

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

### Submission Information

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College/School

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The College of Liberal Arts and Sciences (CLA)

Department/School

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School of Historical, Philosophical & Religious Studies (CHSTCRIT)

Submission Type

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New Request

Requested Effective Date

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Spring 2025

ASU Request

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Is this request for a permanent course or a topic?

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Topic

Subject Code

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HST

Course Number

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302

Units/Credit Hours

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3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on permanent courses require mandatory review every five years.

Topic Title

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Global History of Fascism

List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.

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Topic Description

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What is fascism? A simple question, but answers to it have never been settled; fascism may be the most contested political concept in recent memory. This course will not only explore the history of fascist ideologies, movements, and regimes, but also trace the changing understandings of "fascism" throughout history alongside the histories of the time period and geographical locations associated

with the term. With the prominence of Fascist Italy and Nazi Germany, previous scholarship has limited the applicability of fascism to interwar Europe and rejected the use of the concept beyond those confines. Recently, however, there has been growing acceptance of the applicability of “fascism” to describe the histories of Asia, Latin America, and even the United States in the twentieth century. Furthermore, the breakdown of the Western liberal order in the twenty-first century has made definitions of fascism a pressing matter. In this course, students will be expected to weigh the different perspectives presented in the course and form their own judgment of what “fascism” is, such that eventually they will use the concept as an analytical tool in examining a situation commonly understood as fascism. Students will learn not just definitions of fascism, but also how fascism was discussed (historiography); how ideas are investigated historically and how intellectual history is studied and researched; and how political concepts are defined and change over time. Students will learn to think comparatively (geographically and temporally) by examining the histories of fascist ideologies and movements around the world and from different time periods, and thus consider the potential limits to Eurocentric frameworks of understanding history, politics, and concepts. Ultimately, this course will explore three broad questions: What is fascism? Can fascism be applied elsewhere beyond Europe? Is fascism applicable even today?

Has this topic been scheduled in the past with a GS Gold designation? If so, list which semester(s).

No

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

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[HST 302 global history of fascism draft syllabus v2.pdf](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

**Please note: Courses primarily focused on the acquisition of a language (e.g., Elementary Spanish II) are not eligible for the GCSI designation. A majority of the course content must cover the GCSI learning outcomes.**

**Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.**

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

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The course examines the concept of fascism - a global phenomenon in both the past and present - and its manifestations in various parts of the world. Each of the weekly response paper prompts will focus on a specific country or region in which fascism became a notable force. (Note: the weekly discussion questions in the syllabus are not necessarily going to be the response paper prompts.) For example, the response paper prompts for Weeks 4 and 5 ask students to investigate fascism in Italy and Germany, respectively, while Weeks 7 and 8 ask students to examine the Japanese variant of fascism. Response paper prompts for Weeks 12 and 13 ask students to analyze whether fascism is applicable to the United States specifically as well. The two Midterm Paper prompts each ask students to analyze fascist ideologies and movements in Italy, Germany, and East Asia. Finally, one of the options for the final project has students investigate a specific fascist movement anywhere in the world, whether in the past or in the present day.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

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Many of the weekly response paper prompts will either directly or indirectly note the flow of fascist ideas across the world. (Note: the weekly discussion questions in the syllabus are not necessarily going to be the response paper prompts.) For example, the response paper prompt for Week 6 covers how fascism spread from Italy and Germany to not only the rest of Europe, but also even to Latin America. Furthermore, the response paper prompts for Weeks 7 and 8 ask students to consider how fascist ideas from Europe influenced Japanese political discourse and methods of rule. The response paper prompt for Week 9 discusses the existence of fascism in Korea, drawing on readings which show how Korean fascism was influenced by ideas from Japan (and Europe). The Midterm Paper prompt asking students to judge whether East Asia witnessed fascism implicitly will have students think about the global flows of ideas - such as fascism - and how they affected East Asia.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

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This course as a whole is an implicit rebuke of the Eurocentrism of mainstream fascism studies, which has delimited the applicability of the term "fascism" to just within European borders, excluding Asian and Latin American cases. Within this course specifically, the racialism of fascism will be a major focus. (Note: the weekly discussion questions in the syllabus are not necessarily going to be the response paper prompts.) The response paper prompts for Week 5, covering Nazism, as well as Weeks 11, 12, and 13 that cover the rise of the Alt-Right movement and white nationalist movements in the US and around the world, will ask students to analyze the primary motivations of these groups (i.e., their xenophobic focus on race as well as misogyny) and these movements' effects on their respective societies.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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The writing assignments - response papers, Midterm Paper, and Final Project - are designed to have students answer historical questions with arguments backed by evidence drawn from both primary and secondary source documents. Students are expected to write strong historical arguments based on these sources.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

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- 1) Have an understanding of the multiple definitions of the concept of fascism (i.e., answer the question "what is fascism?"). [GCSI LO1]
- 2) Gain knowledge of the global history of fascist ideologies, movements, and regimes, namely how fascism was not just a European phenomenon, but a global one that manifested itself across space and time. [GCSI LO1, GCSI LO2]
- 3) Consider the relevance of the term "fascism" in today's world and politics. [GCSI LO1]
- 4) Explore the inherent connection between our understanding of fascism with its historiography, specifically how the Eurocentrism of previous historical research on fascism has potentially narrowed our definitions of fascism. [GCSI LO3]
- 5) Critically examine and assess textual and visual primary sources, as well as secondary sources by posing questions and discussing their contents and purpose. [GCSI LO4]

6) Hone research and writing skills. Students will learn to make arguments based on historical evidence and express them effectively in writing. [GCSI LO4]

Provost Use Only

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Backmapped Maroon Approval

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Global Awareness (G)

## Form Submission - Proposer

Submitted for Approval | Proposer

Sungik Yang - September 19, 2024 at 3:15 AM (America/Phoenix)

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## Department Approval

Approved

Richard Amesbury - September 19, 2024 at 6:50 AM (America/Phoenix)

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## GSC Coordinator Review

Approved

Alicia Alfonso - September 19, 2024 at 8:58 AM (America/Phoenix)

Would have been nice if the unit included examples of discussion and response paper prompts.

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - September 20, 2024 at 3:26 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau

April Randall - October 7, 2024 at 3:50 PM (America/Phoenix)

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## Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - October 29, 2024 at 10:35 AM (America/Phoenix)

Revise and Resubmit. More information needed for LO3 to identify how the topics of race, gender, socioeconomic status, etc. are included within the course. The faculty provides one example of race related to white supremacy in the US, but more examples are needed to demonstrate meeting this objective.

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Sungik Yang

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## College Notification

Notification

Amanda Smith

Jenny Smith

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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# EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel

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