Course Description

From South America to the Indian subcontinent, Europe to East Asia, movements on the right have upended global politics in recent years. This course places current right-wing political developments in historical context. Rather than studying conservative movements, this course focuses on political movements on the more radical end of the political right. Beginning with the 1890s Dreyfus Affair in France and covering such topics as the global rise of fascism in the 1920s and 1930s, military governments in Cold War Latin America, and Apartheid South Africa, among others, course materials explore such groups as both movements and as governing powers, right-wing racial and gender politics, and transnational entanglements of activists on the right. During the course, students will be encouraged to consider the following questions: What
do we mean when we talk about the "far right" and how do we differentiate that from conservatism? What drew people to right-wing politics in particular places at particular moments? Why did such movements fail to become significant forces in other contexts? Where did right-wing movements find grounds to collaborate across national borders, and where did conflict arise in transnational exchanges? To what extent were these movements "reactionary" and to what extent did they envision a radical transformation of society?

**Course Goals**

The goal of the History Department’s 099 courses is not simply to teach students the history of a particular region or subject, but also to introduce them to the methods and practice of history as a discipline. Through close readings of primary and secondary sources, engaged in-class discussions, and individual writing assignments where they can explore their own interests, students will develop an understanding of right-wing politics informed by historical research as well as critical reading and thinking skills.

**Course Policies**

This course will meet five times a week during the second summer session. Four of these classes will consist of a lecture followed by a discussion of that day’s assigned readings. The last class of each week will be the “Lab Day” of the 099 course, in which students will critically engage with primary sources selected by the instructor. These sessions will consist of small break-out groups where students discuss these materials amongst themselves, followed by a whole-class discussion.

While attendance is highly encouraged for every session, students are allowed two penalty-free unexcused absences in this course. Any further absences shall negatively impact the student’s participation grade, and frequent absence may result in failure in the course. If a student anticipates missing significant course time, please come speak to me as soon as possible.

I will hold office hours three times a week. The times and location of my office hours are listed on the first page of the syllabus. In the event that a student cannot meet during my regular office hours, we can schedule an appointment, usually over Zoom. I encourage everyone to stop by if they would like to discuss anything about the course.

Due to the quick schedule of the summer courses, extensions for assignments can only be granted in very extenuating circumstances.

Students who need specific academic accommodations should contact the Academic Resources Center (ARC) before the start of the summer session to allow that office time to review the documentation and to make recommendations for appropriate actions. If accommodations are recommended, you will be given notification from ARC to share with your professors/instructors. I am more than happy to provide for any accommodation recommended by the ARC.

While laptop use is allowed for note-taking and consulting readings, please do not use a computer for any other purpose during class. Please also refrain from using your cell phone.
Barring emergencies, I kindly request that students refrain from using the restroom during class time. We will take a short break during each session where you can leave the classroom.

**Ethos Statement**

Throughout this course, we will be discussing people who believed in destructive causes and committed terrible deeds. I believe it is important to neither sanitize nor sensationalize this history, and the assigned readings reflect this belief. For all of us, I want to emphasize the following lines from Georgetown University’s Ethos Statement (https://studentconduct.georgetown.edu/code-of-student-conduct):

Students are expected to honor the following commitments in all their actions:

- A commitment to the highest standards of honesty and personal integrity
- A commitment to treat others in a respectful manner, regardless of differences such as race, religion, nationality, ethnicity, gender, or sexual orientation.
- A commitment to open discourse and the free exchange of ideas.
- A commitment to exercise mutual care and responsibility in all relationships

**Instructional Continuity**

It is expected that every session will be in-person. Should any unforeseen circumstance change that expectation, this course will follow the appropriate University policies for instructional continuity. In the event that a student cannot make a class in-person but does not wish to be marked absent, advanced (more than one hour) notice may be provided, and I will use the course’s Zoom functionality to stream the session live, but it will not be recorded. Students will also need to submit a short (double-spaced, 1-2 page) paper responding to that day’s assigned reading in order to receive credit for attendance.

In the event that I am unable to attend a session in-person for any reason, I will record my lecture and upload it to the course’s Canvas site. I will also post my discussion questions on the Canvas site for students to submit answers online.

**Assignments and Grading** – All written assignments are to be submitted on Canvas. Students are responsible for the following assignments:

- **Attendance and Participation** – Consistent attendance and informed participation are not only requirements in their own right, they are also essential to success in the course’s other assignments. Students should pay close attention to the lectures and take notes. Regular, informed participation in the discussion of assigned readings will also enhance your grade. Students are expected to have completed the assigned readings for each class in preparation for these discussions. The same principle applies for the Lab Days.

- **Lab Report** – In Weeks 1 through 4 of the course, one student from each “Lab” group* will submit a double-spaced, 750-word report. This report will reflect on a series of questions concerning the specific content of the primary source(s) analyzed during that Lab Day and more general questions concerning the nature of the source(s). These reports will be due at noon on
Sunday following the specified Lab Day. By the end of Week 4, every student should have submitted a Lab Report. While the Lab Days are collaborative efforts and discussion-intensive, the grade that each student receives for their report is an individual one.

*In the event that a lab group does not have exactly four students, that group may skip submitting a lab report for a given week, but each student is still expected to attend and fully participate on that Lab Day.

Secondary Source Analysis Paper – Each student will submit a five-page, double-spaced paper analyzing one book from a list I have compiled. These books will be available through the library, either online or in a physical copy. This paper should outline the book’s author, the key arguments, and evidence. Students shall also consult academic reviews of these works in order to assess the book’s reputation. This assignment will be due by Friday, July 28th at midnight.

Final Exam – The final exam will be take-home, and students will be expected to answer two analytical questions in essays of 4-5 pages (double-spaced). These essays will cover major themes and ideas covered in the course, and students will be expected to draw on materials from throughout the course in answering these questions. The deadline for submitting the final exam is to be determined.

The percentage breakdown of each assignment towards the final grade is as follows:

Attendance and Participation: 30%
Lab Report: 15%
Secondary Source Analysis Paper: 25%
Final Exam: 30%

Readings

All readings are available on the course’s Canvas page. Students are not required to purchase any books for this course.

Academic Integrity

As signatories to the Georgetown Honor Pledge, students are required to adhere to the standards of academic integrity outlined therein. Plagiarism, or the attempt to present the work or thoughts of another as one's own, is a serious violation of the principle of academic integrity, and will be dealt with by the instructor and the Honor Council.

Course Schedule

Week 1 – The Turn of the 20th Century and World War I

2. Tuesday, July 11 – Race and Empire at the Turn of the 20th Century
3. Wednesday, July 12 – World War I

4. Thursday, July 13 – To End All Wars?

5. Friday, July 14 – Lab Day 1
   - Selection of sources related to the Dreyfus Affair

**Week 2 – The Interwar Years**

1. Monday, July 17 – Italian Fascism

2. Tuesday, July 18 – Japan

3. Wednesday, July 19 – Weimar Germany and Nazism as a Movement

4. Thursday, July 20 – Nazism in Power

5. Friday, July 21 – Lab Day 2
   - Selection of film clips
Week 3 – The Spanish Civil War and World War II

1. Monday, July 24 – The Spanish Civil War

2. Tuesday, July 25 – State and Society in the Axis Powers

3. Wednesday, July 26 – Collaboration in Occupied Countries

4. Thursday, July 27 – Crimes against Humanity

5. Friday, July 28 – Lab Day 3

Week 4 – The Cold War

1. Monday, July 31 – The Cold War Order and the Far Right

2. Tuesday, August 1 – Military Dictatorships in Latin America

3. Wednesday, August 2 – Rhodesia and South Africa
4. Thursday, August 3 – The Far Right in Western Europe

5. Friday, August 4 – Lab Day 4
   - Yukio Mishima, “Patriotism”

Week 5 – The Far Right since 1989

1. Monday, August 7 – The American Far Right in the 1990s

2. Tuesday, August 8 – Religious Fundamentalism in the Middle East
   - Ami Pedashur and Arie Perlinger, Jewish Terrorism in Israel (New York: Columbia University Press, 2009) – Chapter 4, “Meir Kahane and the Kach Movement: Jews against Israelis”

3. Wednesday, August 9 – Contemporary Far-Right Politics around the Globe
   - Peter Beinart, “Israel’s Ascendant Far Right Can’t Be Understood by Analogy” (Jewish Currents, November 7, 2022)

4. Thursday, August 10 – Lab Day 5
   - Selection of internet sources

5. Friday, August 11 – Course Review