COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	499	SEMESTER	8 th
COURSE TITLE	Sociology o Fascism (Seminar)		

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	*special background and skills development*
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	http://www.soc.aegean.gr/ext-files/pm/pps/2017-499- en.pdf

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

• familiarity with a reflective way of thinking that will make possible the historicization and theorization of fascism.
• the emergence of a methodological proposal that will make it possible to differentiate between fascism, military dictatorship and neo-fascism.
• familiarity with a comparative approach to fascism in order to highlight the social and historical particularities of societies and countries

General Competences

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues

Team work *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *…….*

- 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.

1. Fascism: Theories and definition

2. Historical-ideological origins and precursors of fascism

3. The social basis of fascism

4. The aesthetics of Fascism

5. The relationship of industrial cartels with Fascism. The case of I. G. Farben

6. Fascism, the masses, the elites

7. Fascism as a "revolutionary" movement

8. Fascism as a "modernizing" movement

9. Fascism and the labor movement

10. Fascism in Italy

11. Fascism (National Socialism) in Germany

12. Comparative approaches to Fascism

12.1. Fascism in Spain

12. 3. Fascism in France

12.4. Fascism in Japan

13. Fascism in Greece

13.1. Far Right and Neofascism

13.2. Far Right and Neofascism in Greece

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	
TEACHING METHODS *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.* *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*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	• 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.

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

(4) ATTACHED BIBLIOGRAPHY

A) Writings

- Ν. Πουλαντζάς (2006), *Φασισμός και Δικτατορία. Η Τρίτη Διεθνής αντιμέτωπη με τον Φασισμός*, Αθήνα:Θεμέλιο.

- Ε.Τραβέρσο (2013), *Οι ρίζες της ναζιστικής βίας. Μια ευρωπαϊκή γενεαλογία*, Αθήνα: Εικοστός Πρώτος.

- Gentile, E. (2011), *Φασισμός. Ιστορία και ερμηνεία*, Αθήνα:Ασίνη.

B) Indicative Bibliography

Z. Sterhell, M. Sznajder &M. Asheri (1994), *The Birth of Fascist Ideology:From Cultural Rebellion to Political Revolution*, Princeton: Princeton UP.
M. Mann (2004), *Fascists*, Cambridge: Cambridge UP.
T. Masson (1996), *Nazism, Fascism and the Working Class*, Cambridge: Cambridge UP.
Gregor, A. J. (2009), *Marxism. Fascism and Totalitarism*, Stanford-California: Stanford UP.
K. Priester (1972), *Der italienische Faschismus.Ȍkonomische und ideologische Grunlagen,* Köln:Rahl-Rugestein Verlag.
Π. Γκαίυ (2010*), Η πνευματική ζωή στη Δημοκρατία της Βαϊμάρης (Γερμανία 1919-1933),* Αθήνα: Νησίδες.
I.Kershaw (1985), *The Nazi Dictatorship and Perspectives of Interpretation,*
M. Mazower (2009), *Η αυτοκρατορία του Χίτλερ. Η ναζιστική εξουσία στην κατοχική Ευρώπη,* Αθήνα: Αλεξάνδρεια.
R. Griffin (1995), *Fascism*, Oxford: Oxford University Press.
W.Wippermann (1983), *Europäischer Faschismus im Vergleich 1922-1982,* Frankfurt:Suhrkamp Verlag.
D. Mühlberg (ed.), (1987), *The Social Basis Fascist Movements*, New York: Croom Helm.

C) Relevant scientific 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