

*Course syllabus: Fascisms and nature in Europe*

## **Fascisms and nature in Europe**

History 600 / Seminar section 004

**Tue 1:20 – 3:15 pm**

Humanities Bldg. 5257

**Instructor:**

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Office hours: Tue 3:20 – 5:20 pm or by appointment

This seminar introduces students to the comparative history of European fascisms and their ideologies through the lens of environmental history. Fascist regimes, as any political organization and ideology does to some extent, produced a set of environmental policies and narratives: e.g. interpretations and representations of nature, rulings affecting the management and conservation of nature, and trends in the way landscape transformations, industrialization processes, and pollution were managed. One key question we will try to explore is what elements of these policies and narratives can be seen as quintessentially fascist and how much, instead, they were due to coeval global trends.

Students will be guided through readings and discussions to set European fascisms and their visions of nature into historical perspective. Particular attention will be paid to Italian Fascists and German Nazis, the two cases about which more has been written in this context, but other, so-called “pseudo-fascist”, regimes will be discussed as well. Besides analyzing the physical and cultural impact of fascisms on Europe's nature and the role of nature rhetoric on fascist ideologies, the seminar is intended to give students a view of how it is possible to give alternative readings of well-trodden topics and to introduce them to the quandaries of comparative and transnational history. During the seminar students are expected to perform independent research on a specific topic in the environmental history of European fascisms and produce an essay about a case study.

*Course syllabus: Fascisms and nature in Europe*

## Assignments

There are seven graded assignments for this course:

- a **preliminary research question** (1-2 paragraphs) – Due Sep 22
- a commented **list of primary sources** (1 page) – Due Oct 6
- an **annotated bibliography** (2-3 pages) – Due Oct 13
- a **paper outline (with introduction)** (4 pages / ~1200 words) – Due Oct 24
- a **section/excerpt** of your paper (4-5 pages / ~1200-1500 words) – Due Nov 7
- an **advanced draft** (about 15 pages / ~4500 words) – Due Nov 21
- **final essay** (20 pages / ~6000 words) – Due Dec 12

### *Online discussion*

In the weeks where readings are assigned you are expected to post at least **one question** and **one comment** about the weekly reading assignments in the Learn@UW discussion section by 5pm on the day before class.

## Grading

Letter grades will be converted from a 100-point scale: 93-100 = A; 88-92 = AB; 83-87 = B; 78-82 = BC; 70-77 = C; 60-69 = D; 59-below = F.

Grades per coursework will be broken down following this rubric:

- |                                  |        |
|----------------------------------|--------|
| – Participation                  | 30 pts |
| – Preliminary research question  | 3 pts  |
| – List of sources                | 5 pts  |
| – Annotated bibliography         | 5 pts  |
| – Paper outline and introduction | 7 pts  |
| – Paper excerpt                  | 10 pts |
| – Draft essay                    | 15 pts |
| – Final essay                    | 25 pts |

Participation will be graded according to attendance, active involvement in discussions and feedback, effectiveness in presenting your research output in front of the class, and other non-graded elements of class.

- **Late submissions** will reduce your participation grade: 1 point for each day of delay. No late submissions will be accepted for the **final essay**.
- Not submitting your contribution to the **online discussion** on time will affect your participation grade as well: 1 point for each missed week.

*Course syllabus: Fascisms and nature in Europe*

**Course policies:**

*Attendance:* Attending classes is the students' responsibility and attendance will not be taken (except for the library workshop). This however is a seminar course and active participation in class and online discussion is a requirement which, as mentioned above, will directly affect your participation grade. Just showing up to class does, obviously, not count as active participation.

According to campus wide rules on religious observance I invite you, nonetheless, to notify me within the first two weeks of class of the specific dates for which you request relief for religious observance, since these may affect your ability to respect the assignments' deadlines.

*Department survey:* In the first and last week of the semester undergraduate students will receive an online survey from the History Department. The aim of the survey is to track the development of your historical skills over the semester.

*Academic integrity:* In any written assignment it is necessary to acknowledge and fully quote your sources and references. You should NEVER attribute to yourself, or give the impression that you are attributing to yourself, the words and phrasing of others. Plagiarism is an unacceptable ethical infraction and can lead to serious consequences. For further information on how to avoid plagiarism please refer to the UW-Madison Writing Center webpages:

<http://writing.wisc.edu/Handbook/QuotingSources.html>

*Communication:* E-mails will be answered only on weekdays 10am-3pm. If you have any questions that require a longer answer please drop by during office hours or arrange a meeting. In e-mails please always use a subject line and clarify which course you have a question about. Use class time and the [Learn@UW](#) discussion section for questions of general interest.

*Formatting:* The student's name and a title should appear clearly on top of the paper. Formatting should be 12pt font, double spacing, 1 inch margins. Pages should be numbered. References should be given according to *Chicago Manual of Style* (Notes and bibliography):

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

*Modifications to Syllabus:* The syllabus may be subject to changes. Reasonable notice will be given.

*Course syllabus: Fascisms and nature in Europe*

## **Course Schedule**

### **Week 1** – 2 Sep 2014 – *Introduction*

#### *Goals*

- Presentation of the syllabus and introduction to the course topic
- Introducing ourselves to each other
- Understand what you expect from the seminar

### **Week 2** – 9 Sep 2014 – *Setting the stage*

#### *Assignments*

- Reflect about possible research topics and introduce the class to your preliminary ideas and be prepared to provide feedback on your colleagues prospective research topics.
- Online discussion due

#### *Readings*

- Bramwell, Anna. “Was There a Generic Fascist Ecologism?” In *Ecology in the 20th Century : a History*, 161–174. New Haven: Yale University Press, 1989.
- Uekötter, Frank. “Green Nazis? Reassessing the Environmental History of Nazi Germany.” *German Studies Review* (2007): 267–287.
- Hardenberg, Wilko Graf von. “Nature Rhetoric. Mediterranean Fascisms Between Industrialization and First Preservation.” In *Views from the South: Environmental Stories from the Mediterranean World, 19th- 20th Centuries*, edited by Marco Armiero, 187–208. Naples: CNR - Istituto di studi sulle società del Mediterraneo, 2006.
- Mosse, George L. “Fascist Aesthetics and Society: Some Considerations.” *Journal of Contemporary History* 31, no. 2 (April 1, 1996): 245–252

### **Week 3** – 16 Sep 2014 – No class

#### *Assignments*

- Attend any of the following *Introduction to Historical Research Workshops* organised by the Memorial Library. Sessions are held in Memorial Library **Room 231**. Registration is required.
  - Tue 16 Sep, 6-7.30pm – Registration link: <http://go.wisc.edu/i66t09>
  - Thu 18 Sep, 6-7.30pm – Registration link: <http://go.wisc.edu/hr2w29>

*Course syllabus: Fascisms and nature in Europe*

- Wed 24 Sep, 6-7.30pm – Registration link: <http://go.wisc.edu/d5x49h>

**Week 4** – 23 Sep 2014 – *Comparing Fascisms*

*Assignments*

- Statement of your **tentative research question** is due on [Learn@UW](#) by 5pm on the day before class. Be as specific as possible, and make note of any relevant source or archive (2-3 paragraphs).
- Briefly present your statement in class
- Give feedback on your colleagues' proposals.
- Online discussion due.

*Readings*

- Schivelbusch, Wolfgang. *Three New Deals: Reflections on Roosevelt's America, Mussolini's Italy, and Hitler's Germany, 1933-1939*. New York: Metropolitan Books, 2006. 17-48, 104-183
- Passmore, Kevin. *Fascism: a Very Short Introduction*. Oxford; New York: Oxford University Press, 2002. 1-87, 108-118, 123-151

**Week 5** – 30 Sep 2014 – *Finding and using primary sources*

*Tasks*

- Explore ways to locate primary sources (in English) on campus and online.
- Discuss approaches to source analysis.
- Present citation standards for primary and secondary sources.

*Readings*

- A selection of 4 primary sources in English (originals or translations) will be made available on [Learn@UW](#).
- Rael, Patrick. *Reading, Writing, and Researching for History: A Guide for College Students*. Brunswick, ME: Bowdoin College, 2004. (Selected parts). <http://www.bowdoin.edu/writing-guides/>

**Week 6** – 7 Oct 2014 – *The Italian case*

*Assignments*

- A **tentative list of primary sources** is due by 5pm on the day before class on [Learn@UW](#). Further details will be given in class.
- Online discussion due.

*Course syllabus: Fascisms and nature in Europe*

*Readings*

- Armiero, Marco. *A Rugged Nation: Mountains and the Making of Modern Italy: Nineteenth and Twentieth Centuries*. Cambridge [UK]: White Horse, 2011. 109-154. <http://www.environmentandsociety.org/node/3501>
- Hardenberg, Wilko Graf von. "Beyond Human Limits. The Culture of Nature Conservation in Interwar Italy." *Aether – The Journal of Media Geography* 11 (February 2013): 42–69.
- Armiero, Marco, and Wilko Graf von Hardenberg. "Green Rhetoric in Blackshirts: Italian Fascism and the Environment." *Environment and History* 19, no. 3 (August 1, 2013): 283–311.
- Binde, Per. "Nature Versus City: Landscapes of Italian Fascism." *Environment and Planning D: Society and Space* 17, no. 6 (1999): 761–775.
- Caprotti, Federico, and Maria Kaika. "Producing the Ideal Fascist Landscape: Nature, Materiality and the Cinematic Representation of Land Reclamation in the Pontine Marshes." *Social & Cultural Geography* 9 (September 2008): 613–634.

**Week 7** – 14 Oct 2014 – *How Green Were the Nazis?*

*Assignments*

- The **annotated bibliography** is due by 5pm on the day before class on [Learn@UW](#). Further details will be given in class.
- Online discussion due.

*Readings*

- Blackbourn, David. *The Conquest of Nature: Water, Landscape, and the Making of Modern Germany*. New York: Norton, 2006. 251-309
- Ditt, Karl. "The Perception and Conservation of Nature in the Third Reich." *Planning Perspectives* 15, no. 2 (2000): 161-187.
- Uekötter, Frank. *The Green and the Brown: A History of Conservation in Nazi Germany*. Cambridge: Cambridge University Press, 2006. 1-43, 211-216.
- Brüggemeier, Franz-Josef, Mark Cioc, and Thomas Zeller, eds. *How Green Were the Nazis?: Nature, Environment, and Nation in the Third Reich*. Athens, Ohio: Ohio University Press, 2005. Introduction, 1-17

**Week 8** – 21 Oct 2014 – *Writing Center session* – Date TBC

*Assignments*

- Submit a **draft** of your introduction by Friday 17 Oct 2014 at 7pm. This item

*Course syllabus: Fascisms and nature in Europe*

will not be graded, but the usual rules for late submissions still apply.

*Tasks*

- We will meet with Zachary Marshall, an instructor from the Writing Center, to discuss writing strategies and techniques.

*Suggested readings*

- Rael, Patrick. *Reading, Writing, and Researching for History: A Guide for College Students*. Brunswick, ME: Bowdoin College, 2004.  
<http://www.bowdoin.edu/writing-guides/>
- Storey, William K. *Writing History: A Guide for Students*. New York & Oxford: Oxford UP, 2004

**Week 9** – 28 Oct 2014 – *Presentation of outlines*

*Assignments*

- The **outline and introduction** (4 pages / ~1200 words) are due by 7pm on Friday 24 Oct 2014 on [Learn@UW](mailto:Learn@UW).

*Tasks*

- Present informally your research outline and introduction.
- Give feedback about your colleagues' research.

**Week 10** – 4 Nov 2014 – *Check-in*

*Assignment*

- Work on your final paper. Come to class with any issue you might have to discuss it.

**Week 11** – 11 Nov 2014 – *In class discussion and ongoing peer revision*

*Assignment*

- A 4-5 page (~1200-1500 words) page **excerpt**, representing a coherent subsection of your draft, other than the introduction, is due 7 Nov 2014 at 7pm in [Learn@UW](mailto:Learn@UW).
- Work on your final paper.
- Briefly present your excerpt to your colleagues.
- Be prepared to give further comments on your colleagues' work.

*Course syllabus: Fascisms and nature in Europe*

**Week 12** – 18 Nov 2014 – No meeting

*Assignment*

- Work on your final paper. I'll be available in my office during class and office hours to discuss your research progress.

**Week 13** – 25 Nov 2014 – *Presentation of drafts and peer feedback*

*Assignments*

- Submit your **draft** on Learn@UW by 7pm on 21 Nov 2014.
- Come to class ready to give a 10-15 minutes presentation on your research.
- Be prepared to provide feedback to your colleagues' outlines.

**Week 14** – 2 Dec 2014 – No meeting

*Assignment*

- Revise your final paper. I'll be available in my office during class and office hours to discuss your research progress.

**Week 15** – 9 Dec 2014 – No meeting

*Assignment*

- Revise your final paper. I'll be available in my office during class and office hours to discuss your research progress.

**Final paper due – 12 Dec 2014 at 7pm** (via Learn@UW)