It is often said that the 1930s and 1940s were the age of fascism. At the same time, the category of “fascism” itself is one of the most notoriously difficult to pin down in modern historiography. While it is quite common for general books on fascism in the English language to label the Japanese case as something resembling, but not quite, fascist, or even omit its discussion entirely, Japanese language books on the history of Japan typically refer to the 1930s and 1940s as the age of fascism. This inconsistency is only one of many examples in which we can identify disagreements in what constitutes “fascism.” In this course we will be less interested in defining once and for all what we mean by fascism than examining the different ways in which fascism has been discussed and used as an analytical framework or a category worth engaging, both by writers contemporary to the “era of fascism” and those that came after. And so, though the approach of this course is certainly “comparative” in the sense that we will be comparing situations in different geographical locales (i.e. Nazi Germany vs. Imperial Japan), we will also be comparing the different ways in which “fascism” has been employed as a lens through which the world and its history can be interpreted. Is “fascism” still a useful category in analyzing history and society? By the end of the semester you will have more than a few things to say in response to such a query.

Course Requirements & Policies

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quarterly Writing Assignments (first three)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Quarterly Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

ATTENDANCE IS MANDATORY: Students must inform the instructor prior to class if they will miss a class. It goes without saying that “attendance” here implies attending to the course in a manner that involves more than mere physical presence; you must engage in class discussion. A your final grade will be lowered by a third of a grade (i.e. from a B to a B-) after four unexcused absences, and another third of a grade for each absence thereafter.

CLASS PREPERATION: Students are expected to complete the reading assignments before coming to class. Please bring your reading assignments to class so that you can reference them during discussion. You are also expected to bring a writing utensil for in-class writing assignments.
WRITING ASSIGNMENTS: There will be three types of writing assignments in this course:

1. Daily homework assignments on the reading. A template for completing the assignment will be provided. You must bring a printed copy of your homework to class to assist you in discussion and to turn in at the end of the class period.
2. Three longer quarterly essays. The first three of these will be about 1000 words in length and I will provide you with prompts for you to respond to.
3. A fourth, even longer quarterly essay. This will be much more substantial in length (10 – 12 pages) than the other three, and you will be asked to write a research paper on a topic related to fascism of your choice in consultation with the instructor.

STUDENTS WITH DISABILITIES: I request that any student with a documented disability needing academic adjustments or accommodations speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact the Disability Resource Center:
http://www.albany.edu/disability/current.shtml

ACADEMIC HONESTY: Any use of work produced by another person without proper citation is plagiarism, and is a violation of the academic code of honesty. The instructor reserves the right to dismiss from the course any student that is caught cheating on an assignment or plagiarizing the work of another person. Please see the university’s policies for academic regulations for more info:
http://www.albany.edu/undergraduate_bulletin/regulations.html

ELECTRONIC EQUIPMENT: You may not use any electronic equipment in class for any purpose other than engaging in the course (i.e. note-taking, reading course materials, etc.). If you are expecting a call that you absolutely must take, please inform me prior to class. Violation will count against your participation grade.

GENERAL EDUCATION: This course fulfills the General Education category of “Challenges for the 21st Century.” The General Education Program at UAlbany is designed to train students in understanding the procedures and practices of disciplines and interdisciplinary fields while exploring multiple perspectives on the given subject through an emphasis on methods of active learning and critical thinking. Courses in the category of “Challenges for the 21st Century” focus on challenges and opportunities in a variety of areas including cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, among others. They are specifically designed to probe the historical roots and contemporary manifestations of challenges that students will encounter in the world beyond the University.

Required Texts

Wolfgang Schivelbusch, Three New Deals: Reflections on Roosevelt’s America, Mussolini’s Italy, and Hitler’s Germany, 1933–1939
Carl Schmitt, Concept of the Political

*All books are available through the bookstore. All other readings will be provided as PDFs.
Course Schedule

Note: This schedule is provisional and may be adjusted throughout the semester

What Do We Mean by “Fascism”? 

Aug 29 (M): Introduction: What is Fascism? What is Fascism not?
Aug 31 (W): Fascism Today: Reading the news
   Several newspaper articles will be assigned.

Sept. 5 (M): No Class (Labor Day)
Sept. 7 (W): Exploring theories and approaches to fascism
   Passmore, Fascism, 1-43

Sept. 12 (M): Hitler, Mussolini, and the “Emperor System”
   MARUYAMA Masao, “The Theory and Psychology of Ultranationalism” (1946)
   Passmore, Fascism, 44-67
Sept. 14 (W): A Global Fascist Moment?
   Schivelbusch, Three New Deals: Reflections on Roosevelt’s America, Mussolini’s Italy,
   and Hitler’s Germany, 1933- 1939

Sept. 19 (W): A Global Fascist Moment?
   Continue with Schivelbusch, Three New Deals
   Discussion of 1st Assignment (Peer Review)
Sept. 21 (M): Democracy, Socialism and Fascism
   Andrew Gordon, Labor and Imperial Democracy in Prewar Japan (1991), Chapters 1, 5, 11

Fascism and Nationalism

Sept. 26 (M): Class vs. Nationality
   Hendrik de Man, “Socialism in Space: From Internationalism to Social-Patriotism”
Sept. 28 (W): Nationalism, Capitalism & Fascism
   Passmore, Fascism, 124-148.

1st Assignment Due Oct. 1: 1,000-1,400 word essay on readings. Send as an email attachment.

Oct. 3 (M): No Class (Rosh Hashanah)
Oct. 5 (W): Grassroots Fascism
   YOSHIMI Yoshiaki, Grassroots Fascism (excerpts)
The Feeling of Decline & the Project of Overcoming: Fascism & Modernity

Oct. 10 (M): Challenges to Ideas of “Civilization” I
Oswald Spengler, *The Decline of the West* (1918) Excerpts
Oct. 12 (W): No Class (Yom Kippur)

Oct. 17 (M): Challenges to Ideas of “Civilization” II
Adorno & Horkheimer, “The Culture Industry: Enlightenment as Mass Deception,” from *Dialectic of Enlightenment*
Oct. 19 (W): Weimar Germany & Nazism
Alfred Rosenberg, “The Russian Jewish Revolution” (1919)
German Worker’s Party, “The Twenty Five Points” (1920)
Adolf Hitler, “Address to the Industry Club” (1932)
Passmore, *Fascism*, 108-123.

Oct. 24 (M): Anxieties of the Showa 10’s I
AONO Suekichi, “The Salaryman’s Time of Terror” (1930)
*Discuss final paper topic ideas*
Oct. 26 (W): Yasuda and the Japan Romantic School
YASUDA Yojuro, “Japanese Bridges” (1936)

Oct. 31 (M): The Philosophical Task of Overcoming the Modern
Excerpts from the Symposium on “Overcoming Modernity”
Nov. 2 (W): Continue with “Overcoming Modernity” / Peer Review Session for Paper II

Nov. 7 (M): Anxieties of the Showa 10’s II
KOBAYASHI Hideo “Literature of Lost Home” (1933)
Nov. 9 (W): The Fantasy of Modern Life

2nd Assignment Due: November 11 (Friday)

Fascism and Critiques of Liberalism

Nov. 14 – 16: Carl Schmitt and Weimar Liberalism
Schmitt: *Concept of the Political* (1927)

Nov. 21 (M): Theorizing Liberalism’s Relation to Japanese Fascism
*Submit Bibliography for Final Project*

Nov. 23 – Nov. 27: Thanksgiving Recess
Immanent Fascisms

Nov. 28 (M): Fascism and Us
   Passmore, 92-107, 149-155.

Nov. 30 (W): Recursive Fascism
   KARATANI Kojin, “On the Eighteenth Brumaire of Louis Bonaparte” and “History and Repetition in Japan” in History and Repetition

Dec. 5 (M): Anti-fascism as Ethics
   Michel Foucault, “Preface to Anti-Oedipus” and Society Must Be Defended, excerpts

Dec. 7 (W): Fascisms Today, Fascisms Tomorrow
   Marilyn Ivy, “Fascism, Yet?” in The Culture of Japanese Fascism.
   Discuss Final Projects

Dec. 12: 3rd Assignment Due (10 – 12 pages on a topic related to fascism of your choosing)