1 Course Description

Parties of the so-called “Radical Right” (related designations include the “Extreme”, “Far”, “Populist”, and “New” Right) are now a salient feature of most West European polities. In established liberal democracies such as Denmark and the Netherlands, these parties have provided crucial support for minority governments, and in Austria, Italy, and Norway, they even formally joined governing coalitions. At the same time, these parties are seen as somewhat dubious, if not dangerous by many observers, and their (relative) underperformance in the 2017 Dutch, French, and German elections was hailed as a victory for liberal democracy.

In this course, we will read some classic and many more recent texts to study the Radical Right in Western Europe in a comparative perspective. To this end, the first part of the course will introduce some core concepts, provide you with some historical background on right-wing extremism in Europe, and will also introduce some of the core ideological themes of the Radical Right. In the second part of the course, each week I will present a different pair of country cases to give you an idea how these general concepts translate into real world party/electoral politics. In the third and final part, we will return to a strictly comparative approach and see how various purported explanations for Radical Right voting (gender, Islamophobia, protest and xenophobia) play out in practice, and how the Radical Right affects policy making in Europe.

2 Intended Learning Outcomes

- To comprehend the nature of Western Europe’s Radical Right parties; to recognise their family resemblance and to understand how and where they are different from classic right-wing extremism.

- To get a good overview of the Radical Right’s highly varied appeal, success and impact in a host of core Western European polities.

- To critically evaluate some common claims about the sources of Radical Right support and its impact on Western European societies.

3 Lectures, communication, attendance

Accommodation of absences for religious or medical reasons is possible but should be discussed with the instructor (see section 8). In any case, missing more than two or three classes may imply zero points in the participation component of the final grade.

Students are expected to read the materials before each class, according to the schedule outlined below in section 5. The instructor will devote part of the class to summarize the most relevant concepts and ideas included in the materials, to explain the connections between them, and to respond to any doubts. This lecture part, however, will not cover the materials in their entirety, and that is why students should have read them beforehand. The rest of the session will be devoted to a discussion on the topics covered that day. Students are expected to participate in these discussions and debates.

Students are also expected to follow European and EU politics. A part of each lecture will be devoted to discuss current developments and events in Europe. Students are required to participate in these discussions, too.

This course has a Blackboard site. The instructor will use it to communicate important information regarding the course, including assignments’ grades, as well as to upload essential readings and materials. Students are expected to check out the Blackboard site regularly (ie. every other day).

Email is the preferred way of communication between the instructor and the students. Students can expect a reply to their messages in the following 24 hours, weekends excepted.

The Faculty of Arts and Science deadline to cancel the course without academic penalty is March 14, 2018.
4 Assignment and assignment submission policy

The course assessment is based on participation in class and two written assignments. Term work requirements consist of:

1. Participation in class discussions (20% of the final grade)

   Expectations: Each session consists of a lecture (≈ 50 minutes) and an interactive component (group discussion, team work etc.). Even during the lecture, I will frequently stop to garner input from the students, and students are expected to interrupt me at any time should they have questions. Students are expected to participate on a regular basis. An intervention during a discussion or debate may consist in giving a reasoned opinion, posing questions to the rest of the class, or both. You have to show you have read and understood the material. What I value is engaging, provocative interventions, questions, answers or thoughts that establish links among the readings, the questions and/or current events. At the bare minimum, you have to show you have read the material. Rambling or talking at length off-topic, or showing you have not worked on the material, will accrue you no points.

2. Assignment 1: research paper (40% of the final grade)

   Requirements: Length: 14 pages, including bibliography, double spaced. It is compulsory to use in the paper the relevant literature, from the list of readings in this syllabus and beyond. You will work on one of the following questions:
   - Why was the Vlaams Blok / Vlaams Belang in Flanders so much more successful than the Front National in Walloon, and why did it decline eventually?
   - Has the French Front National really changed under Marine Le Pen? If yes, how, and what do you make of the most recent events?

   This paper is due by February 26 before 10 am (submission via blackboard/turnitin). You will also hand in an identical hardcopy in class.

3. Assignment 2: research paper (40% of the final grade)

   Requirements: Length: 14 pages, including bibliography, double spaced. It is compulsory to use in the paper the relevant literature, from the list of readings in this syllabus and beyond. You will work on one of the following questions:
   - Is the Radical Populist Right after 1980 really completely different from the old, interwar right?
   - How does UKIP fit into the Radical Rightwing Populist party family?

   This paper is due by April 2, before 10 am (submission via blackboard/turnitin). You will also hand in an identical hardcopy in class.

All these assignments must be completed to receive credit for the course.

Students should discuss the idea for the research paper with the instructor well before the submission deadline. The instructor will be available to discuss the assignments as the students are working on them during the term. Waiting until the last week or days before the submission deadline to discuss the assignments is strongly discouraged.

Students are required to submit an electronic copy of the assignments by the deadline. “Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection for possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site”.

Students should submit via Blackboard a signed copy of the Academic Integrity Checklist (the form is on Blackboard) by February 26. Otherwise the assignments will not be graded.

Late delivery of assignments carries a penalty of 3% of the assignment’s grade per day, with a limit of seven days. This means assignments delivered eight or more days after the deadline will not be accepted.

5 Course overview / readings

The following is a list of the classes held during the term, with their respective dates, readings, and the assignments’ due dates. Students should read the materials before each class. Some materials are at Course Reserves (CR) at the Robarts Library. The rest will be available from the course Blackboard site (BB), either as a link to the source or a pdf document. The list of readings might be complemented with specific materials (journal and newspaper articles, statistics) for a given class. These additional materials will be available from Blackboard as well.
January 8: Introduction and central concepts

January 15: The Extreme/Radical Right before 1980
- Diethelm Prowe (1994). “‘Classic’ Fascism and the New Radical Right in Western Europe: Comparisons and Contrasts”. In: *Contemporary European History* 3.3, pp. 289–313

January 22: The supply side: authoritarianism, the economy, and the EU

January 29: France and Belgium

February 5: Italy and Austria

February 13: Scandinavia and Germany
February 19: Reading week, no class

February 26: The Netherlands and Great Britain


March 5: Greece and Switzerland


- Background: Ellinas (2012) and Husbands (2000)

March 12: Ideology vs protest


March 19: The role of religion


March 26: Gender


April 2: So what: Real-world effects of Radical Right mobilisation


6 Academic integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto’s Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

- In papers and assignments:
  - Using someone else’s ideas or words without appropriate acknowledgement.
  - Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
  - Submitting your own work in more than one course without the permission of the instructor.
  - Making up sources or facts.
  - Including references to sources that you did not use.
  - Obtaining or providing unauthorized assistance on any assignment including
    * working in groups on assignments that are supposed to be individual work,
    * having someone rewrite or add material to your work while “editing”.
    * Lending your work to a classmate who submits it as his/her own.

- On tests and exams:
  - Using or possessing any unauthorized aid, including a cell phone.
  - Looking at someone else’s answers
  - Letting someone else look at your answers.
  - Misrepresenting your identity.
  - Submitting an altered test for re-grading.

- Misrepresentation:
  - Falsifying or altering any documentation required by the University, including doctor’s notes.
  - Falsifying institutional documents or grades.

In short: Don’t cheat. Use your common sense and the many resources provided by the University. If in doubt, contact your instructor or the Office of Student Academic Integrity: http://www.artsci.utoronto.ca/osai/students

7 Accommodation for disability

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at 416-978-8060, accessibility.utoronto.ca.
8 Religious Accommodations

The University has a general policy of accommodating absences for reasons of religious obligation, strongly articulated on the Provost’s webpage (www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm). Students are expected to give reasonable advance notice of their absence.