

POLSCI 338 - Fascism, Nazism, and the Contemporary Radical Right
Fall 2020
MW 2-3:22pm

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Course Overview

During the 1920s and 1930s two new political ideologies and an associated political movements emerged in Europe which came to be known as Fascism and Nazism. Despite - or perhaps because of - being much studied phenomena with voluminous academic and non-academic literature devoted to them, “Fascism” and “Nazism” are overused, and often little-understood, terms. This front half of this course seeks to analyze and understand the underpinnings of Fascism and Nazism. First, we will take an historical look at the interwar years in Europe, especially in Italy and Germany. In Italy, a political ideology and regime emerged which explicitly labeled itself Fascist; in Germany, a similar - but far from identical - ideology and dictatorship also emerged, one which, however, never called itself “Fascist”, but instead Nazism. Although some scholars have argued that the only true Fascism occurred in Italy, most see some essential generic similarities to these two regimes.

We will briefly examine the historical development of fascist and Nazi ideology and the political regimes in Italy and Germany. Next we will turn briefly to other purported examples of “Fascism” in interwar Europe. Finally, we will examine the new contemporary Radical Right in the Western world, including Europe and the United States. We will ask to what extent the radical right ideologies from today are related to the historical ideologies we evaluated at the start of the semester.

Although there will be much discussion of the historical context of Fascism and Nazism, the approach taken in the course will be not merely an historical examination of these ideologies. Instead, we will be dissected the ideologies and debate the definition of the ideologies. In addition, we will engage in a comparative analysis between the historical extreme right and today’s radical right ideologies.

Course Objectives

There will be several goals that this course will focus upon; among them are:

1. To understand the competing ideologies of Fascism and Nazism.
2. To understand the debates regarding the explanations for the existence of these historical ideologies.

3. To be able to recognize the similarities and differences between the Fascist and Nazi movements.
4. To be able to recognize the similarities and differences between the historical ideologies and contemporary radical right movements.
5. To evaluate the extent to which “alt-right” movements today rely on similar ideological strains of thinking.

Course Requirements

Attendance

Attendance in class is necessary to succeed. Class instruction includes a mixture of lecture and discussion on the readings. If you do not attend class, it will be much harder to understand the material. That being said, I do not have an official attendance policy. If you miss class, your grades on assignments may suffer. Therefore, I do not want to “double punish” you by also taking off for attendance.

Note: In order to circumvent any misunderstandings regarding this course, you are required to complete a quiz on this syllabus before you can access any materials for the class. The quiz can be accessed on Canvas in the quiz section for the course. You must complete the quiz with a score of 100%. If you do not complete the quiz, you will not be able to access any of the necessary information for the course on Canvas. I view the quiz as a contract between the student and I regarding the requirements for the class.

Weekly Reaction Papers (12 x 6.25% = 75%)

There are 12 substantive topics on the syllabus (excluding Weeks 1 & 14), each of which will constitute about a week’s worth of class time. You are to write a 1.5 to 2 page reaction essay that engages the readings for that week. These papers are due on the FIRST day we discuss a topic. Instead of summarizing the readings, you should present an argument, use your paper to identify the most important features of the readings, critique the readings, evaluate the strengths and weaknesses of arguments made, discuss the real-world implications of the topic at hand, compare/contrast arguments made by different authors, and/or make connections to other parts of the course. I will provide a research question(s) on Canvas in order to guide the structure of your essay based on the week’s readings. Your paper can also raise questions for discussion or identify areas in need of further research. Each paper does not need to do all of these things, but they should demonstrate that you have thought carefully about the readings and can engage the ideas they raise. Since one of the purposes of these papers is to stimulate class discussion, they will only be accepted before class. No email, no late submissions. The papers will be graded on a ten-point scale where 1=very poor, 5=average, 10=very good.

The essays are graded based mostly on the strength of your argument. However, grammar, sentence structure, paragraph structure, and overall organization are taken into account

when assigning your essay grade. An “Argumentative Essay Guideline” is posted on D2L. **You should follow the guideline to the letter!** A failure to follow the essay guideline will result in an automatic 0% on the essay, which is a loss of 5% of your grade. There are no excuses, and your grade will not be re-evaluated. If you make an appointment or come to office hours, I will be more than willing to read your essay and give you comments before you hand it in. **There are no excuses for not doing well on these essays.**

Film Analyses (5 x 5% = 25%)

There are five assigned films for you to watch throughout the semester. The assignment is to watch the film and write a 1 to 1.5 page summary of the film while relating the course literature and content to the film. The analysis should go beyond a film summary review that you could find online. The due date for the film analyses are provided in the course schedule.

Late Work

Late work is not accepted. All of the assignment due dates, criteria for completion, and full explanation are provided well ahead of time. In addition, all of the assignments can be turned in electronically on canvas without physically being in class. Therefore, there is no excuse for late work. Finally, there are two options for the exam, and one of the options does not require you to be in class. Therefore, makeup exams will not be allowed except for extreme circumstances.

Grading Scale

Grade	Percentage
A	= 92% - 100%
A-	= 90% - 91%
B+	= 88% - 89%
B	= 82% - 87%
B-	= 80% - 81%
C+	= 78% - 79%
C	= 72% - 77%
C-	= 70% - 71%
D+	= 68% - 69%
D	= 62% - 67%
D-	= 60% - 61%
F	= below 60%

NOTE: In cases in which a student is on the borderline between grades (e.g., 91.5), I will always round up to the higher grade, provided that you have attended class regularly and

engaged in regular and active participation in class.

If you have any questions about grading policy in general, or any questions about any particular grade you received, please come see me in my office. I will be more than happy to discuss your grade with you and find ways in which your work can be improved and your grade raised.

Academic Dishonesty

I take plagiarism extremely seriously. Let it be noted for the record that cheating in any form will not be tolerated. Anyone caught cheating on an examination will be punished according to University guidelines. In addition, if a paper is handed in without any citations, improper citations, or plagiarized material the paper will receive a zero, and you will be referred to the university for disciplinary action. I will assume that you either copied the material or did not complete the assignment as was required. Please consult the section on student academic dishonesty in the Student Guidebook for a listing of the practices that may be considered cheating.

It is the University's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for a letter of verification to provide to their instructors. Disability Services is located in WYLL D175 and can be reached at 595-2372 or dss@uwp.edu

Required Reading

Payne, Stanley G. 1995. *A History of Fascism: 1914-1945*. University of Wisconsin Press.
Griffin, Roger. 1995. *Fascism*. Oxford University Press.

All assigned readings are posted on the Canvas website.

One major key to success in this course is to do all of the readings and to keep up with the reading on a weekly basis. You will not be able to perform well on the weekly reaction papers if you have not done the readings and can demonstrate that you understand them. While it may appear that the reading is heavy for some weeks, several of the selections are relatively short, so the overall reading load is fairly consistent across the semester.

Class Schedule

NOTE: Reading for a particular day should be done before attending class on that particular day. I have been known to randomly call on students and ask them questions from the reading. Therefore, it is in your interest to be prepared in order to receive attendance points. In addition, the schedule is subject to change based on the flow of class discussion.

Week 1: Sep. 2

Syllabus

Student introductions

Topic: *Introduction; What is Fascism?*

Read:

Payne (1995), Introduction

Griffin (1995), pp. 1-12 & #164, 166, 170

Part I - The Historical Setting of Fascism

Week 2: Sep. 9

Topic: *Cultural and Intellectual Origins of Fascism*

Read:

Payne (1995), Chapter 1

Sorel and Chamberlain - in Cohen (1963)

Nietzsche (1886), #259-260

Week 3: Sep. 14 - Sep. 16

Topic: *Late 19th Century Radical and Authoritarian Nationalism; Impact of World War I*

Read:

Payne (1995), Chapters 2 & 3

Griffin (1995), #1-8, 51-55.

Part II - Italian Fascism

Week 4: Sep. 21 - Sep. 23

Topic: *Fascism in Opposition, 1919-1922*

Read:

Payne (1995), Chapter 4

Griffin (1995), #9-15, 20-28

Week 5: Sep. 28 - Sep. 30

Topic: *Fascism in Power & The End of Fascism in Italy*

Read:

Payne (1995), Chapter 7

Griffin (1995), #36-39; 43-45

Part III - German Fascism? - National Socialism

Week 6: Oct. 5 - Oct. 7

Topic: *Fascism/Nazism in Opposition, 1921-1933; Fascism/Nazism in Power, 1933-1939*

Read:

Payne (1995), Chapter 6

Griffin (1995), #59-69, 76-82

Sophie Scholl: The Final Days - Film Analysis Due Oct. 11th 10pm

Week 7: Oct. 12 - Oct. 14

Topic: *Fascism/Nazism in Power, 1939-1945*

Read:

Payne (1995), Chapter 11

Griffin (1995), #83-90

Downfall - Film Analysis Due Oct. 18th 10pm

Part IV - Other Interwar “Fascisms”

Week 8: Oct. 19 - Oct. 21

Topic: *Major Variants of Fascism in Spain, Hungary, and Romania*

Read:

Payne (1995), Chapter 8

Part V - Contemporary Radical Right

Week 9: Oct. 26 - Oct. 28

Topic: *Contemporary Radical Right Populism - Defining and Conceptualizing*

Read:

Mudde (2007), Chapters 1-3

Ennsner (2010)

EuroTrump - Documentary Analysis Due Nov. 1st 10pm

Week 10: Nov. 2 - Nov. 4

Topic: *Germany*

Read:

Backes and Mudde (2000)

Hansen and Olsen (2019)

Hansen and Olsen (2020)

Homola et al. (2020)

Panorama: Germany’s New Nazis - Documentary Analysis Due Nov. 8th 10pm

Week 11: Nov. 9 - Nov. 11

Topic: *Western Europe*

Read:

- Akkerman et al. (2017)
- Lubbers and Coenders (2017)
- Hansen (2019)
- Rydgren and Tyrberg (2020)

Week 12: Nov. 16 - Nov. 18

Topic: *Consequences of the Radical Right in Europe*

Read:

- Schumacher (2014)
- Hansen and Clemens (2019)
- Krause and Giebler (2019)
- Abou-Chadi and Krause (2020)

Week 13: Nov. 23

Topic: *Alt-Right in the United States*

Read:

- Hawley (2017), Chapters 1 - 3
- Forscher and Kteily (2019)

White Right: Meeting the Enemy - Documentary Analysis Due Nov. 29th 10pm

Week 14: Nov. 30 - Dec. 2

Topic: *Alt-Right in the United States*