

A	Course Number & Title	INS 340 Fascism and the Radical Right in Europe													
B	Pre/Co-requisite(s)	POL 201 OR HIS 206 OR HIS 210 OR HIS 217													
C	Number of credits	3-0-3													
D	Faculty Name	Stephanie N. Shady													
E	Term/ Year	Spring 2023													
F	Sections	<table border="1"> <thead> <tr> <th>CRN</th> <th>Days</th> <th>Time</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>340-01</td> <td>TR</td> <td>9:30 – 10:45 AM</td> <td>HSB 1002</td> </tr> </tbody> </table>				CRN	Days	Time	Location	340-01	TR	9:30 – 10:45 AM	HSB 1002		
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H	Course Description from Catalog	Examines and the rise and fall of fascism and populist radical right parties in Europe. Explores what fascism is and why some European states became fascist. Analyzes the causes for the rise of current radical right parties in several European countries. Evaluates the difference and commonalities between populist radical right parties.													
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	<p>4. Evaluate and present findings about populist radical right parties in Europe.</p> <p>5. Synthesize key ideas about populist radical right parties as a party family and establish a logical hierarchy of relevant information in an oral presentation.</p> <p>6. Analyze findings about populist radical right parties in Europe.</p>	<p>Presentation of final paper and project</p> <p>Presentation of final paper and project</p> <p>Final paper and project</p>																																																
<b>J</b>	<p><b>Textbook and other Instructional Material and Resources</b></p> <p>Mudde, Cas. 2019. <i>The Far Right Today</i>. Cambridge: Polity Press.  <a href="https://www.wiley.com/en-us/The+Far+Right+Today-p-9781509536856">https://www.wiley.com/en-us/The+Far+Right+Today-p-9781509536856</a></p> <p>Additional readings and course materials will be made available on iLearn in the Reading Assignments content folder.</p> <p>The course textbook can be purchased through the AUS eTextbook-shop. Please click on the link below for a guide on how to purchase books from eTextbook-shop.</p> <p>Student Guide: <a href="https://itfaq.aus.edu/sites/default/files/attachments/faq/586/student-guide-purchasing-and-accessing-etextbooks-etextbook-shopcompressed.pdf">https://itfaq.aus.edu/sites/default/files/attachments/faq/586/student-guide-purchasing-and-accessing-etextbooks-etextbook-shopcompressed.pdf</a></p>																																																	
<b>K</b>	<p><b>Teaching and Learning Methodologies</b></p> <p>This class uses multiple teaching and learning methodologies, including lectures, class discussion, and individual student research presented in written and oral formats.</p>																																																	
<b>L</b>	<p><b>Grading Scale, Grading Distribution, and Due Dates</b></p> <p><b>Grading Scale</b></p> <table border="1"> <tr> <td>92.00 – 100</td><td>4.0</td><td>A</td><td>77.00 – 79.99</td><td>2.3</td><td>C+</td></tr> <tr> <td>90.00 – 91.99</td><td>3.7</td><td>A-</td><td>72.00 – 76.99</td><td>2.0</td><td>C</td></tr> <tr> <td>87.00 – 89.99</td><td>3.3</td><td>B+</td><td>70.00 – 71.99</td><td>1.7</td><td>C-</td></tr> <tr> <td>82.00 – 86.99</td><td>3.0</td><td>B</td><td>60.00 – 69.99</td><td>1.0</td><td>D</td></tr> <tr> <td>80.00 – 81.99</td><td>2.7</td><td>B-</td><td>Less Than 59.99</td><td>0</td><td>F</td></tr> </table> <p><b>Grading Distribution</b></p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>Weight</th> <th>Due Date (Week #)</th> </tr> </thead> <tbody> <tr> <td>Exams (midterm and final)</td> <td>45% (20% midterm, 25% final)</td> <td>Midterm (exam 1): March 9 Final (exam 2): May 13</td> </tr> <tr> <td>Final paper and project</td> <td>30%</td> <td>May 4 and 9</td> </tr> <tr> <td>Quizzes (reading responses + other quizzes as needed throughout the semester)</td> <td>15%</td> <td>Throughout semester</td> </tr> <tr> <td>Presentation of project</td> <td>10%</td> <td>May 4 and 9</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> </tr> </tbody> </table>	92.00 – 100	4.0	A	77.00 – 79.99	2.3	C+	90.00 – 91.99	3.7	A-	72.00 – 76.99	2.0	C	87.00 – 89.99	3.3	B+	70.00 – 71.99	1.7	C-	82.00 – 86.99	3.0	B	60.00 – 69.99	1.0	D	80.00 – 81.99	2.7	B-	Less Than 59.99	0	F	Assessment	Weight	Due Date (Week #)	Exams (midterm and final)	45% (20% midterm, 25% final)	Midterm (exam 1): March 9 Final (exam 2): May 13	Final paper and project	30%	May 4 and 9	Quizzes (reading responses + other quizzes as needed throughout the semester)	15%	Throughout semester	Presentation of project	10%	May 4 and 9	Total	100%		
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Your final grade will be based exclusively on these course components, and no extra credit assignments will be available outside of small course activities that I have already planned for extra credit opportunities. Once posted, all grades are final and will not be changed barring a mathematical or clerical error. Grades are not negotiable for any student, including graduating seniors. My role is to assess your understanding of course material, not your negotiation skills. **Do not attempt to negotiate arbitrary changes to your grade; the answer is no, so arbitrary negotiations are a waste of your time and mine.**

However, I do encourage you to speak with me in office hours about strategies for learning from your assignments and improving your performance throughout the semester. If you are struggling in the course, please ask for help early and often.

**M** **Explanation of Assessments**

**Plagiarism:** Using others' words or ideas without giving appropriate credit is plagiarism. This includes directly quoting an article, book, etc. without a citation as well as using a core idea without acknowledging the source. It also includes any use of artificial intelligence writing tools, including but not limited to chatGPT. Plagiarism is a serious offense and will result in disciplinary action. If in doubt, cite. If you have any questions about giving appropriate credit to your sources, you are welcome to discuss them with me in office hours.

**1. Quizzes.**

- a. Reading response quizzes: Students are responsible for completing all reading assignments before class on the day they are listed in the calendar. It is important that you read carefully and critically, not merely skim the assigned texts. To facilitate close reading and help you prepare quality study materials, you will be responsible for responding to 1-2 questions per week). To answer these questions well, you should demonstrate active engagement with the text. Active engagement includes:
  - i. Identifying key terms or concepts and using them in appropriate context.
  - ii. Drawing connections between the text and your prior knowledge or experiences and/or current events.
  - iii. Comparing and contrasting places, institutions, behaviors, or events using key concepts or terms from the readings.
  - iv. Evaluating evidence or reasoning in a text critically. You are free to disagree with an assertion in a text and encouraged to engage with all texts critically. In doing so, you should make a reasonable argument for why an assertion falls short based on its evidence or logic.

It is okay if you do not fully understand every concept in the text ahead of class. You will be assessed on effort to engage deeply, not perfect understanding of new concepts the first time. You should write down questions or points you need additional clarification on in your notes as you are reading so we can discuss them in class.

Your responses will be due the day before the relevant class at 11:59 PM. Unless otherwise noted on the calendar, you should read all readings for the day to answer the questions. No late work will be accepted, because the purpose of the reading responses is for you to prepare readings before we discuss the topic in advance of the lesson. The lowest two quiz scores (2 lowest of any quiz or reading response) will be dropped at the end of the semester, and you will be graded as follows:

	<p>3 = response demonstrates thorough reading of entire assignment and active engagement with the text      2 = response demonstrates thorough reading of some of the assignment and some active engagement with the text      1 = response demonstrates skimming of the entire assignment and little active engagement with the text      0 = response demonstrates skimming only parts of the assignment and little engagement with the text, or no response is submitted on time</p> <p>Reading response quizzes will be weighted equally and score as a percentage out of 100.</p> <p><b>b.</b> Other quizzes. You will take short quizzes in class as I deem necessary to check for understanding of topics we have covered in class—including readings, lectures, and class discussions. These quizzes may or may not be announced. You should be prepared to complete these quizzes without using your notes or reading materials. The purpose of these quizzes is to check your understanding throughout the semester before the exams and to encourage you to study on a consistent basis. Doing so will contribute to your overall success in the course. Like the reading response quizzes, these quizzes will be scored as a percentage out of 100. <b>Quizzes cannot be made up in case of absence or tardiness.</b></p> <p><b>2. Exams.</b> You will take two written exams (March 9 and May 13) in class. The exams will consist of short answer and essay questions that assess your understanding of the historical and contemporary frameworks we discuss in the course (one historical exam, one contemporary exam; they are not cumulative). All course content may be included in the exam—this means readings, lectures, and class discussions. Please note that although I will provide my slides, you are expected to take notes on what we discuss from those slides. Merely memorizing information directly written on the slides will not help you succeed in the course. Exams will be handwritten.</p> <p><b>3. Final project and paper.</b> The final project will be a written explanation of a creative project you produce to capture an important course concept or theme from any period in the semester. On May 4 or 9 (you will sign up for a date later this semester), you will submit an accompanying research paper (1200-1400 words) and present your creative project to the class. Further details about the project can be found in the Assignment Information content folder on iLearn.</p> <p><b>4. Presentation of final project.</b> On May 4 or 9 (you will sign up for a date later this semester), you will present your final project to the class. Rather than a formal presentation at the front of the class, we will set up stations throughout the classroom where you will have one-on-one discussions with your classmates about the project. You will give a short explanation of your project, then you and your classmate will critically discuss the questions and ideas that your project raises. I will also rotate through the stations to hear your project explanation and converse with you. You will be assessed on active participation for the duration of the two-day presentation period as both a presenter and an engaged audience member for your peers. Further details about the presentation can be found in the Assignment Information content folder on iLearn.</p>
<b>Course Policies</b>	<p><b>The Purpose of Slides in Class</b></p> <p>Frequently, though not always, I will have slides in class with three purposes:</p> <ol style="list-style-type: none"> <li>1. To help you organize the notes you take with a general framework.</li> <li>2. To display questions that we discuss or activity instructions that we do in class.</li> </ol>

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3. To show photos, maps, diagrams, and other images that help illustrate course concepts.

**The slides are not a transcript of everything we discuss in class; they are meant to facilitate your own notetaking.** It is essential that you take notes in your own words in order for you to learn—memorizing exactly how I phrase a set of concepts in class does not help you learn a concept in a meaningful or enduring way. If you miss a class, you should download the slides (posted after the lesson has ended—some lessons will span one day, and others will span two), but you should also borrow notes from a classmate. Once you have looked over the notes you have borrowed, you are welcome to come to office hours to discuss concepts on which you need additional clarification.

#### **Attendance**

Students in this course are required to follow the AUS Attendance Policy as outlined in the *AUS Undergraduate Catalog*.

You are adults who are responsible for your education, which means attending class. I am aware that extenuating circumstances such as illness or a death in the family may prevent you from attending class occasionally. In such circumstances, please communicate with me via email. If you are ill and contagious, with COVID-19 or otherwise, please do not come to class. It is your responsibility to obtain class notes from a peer, review readings and slides (posted after the lesson is completed) and come to office hours to discuss questions that you have.

**I will take attendance daily and promptly at the beginning of class. If you arrive after I finish taking attendance, you will be marked late.** I take tardiness seriously because a) it disrupts your classmates and me if we have already begun discussing material, and b) it means you are not prepared to begin taking notes on what we are discussing and are likely to miss important information. Being on time means arriving early enough to be ready to *start* when class begins. Please let me know if you arrived late at the end of class; otherwise, you will be marked absent. Three (3) days of late arrival will count as one (1) absence.

Attendance also means staying in class during class time. I understand if you occasionally need to step out. However, if you are consistently leaving in the middle of class, I will contact you with a warning. If the issue persists following the warning, you will be counted absent if you miss more than 30 minutes of the day's instruction time.

Absences not communicated and approved ahead of time will be considered unexcused. Please be aware that the University may remove you from a course if your attendance becomes problematic. As stated in the catalog (p. 27), “In the event a student misses **15 percent** of the total number of scheduled sessions in a class for any reason, the instructor [may] initiate withdrawal of the student from the course if a written warning or formal notification was issued when the number of absences reached **10 percent**.” I will send you an email if you have missed 10% of the class sessions without prior authorization from me as a warning. There will be a second warning if needed, after which subsequent absences, including accumulation of 3 tardies, will result in removal from the course.

#### **Electronics**

Students may use laptops or tablets to take notes in class and bring electronic copies of reading assignments to class. In general, students are expected to bring their laptops to class, as we may use them for activities such as working with datasets online. If you do not have access to a laptop, please notify me at the beginning of the semester so we can work out a solution. Use of electronics for any purpose besides class activities is not permitted. Phones should be silenced and put away for the duration of class, and unless there is an

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emergency, you should not leave class to make phone calls. If inappropriate electronic use becomes a distraction for your classmates or for me, after a warning you will be asked to leave class and counted as absent (unexcused) for the day. Choosing to distract yourself with inappropriate electronic use harms only yourself, as merely glancing over class slides will be insufficient for your success in course assessments.

**Course conduct**

Political science courses grapple with nuanced, difficult issues, and university is a place for you to gain knowledge, learn various perspectives rooted in evidence, and think critically about the world in which we live. This type of learning is only possible when you are actively engaged in your coursework—reading carefully, listening to others, and participating in discussions in class. Engagement is not passive. It means connecting course materials to past courses, your experiences, and concepts from throughout our course.

Engagement can also mean considering critiques of scholarly perspectives. Criticism and disagreement with readings, your classmates, or with me is welcome as long as it is expressed with respect and rooted in logic and evidence. Please refrain from discriminatory or offensive language towards any group of humans. Finally, conspiracies and misinformation are not appropriate forms of evidence in coursework or participation. Our course will be rooted in scholarly research.

<b>Student Academic Integrity Code Statement</b>	Students MUST read the Student Academic Integrity Code outlined in the <i>AUS Undergraduate Catalog</i> and abide by the standards for academic conduct, students' rights and responsibilities and procedures for handling allegations of academic dishonesty.
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**SCHEDULE**

*Spring 2023 (TR)*

**\*I reserve the right to adjust the schedule and readings as necessary. All changes will be communicated in advance via email.**

**\*Please bring a paper or electronic copy of reading assignments to class.**

#	WEEK	TOPICS & ASSIGNED READING	NOTES/DUE DATES
1	Jan. 24	<b>Introduction</b> ( <i>Read the syllabus and come to class prepared to ask questions about it.</i> )	
	Jan. 26 Note: January 27 is Holocaust Memorial Day.	<b>Introduction: Historical Context and Defining Terms</b> Readings: <i>The Far Right Today</i> (Mudde), <b>pages 1-31</b>  <i>Finchelstein, Federico. 2017. From Fascism to Populism in History.</i> California University Press, <b>pages 31-45</b>	

	Jan. 31	<b>Italy: Mussolini and Statism</b> Readings: Eatwell, Roger. 1995. "Italy: the rise of fascism," in, <i>Fascism: A History</i> . New York: Penguin Books, <b>pages 43-61</b>	Reading response quiz due Jan. 30 at 11:59 PM
2	Feb. 2	<b>Italy: Mussolini and Statism</b> Readings: Eatwell, Roger. 1995. "Italy: the development of fascism," in, <i>Fascism: A History</i> . New York: Penguin Books, <b>pages 62-88</b>	Reading response quiz due Feb. 1 at 11:59 PM
3	Feb. 7	<b>Italy: Mussolini and Statism</b> Readings: Poggiolini, Ilaria. 2002. "Translating memories of war and cobelligerency into politics: the Italian post-war experience," in Jan-Werner Müller (ed.), <i>Memory and Power in Post-War Europe: Studies in the Presence of the Past</i> . Cambridge University Press, <b>pages 223-243</b>	Reading response quiz due Feb. 6 at 11:59 PM
	Feb. 9	<b>Spain: Franco, Civil War, and Nationalism</b> Readings: Casanova, Julián. 2021. <i>A Short History of the Spanish Civil War</i> . London: Bloomsbury Publishing, <b>Introduction (pages 1-14), Timeline (pages 15-18), and Epilogue (pages 169-176)</b>	Reading response quiz due Feb. 8 at 11:59 PM
4	Feb. 14	<b>Spain: Franco, Civil War, and Nationalism</b> Readings: Morcillo, Aurora G. 2010. <i>The Seduction of Modern Spain: The Female Body and the Francoist Body Politic</i> . Lewisburg, PA: Bucknell University Press, <b>Chapter 1 The Anatomy of Francoist Power (pages 24-59)</b>	Reading response quiz due Feb. 13 at 11:59 PM
4	Feb. 16	<b>Spain: Franco, Civil War, and Nationalism</b> Readings: Encarnación, Omar G. 2008. "Reconciliation after democratization: coping with the past in Spain." <i>Political Science Quarterly</i> 123(3): 435-459.  Aguilar, Paloma. 2017. "Unwilling to forget: local memory initiatives in post-Franco Spain." <i>South European Society and Politics</i> 22(4): 405-426.	Reading response quiz due Feb. 15 at 11:59 PM
5	Feb. 21	<b>Germany: Hitler, Nazism, and the Holocaust</b> Readings: Eatwell, Roger. 1995. <i>Fascism: A History</i> . New York: Penguin Books, <b>pages 114-140</b> <b>Note:</b> I am well-aware of the sensitivity regarding Palestine and Israel. The Israeli government is not the focus of this course; rather, we will focus on Jewish people, among others, who were victims of the Holocaust.	Reading response quiz due Feb. 20 at 11:59 PM

	Feb. 23	<p><b>Germany: Hitler, Nazism, and the Holocaust</b></p> <p>Readings:</p> <p>Niewyk, Donald, and Francis Nicosia. 2000. <i>The Colombia Guide to the Holocaust</i>. Colombia University Press, pages 3-36</p> <p><b>Note:</b> This source uses the term “gypsy,” which is a slur that has only recently gained mainstream scholarly attention regarding its use. The appropriate terms to refer to these populations are Sinti and Roma.</p>	Reading response quiz due Feb. 22 at 11:59 PM
6	Feb. 28	<p><b>Germany: Hitler, Nazism, and the Holocaust</b></p> <p>Readings:</p> <p>Niewyk, Donald, and Francis Nicosia. 2000. <i>The Colombia Guide to the Holocaust</i>. Colombia University Press, pages 36-41</p> <p>Black, Jeremy. 2016. <i>The Holocaust: History and Memory</i>. Indiana University Press, pages 153-175.</p> <p><b>Note:</b> This source is not available for download, but you can access the ebook via the AUS library.</p>	Project proposal due at 11:59 PM on the Google Sheet provided
	March 2	<p><b>20<sup>th</sup> Century Fascism: Putting It All Together</b></p> <p>Readings:</p> <p>Review previous reading assignments</p> <p>Review notes from previous classes</p>	
	March 7	<p><b>Exam 1: Historical Fascism</b></p> <p>Bring something to write with. I will provide an exam booklet.</p>	
7	March 9	<p><b>Waves of Post-World War 2 Far Right: 20<sup>th</sup> Century</b></p> <p>Readings:</p> <p>Review <i>The Far Right Today</i> (Mudde), pages 12-20</p> <p>Botsch, Gideon, and Christoph Kopke. 2013. “The economic and sociopolitical platform of the National Democratic Party of Germany (NPD),” in Sabine von Mering and Timothy Wyman McCarty (eds.), <i>Right-Wing Radicalism Today: Perspectives from Europe and the US</i>. New York: Routledge, pages 37-50</p> <p>Ignazi, Piero. 1996. “From neo-fascists to post-fascists? The transformation of the MSI into the AN.” <i>West European Politics</i> 19(4): 693-714.</p>	Reading response quiz due March 8 at 11:59 PM
8	March 14	<p><b>Waves of Post-World War 2 Far Right: 20<sup>th</sup> Century</b></p> <p>Readings:</p> <p>Rydgren, Jens. “France: the Front National, ethnonationalism and populism,” in Daniele Albertazzi and Duncan McDonnell (eds.), <i>Twenty-First Century Populism: The Spectre of Western European Democracy</i>. New York: Palgrave MacMillan, pages 166-180</p>	Reading response quiz due March 13 at 11:59 PM

	March 16	<p><b>21<sup>st</sup> Century Radical Right: Introduction</b></p> <p>Readings: <i>The Far Right Today</i> (Mudde), <b>pages 20-48</b></p> <p>Rooduijn, Matthijs. 2015. "The rise of the populist radical right in Western Europe." <i>European View</i> 14(1): 3-11.</p>	Reading response quiz due March 15 at 11:59 PM
9	March 21	<p><b>21<sup>st</sup> Century Radical Right: Causes</b></p> <p>Readings: <i>The Far Right Today</i> (Mudde), <b>pages 97-112</b></p> <p>Golder, Matt. 2016. "Far right parties in Europe." <i>Annual Review of Political Science</i> 19: 477-497.</p>	Reading response quiz due March 20 at 11:59 PM
	March 23	<p><b>21<sup>st</sup> Century Radical Right: Popular Support</b></p> <p>Readings: <i>The Far Right Today</i> (Mudde), <b>pages 78-85</b></p> <p>Cavallaro, Matteo, and Massimo Angelo Zanetti. 2020. "Divided we stand: attitudes, social classes, and voting for the radical right after the Great Recession in Europe." <i>Ethnic and Racial Studies</i> 43(2): 313-332.</p>	Reading response quiz due March 22 at 11:59 PM
10	March 28 March 30	<b>No classes – Spring Break</b>	
11	April 4  April 6 (Good Friday and Easter April 7 and 9)	<p><b>21<sup>st</sup> Century Radical Right: Organizational Structure</b></p> <p>Readings: <i>The Far Right Today</i> (Mudde), <b>pages 49-78</b></p> <p><b>21<sup>st</sup> Century Radical Right: Responses of the "Mainstream"</b></p> <p>Readings: <i>The Far Right Today</i> (Mudde), <b>pages 113-146</b></p>	Reading response quiz due April 5 at 11:59 PM
	April 11	<p><b>21<sup>st</sup> Century Radical Right: Immigration</b></p> <p>Readings: Review <i>The Far Right Today</i> (Mudde), <b>pages 31-48</b></p> <p>Goodman, Sara Wallace, and Frank Schimmelfennig. 2020. "Migration: a step too far for the contemporary global</p>	Reading response quiz due April 10 at 11:59 PM

		order?" <i>Journal of European Public Policy</i> 27(7): 1103-1113.	
	April 13	<p><b>21<sup>st</sup> Century Radical Right: Immigration</b></p> <p>Readings:</p> <p>Gessler, Theresa, and Sophia Hunger. 2022. "How the refugee crisis and radical right parties shape party competition on immigration." <i>Political Science Research and Methods</i> 10: 524-544.</p> <p><b>Note:</b> The term "refugee crisis" is common among political and media elites. This term is a framing choice by these elites rather than an objective reflection of reality. We will discuss this more in class.</p>	Reading response quiz due April 12 at 11:59 PM
13	April 18	<p><b>21<sup>st</sup> Century Radical Right: Gender</b></p> <p>Readings:</p> <p><i>The Far Right Today</i> (Mudde), <b>pages 147-162</b></p> <p>Anduiza, Eva, and Guillem Rico. 2022. "Sexism and the far-right vote: the individual dynamics of gender backlash." <i>American Journal of Political Science</i> [Online first]: 1-16.</p>	Reading response quiz due April 17 at 11:59 PM
	April 20	<b>No class – Eid Al Fitr</b>	
	University closed April 19-24 for Eid Al Fitr		
14	April 25	<p><b>21<sup>st</sup> Century Radical Right: Gender</b></p> <p>Readings:</p> <p>Magni, Gabriele, and Andrew Reynolds. 2023. "Why Europe's right embraces gay rights." <i>Journal of Democracy</i> 34(1): 50-64.</p>	
	April 27	<p><b>21<sup>st</sup> Century Radical Right: Political Demonstrations and Violence</b></p> <p>Readings:</p> <p><i>The Far Right Today</i> (Mudde), <b>pages 85-96</b></p> <p>Volk, Sabine, and Manès Weisskircher. 2023. "Far-right PEGIDA: non-violent protest and the blurred lines between the radical and extreme right," in Elisa Orofino and William Allchorn (eds.), <i>Routledge Handbook of Non Violent Extremism: Groups, Perspectives and New Debates</i>. New York: Routledge, <b>pages 322-330</b></p>	Reading response quiz due April 26 at 11:59 PM
15	May 2	<p><b>Catch-Up Day</b></p> <p>No readings. Use your class preparation time to work on your final project.</p>	

	May 4	Project presentations	Written explanation of your project is due on the day you present before you come to class.
	May 9	Project presentations	Written explanation of your project is due on the day you present before you come to class.
16	May 11	<b>Last Day of Class: The Future of the Radical Right in Europe</b> Readings: <i>The Far Right Today</i> (Mudde), pages 163-179	Reading response quiz due May 10 at 11:59 PM
	<b>Saturday, May 13, 8-10 AM</b>	<b>Exam 2: Post-World War 2</b> Bring something to write with. I will provide an exam booklet.	