Fall 2024 L32 4100: Fascism and the Radical Right in Europe[1]

Instructor: Dr. Stephanie N. Shady (she/her)   Email: shadys@wustl.edu

Class Meetings: Tuesdays and Thursdays, 1:00-2:20 PM   Classroom: TBA

Office Hours: TBA   Office: Siegle 251

Figure 1: (a) European Elections poster
(b) Marine Le Pen of the National Rally (France) (c) The Alternative for Germany (d) Viktor Orbán of Fidesz (Hungary) and Georgia Meloni of the Brothers of Italy. Source: Getty Images via CNN, 31 May 2024.

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[1]Last edited on May 31, 2024. I reserve the right to update any aspect of this syllabus as necessary.

Course Description

Across Europe and beyond, parties on the far right have become a substantial force in contemporary politics. Some analysts have raised questions about these parties' ties to fascism, as characterized regimes such as Mussolini's Italy, Franco's Spain, and Hitler's Germany. How do today's far right actors compare to those of the past, and what can we learn from the comparison of the present moment to history? In this class, we will study both the extreme and radical right in Europe over time through the lens of three cases: Italy, Spain, and Germany. We will analyze both the conditions for popular support (demand) and political opportunity structures (supply) that allow(ed) far right actors to gain and maintain authority. We will also assess the strategies of these actors through themes of race and migration, security and foreign policy, gender, and religion. As we develop this discussion, you will conduct further research into a single topic that interests you, in the course cases or another case of your choice. Since an essential element of far right politics is the rejection of either the *liberal* elements of democracy (e.g. minority rights) or the principles of democracy entirely (including the electoral process), you will present your research through a creative medium aimed at a public audience. The goal of this project is promoting civic engagement, which is an key element of healthy democratic society. **Prerequisites:** None

Course Goals: Throughout this course, you will:

- Compare and contrast extreme and radical right parties across time and countries.

- Apply concepts from political behavior and party competition to specific cases to understand the conditions under which radical right parties succeed in elections.

- Develop a framework for assessing the demand and supply for parties.

- Explain party behavior related to both ideology and strategy in light of public opinion and political behavior.

- Encourage public civic engagement by using a creative medium to communicate research about the far right.

Course Materials

Required book: (available at the Washington University Bookstore): Mudde, Cas. 2019. *The Far Right Today*. Cambridge: Polity Press. https://www.wiley.com/en-us/The+Far+Right+Today-p-9781509536856
Listed as Far Right Today in reading assignments in calendar below

Canvas will be our primary resource center for the course. You will find folders with the following materials:

- PDFs or links for articles or book chapters that are assigned on the calendar to prepare for the day's class. Please bring an electronic or paper copy of reading materials to class daily.

- Detailed guidelines for all assignments.

- Submission links for all assignments.

- Information about campus resources.

- An **"Extensions and Questions" folder**. All of us are here to learn, including me. If you ask a question that I do not know the answer to, I will look into it and put related resources in this folder. I will also periodically add items of interest such as news articles, films and fiction, or podcasts that you may peruse if you are interested in diving deeper in a particular topic. If you come across a resource you'd like to share, please e-mail it to me!

Classroom Norms

Your active engagement in the classroom will contribute to your learning and enrich class-wide discussions on topics that touch all of our lives in some form. On a typical day, we will:

- Discuss current events relative to the course, such as European election results (this semester, there are scheduled parliamentary elections in Austria, Lithuania, and Romania and a presidential election in Croatia).

- Hold small-group reflections on reading assignments that we all prepare before class.

- Analyze key terms and concepts in the study of fascism and the radical right through conversational lectures, small-group and class-wide discussions, and other interactive activities.

- Engage with "Politics in Arts and Humanities" activities or discussion, in which we examine a form of art—poetry, essays, music, visual art, etc.—that relates to the relevant time period and social-artistic movements.

Assessment

You will be assessed using the measures listed below with the following weights. Details about each assignment can be found in the syllabus and on Canvas and will be discussed in class:

Grade Distribution:

Quizzes: 10%
Current events: 10%
Exams: 40% (Midterm: 20% + Final: 20%)
Final project and paper: 40%

Letter Grade Distribution:

>= 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	<= 59.99	F

The grading scale above represents the department standard. I will round up decimals at 0.49 or above. To maintain fairness to all of your classmates, I will not arbitrarily negotiate final grades at the end of the semester. Grades are a tool, albeit an imperfect one, for measuring understanding and application of course material. I am committed to assessing you fairly and providing feedback in order for you to learn, and negotiation is not a learning outcome of the course.

Important Notes on the Nature of the Course

Courses about sensitive or difficult political topics
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. The cases we discuss in this course have different laws and norms governing "free speech." Although the United States Supreme Court has upheld nazi demonstrations as protected free speech under the First Amendment (*Nationalist Socialist Party of America v. Village of Skokie (1977)*), that legal right does not supersede the importance of all students' human right to gain an education in safety. Please refrain from discriminatory or hateful language towards any group of humans. **Please also be aware that there is a difference between being threatened and being challenged. Learning happens when we engage with ideas that potentially contradict our priors–when the environment is safe for us to do so.** Finally, conspiracies and misinformation are not appropriate forms of evidence in coursework or participation. Our course will be rooted in scholarly research.

We will learn about severe human rights abuses in this course, including but not limited to the Holocaust. I encourage you to reflect on these human rights abuses seriously. No antisemitic, Islamophobic, racist, misogynistic, homophobic, or transphobic slurs will be tolerated in this class.

Courses involving research and writing
Students come to this course with different comfort levels with writing, especially with extensive, research-based writing. That is okay! There is no such thing as perfect writing, and my goal for every student is to help them improve from where they are at the beginning of the semester. We will break down the research and writing process into manageable steps, and I encourage you to ask questions or ask for help early and often. The Writing Center (https://writingcenter.wustl.edu/) is also an excellent resource that I encourage you to make use of no matter what your current research and writing experiences are.

Assignments

Quizzes: 10%
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. These quizzes will be scored as a percentage out of 100 and weighted equally. Quizzes cannot be made up in case of absence or tardiness. I will drop the two (2) lowest quiz scores at the end of the semester.

Current Event Presentation: 10%
Each of you will present one (1) current event to the class using a recent (within the past year) article from a reputable news source (e.g. *The New York Times*, *Associated Press*, *BBC*, *National Public Radio*). Your event should either be relevant to Europe OR apply the wider course concepts on the far right to a country outside of Europe. After briefly summarizing the article, you will analyze the event and tie it to

material we have covered in class. You should identify and explain **at least two (2) course terms or concepts** in your assessment. Presentations should be five (5) minutes and will be done at the beginning of class.

<u>**Exams:**</u> 20% midterm and 20% final
You will take two written exams in class. The exams will consist of multiple choice and short answer 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.

Final project and paper: 40%
The final project will be a written explanation of a creative project you produce to capture and extend an important course concept or theme from any period in the semester. This is your opportunity to be creative! You can create visual art, music, a thematic playlist, poetry or short fiction, a video or podcast, a series of educational social media posts, or something else that you propose. You will propose the concept and the medium, and you should wait for approval before beginning your project. When I approve your project, I will set some parameters such as length, number of elements, etc. I encourage you to propose the parameters as they fit the project, and I will take them into consideration. You will write a 1-page description of your project's themes. At the end of the semester, we will set up a "museum" of your projects in the classroom. On that day, you will explore your classmates' projects through a guided activity.

To accompany the project, you will write a short research paper (5-6 pages excluding references) that analyzes a social, economic, or political element of your project. This is where you will demonstrate learning beyond the course material to explore a topic that interested you more deeply or to apply a course concept to a case not covered in class. Your paper should organize new evidence in support of a clear thesis statement.

Finally, on the last day of class (**5 December**), you will orally present your project to the class. In your presentation, you should share the content of your research, explain why you chose the medium you did to convey that information, and answer audience questions. I will set the length of the presentation later in the semester according to class size. Part of your presentation grade will include participating in Q & A following your classmates' presentations.

The due dates and breakdown of the final project and paper grade are as follows:

- Paper (4 December at 11:59 PM): 20%
- Project (4 December at 11:59 PM on Canvas, bring to class 5 December): 15%
- Presentation of project (in class 5 December): 5%
- Total: 40%

Course Policies

- **General**

  - Please bring a copy of the reading assignments and any other assigned work for the day to class, either paper or electronic.
  - You will need your laptop in class sometimes, and you may use it to take notes. Laptops and other electronic devices are to be used exclusively for the work we are doing in class. You will not succeed in the course if you are checking email, working on other assignments, etc. during our class time.

- **Grades**

  - Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.

  - Grades will be maintained in Canvas. Students are responsible for tracking their progress by referring to the online gradebook.

  - I do not arbitrarily negotiate grades at the end of the semester. Negotiation skills are not a learning outcome for the course, and I am only assessing your mastery of the learning outcomes for the course.

- **Assignments**

  - Students are expected to work independently on all assignments. **Offering** and **accepting** solutions from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Honesty Policy**. Discussion amongst students is encouraged, but all work produced should be your own.

  - The unauthorized use of artificial intelligence software, including but not limited to ChatGPT, is plagiarism and will be penalized according to the Academic Honesty Policy. **For this class, no use of ChatGPT for any part of the coursework is permitted.**

  - **Late assignments without prior communication and approval for an extension will not be accepted for full credit.** If you anticipate needing an extension for a large assignment (meaning the final paper that accompanies your project), you should make this request via email at least 48 hours before the deadline to be considered for approval. If you submit this work late without approval, you will have 5 percentage points deducted from your total grade for every day it is late, up to 5 days when the university is in session (excludes weekends and university holidays). After that period, late work without approval will not be accepted.

    * **Late quizzes and the final project are not eligible for extensions**. These assignments are cumulative and essential to your meaningful participation in in-class activities.

    * In case of an emergency, please communicate with me as soon as you are able to and we will assess the next steps.

  - It is your responsibility to organize, save, and back up all of your work (use an external hard drive and/or a cloud service such as DropBox, iCloud, Google Drive, or OneDrive, all of which have free versions). Losing your work because it is not backed up is NOT an acceptable reason for late submission.

- **Attendance and Absences**

  - As adults, your education and other aspects of your life are your responsibility. As such, I do not grade attendance directly, but I will keep it in order to ensure that students are keeping up with course material and to grade participation in research workshop sessions.

  - The study of fascism and the radical right requires navigating many new terms and concepts. It is therefore important that you attend class on a regular basis.

  - This policy means that you *can* miss class, but you must accept the responsibility for the learning you have missed, regardless of the reason for absence. It is your responsibility to obtain all missing notes or materials. You should consult the syllabus, review the notes you obtain from a classmate, and then come to office hours to ask questions you have about the missed material.

  - I am aware that life circumstances such as illness or family emergencies can prevent attendance. I am also mindful that there are cases where physical or mental illness may be undiagnosed or not require a doctor's visit. Please do not come to class if you are sick. You do not owe me personal details about the reasons for a 1-day absence.

– **Exception: If you will be absent for an exam or project presentation day, you must provide documentation regarding the reason for your absence and communicate with me in advance via email. These absences will be excused for illness or family emergency only. If you do not communicate in advance and provide documentation, you will not be eligible for presentation participation credit or a make-up exam.**

– If circumstances arise that require you to be absent longer than a week, please communicate with me as soon as you're able via email so that I can offer you flexibility as appropriate.

- **Participation**: You and your classmates will benefit from regular participation in class discussion and activities. If you do not understand a concept, or I mention a term without defining it and you need clarification, please ask early and often. That is why I am here! Other students will benefit from your questions and insights as well. **I encourage you to raise your hand and ask questions throughout the class period, whether in discussion or lecture periods. It is much more beneficial to you if you ask in the moment so that you can use that clarification when we continue working with the concept in class that day.**

- **Office Hours**: Office hours are a resource that I encourage you to make use of in my class and in other classes. I encourage you to come to office hours early and often to ask questions about course material and assignments. Additionally, office hours are an opportunity to meet your professors, discuss your career and other intellectual interests, etc. Particularly as you begin to apply for study abroad, internships, jobs, and graduate school and will need recommendation letters, the more you have cultivated relationships with your instructors, the more they will be able to help you in future endeavors. I can write you a much better recommendation if I know something more than the grades you earned in my class for one semester. I especially encourage you to come talk to me about studying abroad! It was the best part of my university experience, and I really want you to find a program that fits your needs and interests, too. Finally, my office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.

- **Contact Policy**:

  – You do NOT need to make an appointment to come to regularly scheduled office hours. This time is always open to you.

  – For non-urgent appointments outside office hours, I would appreciate an email 48 hours in advance. This is so that I can balance my week to prepare for yours and other classes.

  – If something urgent comes up, please feel free to see if I'm in my office. If I am here, I will make time for you to the best of my ability.

  – Emails should be used to make appointments or ask brief questions. If you have a longer question, please come to office hours so we can discuss it thoroughly.

  – Please remember that university emails should be written in a professional manner, which means a subject line (could just be your course name), greeting, brief message, and closing. You may address me as Professor Shady or Dr. Shady, and I use she/her pronouns.

  – I encourage you to set your own work-life balance boundaries, and I also set mine. I am committed to responding to emails within 48 hours (at the latest) on days when the university is in session. Typically I will not receive your email on weekends or late in the evenings. If you have not heard from me within 48 hours during business hours, please feel free to send me a reminder (this helps me find your message at the top of my inbox).

WashU Policies and Resources

COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habif Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If instructed

by Habif to quarantine or isolate, students should notify their instructor as soon as possible by forwarding the email they received from Habif. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at `https://covid19.wustl.edu/health-safety/`. This includes:

- Strongly recommended masking in indoor spaces. Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed. For current masking policies, see the WashU Together website.

- Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (`www.disability.wustl.edu`) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.

- Maintaining physical distancing as needed. While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.

- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

Reporting Sexual Assault and Harassment
If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cm-copeland@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

Disability Resources (DR)
WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: `http://www.disability.wustl.edu/`; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: `https://veterans.wustl.edu/policies/policy-for-military-students/`.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we use the pronouns that each person uses for themselves. This simple effort can make a profound difference in a person's experience of safety, respect, and support. My pronouns are she/her. If you feel safe and comfortable doing so, I encourage you to share your pronouns with me and/or your classmates so that I can address you correctly. I will never share information about your gender identity or sexual orientation with government or university officials. **My office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.** For WashU resources and information on adminstratively recognizing your preferred name and pronouns see: `https://students.wustl.edu/pronouns-information/`, `https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/`.

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit https://emergency.wustl.edu/. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

To report an emergency:
Danforth Campus: (314) 935-5555
School of Medicine Campus: (314) 362-4357
North/West/South and Off Campus: 911 then (314) 935-5555

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis. For additional details on the university-wide Undergraduate Academic Integrity policy, please see: `https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/`. In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

Calendar

- All readings should be completed **BEFORE** class on the day they are listed.
- Readings are listed in the recommended order.
- Note where page ranges are specified.
- As you read throughout the semester, keep in mind the following questions:
  - How do government policies and rhetoric of political actors reflect their values regarding national identity and creating an "ideal" national society?

  - What consequences do government policies and rhetoric of political actors have for different groups of people?

  - Why are the government policies and rhetoric of political actors effective (or not) from a strategic perspective? By strategic perspective, I mean it helps the individual or party gain votes, obtain power outside of the electoral process, and/or maintain power (within a democratic context or not, depending on the time period).

  - What similarities and differences do you notice across our primary cases of study (Italy, Germany, Spain)?

  - How do our primary cases of study compare to other cases of the extreme or radical right that you are aware of?

- Please **bring a copy** of the readings to class and **write down** questions or places where you need additional clarification. Ask those questions in class!

Date	Topic	Readings	Assignments
Aug. 27	Introduction	Syllabus	Review the syllabus and come to class with any questions you have on it.
Aug. 29	**Introduction: Historical Context and Defining Terms**	*The Far Right Today* (Mudde), pages 1-31 Finchelstein, Federico. 2017. *From Fascism to Populism in History*. California University Press, pages 31-45	
Sept. 2 – Labor Day			
Sept. 3	**Italy: Mussolini and Statism**	Eatwell, Roger. 1995. "Italy: the rise of fascism," in, *Fascism: A History*. New York: Penguin Books, pages 43-61	Sign up for current events presentation on Canvas Pages by 11:59 PM

Sept. 5	**Italy: Mussolini and Statism**	Eatwell, Roger. 1995. "Italy: the development of fascism," in, *Fascism: A History*. New York: Penguin Books, pages 62-88	
Sept. 10	**Italy: Mussolini and Statism**	Poggiolini, Ilaria. 2002. "Translating memories of war and co-belligerency into politics: the Italian post-war experience," in Jan-Werner Müller (ed.), *Memory and Power in Post-War Europe: Studies in the Presence of the Past*. Cambridge University Press, pages 223-243 Cremaschi, Simone, and Juan Masullo J. Forthcoming. "The political legacies of wartime resistance: how local communities in Italy keep anti-fascist sentiments alive." *Comparative Political Studies*.	
Sept. 12	**Spain: Franco, Civil War, and Nationalism**	Casanova, Julián. 2021. *A Short History of the Spanish Civil War*. London: Bloomsbury Publishing, Introduction (pages 1-14), Timeline (pages 15-18), and Epilogue (pages 169-176)	Project proposal due on Canvas at 11:59 PM
Sept. 17	**Spain: Franco, Civil War, and Nationalism**	Morcillo, Aurora G. 2010. *The Seduction of Modern Spain: The Female Body and the Francoist Body Politic*. Lewisburg, PA: Bucknell University Press, Chapter 1 The Anatomy of Francoist Power (pages 24-59)	
Sept. 19	**Spain: Franco, Civil War, and Nationalism**	Encarnación, Omar G. 2008. "Reconciliation after democratization: coping with the past in Spain." *Political Science Quarterly 123*(3): 435-459. Aguilar, Paloma. 2017. "Unwilling to forget: local memory initiatives in post-Franco Spain." *South European Society and Politics 22*(4): 405-426.	
Sept. 24	**Spain: Franco, Civil War, and Nationalism**	No readings – we will be watching *El Silencio de los Otros (The Silence of Others)* and discussing in class.	
Sept. 26	**Germany: Hitler, Nazism, and the Holocaust**	Eatwell, Roger. 1995. *Fascism: A History*. New York: Penguin Books, pages 114-140	

Oct. 1	**Germany: Hitler, Nazism, and the Holocaust**	Niewyk, Donald, and Francis Nicosia. 2000. *The Colombia Guide to the Holocaust*. Colombia University Press, <mark>pages 3-36</mark> **Note:** 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.	
Oct. 3	**Germany: Hitler, Nazism, and the Holocaust**	Schäfer, Liane. 2020. "Memory in discourse: approaching conflicting constellations of Holocaust and postcolonial memory Germany." *Acta Universitatis Carolinae Studia Territorialia 2*: 57-82. Rothberg, Michael. 2022. "Lived multidirectionality: '*Historikerstreit 2.0'* and the politics of Holocaust memory." *Memory Studies 15*(6): 1316-1329.	
Oct. 5-8 – Fall Break			
Oct. 10	Project work day	No readings Bring your progress on your progress and materials needed to continue progress in class. This is an opportunity for you to ask questions of me as they come up while you're researching, and it is also an opportunity to get peer feedback (especially if you're working on similar topics).	(Suggested but not required because it is the day after Fall Break): Bring an outline of your paper/project. What concepts have you researched/produced in the project, and what remains? Use this outline to identify the questions you need to ask me to make progress towards next steps.
Oct. 15	**20th Century Fascism: Putting It All Together**	Review previous reading assignments Review notes from previous classes Bring your questions to class	
Oct. 17	**Exam 1: Historical Fascism**	Bring your preferred writing tool. I also recommend highlighters or another color pen if you find that it helps you read carefully.	

Oct. 22	**Waves of Post-World War 2 Far Right: 20th Century**	Review *The Far Right Today* (Mudde), pages 12-20
		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.), *Right-Wing Radicalism Today: Perspectives from Europe and the US*. New York: Routledge, pages 37-50
		Ignazi, Piero. 1996. "From neo-fascists to post-fascists? The transformation of the MSI into the AN." *West European Politics 19*(4): 693-714.
Oct. 24	**Waves of Post-World War 2 Far Right: 20th Century**	Rydgren, Jens. "France: the Front National, ethnonationalism and populism," in Daniele Albertazzi and Duncan McDonnell (eds.), *Twenty-First Century Populism: The Spectre of Western European Democracy.* New York: Palgrave MacMillan, pages 166-180
Oct. 29	**21st Century Radical Right: Introduction**	*The Far Right Today* (Mudde), pages 20-48
		Rooduijn, Matthijs. 2015. "The rise of the populist radical right in Western Europe." *European View 14*(1): 3-11.
Oct. 31	**21st Century Radical Right: Causes**	*The Far Right Today* (Mudde), pages 97-112
		Golder, Matt. 2016. "Far right parties in Europe." *Annual Review of Political Science 19*: 477-497.
Nov. 5	**21st Century Radical Right: Popular Support**	*The Far Right Today* (Mudde), pages 78-85
		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." *Ethnic and Racial Studies 43*(2): 313-332.
Nov. 7	**21st Century Radical Right: Organizational Structure**	*The Far Right Today* (Mudde), pages 49-78
		Volk, Sabine. 2022. "Explaining PEGIDA's 'strange survival': an ethnographic approach to far-right protest rituals." *Political Research Exchange 4*(1): 2136036, DOI: 10.1080/2474736X.2022.2136036

Nov. 12	21st Century Radical Right: Responses of the "Mainstream"	*The Far Right Today* (Mudde), <mark>pages 113-146</mark> Ellger, Fabio, and Heike Klüver. 2024. "Adopting restriction: how coalition governments respond to radical right parties." *West European Politics* [online first]. DOI: 10.1080/01402382.2024.2341352
Nov. 14	21st Century Radical Right: Immigration	Review *The Far Right Today* (Mudde), <mark>pages 31-48</mark> Goodman, Sara Wallace, and Frank Schimmelfennig. 2020. "Migration: a step too far for the contemporary global order?" *Journal of European Public Policy 27*(7): 1103-1113.
Nov. 19	21st Century Radical Right: Immigration	Gessler, Theresa, and Sophia Hunger. 2022. "How the refugee crisis and radical right parties shape party competition on immigration." *Political Science Research and Methods 10*: 524-544. **Note:** 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.
Nov. 21	21st Century Radical Right: Gender	*The Far Right Today* (Mudde), <mark>pages 147-162</mark> Anduiza, Eva, and Guillem Rico. 2022. "Sexism and the far-right vote: the individual dynamics of gender backlash." *American Journal of Political Science* [Online first]: 1-16.
Nov. 26	21st Century Radical Right: Gender	Magni, Gabriele, and Andrew Reynolds. 2023. "Why Europe's right embraces gay rights." *Journal of Democracy 34*(1): 50-64.
Nov. 27 – Dec. 1 – Thanksgiving Break		
Dec. 3	The Future of the Far Right and the Defense of Liberal Democracy	*The Far Right Today* (Mudde), pages <mark>163-179</mark> Rosenfeld, Gavriel D. 2023. "The rise of illiberal memory." *Memory Studies 16*(4): 819-836. Markowski, Radoslaw. 2023. "The Polish election of 2023: mobilization in defence of liberal democracy." *West European Politics* [online first]. DOI: https://doi.org/10.1080/01402382.2024.2346436

Dec. 5	Last Day of Class	**Bring your project and anything you need to display it (e.g. any audio/visual tools) to class.**
	Project Presentations	
Dec. 16, 3:30- 5:30 PM	Final Exam (Exam 2: Post- World War 2)	Bring your preferred writing tool. I also recommend highlighters or another color pen if you find that it helps you read carefully.