

# SAMPLE

**NYU Madrid**

**HIST-UA 9290.M01 / POL-UA 9516.M01**

**Comparative Fascism: Italy, Germany, Spain**

**Instruction Mode: Blended**

**Time zone: (GMT+1:00) Madrid**

**Daylight Saving: March 28<sup>th</sup> – (GMT+2:00)**

## **Spring 2021**

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures. **Please contact the site academic staff ([madrid.academics@nyu.edu](mailto:madrid.academics@nyu.edu))** if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

## **Instructor Information**

- Name: Francisco Seijo

## **Course Description**

This course examines the intellectual origins, theoretical characterizations and historical evolution of fascist political movements. The course is comparative in method and scope concentrating on the common characteristics, and specific idiosyncrasies, of all fascist regimes and movements. Historically, the course will focus on the paradigmatic cases of the interwar period--Mussolini's Italy and Hitler's Germany—and, especially, on the more unorthodox case of Francoist Spain, the only Fascist regime that survived WWII and the Cold War era. Finally, we will analyze the emergence of right wing populist movements in the USA and contemporary Europe seeking to identify how they resemble and differ from the paradigmatic interwar cases.

# SAMPLE

The course is divided into three parts. Part I studies the philosophical roots of fascist ideologies in the European reactionary political tradition while contextualizing its emergence as a political ideology, socio-political movement and regime type under the specific historical conditions that characterized interwar Europe. Part II studies the most salient policies of the fascist political regimes that came into being during the 20th century in Italy, Germany and, Spain. In part III, finally, we will reflect on the rise of radical right populist movements in USA and Europe, the continuing aesthetic attraction exerted by fascism in European and American politics and society and the lasting influence of fascism on salient democratic state features such as systems of interest representation (corporatism).

- Co-requisite or prerequisite: *None*
- Class meeting days and times: Tu-Thu 18.30-19.45
- Students will receive a zoom invitation link prior to each session.

## Desired Outcomes

**Upon Completion of this Course, students will be able to:**

- Understand the philosophical roots of fascist ideology in European reactionary political philosophy.
- Learn about the specific economic, political and cultural circumstances under which Fascist regimes emerged in Europe during the interwar period.
- Be familiar with the historical evolution of the most important, or paradigmatic, examples of historical fascism: Italy and Germany.
- Understand the historical and political evolution of the Franco regime and how it resembles and differs from the two interwar paradigmatic examples of Italy and Germany.
- Analyze contemporary extreme right movements in Europe and the USA and compare them to the paradigmatic interwar period examples.

## Assessments Components

### Class Participation

You are expected to attend class in person or remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirements.

# SAMPLE

Failure to submit or fulfill any required course component will result in failure of the class, regardless of grades achieved in other assignments.

Assessment will be based on the following components:

- **Analytical paper 1**  
(Philosophical origins of fascist ideologies)
- **Analytical paper 2**  
(Comparison of single policy area of the 3 paradigmatic fascist regimes)
- **Analytical paper 3**  
(Analysis of a contemporary extreme right populist movement)
- **Oral presentation**  
Defense of theses in papers 1, 2, 3)
- **Participation**  
(Participation in class debates)

## Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Analytical paper 1	25%
Analytical paper 2	25%
Analytical paper 3	25%
Oral presentation	15%
Participation	10%

Failure to submit or fulfill any required course component will result in failure of the class, regardless of grades achieved in other assignments.

# SAMPLE

## Letter Grades

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Points</b>	<b>Percent</b>
<b>A</b>	4.0	100 – 93
<b>A-</b>	3.7	92 – 90
<b>B+</b>	3.3	89 – 87
<b>B</b>	3.0	86 – 83
<b>B-</b>	2.7	82 – 80
<b>C+</b>	2.3	79 – 77
<b>C</b>	2.0	76 – 73
<b>C-</b>	1.7	72 – 70
<b>D+</b>	1.3	69 – 67
<b>D</b>	1.0	66 – 60
<b>F</b>	0.0	59 – 0

## Course Schedule

### Topics and Assignments

<b>Week/Date</b>	<b>Topic</b>	<b>Reading</b>
Session 1, January 28 <sup>th</sup>	Introduction of students and professor. Syllabus review and course objectives.	None

# SAMPLE

<p>Session 2, February 2<sup>nd</sup></p>	<p><u>Part I:</u> <u>Intellectual</u> <u>history of</u> <u>Fascism</u></p> <p><b>European reactionary political philosophy</b></p>	<p>Voltaire, <i>Candide</i>, A Dual-Language Book, translated and with an Introduction by Shane Weller (New York: Dover Publications, 1993)</p> <p>De Maistre, Joseph, <i>The Works of Joseph de Maistre</i>. Selected, translated and introduced by Jack Lively (New York : MacMillan, 1965). pp. 62-63, 65-71, 126-129</p>
<p>Session 3, February 4<sup>th</sup></p>	<p><b>European reactionary political philosophy</b></p>	<p>Berlin, Isaiah, Joseph de Maistre and the Origins of Fascism. In: <i>The Crooked Timber of Humanity</i> (New Jersey : Princeton University Press, 1990). pp. 1-26</p> <p>Sorel, Georg. <i>Reflections on Violence</i>. (New York: Huebsch, 1908). pp. 1-21</p>
<p>Session 4, February 9<sup>th</sup></p>	<p><b>European reactionary political philosophy</b></p>	<p>Nietzsche, Friedrich. <i>The Will to Power</i>. (New York: Random House, 1967). pp. 1-24</p> <p>Porter, J. "Nietzsche's theory of the will to power". In Pearson, K.A. ed, <i>A Companion to Nietzsche</i>. (London: Wiley Blackwell, 2005).</p>
<p>Session 5, February 11<sup>th</sup></p>	<p><b>European reactionary political philosophy</b></p>	<p>Nietzsche, Friedrich. <i>The Will to Power</i>. (New York: Random House, 1967). pp. 1-24</p> <p>Porter, J. "Nietzsche's theory of the will to power". In Pearson, K.A. ed, <i>A Companion to Nietzsche</i>. (London: Wiley Blackwell, 2005).</p>
<p>Session 6, February 16<sup>th</sup></p>	<p><b>Italian "elite" thinkers as theoretical precursors of proto-fascism</b></p>	<p>Mosca, Gaetano. <i>The Ruling Class</i>. (New York : McGraw-Hill Book Company, Inc., 1939). pp. 50-51, 332-335, 477-479, 482, 491-494.</p> <p>Michels, Robert. <i>Political Parties</i>. (Ontario : Batoche Books, 2001). pp. 342-356.</p> <p>Pareto, Vilfredo. <i>The Mind and Society</i>. (New York: Harcourt, Brace and Company, 1935). pp. 51-59</p>

# SAMPLE

<p>Session 7, February 23<sup>rd</sup></p>	<p><b>The ideological birth of proto-fascism and fascism in Italy</b></p>	<p>D'Annunzio, Gabrielle ; D'Ambris, Alceste. <i>The Charter of Carnaro or Fiume Constitution</i>. (Milano : Comite Nazionale di Azione Sindicale Dannunziana, 1920).</p> <p>Hughes-Hallet, L. "The Pike". <i>The Pike</i>. (London: Fourth Estate, 2013).</p>
<p>Session 8, February 25<sup>th</sup></p>	<p><b>The ideological birth of proto-fascism and fascism in Italy</b></p>	<p>D'Annunzio, Gabrielle ; D'Ambris, Alceste. <i>The Charter of Carnaro or Fiume Constitution</i>. (Milano : Comite Nazionale di Azione Sindicale Dannunziana, 1920).</p>
<p>Session 9, March 2<sup>nd</sup></p>	<p><b>The ideological birth of proto-fascism and fascism in Italy</b></p>	<p>Mussolini, Benito (with Gentile, Giovanni). <i>The Doctrine of Fascism</i>. (Virginia: World Future Fund, 1932).</p> <p>Evola, Julius. "Difference between higher and lower views on racism however meaningless today". <i>The Path of Cinnabar</i>. (London: Arktos Media, 2009)</p>
<p>Session 10, March 4<sup>th</sup></p>	<p><u>Part II:</u> <u>Theoretical characterizations of fascism and the three paradigmatic cases (Italy, Germany and Spain)</u></p> <p><b>Defining fascism theoretically: Social roots</b></p>	<p>Stromberg, Roland. <i>Europe in the 20<sup>th</sup> Century</i>. (UK: Prentice Hall, 1991). pp. 1-36</p> <p>Weber, Max. <i>From Max Weber : Essays on Sociology</i>. (UK : Oxford University Press, 1958). pp. 363-386</p> <p><b>***Analytical paper 1 due***</b></p>
<p>Session 11, March 6<sup>th</sup> SATURDAY</p>	<p><b>Defining fascism theoretically and empirically: Alternative political and social explanations</b></p>	<p>Payne, Stanley. <i>A History of Fascism 1914-1945</i> (Madison: University of Wisconsin Press, 1995). pp. 3-19</p> <p>Moore, Barrington. <i>Social Origins of Dictatorship and Democracy</i>. (New York : Beacon Press, 1967). pp. 433-453</p>

# SAMPLE

Session 12, March 9 <sup>th</sup>	<b>Defining fascism theoretically and empirically: Alternative political and social explanations</b>	Larssen, Steig ; Hagtvet, Bernt ; Myklebust, Jan. <i>Who were the Fascists ? Social Roots of European Fascism.</i> (Oslo : Universitetsforlaget, 1980). pp. 752-783
Session 13, March 11 <sup>th</sup>	<b>Italy</b>	Payne, Stanley. <i>A History of Fascism 1914-1945</i> (Madison: University of Wisconsin Press, 1995). pp. 80-129
Session 14, March 16 <sup>th</sup>	<b>Italy</b>	Larssen, Steig ; Hagtvet, Bernt ; Myklebust, Jan. <i>Who were the Fascists ? Social Roots of European Fascism.</i> (Oslo : Universitetsforlaget, 1980). pp. 312-350
Session 15, March 18 <sup>th</sup>	<b>Germany</b>	DVD scenes from: Riefenstahl, Leni (Producer and Director). <i>The Triumph of the Will.</i> (Germany: Reichparteitag Film, 1935).  Visconti, Luchino (Producer and Director). <i>The Damned.</i> (Rome: Warner Brothers, 1969).
Session 16, March 23 <sup>rd</sup>	<b>Germany</b>	Payne, Stanley. <i>A History of Fascism 1914-1945</i> (Madison: University of Wisconsin Press, 1995). pp. 147-176  Larssen, Steig ; Hagtvet, Bernt ; Myklebust, Jan. <i>Who were the Fascists ? Social Roots of European Fascism.</i> (Oslo : Universitetsforlaget, 1980). pp. 258-312
Session 17, March 25 <sup>th</sup>	<b>Germany</b>	Bruggemeier, Franz ; Cioc, Mark ; Zeller, Thomas. <i>How Green were the Nazis ? Nature, environment and Nation in the Third Reich.</i> (Ohio : Ohio University Press, 2005). pp. 1-18 ; 243-257  Hansen, M. ; Debus, M. <i>The behaviour of political parties and MPs in the parliaments of the Weimar Republic.</i> (Party Politics 18 -5 : 709-726, 2012)  Thoreau, Henry. <i>Walking.</i> (The Atlantic, June 1862).
Session 18, March 30 <sup>th</sup>	<b>Spain</b>	Blinkhorn, Martin. <i>Fascism and the Right in Europe</i> (London, Longman, 2000). pp. 418-435

# SAMPLE

		Preston, Paul. <i>The Politics of Revenge: Fascism and the Military in Spain</i> . (UK: Routledge, 1995). pp. 126-160
Session 19, April 6 <sup>th</sup>	<b>Spain</b>	Lannon, Frances. <i>The Spanish Civil War</i> . (UK : Osprey, 2002). pp. 68-80 ; 84-93  Encarnación, O. "Coping with the past: Spanish lessons". (In. Encarnacion. O. <i>Democracy without justice in Spain: The politics of forgetting</i> . Philadelphia: University of Pennsylvania Press, 2014)
Session 20, April 8 <sup>th</sup>	<b>Spain</b>	DVD scenes from: Franco, Francisco (Writer) & Saenz de Heredia, Jose Luis. <i>Raza</i> . (Spain : Cancilleria del Consejo de la Hispanidad, 1942).  <b>***Analytical Paper 2 Due***</b>
Session 21, April 13 <sup>th</sup>	<b><u>Part III:</u></b> <b><u>Right wing</u></b> <b><u>populism in</u></b> <b><u>the West</u></b>  <b>Radical right</b> <b>movements</b>	Funke, M.; Schularik, M.; Trebesch, C. <i>Going to extremes: Politics after financial crises</i> . (European Economic Review 88: 227-260, 2016).  Arzheimer K. <i>Conceptual Confusion is Not Always a Bad Thing – The Curious Case of European Radical Right Studies</i> . (Marker K., Schmitt A., Sirsch J. eds <i>Demokratie und Entscheidung</i> . Springer VS, Wiesbaden, 2019)
Session 22, April 15 <sup>th</sup>	<b>Contemporary</b> <b>right wing</b> <b>populisms:</b> <b>Intellectual roots</b>	Orwell, George. " <i>James Burnham and the Managerial Revolution</i> ". (Adelaide: University of Adelaide, 1946)  Brooks, David. <i>The coming war on business</i> . New York Times (New York: 2017) <a href="https://www.nytimes.com/2017/09/22/opinion/business-war-t-rump.html">https://www.nytimes.com/2017/09/22/opinion/business-war-t-rump.html</a>
Session 23, April 20 <sup>th</sup>	<b>Contemporary</b> <b>right wing</b> <b>populisms:</b> <b>Intellectual roots</b>	Francis, S.T. " <i>Why race matters</i> ". American Renaissance Web, 1994.  Francis, S.T. "Race and the American right": <a href="https://www.youtube.com/watch?v=E2eG0I52Au0">https://www.youtube.com/watch?v=E2eG0I52Au0</a>
Session 24, April 22 <sup>nd</sup>	<b>Contemporary</b> <b>right wing</b> <b>populisms:</b> <b>Intellectual roots</b>	Akkerman, T. <i>Anti-immigration parties and the defense of liberal values: The exceptional case of the list Pim Fortuyn</i> . (Journal of Political Ideology 10 (3):337-354 2005).



# SAMPLE

		<p>Pim Fortuyn: A democracy in shock.  <a href="https://www.youtube.com/watch?reload=9&amp;v=9d9FYvANZ54">https://www.youtube.com/watch?reload=9&amp;v=9d9FYvANZ54</a></p> <p>Pim Fortuyn: C'est ça.  <a href="https://www.youtube.com/watch?v=971iS7DzHvI">https://www.youtube.com/watch?v=971iS7DzHvI</a></p>
Session 25, April 27 <sup>th</sup>	<b>Contemporary right wing populisms: Social and political roots</b>	Kriesi, H; Grande, E.; Lachat, R.; Dolezal, M.; Bornschie, S.; Eosfrey, T. Globalization and the transformation of the national political space: Six european countries compared. (European Journal of Political Research 45: 921–956, 2006).
Session 26, April 29 <sup>th</sup>	<b>Contemporary right wing populisms: Social and political roots</b>	Inglehart, R.; Norris, P. <i>Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash</i> . (HKS Working Paper No. RWP16-026, 2016)
Session 27, May 4 <sup>th</sup>	<b>Contemporary right wing populisms: Case studies</b>	No Froio, C.; Gattinara, F. <i>Ideological, strategic and organizational incentives in the Italian neo-fascist right</i> . (Partecipazione e conflitto 9- 3, 2016)  Shields, J. "Marine Le Pen and the 'New' FN: A Change of Style or of Substance?". ( <i>Parliamentary Affairs</i> 66 (1): 179-196, 2013).ne
Session 28, May 6 <sup>th</sup>	<b>Oral presentations</b>	None  <b>***Analytical Paper 3 due***</b>

## Required Co-curricular Activities

None

## Suggested Co-curricular Activities

None

## Course Materials

### Required Textbooks & Materials in NYU Classes

Berlin, Isaiah, Joseph de Maistre and the Origins of Fascism. In : *The Crooked Timber of Humanity* (New Jersey : Princeton University Press, 1990).

Blinkhorn, Martin. *Fascism and the Right in Europe* (London, Longman, 2000).

# SAMPLE

Bruggemeier, Franz ; Cioc, Mark ; Zeller, Thomas. *How Green were the Nazis ? Nature, environment and Nation in the Third Reich*. (Ohio : Ohio University Press, 2005).

D'Annunzio, Gabrielle ; D'Ambris, Alceste. *The Charter of Carnaro or Fiume Constitution*. (Milano : Comitè Nazionale di Azione Sindacale Dannunziana, 1920).

De Maistre, Joseph, *The Works of Joseph de Maistre*. Selected, translated and introduced by Jack Lively (New York : MacMillan, 1965).

Franco, Francisco (Writer) & Saenz de Heredia, Jose Luis. *Raza*. (Spain : Cancilleria del Consejo de la Hispanidad, 1942).

Gregor, James. *The Search for Neofascism*. (New York : Cambridge University Press, 2006).

Lannon, Frances. *The Spanish Civil War*. (UK : Osprey, 2002).

Larssen, Steig ; Hagtvet, Bernt ; Myklebust, Jan. *Who were the Fascists ? Social Roots of European Fascism*. (Oslo : Universitetsforlaget, 1980).

Michels, Robert. *Political Parties*. (Ontario : Batoche Books, 2001).

Moore, Barrington. *Social Origins of Dictatorship and Democracy*. (New York : Beacon Press, 1967).

Mosca, Gaetano. *The Ruling Class*. (New York : McGraw-Hill Book Company, Inc., 1939).

Mussolini, Benito (with Gentile, Giovanni). *The Doctrine of Fascism*. (Virginia: World Future Fund, 1932).

Nietzsche, Friedrich. *The Will to Power*. (New York: Vintage Books, 1968).

Pareto, Vilfredo. *The Mind and Society*. (New York: Harcourt, Brace and Company, 1935).

Payne, Stanley. *A History of Fascism 1914-1945* (Madison: University of Wisconsin Press, 1995).

Preston, Paul. *The Politics of Revenge: Fascism and the Military in Spain*. (UK: Routledge, 1995).

Riefenstahl, Leni (Producer and Director). *The Triumph of the Will*. (Germany: Reichparteitag Film, 1935).

Sorel, Georg. *Reflections on Violence*. (New York: Huebsch, 1908).

# SAMPLE

Stromberg, Roland. *Europe in the 20<sup>th</sup> Century*. (UK: Prentice Hall, 1991).

Visconti, Luchino (Producer and Director). *The Damned*. (Rome: Warner Brothers, 1969).

Voltaire, *Candide*, A Dual-Language Book, translated and with an Introduction by Shane Weller (New York: Dover Publications, 1993)

Weber, Max. *From Max Weber : Essays on Sociology*. (UK : Oxford University Press, 1958).

## Optional Textbooks & Materials

None

## Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

## Course Policies

### Hygiene/Physical Distancing policies

- Students will be assigned/choose a seat on the first day of class. For NYU COVID-19 Safety protocols, please use the same seat for the duration of the semester.

### Attendance Policy

Study abroad at Global Academic Centers is an academically intensive and immersive experience in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course **To ensure the integrity of this academic experience, class attendance at the centers or online through NYU Classes if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic**

# SAMPLE

**Center the remote course can be taken.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.

Unexcused absences affect students' grades: In classes meeting twice a week, a 1% deduction from the student's final course grade occurs on the occasion of each unexcused absence.

Absences are excused only for illness, religious observance, and emergencies.

**Illness:** For a single absence, students may be required to provide a doctor's note, at the discretion of the Assistant Directors of Academics. In the case of two consecutive absences, students must provide a doctor's note. Exams, quizzes, and presentations will not be made up without a doctor's note.

**Religious Observance:** Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Assistant Directors, in coordination with the instructor, will reschedule them.

**Please note: if you are unable to attend class, you are required to email your professors directly and notify them.**

## Classroom Etiquette/Expectations

Things to consider:

- Please join the class session promptly.
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or "raise hand" function in order to add your voice to class discussions especially if leaving the video on presents challenges.

# SAMPLE

## Late Submission of Work

All work received late will be penalized with a -2 point deduction per day.

## Academic Honesty/Plagiarism

*At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.*

**Plagiarism:** *presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:*

- *a sequence of words incorporated without quotation marks*
- *an unacknowledged passage paraphrased from another's work*
- *the use of ideas, sound recordings, computer data or images created by others as though it were one's own*
- *submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member*
- *altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.*
- *using language translation software.*

*For further information, students are encouraged to check [NYU Policies and Guidelines on Academic Integrity](#) (about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html)*

## Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Madrid, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

# SAMPLE

## **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center **as early as possible in the semester for assistance**. Accommodations for this course are managed through the site sponsoring the class once you request it.