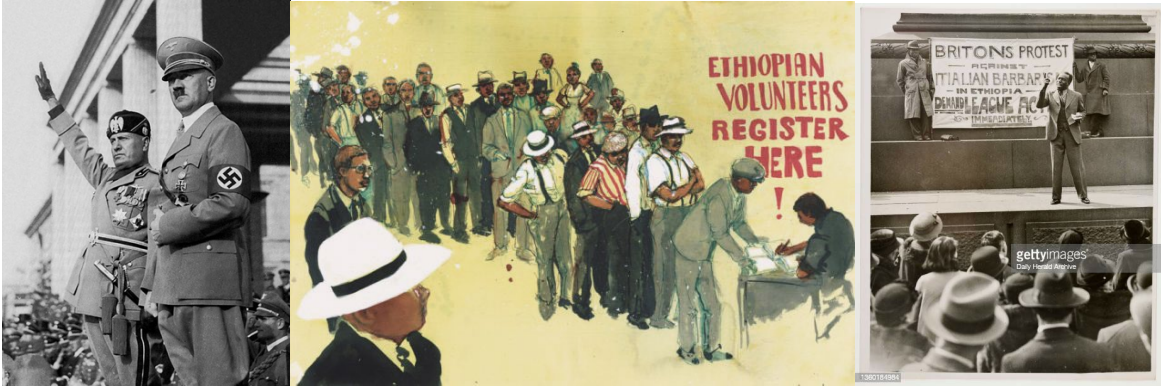


University of Wisconsin-Madison

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



Fall 2023

Tuesdays and Thursdays, 9:30-10:45am CDT/CST
Helen C. White Hall 4281

Professor Giuliana Chamedes

Fall 2023

Office Hours: Tuesdays, 11-12:30pm, 4124 Humanities

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.
- Charitably evaluate opposing viewpoints, while 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 to evaluate and interpret sources judiciously and charitably.
- Develop confidence as writers, public speakers, and analysts of the past and present.

Credit Hours, Student Workload, and Class Attributes

This 4-credit course carries the expectation that you will devote a total of 180 hours of effort towards this class for the semester, which breaks down to 12 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 discussion section, plan to allot an average of around 9 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 --In person

Instructional Modality

This is an in-person course that contains both synchronous and asynchronous components. There are 15 topics or modules in the course; each week, we start a new module. Nearly every module contains reading materials. After having completed the readings for each 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 required to attend class on Thursdays and Thursdays, from 9:30 to 10:45am 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. There is no TA and no discussion section in this class.

Your discussion posts are due on **Wednesdays at midnight**. Almost all the longer assignments for this class are also **due on Wednesdays at midnight**, in electronic form on Canvas. The only three exceptions to this rule are your three-page interpretive paper (due Friday October 6th), your gameplan for the capstone project (due Tuesday December 5th), and your student reflection piece (due Tuesday December 12th).

This course relies heavily on technology. You will need to have a reliable computer and internet connection to access course material, which is all available on Canvas. Our synchronous discussions will take place in person. If you have not done so yet, please read 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 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 interpretive 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 (25%)
 - a. Regular attendance in class and a passing grade on your weekly discussion posts, which are due by midnight on the first Wednesday of every week in weeks 1-11. There are no discussion posts due for week 12 and beyond. (15%)
 - b. Complete peer review comments on one classmate's capstone proposal, due via email to the professor and your classmate by Wednesday, November 15th. Graded pass/fail. (5%)
 - c. Student reflection piece. Graded pass/fail. [due on Monday December 11th] (5%)

- 2) Writing and Public Service Assignments (75%)
 - a. Three-page interpretive paper—You vs. ChatGPT [due Friday October 6th] (15%)
 - b. Capstone project proposal [due Wednesday October 18th] (10%)
 - c. Draft capstone project script [due Wednesday November 8th] (10%)
 - d. Capstone project [due Wednesday November 29th] (20%)
 - e. Public presentation gameplan [due Tuesday December 5th] (5%)
 - f. Capstone outreach project [Thursday December 7th] (15%)

Key Dates, at a Glance

October	<ul style="list-style-type: none">• 10/6: three-page interpretive paper due today• 10/18: capstone project proposal
November	<ul style="list-style-type: none">• 11/8: draft capstone project script• 11/15: peer review comments• 11/29: capstone project due
December	<ul style="list-style-type: none">• 12/5: public presentation gameplan due• 12/7: capstone outreach project• 12/11: student reflection piece

Course Requirements for Graduate Students and Honors Students

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, and they will be asked to do a short oral

presentation on their findings on either November 21st or November 28th. If you are an honors student green-sheeting the class, you will have an extra paper assignment, due on November 15th. Please contact the professor for more information.

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 each week by Wednesday evening. The course reader can also be purchased from the Copy Center in the Social Science Building ([email: copycenter@ls.wisc.edu](mailto: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.

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 or of an Artificial Intelligence program and not giving them credit; NOTE: This includes ChatGPT and other AI tools).
- 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?

- Make sure you understand what constitutes plagiarism; please visit the UW Academic Misconduct website for more details.
- Know how to cite sources in a paper 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 or Chat GPT and other AI tools.
- 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/>

A Note on Chat GPT and Generative Artificial Intelligence Software

- There are risks and benefits to using generative AI in educational settings, but it is always important to use AI with caution and intentionality, rather than reflexively. Several assignments in this class encourage you to think critically about these new technologies, so that you can further develop your ethical stance and your analytical skills. Our aim is for you to develop a robust sense of where, how, when, and why it is appropriate *for you* to use generative AI throughout your time at UW-Madison and beyond.
- One of our class assignments encourages you to use Chat GPT in specific ways; to do well on this assignment please follow the instructions carefully.
- Students may consult ChatGPT about class material as they might Wikipedia, in the knowledge that both generative AI and Wikipedia are not citable authorities, and that their information is not always accurate or reliable.
- Students may not present text generated by AI as their own writing. Doing so constitutes plagiarism. If you use generative AI in your writing process, you must hand in both the original text you inputted *and* the revised version, based on the tool's suggestions.

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

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 dangerous infectious diseases and to promote the collective health and welfare of our campus and surrounding community. Students should 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: INTRO: PASTS AND FUTURES

September 7: 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 Student Orientation module on Canvas, post to the Getting to Know You discussion board, and consider swinging by office hours on Tuesday September 12th to introduce yourself to Prof. Chamedes.

WEEK 2: BUILDING FASCISM

September 12: World War I, the Russian Revolution, and Italy

September 14: The March on Rome

Please remember to complete the course readings and post to the Canvas discussion board by Wednesday at midnight.

Readings:

- “March on Rome,” Encyclopedia Britannica entry (2019).
- “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.
- Benito Mussolini, “Afternoon Speech of 23 March 1919,” in *Fascism, Anti-Fascism, and the Resistance in Italy: 1919 to the Present*, 43-46.

WEEK 3: TOWARDS DICTATORSHIP

September 19: From Democracy to Dictatorship

September 21: Fascist Totalitarianism

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.

Thinking of majoring in History or getting a History certificate? Come to the History Open House on Wednesday September 20th from 5:30-6:30pm in the Curti Lounge (Mosse Humanities)!

WEEK 4: CULTIVATING POPULAR SUPPORT

September 26: Hegemony and Education

September 28: Fascist Italy and the Catholic Church

Readings:

- Giuseppe Bottai, “The University as the Incubator of a Fascist Élite,” in *Fascism*, ed. Roger Griffin, pp.61-62.
- Antonio Gramsci, “Intellectuals and Education,” and “Fascism and Its Policy,” in *The Antonio Gramsci Reader*, ed. David Forgacs, pp.147-151; pp.300-311.
- “Pope Pius XI and Mussolini on the Lateran Agreements,” in *The Treaty of the Lateran*, ed. Benedict Williamson

WEEK 5: THE ENVIRONMENT...AND GENERATIVE AI

October 3: Fascism and the Environment (with Angelo Caglioti)

October 5: Master class on Chat GPT and Generative AI

Readings:

- Wilko Graf von Hardenberg, Roberta Biasillo, and Marco Armiero, “Natural Wars: Wheat and Swamps” and “Fascist Modernity,” in *Mussolini’s Nature* (MIT Press, 2022)
- Mussolini harvesting in the Pontine marshes, <https://www.youtube.com/watch?v=GjVfzBERv8E>
- Abeba Birhane, “LLMs Cannot Be Scientists”
- Karina Vold, “ChatGPT: Rebel Without a Cause”
- Luke Stark, “ChatGPT is Mickey Mouse”
- Regina Rini, “Don’t Miss the Magic”
- Atoosa Kasirzadeh, “ChatGPT, Large Language Technologies, and the Bumpy Road of Benefiting Humanity”
- “Suspicion, Cheating, and Bans: A.I. Hits America’s Schools,” *New York Times* podcast (30 minutes), <https://www.nytimes.com/2023/06/28/podcasts/the-daily/ai-chat-gpt-schools.html>

Three-page interpretive paper due at midnight on Friday, October 6th

WEEK 6: NAZISM

October 10: The Rise of Nazism

October 12: Nazi Racism and Imperialism

Readings:

- Adolf Hitler, “The Discovery of Anti-Semitism in Vienna,” in *Mein Kampf* (1925-1926)
- “Reich Citizenship Law” and “Law for the Protection of German Blood and German Honor” (1935)
- Ira Katznelson, “What America Taught the Nazis,” *The Atlantic*, November 2017

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

October 17: From the War on Ethiopia to the Spanish Civil War

October 19: World War II

Your capstone project proposal is due on Wednesday, October 18th.

Readings:

- Molly Crabapple, “Hidden Fighters: Remembering America’s Black Anti-Fascist Vanguard,” *The Baffler*, June 2017
- Robert Christl, “Spanish Civil War Posters—Image Gallery Essay,” <https://wisconsinhistory.org/Records/Article/CS16478>
- Adolf Hitler, “Speech to the Commanders in Chief” (August 22, 1939), in *United States Department of State, Documents on German Foreign Policy: From the Archives of the German Foreign Ministry*, volume 7 (1957-1964), pp.200-04

WEEK 8: THE HOLOCAUST

October 24: The Holocaust and ‘Ordinary Men’? (with David Harrisville)

October 26: NO CLASS

- Anna Hájová, “Sexuality in the Holocaust,” in *The Routledge Handbook of Gender in Central-Eastern Europe and Eurasia*, eds. Katalin Fábián et al. (Routledge, 2021)
- David Harrisville, “‘We No Longer Pay Heed to Humanitarian Considerations’: Narratives of Perpetration in the Wehrmacht, 1941-1944,” in *Perpetrators. Dynamics, Motivations and Concepts for Participating in Mass Violence*, ed. Timothy Williams and Susanne Buckley-Zistel (NY: Routledge, 2018), 117–32.

WEEK 9: RESISTANCE

October 31: Black Internationalism and Anti-Fascism (with Minkah Makalani)

November 2: Decolonization

Readings:

- Aimé Césaire, “Discourse on Colonialism”
- Suzanne Roussi-Césaire, *The Great Camouflage*, selections
- W.E.B. Dubois et al, “We Charge Genocide”
- Minkah Makalani text, TBA

WEEK 10: RACISM, IMMIGRATION, AND THE RADICAL RIGHT

November 7: The Radical Right and “Rivers of Blood”

November 9: Immigration, the Black Mediterranean, and the Muslim Other

Your draft capstone project script is due on Wednesday, November 8th

Readings:

- Enoch Powell, "Rivers of Blood" (1968)
- Thomas Chatterton Williams, "The French Origins of 'You Shall Not Replace Us': The European Thinkers Behind the White-Nationalist Rallying Cry," in *The New Yorker*, November 27, 2017
- Anchal Vohra, "Italy Now Has Conspiracy Theory as National Policy," *Foreign Policy*, 8 May 2023
- Camilla Hawthorne, "Italian Ethnonationalism and the Limits of Citizenship," in *Contesting Race and Citizenship: Youth Politics in the Black Mediterranean* (2022), 27-60

WEEK 11: THEN AND NOW

November 14: Embedded with the Radical Right (with Agnieszka Pasieka)

November 16: In-class peer review session

Your peer review comments are due on Wednesday, November 15th

Readings:

- "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)
- Florian Bieber, "How Europe's Far-Right Nationalists Became Internationalists", *Foreign Policy*, November 30.
- Giorgio Ghiglione, "Why Georgia Meloni Won't Distance Herself from Her Country's Fascist Past," *Foreign Policy*, 6 February 2023

WEEK 12: NEO-FASCISM SINCE 2008

November 21: What Does Fascism Have To Do With It?

Reminder: The final, captioned, filmed version of your capstone project presentation is due on Wednesday, November 29th

There are no posts due this week.

Readings:

- Prof. Chamedes, "Tips for creating your 10-12 minute educational video"

NO CLASS ON THURSDAY, NOVEMBER 23rd

HAPPY THANKSGIVING!

WEEK 13: SHARING YOUR KNOWLEDGE

November 28: Then and Now

November 30: Prep for Public Presentation

Final capstone project due on Wednesday, November 29th

There are no posts and no readings for this week.

WEEK 14: PUBLIC PRESENTATION

December 5: Prep for Public Presentation

December 7: Public Presentation

Public presentation gameplan due at midnight on Tuesday, December 5th

WEEK 15: CONCLUDING THOUGHTS

December 12: Fascism, Then and Now; Share-Out

Your student reflection piece is due on Monday, December 11th

Join us! Department of History Senior Thesis Presentations for Fall 2023 are happening on Wednesday, December 13 (last day of fall classes) from 11am-2pm in the Pyle Center, room 235. Lunch will be served during the event, and there will be multiple panels of presentations. Come for all or some of the event and help support our History Seniors and learn about their cool research!

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	-Knows readings well	-Basic grasp of reading -Mostly offers facts or surface-	-Insufficient command of reading	-Uninvolved -Unexcused -Disruptive

-Explores questions rigorously -Comes to class with interpretations and questions -Engages others	-Consistent preparation and involvement -Offers analysis of texts in class	level interpretations -Contributes when called upon but not actively engaged	-Attempts to contribute facts or interpretations when called but unable to offer substance	
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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.