%)
- b. Lead discussion on one source from the syllabus [you will select your source of choice in the second week of class] (5%)
- c. Complete peer review comments on one classmate’s capstone proposal, due via email to the professor and your classmate by 5pm on Wednesday, November 11th. Graded pass/fail. (5%)
- d. Student reflection piece. Graded pass/fail. [due by 5pm Wednesday December 9th] (10%)

2) Writing and Public Service Assignments (70%)

- a. Primary source interpretation paper [due on Canvas by 5pm Wednesday September 23rd] (10%)
- b. Capstone project proposal [due on Canvas by 5pm Wednesday October 21st] (10%)
- c. Draft capstone project script [due on Canvas by 5pm Wednesday November 4th] (10%)

- d. Capstone project [due on Canvas by 5pm Wednesday November 18th] (25%)
- e. Capstone outreach component [in-class, on Thursday December 3rd] (15%)

Key Dates, at a Glance

September	<ul style="list-style-type: none"> • Week of 9/7: mandatory one-on-one chat with professor • 9/9, 5pm: intake survey • 9/23, 5pm: primary source paper
October	<ul style="list-style-type: none"> • 10/21, 5pm: capstone project proposal • Week of 10/26: mandatory one-on-one chat with professor
November	<ul style="list-style-type: none"> • 11/4, 5pm: draft capstone project script • 11/11, 5pm: peer review comments • 11/18, 5pm: capstone project
December	<ul style="list-style-type: none"> • 12/3, 1pm: capstone outreach component • 12/9, 5pm: student reflection piece

Course Requirements for Graduate Students and Honors Students

All of the course requirements for graduate students and honors students are the same as those listed above. However, graduate students and honors students will be expected to consult five sources for their capstone project rather than three.

Extra Credit

Students can earn a bonus .5 points towards their final grade in the class if they receive 100% on the Student Orientation quiz, which must be completed by September 10, 2020.

Grading Scale

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

Course Readings

All course reader materials will be posted on Canvas under the weekly modules and under “Course Overview & Syllabus.” You are required to complete the readings for any given week by Wednesday evening of that week. The course reader can also be purchased from the Copy Center in the Social Science Building (email: copycenter@ls.wisc.edu, hours: Monday through Friday, 7:45am-11:45am, 12:30-4pm). Please note that a copy of the course reader will be available on reserve at College Library.

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>.

Privacy of Student Records and Usage of Audio Recorded Lectures

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for HIST 366 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Students' Rules, Rights and Responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must

work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community. Make sure you are familiar with:

- UW-MADISON [BADGER PLEDGE](#)
- UW-MADISON [FACE COVERING GUIDELINES](#)
- QUARANTINE OR ISOLATION DUE TO COVID-19: Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course. The instructor will work with the student to provide alternative ways to complete the course work.

WEEKLY SCHEDULE AND READING ASSIGNMENTS

Week 1: INTRODUCTION TO THE CLASS

September 3: What was Fascism? What will you get out of this course? Introduction to HIST 366.

There is no outside reading for this week. Please read the syllabus and the “Technology in the Course” link on our Canvas page, fill out the intake survey, post to the “Getting to Know You” discussion board, and sign up for your one-on-one check-in meeting with Prof. Chamedes.

In-class discussion (synchronous):

- Review the syllabus and the aims of the class.
- Ice-breaker.
- What do you already know about Fascism? What questions do you have about it?
- Our working definition of “Fascism” and “social movements”

WEEK 2: THE MAKING OF ITALIAN FASCISM

September 10: Was enabled the rise of Fascism? Was Fascism a social movement?

Prior to class, make sure that you have watched the videos for this week:

- 1) Note-Taking during Lecture;
- 2) Social Movements before World War I;
- 3) World War I and the Russian Revolution

Once you have watched the videos, please post to the discussion board for this week.

In-class discussion (synchronous):

- How might the history of social movements in Europe, World War I, and the Russian Revolution have played a role in the rise of Italian Fascism?

- Mini-lecture: The Rise of Italian Fascism
- How to annotate. Listening and reading with purpose. What is the difference between primary and secondary sources? How can we learn to expertly summarize primary sources?

Readings:

- “March on Rome,” *Encyclopedia Britannica* entry (2019), last accessed 7/31/2020.
- “Black Shirts’ Hold a Roman Triumph in Assuming Power,” *New York Times*, 1 November 1922, 1,3.
- “Giovinezza” anthem: listen to the song included on Canvas and read along with the text, as reprinted in “Fascist anthems” (1922-), in *Fascism, Anti-Fascism, and the Resistance in Italy, 1919 to the Present*, ed. Stanislao Pugliese (London: Rowman and Littlefield, 2004), 131-134.
- “Inno Fascista” anthem: listen to the song included on Canvas and read along with the text, as reprinted in “Fascist anthems” (1922-), in *Fascism, Anti-Fascism, and the Resistance*, 131-134.

WEEK 3: SILENCING THE MASSES OR DOING THEIR BIDDING?

September 17: Italy slips from democracy to dictatorship

Prior to class, make sure that you have watched the videos for this week:

- 1) Note-Taking and Secondary Sources;
- 2) How to Analyze a Primary Source;
- 3) From Democracy to Dictatorship in Italy

Once you have watched the videos, please post to the discussion board for this week.

In-class discussion (synchronous):

- How did Italy move from democracy to dictatorship? What role did the Fascist battle with the Socialist Party play in the story?
- How to closely read and contextualize a primary source: Benito Mussolini’s speech of January 3, 1925.
- Review handout: “What makes for a good discussion question?”

Readings:

- Michael Ebner, *Ordinary Violence in Mussolini’s Italy* (Cambridge: Cambridge University Press, 2014), 23-47.
- Giacomo Matteotti, “The Fascisti Exposed” (1924), in *Fascism, Anti-Fascism, and the Resistance in Italy*, 64-68.
- Benito Mussolini, “Speech of 3 January 1925,” in *Fascism, Anti-Fascism, and the Resistance in Italy*, 69-73.

WEEK 4: HOW DID FASCISM BUILD POPULAR SUPPORT?

September 24: Hegemony

Prior to class, make sure that you have watched the videos for this week:

- 1) Fascist Italy and the Catholic Church;
- 2) Antonio Gramsci, Education, and Hegemony

In-class discussion (synchronous):

- How would you characterize the relationship between Fascist Italy and the Catholic Church?
- What is “hegemony”?

Readings:

- Giuseppe Bottai, “The University as the Incubator of a Fascist Élite,” in *Fascism*, ed. Roger Griffin, pp.61-62.
- Giovanni Gentile, “Fascism as a Total Conception of Life,” in *Fascism*, ed. Roger Griffin, pp. 53-54.
- Antonio Gramsci, “Intellectuals and Education,” and “Fascism and Its Policy,” in *The Antonio Gramsci Reader*, ed. David Forgacs, pp.147-151; pp.300-311.

Reminder: Your primary source interpretation paper is due in class today.

WEEK 5: THE GREAT DEPRESSION AND A “NEW DEAL” FOR THE WORLD

October 1: Special Guest: Robert Christl (Ph.D. candidate, UW-Madison)

Prior to class, make sure that you have watched the videos for this week:

- 1) The Great Depression;
- 2) The New Deal in a Global Context;
- 3) Anarchism and the Great Depression

Once you have watched the videos, please post to the discussion board for this week.

In-class discussion (synchronous):

- Discussion with our guest scholar, Robert Christl

There are no readings due this week.

WEEK 6: HOW WAS NAZISM INSPIRED BY ITALIAN FASCISM?

October 8: Nazi-Fascist Racism and Antisemitism

Prior to class, make sure that you have watched:

- 1) The Rise of Nazism;
- 2) Nazi Imperialism, Fascist Racism

In-class discussion (synchronous):

- Was Nazism a social movement? Analysis of *Triumph of the Will*
- Social movements vs. individual responsibility in the rise of Nazism
- Mini-lecture: Fascism in East-Central Europe
- Overview: The capstone project and the capstone project proposal

Readings/viewings:

- Adolf Hitler, “The Discovery of Anti-Semitism in Vienna,” in *Mein Kampf* (1925-1926)
- *Triumph of the Will*, directed by Leni Riefelstahl (1934) (selections made available on Canvas)

WEEK 7: FROM THE SPANISH CIVIL WAR TO WORLD WAR II

October 15: World Wars

Prior to class, make sure that you have watched:

- 1) The Spanish Civil War
- 2) World War II
- 3) The Holocaust

In-class discussion (synchronous):

- What role (if any) did social movements and popular consent play in World War II?
- What is “the banality of evil”? Do you find this idea compelling?
- Gearing up for your capstone project proposal

Readings/viewings:

- Heinrich Himmler, “Speech to the SS Officers in Posen” (October 4, 1943), in Robert Moeller, ed., *The Nazi State and German Society: A Brief History with Documents* (London: Bedford/St Martin’s, 2010), 139-140.
- Chaim Kaplan, “In the Warsaw Ghetto” (1939-1942), in *The Nazi State and German Society*, 141-147
- *Hannah Arendt*, directed by Margarethe von Trotta (2012)

WEEK 8: NEO-FASCISM SINCE WORLD WAR II

October 22: Guest speakers: Professors Agnieszka Pasięka (University of Vienna) and David Ost (Hobart and William Smith Colleges)

Prior to class, make sure that you have watched:

- 1) The Resistance and Anti-Fascism
- 2) What Happened to Fascism after World War II?
- 3) Choosing your Research Topic

In-class discussion (synchronous):

- Is Fascism a real threat today? Why or why not?

Readings/Viewings:

- “Fascism in Italy: The Hipster Fascists Trying to Bring Mussolini Back into the Mainstream,” *BBC 4* (2018)
- “What Neo-Nazis have Inherited from Original Nazism,” DW Documentary (2019)
- David Ost, “Regime Change in Poland, Carried Out from Within,” *The Nation*, January 8, 2016
- Agnieszka Pasięka reading TBA

Your capstone project proposal is due on Wednesday, October 21st. Please also sign up for a mandatory one-on-one meeting with Professor Chamedes next week to discuss your capstone project proposal.

WEEK 9: BECOMING THE EXPERT

October 29: From Research Topic to Research Question

Prior to class, make sure that you have watched:

- 1) Searching with Databases
- 2) Choosing your Research Question

There are no readings for this week.

WEEK 10: FROM RESEARCH TOPIC TO RESEARCH QUESTION

November 5: Conducting research

Your draft capstone project script is due on Thursday, November 5th.

There are no readings or videos this week.

WEEK 11: PEER-REVIEW SESSION

November 12: Workshopping your capstone script

Prior to class, make sure that you have watched:

- 1) How to Revise your First Draft

There are no readings this week.

WEEK 12: FINALIZING YOUR CAPSTONE PRESENTATION

November 19: Filming your capstone presentation and finalizing questions for the high-school students

The final, captioned, filmed version of your capstone project presentation is due on Thursday, November 19th.

There are no readings or videos this week.

**NO CLASS ON THURSDAY, NOVEMBER 26th
HAPPY THANKSGIVING HOLIDAY (NOVEMBER 26th-NOVEMBER 29th)!**

WEEK 13: CAPSTONE PUBLIC OUTREACH PRESENTATION

December 3: Public Outreach Presentation

There are no readings or videos this week.

WEEK 14: ETERNAL FASCISM?

December 10: Concluding Remarks

In-class discussion (synchronous):

- Thoughts from your one-page reflection

There are no readings or videos this week.

SYLLABUS APPENDIX

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.