HIST3640 - Fascism, War and Genocide, 1900-1945
Course Outline

Course Co-ordinator:  Dr Roger Markwick
Room: MCLG34a
Ph: 4921 7122
Fax: 4921 6933
Email: roger.markwick@newcastle.edu.au
Consultation hours: Wednesdays and Thursdays 9-10am

Semester: Semester 2 - 2007
Unit Weighting: 20
Teaching Methods: Lecture
Tutorial

Brief Course Description
Deals with the most violent age in European history, 1900-1945. Why did the period following the First World War see the rise of Mussolini and Hitler? Why were European societies polarised by extremist ideologies of the left and the right? What links were there between fascist repression and militarist expansionism? How do we explain the genocidal impulses of fascism? This subject takes an in-depth look at Nazi Germany and Fascist Italy. It looks at the economic, social and political forces that gave rise to fascism, its methods of rule, and its drive to total warfare, particularly on the Soviet front. In this context, it also looks at the debates concerning the Jewish Holocaust and differing interpretations of fascism and its representation.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 2 Hours per Week for 12 Weeks

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2007

CTS Download Date: 6 July 2007
Learning Materials/Texts
HIST3640: Workbook. Available for purchase through Printery, Shortland Union

Course Objectives
Upon completion of this subject students will be expected to: Display an understanding of the key themes in the history of Fascist Italy and National Socialist Germany; to have developed critical and analytical skills appropriate to upper-level university students, including the ability to use sources critically; to have developed the ability to interpret and utilise a variety of historical sources; to have developed research and reflective skills relevant to the study of the humanities and to recognise and understand different approaches to history (social, economic, cultural, diplomatic, political, psychoanalytic).

Course Content
Some of the themes examined may include: the nature of fascism as an ideology; the origins of Fascism in Italy and National Socialism in Germany; the impact of Fascism/Nazism on society; foreign policy and race; the cult of the leader; and the Second World War and its aftermath.

Assessment Items
| Essays / Written Assignments | One to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies or other similar exercises as specified in the course guide, totaling 5,000 - 7,000 words, 50 - 70%. |
| Examination: Formal | Formal exam or class test, as specified in the course guide, 20 - 40%. |
| Group/tutorial participation and contribution | Class participation demonstrating preparation and involvement, worth 10% |
| Other: (please specify) | Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available in the first two weeks of semester. |

Assumed Knowledge
20 units of History or at 1000 level or equivalent

Callaghan Campus Timetable
HIST3640
FAS, WAR & GENOCIDE, 1900-1945
Enquiries: School of Humanities and Social Science
Semester 2 - 2007
Lecture and Tutorial Wednesday 11:00 - 13:00 [V02]
or Wednesday 13:00 - 15:00 [V108]
or Wednesday 15:00 - 17:00 [V105]
or Thursday 10:00 - 12:00 [V108]
or Thursday 14:00 - 16:00 [MC102]
Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or
unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 2 courses: 31 August 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus
City Precinct

- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Faculty websites

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students

Resolution Precinct

Phone: 02 4921 5806

Fax: 02 4921 7151

Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards


STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.
Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer to:

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer to www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Further Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer to www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
HIST 3640
Fascism, War & Genocide
Semester II, 2007
20 Units

Yes! Fuehrer we are following you!

Course coordinator: Dr. Roger Markwick
Introduction
This course deals with the most violent period in European history, indeed in modern history, the years 1914-1945. That period saw wars of unprecedented scale and ferocity, genocide, social and economic break down, revolutions and coups. In the 1930s Western, Central and Eastern Europe succumbed to dictatorships in various guises: from Stalin in the Soviet Union to Hitler in Germany. But they were not alone. Mussolini’s Fascists had taken already power in Rome. Semi-fascist dictators took power in Poland, the Baltics, Hungary and Austria. On the Iberian Peninsula Antonio Salazar consolidated his rule in Portugal and in 1936 General Franco conducted a coup d’état against the Spanish Republic, triggering three bloody years of civil war.

This course focuses on Italian Fascism and German Nazism. Among the pivotal questions we examine are:

- Why did the period following the First World War see the rise of Mussolini and Hitler?
- Why were European societies polarised between right-wing and left-wing political forces?
- What sort of people joined or supported the fascist movements?
- What links were there between fascist repression and military expansion?
- How do we explain the racist and genocidal impulses of fascism?

In looking at these and other questions, we will consider the economic, social and political forces that gave rise to fascism, its methods of rule, and its drive to total warfare, particularly Hitler’s Armageddon on the Soviet front. In this context, we will look at the debates concerning the genocidal annihilation of European Jewry, a question that has come to the fore in recent decades. We will also look at differing interpretations of fascism and its representation by historians themselves.

This course assumes that history is an ‘argument without end’ about the past. Historians argue not only about historical ‘facts’ but also which are the more important in the making of history. Fascism and Nazism have generated more than their fair share of debates about, for instance, what Fascism really was, and whether it can be equated with Nazism or with Stalin’s ‘totalitarianism’? The lecturers and seminars will tackle these and other issues using a variety of primary and secondary sources, including some film. The seminars in particular require students to analyse primary sources as the basis for informed discussion. As historians, this course entails reflecting on the nature of the past and the process of writing about. An appreciation of different approaches to the study of fascism is therefore an integral objective of this course. At the end of it, students should know the important developments under fascism, have some theoretical conception of fascism and show familiarity with the key debates about fascism. Students should also, of course, have developed and enhanced their skills in research, in analysis of sources, and in writing and oral presentation.

Recommended preliminary reading
There is no textbook. A set of required readings, mainly documentary sources, will be available for purchase at the beginning of Semester I. As close as we get to a textbook is Ian Kershaw, The Nazi Dictatorship: Problems and Perspectives of Interpretation. 4th edition. London: Arnold, 2000. This provides a comprehensive treatment of key issues and competing interpretations of Fascism and Nazism. Kershaw is available in the campus bookshop. Recent, major contributions to the literature you might consider purchasing are:


Useful introductions in Auchmuty library are:


A guide to German History Resources on the internet is available at:
http://www.ulst.ac.uk/library/craine/hum/german2.htm
or
http://www.geocities.com/Athens/Rhodes/6916/
### Lecture and Seminar Programme 2007

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<tr>
<th>Week &amp; Lecture Dates</th>
<th>Lectures</th>
<th>Seminars</th>
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| **Week 1**  
July 18 | i. War, Bolshevism and fascism  
ii. Video: Blackshirts | **No seminars this week** |
| **Week 2**  
July 25 | i. Social roots of Fascism  
ii. Mussolini’s march to power | Introductory seminars |
| **Week 3**  
August 1 | i. Fascism & the state  
ii. Fascism & capitalism | i. Preconditions of Fascism |
| **Week 4**  
August 8 | i. Fascism, society & culture  
ii. Fascism, colonialism & war | ii. Fascism and its supporters |
| **Week 5**  
August 15 | i. Weimar Germany  
ii. The rise of Nazism  
iii. [Art and politics in the Weimar Republic] | iii. Corporatism, totalitarianism and revolution |
| **Week 6**  
August 22  
**Essay plan due 5pm Monday 20 August** | i. Nazism comes to power  
ii. Video: Hitler: the seducer | iv. Collapse of the Weimar Republic |
| **Week 7**  
August 29 | i. Nazism and the state  
ii. Nazism and capitalism | v. Nazism as a mass movement |
| **Week 8**  
September 5  
**Essay plans returned** | i. Hitler as der Fuhrer  
ii. Film: Triumph of the Will | vi. Primacy of politics or economics? |
| **Week 9**  
September 12 | i. Propaganda & coercion  
ii. The social impact | vii. Hitler: master of the third Reich? |
| **Week 10**  
September 19 | i. Foreign policy  
ii. The drive to war | viii. Social revolution or reaction? |
| **Week 11**  
September 26  
**Research Essay due 5pm Friday 28 September** | i. The Jewish ‘Holocaust’  
ii. Film: War of the Century | ix. Hitler’s Armageddon |
| **Mid-Semester recess**  
1 – 12 October | | |
| **Week 12**  
October 17 | i. Resistance and compliance  
ii. Nazism on trial | x. Anti-Semitism and genocide |
| **Week 13**  
October 24 | i. Fascism, Nazism & ‘totalitarianism’  
ii. Fascism: an overview | xi. Nuremberg Trial role play Court Room UNH2.21 |
| **Week 14**  
October 31  
**Trial role play written version due 5pm Friday 2 November** | | **Class Test** Wednesday 31 October |
HIST 3640 Fascism, War & Genocide

COURSE DETAILS

Lecturer
Dr Roger Markwick

Room
MCLG34a

Consultation
available for consultation in room MCLG34a
Wednesdays 9-10 am.
Thursdays 9-10 am.
Other times by appointment:
e-mail: roger.markwick@newcastle.edu.au
Ph. 4921 7122

Tutor
Dr James Bennett

Room
MCLG31

Consultation
available for consultation in room MCLG34a
Wednesdays 9-10 am.
Thursdays 9-10 am.
Other times by appointment: Ph. 4921 5218
e-mail: james.bennett@newcastle.edu.au

Lectures and Tutorials

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Wednesday</th>
<th>11:00 - 13:00</th>
<th>[V02]</th>
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<tbody>
<tr>
<td>Tutorial</td>
<td>Wednesday</td>
<td>13:00 - 15:00</td>
<td>[V108]</td>
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<td>or</td>
<td>Wednesday</td>
<td>15:00 - 17:00</td>
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<td>10:00 - 12:00</td>
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<td>or</td>
<td>Thursday</td>
<td>14:00 - 16:00</td>
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Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Seminar paper –1,500 words</td>
<td>10%</td>
<td>1 week following presentation</td>
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<tr>
<td>Essay plan – 500 words</td>
<td>5%</td>
<td>5pm Mon 20 August</td>
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<tr>
<td>Research Essay – 3,500 words</td>
<td>35%</td>
<td>5pm Friday 28 September</td>
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<tr>
<td>Nuremberg Trial role play – 1,500 words</td>
<td>20%</td>
<td>5pm Friday 2 November includes 5% for role play</td>
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<tr>
<td>Seminar participation</td>
<td>10%</td>
<td>Includes formal commentary</td>
</tr>
<tr>
<td>Class Test</td>
<td>20%</td>
<td>Wednesday 31 October</td>
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Participation and assessment

The more you put into this course the more you will get out of it. You should attend the lectures (which will occasionally involve film) because they provide the framework for the course and the issues addressed in it, which will be examined in the final class test. Seminars and your participation in them are the backbone of this course.

A record of seminar attendance will be kept. Students who miss more than THREE seminars without satisfactory explanation risk exclusion from the course.

Please note that 20% of your assessment is derived from the seminars (10% from written papers + 10% participation).

Seminar format:
Document discussion, drawn from the reading kit, based on subgroups will kick off the seminars. This will be followed by a formal student presentation.
You are required to present your response to the principal question for one seminar of your choice. Ideally, this should be about 15-20 minutes duration, and based on brief notes that you speak to. Please do not read from a prepared paper. It is guaranteed to kill discussion. You should be prepared to discuss the documents and the items designated ‘Essential Reading’ (included in the Reading kit) and the perspectives of other historians listed under ‘Recommended Reading’. You are not expected to have all the answers, rather to raise the issues the seminar should be discussing.

One or more students will then be required to lead off discussion by providing a formal commentary on the presenter’s paper.

On the basis of the discussion and commentary, you are required to submit a written, 1,500-word paper at the following seminar.

Your participation includes the requirement that you act as a commentator on at least one seminar presentation. This should be about five minutes long but does not need to be written up. Students will select their topics for presentation and commentary at the first seminar. **Nuremberg Trial role-play.** The seminars in Week 13 will involve a mock Nuremberg trial. Every student is expected to participate. The seminar will divide in two and everybody will take on a role allocated to them in a previous seminar. Depending on student numbers, there will be a prosecutor, a defence counsel, defendants and witnesses for the prosecution. See the list on page 28. Students will be required to write up their role-play and submit it by 5pm Friday 2 November. Further details will be provided in class.

**Seminar participation marks will be allocated as follows:**

- **10-9** Always appears to have read widely; always makes stimulating contributions to discussion
- **8** Usually appears to have read widely; usually makes stimulating contributions to discussion
- **7** Usually appears to have read; usually makes worthwhile contributions to discussion
- **6** Sometimes appears to have read; sometimes makes worthwhile contributions to discussion
- **5** Sometimes appears to have read; sometimes contributes to discussion
- **4-0** Little or no reading; few or no contributions to discussion

It is not enough to attend seminars. No marks will be given for simply sitting in class.

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**Essay plan - 500 words. Due 5pm M on 20 August**

Essay writing is an acquired art. It takes planning and skill. This exercise is preparation for your major essay. Once you have chosen your essay topic you should write a 500-word (approximately 1.5 page) outline as follows:

- An introductory paragraph in which you **analyse** the question, indicate how you will the question and foreshadow your conclusion.
- 4-5 main points that will be included in the essay
- A short concluding paragraph.
- Bibliography (no less than 10 items) divided into Primary & Secondary sources.

You don’t have to have all the answers at this stage. The task is to outline a possible answer to the essay question you have chosen. Your plan will be assessed & returned to you to help you write your essay. For advice on essay writing see How To Write A History Essay accessible through Blackboard.

**Research Essays**

Research Essays are due by 5pm Friday 28 September. No essay will be accepted after 5 pm Monday 15 October unless there has been a written, documented request for an extension in advance.

**No extensions** will be given without a medical certificate or other formal documentation. Requests for extensions should be submitted in writing. Late essays will be penalised within the norms set out in the Faculty of Education & Arts Student Policy Library (http://www.newcastle.edu.au/faculty/educ-arts/studentguide/policies.html), ie. 5%

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School of Humanities and Social Science
of the value of the assignment per day or part thereof. Do not hand essays to me or put them under my office door. They should be submitted through the Hub, with the appropriate cover sheet. No plastic covers please. Word-processed essays are preferred, but legible handwriting is acceptable. Illegible essays will be returned for rewriting. Students must take care to observe the School’s requirements for ‘Chicago system’ referencing.

You may choose to write an essay based on a seminar question but the essay topic you choose must be quite distinct from your seminar paper. Students may choose to develop their own question, but only with my agreement. You will need to provide a bibliography to show that the sources are available. Despite the human tendency to put things off, you should get started on your essay as soon as possible. That way you will not only avoid the last-minute rush for books but also give yourself time to think about your work. You are welcome to discuss your essay. This is a research essay. You are expected to develop an argument based on your own evaluation of the sources, both primary and secondary. Assessment will be based on your research, your analysis and the development of your argument, including clarity of expression. Please consult the School’s Policy Library for more details on the writing, format and submitting of essays.

Class Test. A 60-minute class test will be held at the normal lecture time, i.e. 12-1pm. Wednesday 31 October in V02. Attendance at the test is compulsory. Only documented medical conditions or personal circumstances will be accepted as reasons for absence.

The test will be based on the lectures and seminars. More details will be given later in the course.

Plagiarism warning. The School of Humanities and Social Science does not tolerate plagiarism. Students who reproduce other scholar’s material will incur the penalty outlined in the Faculty of Education and Arts plagiarism policy, a copy of which is included with this guide. Check the statement on plagiarism included in this guide to ensure you understand what plagiarism is and how to avoid it. Note that copying published work is plagiarism, even if the source is acknowledged in a footnote. You will be required to submit class papers and research essays through the plagiarism detection site, Turnitin, accessible through Blackboard.
**Seminar Topics**

**Week 1**
No seminars this week

**Week 2**
Introduction

This will be primarily an organisational meeting. It will also be an opportunity to discuss the approach and objectives of the course.

**Week 3**

**The Preconditions of Fascism**

Europe at the end of the First World War 1914-18 was an exhausted, devastated, continent. Millions of soldiers had been killed or maimed. Socialist revolution had broken out in Russia. The fire of revolution spread particularly to Italy and Germany, which saw workers, soldiers and sailors in revolt. The conservative aristocracies and business classes of old Europe feared the spread of Bolshevism. It was in this context of revolution and social and economic dislocation that fascism reared its head, in the first instance in Italy.

**Document questions:**

- What do we know of Mussolini’s social background and his political evolution?
- What political and social views can be gleaned from Mussolini’s ‘Afternoon Speech’? eg., what were his attitudes towards the war, workers, technology and Bolshevism?

**Seminar question:**

To what extent was Fascism shaped by the immediate experience of the First World War and its aftermath? Was it also the product of long-term trends in Italian history?

**Essential Reading** (Workbook):


**Recommended Reading**


321.94/6

Duggan, Christopher, A Concise History of Italy. Cambridge: Cambridge University Press, 1994, Ch. 7.

#Eatwell, Roger, Fascism a history. London: Chatto & Windus, 1995: Ch. 1-5. 320.533094 EATW


#Griffin, Roger. The Nature of Fascism London: Pinter, 1991 Chs. 1-3. 320.533


#Maier, Charles S. Recasting bourgeois Europe: stabilization in France, Germany, and Italy in the decade after World War I. Princeton: Princeton University Press, 1975: 320.94 MAIE.


**Week 4**

**Fascism and its supporters**

There has been considerable debate about precisely which social classes supported fascism: the urban middle classes, intellectuals, the peasantry, the workers? There is also contention as to what degree the movement was aided and abetted by conservative politicians, large landowners and industrialists.

**Document questions:**

- Which social classes did the Fascists look to for support?
- What was the Fascist policy towards the labour movement and business?
- How did the Fascists view the relation between class and nation?

**Seminar question:**

Which social classes and layers formed the backbone of the Fascist movement, 1919-25?

**Essential Reading (Workbook):**

1. Mario Piazzesi, ‘The Squadristi as the Revolutionaries of the New Italy’, in Griffin (ed.), *Fascism* 39-40
4. De Grand, *Italian Fascism* Ch. 3.

**Recommended Reading**


*Bosworth, Mussolini The Biography* (London: Arnold, 2002) 945.091092 MUSS-2 BOSW-1

*Bosworth, R.J.B. Mussolini’s Italy: life under the dictatorship 1915-1945* (London: Allen Lane, 2005). 945.091092 MUSS-2 BOSW-2


*Morris, Jonathan, ‘Retailers, fascism and the origins of the social protection of shopkeepers in Italy’, *Contemporary European History*, 5, 3 (Nov 1996): ILL


School of Humanities and Social Science
Week 5
Corporatism, totalitarianism and revolution

Document questions:
• What role did the state play in Fascist doctrine?
• In what sense was Fascist doctrine ‘totalitarian’?
• What was the ‘corporative state’ and what were its major components?

Seminar question:
To what degree, if at all, was Fascism revolutionary?

Essential Reading (Workbook):
1. ‘Mussolini’s Doctrine of fascism (1932)’ in Delzell, Mediterranean Fascism 91-6.
2. ‘The Corporative State’ in Delzell, Mediterranean Fascism 107-110.

Recommended Reading
Clough, S. B. and Saladino, S., A History of Modern Italy: part V.
De Grand, Italian Fascism Chs 4 & 5.
De Grand, Fascist Italy and Nazi Germany. The ‘Fascist Style’ of Rule. Chs. 1-2, 9-10.
Di Scala, Spencer M., Italy from revolution to republic: 1700 to the present. Boulder: Westview Press, 1995: Ch. 16.
Duggan, Christopher, A Concise History of Italy. Ch. 8.
Gregor, A. James, Young Mussolini and the Intellectual Origins of Fascism
Griffin, Roger (ed.), Fascism Part I, B to p. 72.
Mack Smith, Dennis, Mussolini, Ch. 9.
*Morgan, Philip, ‘The Party is Everywhere:’ The Italian Fascist Party in Economic Life, 1926-40. The English Historical Review, Feb 1999, v114, p85-
Sarti, Roland, ‘Italian Fascism: radical politics and conservative goals’ in Martin Blinkhorn (ed.), Fascists and Conservatives.
**Week 6**

**Essay Plan due Monday 20 August**

**Collapse of the Weimar Republic**

In Germany in 1918 the Kaiser abdicated in the face of a short-lived workers’ revolt. The ensuing Weimar Republic, 1919-1933, was born of failed revolution and died with Hitler’s accession to power. As in the case of Italy, the failure of German parliamentary democracy has both long-term and immediate causes. The particular combination of an aristocratic-military feudal state, coupled with a burgeoning industrial bourgeoisie and a militant socialistic working class, was poor soil for a stable democracy. The Weimar Republic (WR) bore the brunt of the post-war crises that engulfed Germany in the 1920s: the Versailles Treaty and reparations, failed revolutions and coups, rampant inflation, street warfare, and the Great Depression.

**Document questions:**

- What did von Hindenburg mean by the ‘stab in the back’?
- Why and against whom were the SPD calling for a general strike?
- What was the attitude of Rosa Luxemburg toward the SPD government of Ebert-Scheidmann and toward the ‘bourgeoisie’?
- What was the impact of rampant inflation on social behaviour?
- Why were so many more on the political left killed than on the right? What was the attitude of the courts? What do these murders say about political life under the WR?
- What points of agreement & difference are to be found in the outlook in the three parties that formed the ‘Weimar Coalition’?

**Seminar question:**

Was the Weimar Republic doomed to fail?

**Essential Reading (Workbook):**


**Recommended Reading:**


Jones, Larry Eugene, ‘Culture and Politics in the Weimar Republic’ in Martel (ed), *Modern Germany*.


#Maier, Charles S. *Recasting bourgeois Europe*.


National Socialism and its ideology did not spring from nowhere. It had antecedents in pre-war *volksch*, nationalist and racist movements, which were themselves expressions of wider European notions of social Darwinism, racism and anti-Semitism associated with European imperialism abroad and reaction against the ravages of industrial capitalism at home. But in the context of the post-war crisis that gripped defeated Germany and intensified with the Great Depression, such prejudices found widespread appeal, particularly among the urban and rural lower middle classes. They found institutionalised expression in Hitler’s National Socialist German Workers’ Party (NSDAP). Formed in 1920, the NSDAP remained marginal until 1928, after which it rapidly grew into a mass political movement.

Document questions:
- What was the outlook of German war veterans?
- How did Rosenberg view the 1917 Russian Revolution?
- What was distinctive about the NSDAP as a party for Hitler?
- How did Hitler justify his failed ‘beef hall putsch’ of 8-9 Nov. 1923?
- Why does Hitler put so much store by the spoken word in his *Mein Kampf*?
- What separated Hitler’s notions of socialism from that of Strasser and why was this difference important?
- What do the statistics tell us about (i) the class bases of NSDAP membership, (ii) the geographical distribution of votes, and (iii) the fluctuation in the national vote?

Seminar question:
Various layers of German society participated in, voted for, or supported National Socialism, especially from 1928 onwards. Who were they and why did they?

Essential Reading (Workbook):
4. ‘Hitler’s closing speech at his trial, 27 March 1924’ in Noakes & Pridham: 61-3.

Recommended Reading:


Week 8
Primacy of politics or economics?

Considerable scholarly and political debate has axised around the degree to which big business and other conservative elites supported and benefited from fascist rule. Marxists have generally argued that Nazism was an instrument of big capital. Conversely, others have argued that once in power the Nazi state dictated policy, even to the most powerful economic interests.

Document questions:

- What did Hitler suggest the Nazis could offer German industry (Jan. 1932)?
- Why was rearmament a priority and which economic interests would benefit from it?
- In the light of Hitler’s memorandum and decree of late 1936, which gave Goering unprecedented planning powers, what was the relationship between Nazi state policies and private economic interests?
- What approach did the Nazi regime take towards labour and what economic implications would this have?

Seminar question:

Was the Nazi dictatorship a big business regime?

Essential Reading (Workbook):
3. ‘Hitler insists on priority for rearmament (Feb. 1933)’, in Noakes & Pridham: 380-1

Recommended Reading:


Week 9
Hitler: Master of the Third Reich?

Nazism has become synonymous with Adolf Hitler. The so-called ‘leadership principle’ and the cult associated with ‘der Fuehrer’ certainly gives the impression that Hitler, once in power, was the unrivalled, omnipotent master of Germany and its machinery of government and war. But was this actually the case? Was Hitler the real decision-maker or was he an instrument of other, more powerful players, such as business, the SS, or the military. How much too was he making decisions shaped by Germany’s position as a ‘late industrialiser’? At stake here is one’s view of history. Do individuals, even the most powerful, act as ‘agents’ of history or are their actions circumscribed and even determined by larger ‘structural forces’?

Document questions:
• What was the ‘leadership principle’ (Fuehrer prinzip) and what was its role in the Nazi movement?
• What is ‘charismatic’ authority?
• What were the ‘legal’ sources of Hitler’s authority?
• What was the relation between the NSDAP and the state bureaucracy?
• In what sense was Hitler’s regime a ‘personal regime’?

Seminar question:
Was Hitler the unchallenged master of the Third Reich?

Essential Reading (Workbook):

Recommended Reading:
Broszat, The Hitler state.

*Kershaw, The Nazi Dictatorship. Ch. 4.


Week 10

Social revolution or reaction?

National Socialism from its inception presented itself as revolutionary: it would change German society from top to bottom. This meant not just politically, but ideologically as well. Nazi volkisch values would prevail in the new Germany. Whether Nazism did in fact revolutionise German society is another contentious question for historians, often with political overtones. Marxist analyses have tended to repudiate the notion of a Nazi revolution because of its role in emasculating the labour movement, its genocidal racism and its treatment of women. Other historians have argued that Nazism had a modernising role, bringing a still semi-feudal Germany into the industrial era.

Document questions:

• What distinction did Hitler make between the ‘political and ideological revolution’?
• What objectives did Goebbels set for his Ministry of Propaganda?
• What changes occurred in government-press relations?
• What images of National Socialism were to be conveyed by film?
• Why was education important & what values were to be instilled in the youth?
• What social role did Nazi ideology allot to women?

Seminar question:

To what extent, if at all, was Nazism revolutionary?

Essential Reading (Workbook):


Recommended Reading:

Berghahn, Volker R., and Kitchen, Martin (eds), Germany in the age of total war, London: Croom Helm, 1981. 943.086/158
Bessel (ed.), Life in the Third Reich.
Mason, Timothy W. Nazism, fascism and the working class.
*Nolan, ‘Work, Gender, and Everyday Life’, in Kershaw and Lewin (eds), Stalinism and Nazism 311-42.
Welch, David, ‘Propaganda and Indoctrination in the Third Reich: Success or Failure”, European History Quarterly 17 (1987): 403-22. S914.05/1
Week 11
Research Essay due 5pm Friday 28 September

Hitler’s Armageddon

Almost from the start of the Nazi movement, Hitler proclaimed Germany’s need for ‘living space’ in Eastern Europe and his determination to wipe Soviet Bolshevism off the map. Despite a non-aggression pact signed with the Soviet Union in 1939, on 22nd June 1941, Hitler unleashed ‘Operation Barbarossa’. The most ferocious war the world has ever experienced had begun.

Document questions:
• What was ‘Blitzkrieg’?
• What were the objectives of ‘Operation Barbarossa’?
• How did Hitler’s priorities differ from those of the High Command?
• How did the Nazis see their war against the Soviet Union and what methods did they use?

Seminar question:
Why was the Eastern Front such a ferocious conflict?

Essential Reading (Workbook):
1. ‘Hitler’s directive for the invasion of Russia, 18 December 1940’ in Noakes & Pridham: 593-4.

Recommended Reading:
#Dallin, Alexander, German rule in Russia, 1941-1945: a study of occupation policies. 2nd. edn. London: Macmillan, 1981. 940.53478
* Kershaw, The Nazi Dictatorship. Ch.6


Milward, Alan S., *The German Economy At War*.

Overy, R.J. *War and Economy in the Third Reich*. Oxford University Press, 1994


*Mid-Semester recess: 1-12 October*
Week 12

Anti-Semitism and genocide

Racism and anti-Semitism were an inherent part of Nazism from its inception. Anti-Semitism assumed genocidal proportions with the war against ‘Judeo-Bolshevism’ on the Eastern Front. Historians are divided (into ‘intentionalists’ and ‘functionalists’) over whether extermination of the Jews was ‘intended’ from the outset of Nazism or whether it became part of the Nazi agenda as Hitler’s regime became embroiled in its titanic struggle with the Soviet Union.

Document questions:

- What were the Nuremberg Laws & on what ‘principles’ were they based?
- What was ‘Kristallnacht’ & what did it signify in relation to Nazi anti-Semitism?
- What was the relationship between war & the extermination of the Jews?
- What was the Wannsee Conference and what were its objectives?
- What was the ‘final solution’?

Seminar question:

Was genocidal anti-Semitism the logical outcome of Nazi ideology?

Essential Reading (Workbook):

4. Browning, Christopher R. ‘Beyond “Intentionalism” and “Functionalism”: The Decision for the Final Solution Reconsidered’.

Recommended Reading:

Broszat, Martin, ‘Hitler and the Genesis of the “Final Solution” ’ in Koch (ed.), Aspects of the Third Reich.
*Bosworth. Explaining Auschwitz and Hiroshima: history writing and the Second World 1945-1990. 940.53072 BOSW


Week 13
Nuremberg Trial role play

On November 20, 1945, twenty-one Nazi defendants stood trial in the Palace of Justice in Nuremberg for crimes against humanity and for starting war. In this session you are required to play the role of the prosecutor, the counsel for the defence, a defendant or one of the witnesses for the prosecution. Whatever your role, you are required to represent that figure in an historically accurate way. You should prepare notes & your contribution should be submitted after the Seminar ‘trial’ by Friday 2 November as a formal 1,500-word paper.

Location:
To be confirmed

Wednesday 24 October: 1-6pm.
Thursday 25 October: 9am-5pm.

Essential Reading:

Recommended Reading:
#Evans, Richard J., ‘German History: Past, Present and Future’ in Martel (ed), Modern Germany. 237-54.

The 42 volume transcripts of the Nuremberg trials are held in Auchmuty:
Trial of the major war criminals before the International Military Tribunal, Nuremberg, 14 November 1945-1 October 1946. Nuremberg: The Tribunal, 1947-49. KC35.N8 INTE
The Nuremberg trials can be found on the web:
http://www.courttv.com/casefiles/nuremberg/
Nuremberg Trial role play
Prosecution and Defence

1. **Prosecutor**: The prosecution should argue that the defendants below were, in their own way, responsible for Nazism, the war it unleashed, and genocide:

2. **Counsel for the Defence**: makes a general statement in defence of clients & may cross examine

3. **Judges (three)**: Will decide the guilt or otherwise of the defendants on the basis of the evidence and arguments presented.

**Defendants:**
1. Heinrich Himmler – head of the SS
2. Rudolf Hess – Deputy to Hitler
3. Wilhelm Keitel – General Field Marshall and Chief of Staff
4. Gustav Krupp – major industrialist and arms manufacturer
5. Albert Speer: Minister of Armaments and War Production
6. Ernst Rohm – SA leader
7. Alfred Rosenberg – Minister of the Occupied Eastern Territories
8. Julius Streicher – Editor of the newspaper *Der Sturmer*
9. Joachim von Ribbentrop – Minister of Foreign Affairs
10. Franz von Papen – One-time Chancellor of Germany; vice chancellor under Hitler
12. Hjalmar Schacht – Minister of Economics
13. Alfred Jodl – Chief of Army Operations
14. Ernst Kaltenbrunner – Chief of Reich Main Security Office: departments included the Gestapo and SS.
15. Erich Raeder – Grand Admiral of the Navy
16. Fritz Sauckel – Labor leader
17. Arthur Seyss-Inquart – Commissar of the Netherlands
18. Konstan von Neurath – foreign minister before Ribbentrop, protector of Bohemia and Moravia

**Witnesses for the Prosecution:**
1. Dietrich Bonhoeffer – protestant pastor
2. Bertolt Brecht – Marxist playwright
3. Neville Chamberlain – British PM and architect of appeasement
4. Archbishop von Galen – Catholic priest who denounced euthanasia
5. Simha Rotem (*nom de guerre* Kazik) – Jewish Warsaw ghetto resistance fighter
6. Herman Mueller – SPD chancellor
7. Count Claus von Stauffenberg (Officer who led July 1944 assassination plot)
8. Ernst Thaelmann – KPD leader
3,500 word Research Essays

Remember, you may choose to write an essay based on a seminar question but the essay topic you choose must be quite distinct from your seminar paper.

**Essays are due 5pm on Friday 28 September**

Primary Sources: Essays should make good use of primary sources.


* Kaes, Anton Jay, Martin & Dimenberg, Edward (eds), *The Weimar Republic Sourcebook*. 943.085 KAES

* Griffin, Roger (ed.) *Fascism*. 320.533 GRIF-2


Secondary sources. Consult the reading lists for the seminars. Additional readings are provided for some topics.

1. ‘There was no such thing as fascism in general. Italian Fascism and German Nazism were quite distinct phenomena’. Do you agree?
2. ‘The Marxist conception of fascism as an instrument of capitalist rule has no credibility whatsoever.’ Do you agree?

   Forgacs, David, ‘The Left and Fascism: Problems of Definition and Strategy’ in Forgacs (ed.), *Rethinking Italian Fascism*.

3. To what extent did Fascism and Nazism rest on coercive power and to what extent on popular consent?
4. Was fascism a new kind of state power?
5. Why was Hitler able to dominate the Germany army?
6. Is military expansionism inherent in fascism? Discuss with reference to both Italy and Germany.
7. Were Fascism or Nazism merely pseudo-revolutionary? You may focus on either Italy or Germany.
8. ‘The “intentionalists” are right: the Holocaust against the Jews was the realisation of the Nazi’s original objectives’. Do you agree?
9. How accurate is Goldhagen’s view that the German people as a whole were willing accomplices in the extermination of the Jews?

10. Was Nazism primarily a militant, mass, anti-Communist movement?
11. Was fascism a response to the threat of Bolshevik, working class, revolution?
12. What role did ideology play in Fascism and Nazism?
13. What does the depiction of and polices towards women tell us about either Italian Fascist or German Nazi social policies?
14. Why was the Vatican seemingly so sympathetic to both Fascism and Nazism?

Primary Source:

Secondary Sources

15. What were Hitler’s foreign policy objectives in the 1930s and why and how did he pursue them?