Reactionary or revolutionary? Coherent ideology or the rejection of ideas? Limited to Interwar Europe or a global phenomenon? More than sixty years after its demise, fascism continues to fascinate, yet resists definition. This course addresses the vexing questions of what fascism is, whether it was a global phenomenon, and whether it has been historically banished.

**Course Description:**

We will explore the history of fascism and anti-fascism by concentrating on six major themes.

1) **Industrialization:** How did the social and cultural dislocation of the Industrial Revolution influence fascist ideology? How did the Great Depression and the collapse of industrial-capitalism embolden fascist movements around the world?

2) **Nationalism:** What is nationalism? How did fascist movements mobilize ethnic and nationalist ideologies to win popular support? Who was excluded from fascism’s idealized conception of the nation? Were anti-fascists nationalists? Did anti-fascism transcend national boundaries, or was it a loose coalition of nationalist movements?

3) **Socialism:** How did the economic theories of Karl Marx and Friedrich Engels influence fascist ideology? Did fascism truly represent a ‘third way’ between capitalism and socialism? What is corporatism? How did the Russian Revolutions and the creation of the Soviet Union affect the rise of fascism? How did the ‘Social Fascist’ and ‘Popular Front’ eras transform the global anti-fascist movement?
4) **Imperialism:** How did New Imperialism, the Scramble for Africa, the First World War, and the Treaty of Versailles shape Interwar fascism? Was fascism, as many anti-fascists argued, simply imperialism practiced in Europe? What was the relationship between anti-colonialists across Afro-Eurasia and anti-fascists in Europe?

5) **War & Violence:** Why were fascist movements inherently violent? How did fascist paramilitarism destabilize democratic institutions? How did the First and Second World Wars radicalize fascist violence? How did anti-fascists respond to fascist violence?

6) **Totalitarianism:** What is totalitarianism? How does it differ from authoritarianism? Were various fascist movements totalitarian? Why is fascism so difficult to define? How have historians explained fascism in theory and in practice? Were anti-fascist movements in Spain and Russia totalitarian?

**Learning Objectives:**

1. **Reading:** Students will become active readers that can articulate their own interpretations with an awareness and appreciation of multiple perspectives. Each lecture will include discussions designed to ensure that students have completed their assigned reading. These discussions will also foster a collaborative classroom environment where students collectively analyze the significance of historical developments.

2. **Writing:** Students will be able to offer complex and informed analyses of historical documents. They will practice writing as a process of inquiry, and engage other writers’ ideas as they explore and develop their own voice as a writer. Over the course of the semester, students will complete several process-oriented writing assignments that emphasize analysis over description. Particular attention will be paid to clarity of argument, syntax, and grammar.

3. **Sense of History:** Students will develop an appreciation of how the formal elements of history shape our understanding of the past, and become aware of the interrelationships of history to all fields in the social sciences. They will also gain a greater understanding of the ways in which historical developments have shaped the world we live in today.

4. **Communication:** Students will demonstrate the skills needed to participate in a dialogue that builds knowledge collaboratively, listening carefully and respectfully to others’ viewpoints while articulating their own ideas and questions.

**Course Requirements:**

1. **Attendance.** Each student is required to attend all meetings of the class. Your FINAL grade will be docked 5% for each unexcused absence. If there is an emergency, please contact me about the procedure for excused absences.
   - Note: it is possible to fail based on poor attendance
2. **Participation.** There will be several scheduled discussions. Participation during in-class discussion is critical in gauging students’ ability to synthesize and analyze facts, ideas, and concepts. Demonstrating an active engagement in the material is necessary to earn a high grade in this course.

   - During scheduled discussions, you will form groups and answer several questions based on the assigned reading. Taken together, these answers constitute 20% of your final grade.

3. **Papers.** There will be one 3 page paper worth 10% of your final grade, one 5 page paper worth 15% of your final grade, and one 7 page paper worth 25% of your final grade. Papers will be graded on content, clarity, and close attention to proofreading. *No late papers will be accepted.*

   - It is strongly recommended that students complete drafts of their paper in advance of the due date and back up their computer files regularly to avoid missing paper deadlines. Students are also encouraged to submit early drafts to the writing center for review and advice.

4. **Group Diary Project.** The era of fascism affected individuals in very different ways, depending on where they lived, their social rank, religious beliefs, how they earned their living, and whether they believed their lives would improve or worsen based on the policies, ideas, and practices introduced during the first half of the twentieth century. To help you get a sense of how this era affected individuals, you will form groups and keep a diary based on an identity that you collectively assume at the beginning of the course.

   - You will form your own groups (no more than six students per group). Each group must submit a total of ten one-page diary entries. Each diary entry must be typed, double-spaced, and properly proof-read. Every member of your group must submit at least one diary entry. It is also recommended that coordinate with your group to develop a consistent narrative voice.

     i. Each group will be required to submit a short summary detailing their characters’ background, as well as some of their planned experiences on October 27th.

   - At the end of the semester, each group will present on their character.

**Grading Breakdown:**

In Class Participation: 20%
Diary Project: 20%
Diary Presentation: 10%
First Paper: 10%
Second Paper 15%
Third Paper: 25%

Required Texts:

Optional Texts:

Course Schedule

Week One (January 15th)

- Introduction
- Toward a General Theory of Fascism
- The Dreaded Fascist Minimum
- The Historiography of Fascism

*No Class January 15th—Martin Luther King Jr. Day*

Week Two (January 22nd)

- Globalizing Fascism and Anti-Fascism
- The Origins of Fascism
- What Fascists Feared
- What Fascists Read
Fascism’s Mobilizing Passions

**Begin Reading Trotsky and Zetkin**

**Discussion (1/22):** Peter Stearns, “Why History” (Provided by Instructor)

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**Week Three (January 29th)**

- The First World War
- The Treaty of Versailles
- Postwar Europe
- Fascism in Italy

**Readings:** Morgan pp. 1-28


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**Week Four (February 5th)**

- Benito Mussolini & Fascist Italy
- Adolf Hitler and the Origins of Nazism
- Nazi ‘Ideology’
- Hitler and the Beer Hall Putsch

**Discussion (2/9):** Writing an Academic Paper (Led by Instructor)

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**Week Five (February 12th)**

- Hitler and the Great Depression
- The failure of Parliamentary-Democracy
- The Nazi Seizure of Power
- Fascism in Romania


**First Paper Due (2/12)**

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**Week Six (February 19th)**
Fascisms in Hungary & France
The Waldheim Affair
Fascism in Austria
Austro-Fascists and Austro-Nazis
Nazi Germany

Readings: Morgan, pp. 29-63

Begin Reading Yates and Orwell

Mini-Discussion (2/23) Led by Instructor

Week Seven (February 26th)

The Reichstag Fire & the Enabling Act
The Night of the Long Knives
Totalitarianism
Anti-Semitism

Readings: Morgan, pp. 64-118


Week Eight (March 5th)

Fascist Internationalism
Mussolini & Italian Imperialism
The Pacification of Libya
The Second Italo-Ethiopian War

Readings: Morgan, pp. 159-176


Group Project Proposal Due (3/5)

Week Nine (March 12th)

Fascisms in Belgium & Ireland
Catholic-Fascism in Spain
Primo-de-Rivera and Francisco Franco
The Spanish Civil War
Anti-fascism & the International Brigades
Guernica & the Condor Legion

*Mini-Discussion (3/16) Led by Instructor*


**Week Ten (March 19th)**

Fascist Expansionism
Neville Chamberlain & Appeasement
The Popular Front
The British Union of Fascists
Anti-War Movements Around the World

**Readings:** Morgan, pp. 119-158

*Second Paper Due 3/19*

*No Class 3/23*

**Week Eleven (March 26th)**

*No Class—Spring Break*

**Week Twelve (April 2nd)**

Fascisms in Bolivia & South Africa
Pan-Asianism
Fascism in Japan
The Annexation of Manchuria (Manchukuo)
The Second Sino-Japanese War


**Week Thirteen (April 9th)**

The Molotov-Ribbentrop Non-Aggression Pact
The Outbreak of the Second World War
International Anti-Fascism
Operation Barbarossa

Readings: Morgan, pp. 177-189


Group Project Due (4/11)

Week Fourteen (April 16th)

A Global War
Collapse of Fascist Regimes in Europe
The Holocaust
Readings: Morgan, pp. 190-199
Diary Project Presentations: 4/18
No Class 4/20

Week Fifteen (April 23rd)

No Class 4/23
Diary Project Presentations: 4/25
Discussion (4/27): Contemporary Fascism (led by instructor)

Week Sixteen (April 30th)

Diary Project Presentations: 4/30 & 5/2
Final Paper due 5/4

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy. Violations of the policy may include: plagiarism,
cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the Honor Code Office website.

Please note that academic dishonesty includes, but is not limited to:

- **Cheating**: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication**: Intentional or unauthorized invention or falsification of any information or citation in any academic exercise.
- **Facilitating Academic Dishonesty**: Intentionally or knowingly helping or attempting to help another individual to commit an act of academic dishonesty.
- **Plagiarism**: Intentionally or unintentionally representing the words or ideas of another as one’s own in any academic exercise. Note that Turnitin Plagiarism detection software, or a similar program, may be used to determine if there are any copyright and/or plagiarism infractions.

*Please be aware that I take plagiarism infractions very seriously. You will receive an F on any written assignment on which you are caught cheating.*

**Important Information For All Students**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website and discuss your needs with your professor.

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, let me know ahead of time
and we can schedule a make-up assignment. See the campus policy regarding religious observances for full details.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the Student Code of Conduct.

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

**Paper Assignments**

**First Paper Assignment**
(due February 12th)

Required Readings:
- Trotsky, Leon. *Fascism: What It Is and How to Fight It*
- Zetkin, Clara. “Fascism.” (Provided by Instructor)

Optional Reading:
- Passmore, Kevin. *Fascism: A Very Short Introduction*
Write a paper (3 pages, double-spaced, standard 1” margins) that makes an argument about the following question:

1. How did anti-fascists such as Leon Trotsky and Clara Zetkin define fascism? What did they argue was necessary to defeat it? (Optional) Do you find one author more persuasive?

(Note: In addition to lecture materials and Zetkin/Trotsky’s writings, useful information can be found in the introduction and first chapter of Philip Morgan’s Fascism in Europe, 1919-1945)

You’ll need a "theme" to give your paper focus. Such themes could orient around social inequality, economic exploitation, Marxism, disagreement among anti-fascists, imperialism, or political opportunism.

- The paper is due at the beginning of class.
- In addition to the paper copy, you must also submit an electronic copy (.pdf, .doc) through D2L.
- Examples from the book will provide the main evidence for your argument(s). For the main work, give the full citation in a footnote the first time you cite the book. After the first footnote for, you can simply use parenthetical page numbers to cite direct quotations and paraphrased examples.

Important: I strongly recommend against using online sources, such as Wikipedia, Sparknotes, etc.. While these may appear useful at first, they will help you far less than simply going back to the book itself. However, if you do use online sources for any reason whatsoever, you must be sure to cite every single one fully in your paper. Failure to do so will result in an "F" for the paper and, in some cases, for the course.

Second Paper Assignment
(due March 19th)

Required Readings:
- Orwell, George. Homage to Catalonia.

Optional Reading:

Write a paper (5 pages, double-spaced, standard 1” margins) that makes an argument about the following question:

1. For International Brigaders such as James Yates and George Orwell, was the Spanish Civil War a righteous anti-fascist crusade, a betrayal of anti-fascist principles, or some combination of the two?

(Note: In addition to lecture materials, information on the Spanish Civil War can be found in Philip Morgan’s Fascism in Europe, 1919-1945, pp. 109-114)
You'll need a "theme" to give your paper focus. Such themes could orient around race, imperialism, proletarian exploitation/liberation, Stalinist repression, unwillingness to compromise (politically), or the non-intervention of Western democracies.

- The paper is due at the beginning of class.
- In addition to the paper copy, you must also submit an electronic copy (.pdf, .doc) through D2L.
- Examples from the books will provide the main evidence for your argument(s). For the main work, give the full citation in a footnote the first time you cite the book. After the first footnote for, you can simply use parenthetical page numbers to cite direct quotations and paraphrased examples.

→ Important: I strongly recommend against using online sources, such as Wikipedia, Sparknotes, etc.. While these may appear useful at first, they will help you far less than simply going back to the book itself. However, if you do use online sources for any reason whatsoever, you must be sure to cite every single one fully in your paper. Failure to do so will result in an "F" for the paper and, in some cases, for the course.

Third Paper Assignment
(due May 4th)

Required Readings:
- Césaire, Aimé. *Discourse on Colonialism*
- Gandhi, Mohandas. “To Every Briton.” (Provided by Instructor)
- Nehru, Jawaharlal. *What India Wants* (Provided by Instructor)
- C.L.R. James, “Why Negroes Should Oppose the War.” (Provided by Instructor)

Optional Reading:
- Khan, Yasmin. *India at War: The Subcontinent and the Second World War*. (Chapters 1, 10, and 11)

Write a paper (7 pages, double-spaced, standard 1” margins) that makes an argument about the following question:

1. From the perspective of anti-colonialists such as Gandhi, Nehru, James, and Césaire, what was the nature of the Second World War? Was it a war to defeat fascism? Why/Why not?

   (Note: In addition to lecture materials, information on the Second World War can be found in Philip Morgan’s *Fascism in Europe, 1919-1945*, pp. 172-190)

You'll need a "theme" to give your paper focus. Such themes could orient around imperial exploitation, social inequality, Orientalism, or political opportunism.

- The paper is due at the beginning of class.
- In addition to the paper copy, you must also submit an electronic copy (.pdf, .doc) through D2L.
- Examples from the books will provide the main evidence for your argument(s). For the main work, give the full citation in a footnote the first time you cite the book. After the first footnote for, you can
simply use parenthetical page numbers to cite direct quotations and paraphrased examples.

**Important**: I strongly recommend against using online sources, such as Wikipedia, Sparknotes, etc.
While these may appear useful at first, they will help you far less than simply going back to the book itself. However, if you do use online sources for any reason whatsoever, you must be sure to cite every single one fully in your paper. Failure to do so will result in an "F" for the paper and, in some cases, for the course.

**Grading Scale:**
Grades will be determined on a 100 point scale as follows:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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**Explanation of Grading Scale:**
- The highest possible grade, an “A” paper or exam demonstrates exceptional insight as well as an outstanding master of the course or research material. Students who achieve this grade have proven that they have a nuanced understanding of the theoretical issues and historical content presented in the course. Their arguments show intellectual originality and creativity and are sensitive to historical context. They articulate their ideas with clarity and elegance.
- An “A-” paper or exam demonstrates an excellent mastery of the course or research material. Students who achieve this grade have displayed independent thought, superior analytical skills, considerable insight, and the ability to articulate their ideas with clarity.
- A “B+” paper or exam exhibits a strong mastery of the course or research material. Students who achieve this grade have shown very competent analytical skills, good insight, and the ability to articulate their ideas with reasonable success. They give
evidence of independent thought, but their arguments are not presented as clearly or convincingly at those who earn the highest grades.

- A “B” or “B-” paper or exam exhibits a good mastery of the course or research material. Students in this grade range display occasional insights, but generally provide a less than thorough defense of their independent theses because of weaknesses in writing, argument, organization, or use of evidence.

- A “C+”, “C”, or “C-” paper or exam demonstrates an acceptable mastery of the course or research material, but with very little evidence of insight into the conceptual issues raised by the readings. Students who achieve this grade offer little more than a mere summary of ideas and information covered in the course, are insensitive to historical context, suffer from factual errors, unclear writing, poor organization, or inadequate research (or some combination of the above).

- Whereas the grading standard for written work between “A” and “C-” are concerned with the presentation or argument and evidence, a paper or exam that belongs to a lower category demonstrates an inadequate command of the course or research material.
  - A “D” paper or exam demonstrates serious deficiencies or sever flaws in the student’s command of course or research material.
  - An “F” paper or exam demonstrates no competence in the course or research materials. It indicates the student’s neglect or lack of effort in the course.

*Instructor reserves the right to make changes to the syllabus as needed.*