

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	499	SEMESTER	8 th
COURSE TITLE	Sociology of Fascism (Seminar)		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Elective / Seminar /Special background		
PREREQUISITE COURSES:	The Class Structure Of Temporary Societies (2th) & Sociology of Social Reproduction (5th)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.soc.aegean.gr/ext-files/pm/pps/2017-499-en.pdf		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <ul style="list-style-type: none"> • Familiarizing students with a reflective way of thinking that enables the historicization and conceptualization of fascism. • Understanding fascism as a historical and social phenomenon.

<ul style="list-style-type: none"> • Showcasing the texture and morphology of the class conflict that “leads” to fascist movements and—most importantly—fascist regimes. • Understanding the in-class conflict (landowners/bourgeoisie) that renders fascism historically “inevitable”. • Understanding the relationship among the financial, the political and the ideological element that fosters the “autonomization” of the political (Bonapartism, “state of emergency” and so on). • Putting forward a methodological proposition that enables the differentiation between fascism, military dictatorship and neofascism. • Familiarizing with a comparative approach to fascism, underscoring the social and historical specificities of societies and countries. 	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> • Working independently, • Team Work, • Production of free, creative and inductive thinking, • Criticism and self-criticism. 	

(3) SYLLABUS

In this seminar, we are to examine the social and historical factors that gave prominence to Fascism, rendering it a dominant political force in Germany and Italy among other countries, during the Inter-war years. The course will be focused on the socio-economic conditions that set the stage for the ascendancy of fascist movements, such as the concentration of production, disproportionate development and so on. It will also pinpoint the ideological and political factors that fostered this turn, such as the crisis of neoliberalism and the fiscal crisis. By means of studying the anatomy of the fascist effect, mostly based on a comparative approach to Fascism, we will attempt a methodological differentiation among Fascism, the far-right and authoritative regimes, as well as the establishment of a genealogical relation among pre-fascist, fascist and post(neo)fascist arrangements.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Power Point. Computers tools to explore and organize the literature

Use of ICT in teaching, laboratory education, communication with students																							
<p>TEACHING METHODS</p> <p>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>39 hours</td></tr><tr><td>Study and analysis of the existing literature</td><td>61 hours</td></tr><tr><td>Progress report</td><td>10 hours</td></tr><tr><td>Essay Supervision</td><td>20 hours</td></tr><tr><td>Essay Write-up</td><td>40 hours</td></tr><tr><td>Essay Presentation</td><td>10 hours</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>180 hours</td></tr></table>	Activity	Semester workload	Lectures	39 hours	Study and analysis of the existing literature	61 hours	Progress report	10 hours	Essay Supervision	20 hours	Essay Write-up	40 hours	Essay Presentation	10 hours							Course total	180 hours
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<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<ul style="list-style-type: none">• Active presence and participation in the Seminar based on the literature prescribed for the Seminar (20% of final grade).• Seminar assignment (undertook by groups of three students) in collaboration with the tutor. Presentation of the assignment during the Seminar after three meetings with the tutor (30% of final grade).• Seminar assignment submission in written form at the end of the semester (30% of final grade). The assignment is to be 7,000 words in length, that is 15 A4 pages, Calibri, 11-point font size, 1.15 line spacing.																						

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>a) Basic Textbooks</p> <p>Paxton, R. (2012), <i>Ανατομία του Φασισμού</i>, Αθήνα: Κέδρος.</p> <p>Πουλιαντζάς Ν. (2006), <i>Φασισμός και Δικτατορία. Η Τρίτη Διεθνής αντιμετώπιση με τον Φασισμό</i>, Αθήνα: Θεμέλιο.</p> <p>b) Additional References</p> <p>Blinkorn M. (1990), <i>Fascists and conservatives : radical right and the establishment in twentieth-century Europe</i>, London: Unwin Hyman.</p>

- Blinkorn M. (1990), *Fascists and conservatives: radical right and the establishment in twentieth-century Europe*, London: Unwin Hyman.
- Γκαίου Π. (2010), *Η πνευματική ζωή στη Δημοκρατία της Βαϊμάρης (Γερμανία 1919-1933)*, Αθήνα: Νησίδες.
- Flechtheim O. (1976), *Die KPD in der Weimarer Republik*, Frankfurt: EVA.
- Gregor, A. J. (2009), *Marxism. Fascism and Totalitarianism*, Stanford-California: Stanford UP.
- Griffin R. (1995), *Fascism*, Oxford: Oxford University Press.
- Herr J. (1996), *Αντιδραστικός Μοντερνισμός. Τεχνολογία, Κουλτούρα και πολιτική στη Βαϊμάρη και το Γ' Ραϊχ*, Ηράκλειο: Πανεπιστημιακές εκδόσεις Κρήτης.
- Kershaw I. (1985), *The Nazi Dictatorship and Perspectives of Interpretation*, London: Edward Arnolds.
- Mann M. (2004), *Fascists*, Cambridge: Cambridge UP.
- Μαρκέτος Σ. (2006), *Πώς φίλησα τον Μουσολίνι! Τα πρώτα βήματα του ελληνικού φασισμού*, Αθήνα: Βιβλιόραμα.
- Mazower M. (2009), *Η αυτοκρατορία του Χίτλερ. Η ναζιστική εξουσία στην κατοχική Ευρώπη*, Αθήνα: Αλεξάνδρεια.
- Masson T. (1996), *Nazism, Fascism and the Working Class*, Cambridge: Cambridge UP.
- Mühlberg D. (ed.), (1987), *The Social Basis Fascist Movements*, New York: Croom Helm.
- Priester K. (1972), *Der italienische Faschismus. Ökonomische und ideologische Grundlagen*, Köln: Rahl-Rugestein Verlag.
- Sterhell, Z. Sznajder M. & Asheri M. (1994), *The Birth of Fascist Ideology: From Cultural Rebellion to Political Revolution*, Princeton: Princeton UP.
- Wippermann W. (1983), *Europäischer Faschismus im Vergleich 1922-1982*, Frankfurt: Suhrkamp Verlag.
- Χαλκιοπούλου, Δ. Βασιλοπούλου Σ. (2015), *Η εθνικιστική λύση της Χρυσής Αυγής. Κρίση του έθνους-κράτους και άνοδος της άκρας δεξιάς στην Ελλάδα*, Θεσσαλονίκη: Επίκεντρο.
- Related academic journals:
- European Journal of Political Research
- American Journal of Sociology
- The American Historical Review
- Journal of Contemporary History
- The Journal of Modern History
- Sociological Theory
- Journal of Historical Sociology
- German Studies Review