

HIST 5395: Later Modern Europe

Fascism, Authoritarianism & Totalitarianism

Online Graduate Seminar (80070)

Fall 2017

Syllabus

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(Posters from top left to bottom right: Italian fascist, Hungarian Arrow Cross, German National Socialist, Spanish Francoist.)

Course Description:

This course looks at the phenomenon of fascism in interwar Europe in the context of contemporary politics. It stems from the recent currency of the term “fascist” as a catch-all condemnation of a political system or political action and attempts to refocus that vagueness into a grounded historical understanding of actual fascist systems and their diversity. It takes as its guiding thesis the idea that the Bolshevik Revolution in Russia after 1917 introduced to Europe—and to the world—a dramatic, revolutionary, “leftist” political idea that caused waves of reaction across European society. Among these reactions were a flowering of center-right and right-wing movements, including fascism. This course will attempt to discern what fascism was and was not by taking a two-part approach: the first few weeks of the course will consider fascism and related ideas like authoritarianism and totalitarianism in theory, using work by George Mosse, Hannah Arendt, and Robert Paxton, while the remainder of the course will move through a series of case studies of different countries and societies. The aim of these case studies is not to pre-categorize the selected countries as fascist but to acknowledge that each of them rejected a democratic capitalist system in favor of another model, and to try and assess what that model was, and what its relationship to fascism was. Was it fascist? Totalitarian? Authoritarian? Antisemitic? Nationalist? Dictatorial? What do we gain from categorizing in this way? Because many successful non-democratic systems centered around a particular figure or leader, there will be an emphasis on political biography in this portion of the course.

The selected case studies are not exhaustive, and they confine themselves to Europe between the end of World War I and the early years of World War II. They also confine themselves to societies where a non-democratic system was actually *in power*, rather than the (more numerous) societies in which there was merely a non-democratic element to politics. Our study, however, should be broad enough in its scope to consider non-European fascism, contemporary fascism, and fascist and authoritarian movements that failed—and fail—to rule territory.

The course will revolve around Blackboard-based weekly discussions or “modules.” Students are expected to contribute regularly and thoughtfully to Blackboard discussions with substantive comments that advance the class discussion of each work. Each student will launch a weekly discussion by reviewing the reading for that week before it begins. Out of the class discussions will emerge a longer historiographical paper grounded in the syllabus, but pursuing a topic of interest to the individual student.

This course presumes no reading knowledge of languages other than English.

Learning Objectives:

Students who have completed this course should be able to...

- understand and explain the major conflicts and debates in the history of fascism.
- differentiate among different political categories including fascism, authoritarianism, totalitarianism, militarism, and antisemitism.
- understand and explain specific non-democratic societies in interwar Europe, including Italy, Poland, Germany, Romania, Austria, Spain, etc.
- use and analyze recent secondary sources and scholarly literature.

- use and analyze a diversity of primary sources.
- understand and explain the most important recent scholarly debates on this topic, why they are controversial, and to whom.
- express their opinions on and analyses of diverse readings in polished written form.

Online Class Discussion:

There will be **twelve discussion fora starting with the first week of the classes** via ‘Blackboard’ in which participation is required. Each week is assigned a “module” with relevant readings, instructions, and access to the relevant discussion board. Each student will make one blog post (ca. 350 words) as well as respond to two additional postings (ca. 200 words each) week. If the student reviews a week, s/he is not expected to make an additional opening post, but must follow up on others’ posts.

The forum week begins at 12:00pm on Monday with the posting of a student review or an initial, introductory post by the instructor, and ends the following Saturday at 11:59pm. Sundays are therefore “free” days. **Original blog posts are due by Wednesday of each week at 11:59pm**, and the two responses must be posted by **Saturday at 11:59pm**. In other words, you have until Wednesday to read the review posted on Monday and begin making your posts and contributing to the discussion for the week.

The exception to this is the **first short week** of class, beginning Wednesday 23 August 2017. That week, students have until **Friday, 25 August 2017 at 12pm** to make their first post on the articles and should continue with the regular schedule.

The purpose of these fora is to create a discussion about the week’s readings and to allow instructor and student interaction. Forum assessment will be based upon the quality of the student’s engagement with the week’s assigned reading. **Students MUST complete all of the discussion fora in order to pass the course.** No weekly numerical score will be assigned for the fora, which will be graded cumulatively at the end of the semester.

Assignments and Grading:

In addition to the 12 weekly Blackboard discussions, every student will also complete:

- 1) A brief profile of his/her interest in the course, and previous coursework, to be posted for the other students in the class (ungraded).
- 2) A written review and assessment of one of the course books, with questions for discussion (5-6pp.). Students will sign up for a review book in the first week of the course. (Due the Monday of that week’s discussion at 9am to be circulated to other students.)
- 3) A proposal for a historiographical paper, with topic description, outline, thesis (2-3pp.) and brief annotated bibliography. (Due 25 October 2017.)
- 4) A historiographical paper (20-25pp.) with appropriate bibliography. (Due 28 November 2017.)
- 5) A 30 min. oral defense (via phone, Skype, or in person) of the historiographical paper after its submission.

Grade Breakdown:

- Regular, timely, substantive participation in the twelve weekly discussion fora, including original commentary on the readings, and responses to other students: 30%
- Review paper: 20% (due Monday at 9am of the discussion week)
- Historiographical paper: 50%
 - Proposal: 10% (25 October 2017 at 11:59pm)
 - Defense (by phone or Skype): 10%
 - Paper: 30% (28 November 2017 @ 11:59pm)

Grading Scale:

A = 90 – 100 points
 B = 80 – 89 points
 C = 70 – 79 points
 D = 60 – 69 points
 F = 59 points or below

Review/Introduction Essay:

Each student will serve as the reviewer of assigned course text (or selected texts) for a discussion week of the seminar (weeks 1-12) by writing a 5-6pp. (12 pt., TNR, double-spaced) short paper that discusses and analyzes the text, its main argument(s), and where it fits with the discussion of the class. Students unfamiliar with academic book reviews should consult the review section of a recent copy of the *American Historical Review* through JSTOR for examples of appropriate review *content*.

NB: The focus of the review must be an analysis of the quality of the book's *argument* rather than a description of its contents. Each review should stake a firm position on the quality of the book's arguments. In addition to standard review content, each review should highlight particular passages or sections for discussion and conclude with particular questions for class discussion. Reviews are due the Monday morning of the week on which their work is to be discussed at 9:00AM, Texas time, and should be submitted through TurnItIn under the "assignments" tab. Like all written work, these reviews should be edited for grammar and style before submission. *Reviews will be posted to the entire class as a prompt for that week's discussion.*

Final Historiographical Paper:

In addition to the required readings and discussion, each student will complete an independent historiographical (secondary source) essay of 20-25pp. on a topic relating to and emerging out of the course discussions, with a scholarly bibliography. This topic will be approved by the instructor through the submission of a paper proposal. In the forming of your argument, each student should use at least **8 additional scholarly articles or books**. (An example of a scholarly history journal would be *The American Historical Review*. You must ask permission to use non-academic internet sources for the final paper.) **Final Papers are due by 28 November 2017 @ 11:59pm** via the "TurnItIn Assignment" on the course website on Blackboard. Papers will be

supplemented by an oral defense over Skype, by phone, or in person to discuss their arguments with the instructor.

Required Book List:

Mosse, George. *The Fascist Revolution: Toward A General Theory of Fascism*. New York: Howard Fertig, 1999.

https://www.amazon.com/Fascist-Revolution-Toward-General-Fascism/dp/0865274355/ref=sr_1_1?s=books&ie=UTF8&qid=1501716300&sr=1-1&keywords=mosse+fascist+revolution

Arendt, Hannah. *Origins of Totalitarianism*. Harvest Books, 1973.

https://www.amazon.com/Origins-Totalitarianism-Hannah-Arendt/dp/0156701537/ref=sr_1_1?s=books&ie=UTF8&qid=1501716239&sr=1-1&keywords=hannah+arendt+origins

Paxton, Robert O. *The Anatomy of Fascism*. New York: Vintage Books, 2005.

https://www.amazon.com/Anatomy-Fascism-Robert-O-Paxton/dp/1400033918/ref=sr_1_1?s=books&ie=UTF8&qid=1501716331&sr=1-1&keywords=paxton+anatomy+of+fascism

Wasserman, Janek. *Black Vienna: The Radical Right in the Red City, 1918-1938*. Ithaca: Cornell University Press, 2014. **

https://www.amazon.com/Black-Vienna-Radical-Right-1918-1938/dp/1501713604/ref=sr_1_1?ie=UTF8&qid=1501716495&sr=8-1&keywords=janek+wasserman

Bosworth, R. J. B. *Mussolini*. New York: Bloomsbury Academic, 2011.

https://www.amazon.com/Mussolini-R-J-B-Bosworth/dp/0340981733/ref=mt_paperback?_encoding=UTF8&me=

Payne, Stanley G. *Franco: A Personal and Political Biography*. Madison: University of Wisconsin Press, 2014. **

https://www.amazon.com/Franco-Political-Biography-Stanley-Payne/dp/0299302105/ref=sr_1_fkmr0_1?s=books&ie=UTF8&qid=1501716690&sr=1-1-fkmr0&keywords=stanley+payne+franco

Porter-Szücs, Brian. *Poland in the Modern World: Beyond Martyrdom*. Hoboken, NY: John Wiley & Sons, Incorporated, 2014. **

https://www.amazon.com/Poland-Modern-World-Martyrdom-History/dp/1444332198/ref=sr_1_fkmr0_1?ie=UTF8&qid=1501787057&sr=8-1-fkmr0&keywords=brian+porter-szucz+poland+in+the+modern+world

Kershaw, Ian. *Hitler: A Biography*. Rpt. New York: W.W. Norton and Company, 2010. **

https://www.amazon.com/Hitler-Biography-Ian-Kershaw/dp/0393337618/ref=sr_1_3?s=books&ie=UTF8&qid=1501718301&sr=1-3&keywords=kershaw+hitler

Ward, James Mace. *Priest, Politician, Collaborator: Jozef Tiso and the Making of Fascist Slovakia*. Ithaca: Cornell University Press, 2013. **

https://www.amazon.com/Priest-Politician-Collaborator-Fascist-Slovakia/dp/080144988X/ref=sr_1_1?s=books&ie=UTF8&qid=1501718366&sr=1-1&keywords=james+mace+ward+priest

Paxton, Robert O. *Vichy France: Old Guard and New Order*. New York: Columbia University Press, 2002.

https://www.amazon.com/Vichy-France-Guard-Order-1940-1944/dp/0231124694/ref=sr_1_1?s=books&ie=UTF8&qid=1501718686&sr=1-1&keywords=vichy+france+old+guard+and+new+order

**SHSU's Newton Gresham Library has an electronic copy of this book in its collections.

Writing and Research Resources:

Your papers must be footnoted using the **Chicago Manual of Style (or Chicago-Turabian)** format. They must include a title and heading and bibliography, which will not count toward the word limit. Final historiographical papers should have a title page. Students have +/- 10% of the stated word limit to complete their essays. Essays must be completed in Times New Roman font size 12, on standard letter sized paper, with 1" margins, and double-spaced. Failure to meet these criteria will result in a **10% grade reduction per infraction**.

Graduate students are expected to adhere to the norms of the historical profession for writing, research, and scholarship. All written work must be the original composition of the student for this course, and must conform to Chicago Manual of Style procedures for citation and bibliographic formatting.

More information on Chicago style:

-Kate Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations*. 8th Ed. Chicago: University of Chicago Press, 2013.

-Chicago "quick" guide: http://www.chicagomanualofstyle.org/tools_citationguide.html

-More developed guide: <http://citesource.trincoll.edu/chicago/>

Students must write in formal standard English, with regular capitalization, grammar, and syntax. Failing to meet this standard will result in lowered grades, or the return of work for resubmission. Recommended writing resources include:

-William Strunk, *The Elements of Style*. 4th Ed. New York: Longman, 1999.

-Gerald Graff's and Cathy Birkenstein's *They Say / I Say: The Moves that Matter in Academic Writing*. 3rd Ed. New York: W. W. Norton & Co., 2014.

-Purdue OWL (Online Writing Lab): <https://owl.english.purdue.edu>

Communication Policy:

As this is an online class, communication is a course priority. Please type ‘5395’ in the subject line of your emails to help quickly identify your message as class related. (*Typically emails written after 5pm will be answered the following day*). All email correspondence will take place via SHSU email accounts only, as FERPA (Federal Education Rights Privacy Act) regulations require that communication and grades are kept confidential. Live communication with the instructor is available via phone or Skype to students not physically located at or near SHSU, or by e-mail or through the Blackboard course website.

The best way to communicate with me is always email, which I check every day. Students in this course must regularly check their university email and the Blackboard website, as I will use both to communicate information. Comments on papers and assignments is a form of communication, and students must read these before the submission of their next assignment.

SHSU Code of Conduct:

<https://netreg.shsu.edu/mirror/codeofconduct.html>

University Policy:

Sam Houston State University has policies in place to protect and support all students, and to ensure equitable treatment and an appropriate learning environment for everyone. Details on SHSU policy regarding academic honesty (see also below), religious obligation and related absence, disabilities, and classroom visitors are specified here:

www.shsu.edu/syllabus/

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Graduate-Level Work:

Graduate students are held to higher standards of professionalism and intellectual rigor than undergraduate students, even in an online-only environment. The focus of graduate work is not merely greater familiarity with historical contents, but primarily in analyzing and evaluating historical argumentation and the use of sources to build historical interpretations. It is the responsibility of graduate students to maintain sufficient communication with the instructor and their fellow students to excel in the course.

Graduate students are expected to understand and observe the scholarly conventions of the historical discipline, especially those regarding originality, creativity, and citation of others' work. Those new to graduate school should consult the history librarian (Erin Cassidy: http://shsulibraryguides.org/prf.php?account_id=1023), their instructor, and other relevant reference information if they have any questions or concerns about the professionalism of their work. In the performance of graduate course work, consulting other academic resources including reference material and scholarly reviews of assigned work is an excellent supplement to material listed on the syllabus, but will not replace assigned work. Students unfamiliar with SHSU graduate student policy should consult the university's academic guidelines: <http://graduate-catalog-2015-2016.shsu.edu/home/degree-requirements-and-academic-guidelines.html#expectations-guidelines> and the department's graduate handbook: <http://www.shsu.edu/dotAsset/255b20ec-f018-4935-8512-cd93aad4f72b.pdf>

Course Schedule:

Considering each week as a **Monday-Saturday** week...

Students should consider the entirety of the assigned reading “fair game” for class discussion and can engage with any portion of those texts in their discussion posts.

PART I: THEORY**Week 1: 23 August – 26 August—Introduction**

Reading:

-Leon Trotsky’s “What Is Fascism and How to Fight It” (1930-1940):

<https://www.marxists.org/archive/trotsky/works/1944/1944-fas.htm>

-Janusz Żarnowski’s “Fascist Systems and Authoritarian Regimes: Their Basic Features” in *State, Society and Intelligentsia* (Blackboard).

Week 2: 28 August – 2 September—Mosse on Fascism

Reading:

-Benito Mussolini’s “Doctrine of Fascism” (1932):

<http://www.worldfuturefund.org/wffmaster/Reading/Germany/mussolini.htm>

-George Mosse’s *The Fascist Revolution*.

Week 3: 4 September – 9 September—Arendt on Totalitarianism

Reading:

-Hannah Arendt’s *Origins of Totalitarianism*, Pts. I “Anti-Semitism” and III “Totalitarianism.”

Week 4: 11 September-16 September—Paxton on Fascism

Reading:

-Robert O. Paxton’s *Anatomy of Fascism*.

PART II: PRAXIS**Week 5: 18 September-23 September—Austria**

Reading:

-Janek Wasserman’s *Black Vienna: The Radical Right in the Red City*.

Week 6: 25 September-30 September—Italy

Reading:

-R. J. B. Bosworth’s *Mussolini*.

Week 7: 2 October-7 October—Spain

Reading:

-Stanley Payne’s *Franco: A Personal and Political Biography*.

Week 8: 9 October-14 October—Romania

Reading:

-Corneliu Codreanu’s *For My Legionaries*:

<https://archive.org/details/ForMyLegionaries> or
<https://www.scribd.com/doc/287070370/For-My-Legionaries> (needs free SCRIBD trial to download)

-Irina Livezeanu's "Interwar Poland and Romania: The Nationalization of Elites, the Vanishing Middle, and the Problem of Intellectuals." *Harvard Ukrainian Studies* Vol. 22, Cultures and Nations of Central and Eastern Europe (1998), pp. 407-430 (JSTOR).

Week 9: 16 October-21 October—Poland

Reading:

- Brian Porter-Szücs' *Poland in the Modern World*, chapters 3-7 (pp. 65-185).
- Joseph Rothschild's "The Ideological, Political, and Economic Background of Pilsudski's Coup D'Etat of 1926." *Political Science Quarterly* Vol. 78, No. 2 (Jun., 1963), pp. 224-244 (JSTOR).
- Victor Chernov's "Joseph Pilsudski: From Socialist to Autocrat." *Foreign Affairs* Vol. 14, No. 1 (Oct., 1935), pp. 146-155 (JSTOR).
- William W. Hagen's "Before the 'Final Solution': Toward a Comparative Analysis of Political Anti-Semitism in Interwar Germany and Poland." *The Journal of Modern History* Vol. 68, No. 2 (Jun., 1996), pp. 351-381 (JSTOR).

Week 10: 23 October-28 October—Germany

Reading:

- Ian Kershaw's *Hitler: A Biography* (selections).
- Paper Proposals due on Wednesday 25 October at 11:59pm.

Week 11: 30 October-4 November—Slovakia

Reading:

- James Mace Ward's *Priest, Politician, Collaborator: Jozef Tiso and the Making of Fascist Slovakia*.

Week 12: 6 November-11 November—France

Reading:

- Robert O. Paxton's *Vichy France: Old Guard and New Order*.

PART III: RESEARCH

Week 13: 13 November-18 November—Reading Week

No Reading

Week 14: 20 November-25 November—Writing Week (Thanksgiving)

No Reading

Week 15: 27 November-2 December—Writing and Defense Week

No Reading

Final Papers Due: 28 November 2017 @ 11:59pm.

Selected Course Bibliography:

These works may be of interest in beginning historiographical research. Please note: these works are stipulated according to Chicago style bibliographic entry (vs. note entry) format, as paper bibliographies should be.

Albanese, Matteo and Pablo del Hierro. *Transnational Fascism in the Twentieth Century: Spain, Italy and the Global Neo-Fascist Network*. New York: Bloomsbury Academic, 2016.

Arendt, Hannah. *Origins of Totalitarianism*. Harvest Books, 1973.

Armstrong, John A. "Collaborationism in World War II: The Integral Nationalist Variant in Eastern Europe." *The Journal of Modern History* Vol. 40, No. 3 (Sep. 1968): 396-410

Balas, Egon. *Will to Freedom: A Perilous Journey through Fascism and Communism*. Syracuse: Syracuse University Press, 2000.

Beevor, Antony. *The Second World War*. New York: Little, Brown, and Company, 2012.

Bosworth, R. J. B. *Mussolini*. New York: Bloomsbury Academic, 2011.

Brykczynski, Paul. *Primed for Violence: Murder, Antisemitism, and Democratic Politics in Interwar Poland*. Madison: The University of Wisconsin Press, 2016.

Burleigh, Michael. *Moral Combat: A History of World War II*. London: Harper Collins, 2010.

Carroll, Peter N., ed. *Facing Fascism: New York and the Spanish Civil War*. New York: New York University Press, 2007.

Chernov, Victor. "Joseph Pilsudski: From Socialist to Autocrat." *Foreign Affairs* 14 No. 1 (Oct. 1935): 146-155.

Citino, Robert M. *The German Way of War: From the Thirty Years' War to the Third Reich*. Lawrence: The University Press of Kansas, 2005.

Conquest, Robert. *Reflections on A Ravaged Century*. New York: W. W. Norton & Co., 2001.

De Grazia, Victoria. *How Fascism Ruled Women: Italy, 1922-1945*. Los Angeles: University of California Press, 1993.

Durham, Martin. *Women and Fascism*. New York: Routledge, 1998.

Evans, Richard J. *The Third Reich at War*. New York: The Penguin Press, 2009.

Ferguson, Niall. *The War of the World: Twentieth-Century Conflict and the Descent of the West*. New York: The Penguin Press, 2006.

- Friedrich, Jörg. *The Fire: The Bombing of Germany, 1940-1945*. Trans. Allison Brown. New York: Columbia University Press, 2006.
- Fritzsche, Peter. *Germans into Nazis*. Cambridge, MA: Harvard University Press, 1998.
- . *Life and Death in the Third Reich*. Cambridge, MA: The Belknap Press of Harvard University Press, 2008.
- Gellately, Robert. *Backing Hitler: Consent & Coercion in Nazi Germany*. New York: Oxford University Press, 2001.
- . *Lenin, Stalin, and Hitler: The Age of Social Catastrophe*. New York: Vintage Books, 2008.
- Gentile, Giovanni. *Origins and Doctrine of Fascism: With Selections from Other Works*. New ed. New York: Routledge, 2004.
- Gerlach, Christian. *Extremely Violent Societies: Mass Violence in the Twentieth-Century World*. New York: Cambridge University Press, 2010.
- Gerwarth, Robert. *The Vanquished: Why the First World War Failed to End*. New York: Farrar, Straus, and Giroux, 2016.
- Goldhagen, Daniel Jonah. *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Alfred A. Knopf, 1996.
- Gottlieb, Julie V. *Feminine Fascism: Women in Britain's Fascist Movement, 1923-45*. London: I. B. Tauris, 2003.
- Guerin, Daniel. *Fascism and Big Business*. New York: Pathfinder Press, 2000.
- Hagen, William W. "Before the 'Final Solution': Toward a Comparative Analysis of Political Anti-Semitism in Interwar Germany and Poland." *The Journal of Modern History* 68 No. 2 (Jun. 1996): 351-381.
- Hanebrink, Paul A. *In Defense of Christian Hungary: Religion, Nationalism, and Antisemitism, 1890-1944*. Ithaca: Cornell University Press, 2009.
- Hastings, Max. *Inferno: The World at War, 1939-1945*. New York: Vintage Books, 2011.
- Hayes, Peter. *Industry and Ideology: IG Farben in the Nazi Era*. New ed. New York: Cambridge University Press, 2000.
- Hetherington, Peter. *Unvanquished: Joseph Pilsudski, Resurrected Poland, and the Struggle for Eastern Europe*. Houston: Pingora Press, 2012.

- Holzer, Jerzy. "The Political Right in Poland, 1918-39." *Journal of Contemporary History* 12, No. 3 (Jul.,1977): 395-412.
- Horthy, Nicholas [Miklos]. *A Life for Hungary: Memoirs of Admiral Nicholas Horthy*. New York: Ishi Press/Sam Sloan, 2011.
- Keegan, John. *The Second World War*. New York: Penguin Books, 1989.
- Kennett, Lee B. *A History of Strategic Bombing*. New York: Scribner Books, 1982.
- Kershaw, Ian. *Hitler: A Biography*. Rpt. New York: W.W. Norton and Company, 2010.
- . *To Hell and Back: Europe, 1914-1949*. New York: Viking, 2015.
- Koonz, Claudia. *Mothers in the Fatherland: Women, the Family, and Nazi Politics*. New York: St. Martin's Press, 1987.
- Kovács, János. "Neo-Antisemitism in Hungary." *Jewish Social Studies* 8 No. 3 (Jul., 1946): 147-160.
- Lendvai, Paul. *Hungary between Democracy and Authoritarianism*. New York: Oxford University Press, 2012.
- Lewis, Sinclair. *It Can't Happen Here*. New York: Signet, 2014.
- Liddell Hart, B. H. *Strategy*. 2nd rev. ed. New York: Meridian Books/Henry Holt, 1991.
- Lindqvist, Sven, *A History of Bombing*. Trans. Linda Haverty Rugg. New York: The New Press, 2000.
- Llivezeanu, Irina. "Interwar Poland and Romania: The Nationalization of Elites, the Vanishing Middle, and the Problem of Intellectuals." *Harvard Ukrainian Studies* 22: Cultures and Nations of Central and Eastern Europe (1998): 407-430.
- Mazower, Mark. *Dark Continent: Europe's Twentieth Century*. New York: Alfred A. Knopf, 1999.
- . *Hitler's Empire: How the Nazis Ruled Europe*. New York: The Penguin Press, 2008.
- Mendelsohn, Ezra. *The Jews of East Central Europe between the World Wars*. Bloomington: Indiana University Press, 1987.
- Misiunas, Romuald J. "Fascist Tendencies in Lithuania." *The Slavonic and East European Review* 48 No. 110 (Jan. 1970): 88-109.

- Mosse, George. *The Crisis of German Ideology: Intellectual Origins of the Third Reich*. New York: Schocken Books, 1981.
- , *The Fascist Revolution: Toward A General Theory of Fascism*. New York: Howard Fertig, 1999.
- Nagy-Talavera, Nicholas M. *The Green Shirts and the Others: A History of Fascism in Hungary and Rumania*. Palo Alto: Stanford University/Hoover Institution Press, 1970.
- Payne, Stanley G. *Fascism in Spain, 1923-1977*. Madison: University of Wisconsin Press, 2000.
- , *Franco: A Personal and Political Biography*. Madison: University of Wisconsin Press, 2014.
- , *A History of Fascism, 1914-1945*. Madison: University of Wisconsin Press, 1995.
- Paxton, Robert O. *The Anatomy of Fascism*. New York: Vintage Books, 2005.
- , *Vichy France: Old Guard and New Order*. New York: Columbia University Press, 2002.
- Peukert, Detlev J. K. *Inside Nazi Germany: Conformity, Opposition, and Racism in Everyday Life*. Trans. Richard Deveson. New York: Yale University Press, 1987.
- Plach, Eva. *The Clash of Moral Nations: Cultural Politics in Pilsudski's Poland, 1926-1935*. Athens: Ohio University Press, 2006.
- Porter-Szücs, Brian. *Poland in the Modern World: Beyond Martyrdom*. Hoboken, NY: John Wiley & Sons, Incorporated, 2014.
- , *When Nationalism Began to Hate: Imagining Modern Politics in Nineteenth-Century Poland*. New York: Oxford University Press, 2000.
- Raby, David L. *Fascism and Resistance in Portugal: Communists, Liberals and Military Dissidents in the Opposition to Salazar, 1941-1974*. Manchester: Manchester University Press, 1991.
- Rosbottom, Ronald C. *When Paris went Dark: The City of Light under German Occupation, 1940-1944*. New York: Little, Brown, and Company: 2014.
- Rothschild, Joseph. "The Ideological, Political, and Economic Background of Pilsudski's Coup D'Etat of 1926." *Political Science Quarterly* 78 No. 2 (Jun. 1963): 224-244.

- Sereny, Gitta. *Albert Speer: His Battle with Truth*. New York: Vintage Books, 1996.
- Snyder, Timothy. *Bloodlands: Europe between Hitler and Stalin*. New York: Basic Books, 2012.
- . *On Tyranny: Twenty Lessons from the Twentieth Century*. New York: Tim Duggan Books, 2017.
- Sorel, Georges. *Reflections on Violence*. Mineola, NY: Dover Publications, 2004.
- Stargardt, Nicholas. *The German War: A Nation under Arms, 1939-1945: Citizens and Soldiers*. New York: Basic Books, 2015.
- Stephenson, Jill. *Women in Nazi Germany*. New York: Routledge, 2001.
- Stern, Fritz. *The Politics of Cultural Despair: A Study in the Rise of Germanic Ideology*. Berkeley: University of California Press, 1989.
- Sternhell, Zeev. *The Birth of Fascist Ideology*. Trans. David Maisel. Princeton, NJ: Princeton University Press, 1995.
- . *Neither Right Nor Left: Fascist Ideology in France*. Trans. David Maisel. Princeton, NJ: Princeton University Press, 1995.
- Stone, Norman. *World War Two: A Short History*. New York: Basic Books, 2012.
- Sturzo, Don Luigi and Angeline H. Lograsso. "Has Fascism Ended with Mussolini?" *The Review of Politics* 7 No. 3 (Jul. 1945): 306-315.
- Theweleit, Klaus. *Male Fantasies. Vol. 2: Male Bodies- Psychoanalyzing the White Terror*. Trans. Erica Carter. Minneapolis: University of Minnesota Press, 1989.
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