Course Overview

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: Monday 10-12am

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 course 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 the Full Term
Tutorials commence in week 2

Learning Materials/Texts: Course Workbook

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2010

CTS Download Date: 19th July, 2010
Course Objectives
Upon completion of this course 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, totalling 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
Fascism, War & Genocide: 1900-1945
Enquiries: School of Humanities and Social Science
Semester 2 - 2010

| Lecture and Tutorial | Monday | 15:00 - 17:00 | [V02] | Commencing Wk 2
| --- | --- | --- | --- | --- |
| or | Tuesday | 9:00 - 11:00 | [V104] | Commencing Wk 2
| or | Tuesday | 12:00 - 14:00 | [GP216] | Commencing Wk 2
| or | Tuesday | 16:00 - 18:00 | [W238] | Commencing Wk 2

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted
towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** (under student) at the link above.

Requests for **Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

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

- 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.
Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

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

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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 contact the Disability Liaison Officer on 02 4921 5766, 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. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability .

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

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

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>City Precinct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>City Hub &amp; Information Common, University House</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td></td>
</tr>
</tbody>
</table>

School of Humanities and Social Science
### OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th><strong>Faculty Websites</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Rules Governing Undergraduate Academic Awards</strong></th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
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</tbody>
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<table>
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<tr>
<th><strong>General enquiries</strong></th>
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<tbody>
<tr>
<td>Callaghan, City and Port Macquarie</td>
</tr>
<tr>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Campus Care</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.</td>
</tr>
<tr>
<td>Phone: 02 4921 8600</td>
</tr>
<tr>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Email: <a href="mailto:campuscare@newcastle.edu.au">campuscare@newcastle.edu.au</a></td>
</tr>
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<tr>
<th><strong>Dean of Students Office</strong></th>
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</thead>
<tbody>
<tr>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/service/dean-of-students/">http://www.newcastle.edu.au/service/dean-of-students/</a></td>
</tr>
<tr>
<td>Phone: 02 4921 5806</td>
</tr>
<tr>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Email: <a href="mailto:Dean-of-Students@newcastle.edu.au">Dean-of-Students@newcastle.edu.au</a></td>
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</tbody>
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<tr>
<th><strong>University Complaints Managers Office</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/service/complaints/">http://www.newcastle.edu.au/service/complaints/</a></td>
</tr>
<tr>
<td>Phone: 02 4921 5806</td>
</tr>
<tr>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

------------------------------- End of CTS Entry -----------------------------------

### 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 - [http://www.newcastle.edu.au/study/enrolment/regdates.html](http://www.newcastle.edu.au/study/enrolment/regdates.html)

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

### Studentmail and Blackboard:

Refer - [www.blackboard.newcastle.edu.au/](http://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.

### Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://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, 2010
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 set 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 textbooks are:


Other useful introductions held in Auchmuty library are:


Books and articles: *denotes Short loan; # denotes 3-day loan.
<table>
<thead>
<tr>
<th>Week &amp; Lecture Dates</th>
<th>Lectures</th>
<th>Seminars</th>
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<tbody>
<tr>
<td>Week 1 July 26</td>
<td>i:</td>
<td>No seminars this week</td>
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<tr>
<td></td>
<td>ii:</td>
<td></td>
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<tr>
<td></td>
<td>i:</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>ii:</td>
<td>War, Bolshevism &amp; Varieties of Fascism</td>
</tr>
<tr>
<td>Week 2 August 2</td>
<td>i:</td>
<td>Introductory seminars</td>
</tr>
<tr>
<td></td>
<td>ii:</td>
<td>Social roots of Fascism</td>
</tr>
<tr>
<td></td>
<td>ii:</td>
<td>Mussolini’s march to power</td>
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<tr>
<td>Week 3 August 9</td>
<td>i:</td>
<td>i. Preconditions of Fascism</td>
</tr>
<tr>
<td></td>
<td>ii:</td>
<td>Fascism, capitalism &amp; the state</td>
</tr>
<tr>
<td></td>
<td>iii:</td>
<td>Fascism, society &amp; culture</td>
</tr>
<tr>
<td>Week 4 August 16</td>
<td>ii:</td>
<td>ii. Fascism and its supporters</td>
</tr>
<tr>
<td></td>
<td>iii:</td>
<td>iii. Corporativism, totalitarianism and revolution</td>
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<td></td>
<td>iii:</td>
<td>Fascism, colonialism &amp; war</td>
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<tr>
<td></td>
<td>i:</td>
<td>Video: Blackshirts</td>
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<tr>
<td>Week 5 August 23</td>
<td>i:</td>
<td>iii. Collapse of the Weimar Republic</td>
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<tr>
<td></td>
<td>ii:</td>
<td>Weimar Germany</td>
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<tr>
<td></td>
<td>iii:</td>
<td>The rise of Nazism</td>
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<td></td>
<td>iii:</td>
<td>DVD: Berlin metropolis of vice</td>
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<tr>
<td>Week 6 August 30</td>
<td>i:</td>
<td>iv. Collapse of the Weimar Republic</td>
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<tr>
<td>Essay plans due in tutorials</td>
<td>ii:</td>
<td>Nazism comes to power</td>
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<tr>
<td></td>
<td>ii:</td>
<td>Video: Hitler: the seducer</td>
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<tr>
<td>Week 7 September 6</td>
<td>i:</td>
<td>v. Nazism as a mass movement</td>
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<tr>
<td></td>
<td>ii:</td>
<td>Nazism and the state</td>
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<tr>
<td></td>
<td>iii:</td>
<td>Nazism and capitalism</td>
</tr>
<tr>
<td>Week 8 September 13</td>
<td>i:</td>
<td>vi. Primacy of politics or economics?</td>
</tr>
<tr>
<td>Essay plans returned</td>
<td>ii:</td>
<td>Hitler as der Fuhrer</td>
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<td></td>
<td>ii:</td>
<td>Film: Triumph of the Will</td>
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<tr>
<td>Week 9 September 20</td>
<td>i:</td>
<td>Hitler: master of the third Reich?</td>
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<tr>
<td></td>
<td>ii:</td>
<td>Propaganda &amp; coercion</td>
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<tr>
<td></td>
<td>ii:</td>
<td>The social impact</td>
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<tr>
<td>Mid-Semester recess</td>
<td>Mon 27 Sept- Frid 8 October</td>
<td></td>
</tr>
<tr>
<td>Week 10 October 11</td>
<td>i:</td>
<td>Social revolution or reaction?</td>
</tr>
<tr>
<td>Research Essay due in lecture</td>
<td>ii:</td>
<td>Foreign policy</td>
</tr>
<tr>
<td></td>
<td>ii:</td>
<td>The drive to war</td>
</tr>
<tr>
<td></td>
<td>ii:</td>
<td>Film: War of the Century</td>
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<tr>
<td>Week 11 October 18</td>
<td>i:</td>
<td>Anti-Semitism and genocide</td>
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<tr>
<td></td>
<td>ii:</td>
<td>The Jewish ‘Holocaust’</td>
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<tr>
<td></td>
<td>ii:</td>
<td>Film: Night and Fog</td>
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<tr>
<td>Week 12 October 25</td>
<td>i:</td>
<td>Nuremberg Trial role play</td>
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<tr>
<td></td>
<td>ii:</td>
<td>Tuesday 26 October</td>
</tr>
<tr>
<td></td>
<td>ii:</td>
<td>Court Room UNH2.21</td>
</tr>
<tr>
<td>Week 13 Class Test</td>
<td>i:</td>
<td>Trial Role play written version due 5pm Friday 5 November</td>
</tr>
<tr>
<td>Monday 1 November</td>
<td>ii:</td>
<td></td>
</tr>
</tbody>
</table>
**HIST 3640 Fascism, War & Genocide**

**COURSE DETAILS**

**Lecturer**  
Dr Roger Markwick

**Room**  
MCLG26b

**Consultation**  
Mondays 10-12 am.  
Other times by appointment:  
e-mail: roger.markwick@newcastle.edu.au  
Ph. 4921 7122

**Tutor**  
Dr Camilla Russell

**Room**  
MCLG23

**Consultation**  
TBA  
Other times by appointment: Ph. 4921 5220  
e-mail: camilla.russell@newcastle.edu.au

**Lectures and Tutorials**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Mon 3-5pm VF02</th>
<th>Tues 9-11am V104</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial</td>
<td>or Tues 12-2pm GP216</td>
<td>or Tues 4-6pm W328</td>
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**Assessment**

<table>
<thead>
<tr>
<th>Task</th>
<th>Value</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Seminar paper –1,500 words</td>
<td>10%</td>
<td>1 week following presentation</td>
</tr>
<tr>
<td>Essay plan – 500 words</td>
<td>5%</td>
<td>Tues 31 August in class</td>
</tr>
<tr>
<td>Research Essay – 3,500 words</td>
<td>35%</td>
<td>Monday 11 October in lecture</td>
</tr>
<tr>
<td>Nuremberg Trial role play – 1,500 words</td>
<td>20%</td>
<td>written version 5pm Friday 5 November includes 5% for role play</td>
</tr>
<tr>
<td>Seminar participation</td>
<td>10%</td>
<td>Includes presentation, contributions &amp; formal commentary</td>
</tr>
<tr>
<td>Class Test</td>
<td>20%</td>
<td>Monday 1 November</td>
</tr>
</tbody>
</table>

**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.**

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.

**Commentary**

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 12 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 5 November.** Further details will be provided in class

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

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
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<tbody>
<tr>
<td>10-9</td>
<td>Always appears to have read widely; always makes stimulating contributions to discussion</td>
</tr>
<tr>
<td>8</td>
<td>Usually appears to have read widely; usually makes stimulating contributions to discussion</td>
</tr>
<tr>
<td>7</td>
<td>Usually appears to have read; usually makes worthwhile contributions to discussion</td>
</tr>
<tr>
<td>6</td>
<td>Sometimes appears to have read; sometimes makes worthwhile contributions to discussion</td>
</tr>
<tr>
<td>5</td>
<td>Sometimes appears to have read; sometimes contributes to discussion</td>
</tr>
<tr>
<td>4-0</td>
<td>Little or no reading; few or no contributions to discussion</td>
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</tbody>
</table>

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 in tutorials Tues 31 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.
- 5 topic sentences that will be introduce key paragraphs 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 the *Essay Writing Module* accessible through Blackboard.

**Research Essays**

Research Essays are due in the lecture Monday 11 October. No essay will be accepted after 5 pm Friday 22 October unless there has been a written, documented request for an extension in advance through Special Circumstances: [https://intraweb.newcastle.edu.au/sc/Pages/Login.aspx](https://intraweb.newcastle.edu.au/sc/Pages/Login.aspx)

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/eduarts/studentguide/policies.html), ie. 5% of the value of the assignment per day or part thereof.

Footnotes and Bibliography for History Students: The Basics

Students must use the ‘Chicago system’ for referencing. Details are available through Blackboard.

The essay topic you choose must be quite distinct from your seminar paper. You are welcome to discuss your essay. Students may choose to develop their own question, but only with their tutor’s agreement. You will need to provide a bibliography to show that the sources are available.

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.

**Class Test.** A 60-minute class test will be held at the normal lecture time, i.e. 3-4pm. Monday 1 November 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 consist of two essays that will address some of the broader issues raised in 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 seminar papers and research essays through the plagiarism detection site, Turnitin, accessible through Blackboard.
## Grading of assignments

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficier in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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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
Absalom, Roger, Italy since 1800: A Nation in the Balance. London; New York: Longman, 1995, Ch. 5
Blinkhorn, Martin, Mussolini and Fascist Italy. 2nd edn. London; New York: Routledge, 1994, Chs. 3 & 4
*Bosworth, R.J.B. Mussolini. The Biography (London: Arnold, 2002) 945.091092 MUSS-2 BOSW-1, Ch. 4-5


The original, longer, version is in *Politics and Society* 12 (1983): 53-82. S306.205/1


#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.


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):**

**Recommended Reading**


*Bosworth, R.J.B. *Mussolini's Italy: life under the dictatorship 1915-1945* (London: Allen Lane, 2005), Ch. 6-7. 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


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 ‘corporatist 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.

Recommended Reading
*Bosworth, R.J.B. Mussolini's Italy: life under the dictatorship 1915-1945 (London: Allen Lane, 2005), Ch. 8. 945.091092 MUSS-2 BOSW-2
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.
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.


Sarti, Roland, ‘Italian Fascism: radical politics and conservative goals’ in Martin Blinkhorn (ed.), *Fascists and Conservatives*. 
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:
Evans, Richard and Geary, Dick (eds), The German unemployed: experiences and consequences of mass unemployment from the Weimar Republic to the Third Reich. London: Croom Helm, 1987. 331.137943/1
Jones, Larry Eugene, ‘Culture and Politics in the Weimar Republic’ in Martel (ed), Modern Germany.
#Maier, Charles S. Recasting bourgeois Europe.
Spielvogel, Jackson J., Hitler and Nazi Germany: A History (Boston: Prentice Hall, 2010), Ch.2-3.
National Socialism and its ideology did not spring from nowhere. It had antecedents in pre-war volkisch, 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 ‘beer 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):
3. Adolf Hitler, ‘A different kind of party (7 Jan. 1922)’ in Noakes & Pridham, Documents on Nazism: 47
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:
Goetz, Aly, Hitler's beneficiaries (Verso, 2007) [on order]


#Neumann, Franz, Behemoth: the structure and practice of National Socialism. Lond.: Gollancz, 1942


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.


*Spielvogel, Jackson J., *Hitler and Nazi Germany: A History* (Boston: Prentice Hall, 2010), Ch. 5.


**Mid-Semester recess: 27 September - 8 October**
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 volksch 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*.


*Spielvogel, Jackson J., Hitler and Nazi Germany: A History* (Boston: Prentice Hall, 2010), Ch. 6.


Welch, David, ‘Propaganda and Indoctrination in the Third Reich: Success or Failure”, *European History Quarterly* 17 (1987): 403-22. S914.05/1

Week 11

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.


*Kershaw, Ian. *The Nazi Dictatorship*: Ch.5.


Week 12

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 5pm Friday 5 November as a formal 1,500-word paper.

FURTHER DETAILS WILL BE PROVIDED ON BLACKBOARD

Tuesday 24 October: 9am-5pm.

Essential Reading:


Recommended Reading:


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:

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 Monday 11 October**

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

* Delzell, Charles F., *Mediterranean Fascism 1919-1945*. 321.94/6
* 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?


16. 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:**


Bartov, Omer, ‘The Missing Years: German workers, German soldiers’, *German History* 8, 1 (1990).

*Bartov, Omer, ‘From Blitzkrieg to total war: controversial links between image and reality’ in Ian Kershaw and Moshe Lewin (eds), *Stalinism and Nazism: dictatorships in comparison*.

Berghahn, Volker R. and Kitchen, Martin (ed.), *Germany in the Age Of Total War*.


Hancock, Eleanor, ‘Employment in wartime: the experience of German women during the Second World War’, *Journal Of Contemporary History*, 12, 2 (Oct. 1994): ?

*Kershaw, The Nazi Dictatorship*: Ch.6


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School of Humanities and Social Science
Milward, Alan S., *The German Economy At War*.
Overy, R.J. *War and Economy in the Third Reich*. Oxford University Press, 1994