

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|-------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____ 



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Department of History, Philosophy and Political Science
Course Designation/Prefix:	HIS
*Course Number:	HIS 8214
Course Title:	History of the Radical Right
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course introduces students to the history of radical right groups in the United States, with a special focus on the process of radicalization, starting with the Ku Klux Klan of the late 19th century and ending with the Proud Boys, a radical-right organization founded in 2016. Structured largely chronologically, the course explores these groups’ origins, ideology, organization, subculture, causes, consequences, and responses. Within this framework, we will analyze the lives and experiences of ordinary men, women, and children who joined these groups, to gain a deeper understanding as to why people become radical right activists.
Prerequisite(s):	None
Corequisite(s):	None
Pre-/Co-requisite(s):	None
Open ONLY to Select students (Specify Population):	N/A
Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	29
Indicate if a special space, such as a lab, and/or special equipment will be required:	No

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* - ***Hours are based on hours per week in a typical 12-week semester** (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

3. **Where** does this course fit? Select from the following:

Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. 2.
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input checked="" type="checkbox"/> 82XX Pilot/Experimental Course	If proposed as a “real” course, where will this course fit? Select from the following: List Degree Program(s)/Certificate(s): 1. Liberal Arts – U.S. History Requirement 2.

	<p>Select ONE of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input checked="" type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “**real**” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes	
1.	Students will be able to discuss the major facts of radical right ideology; nationalism, populism, and white supremacy.
2.	Students will be able to explain the complex arguments associated with the political, social, economic, and cultural environments in which radical right groups seem to flourish and the varied motivations of American citizens to join such groups.
3.	Students will be able to identify the national and trans-national context of radical-right politics.
4.	Students will be able to recognize and describe the different experiences of men and women in radical right groups.
5.	Students will be able to draw parallels and recognize important connections between 20 th century radical right groups and contemporary radical right groups.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading.
REMINDER - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
<p>1. Students will practice and strengthen academic skills including the ability to participate in thoughtful and challenging discussion, to write clearly, to produce and explain complex arguments, to locate reliable and credible sources, and to critically evaluate evidence and arguments from these sources.</p>	<p>Quizzes (40 percent of final grade), online discussion (30 percent of final grade), final writing assignment (30 percent of final grade)</p>	<p>Weekly quizzes consist of 4 open questions that relate to the lectures and weekly readings and test students’ understanding of the materials and promote critical thinking.</p> <p>Online discussion assignments are designed around divergent and affective questions and intend to promote collaborative learning. These assignments encourage students to develop their thoughts and positions on different topics and issues related to the history of the radical right and apply course concepts to contemporary situations.</p> <p>A final writing assignment (30 percent of final grade) encourages intellectual integration and critical thinking. Students are expected to demonstrate their knowledge of the materials discussed during the course and conceptualize a piece of original research. For this final writing assignment students will write an analytical essay (1500-2000 words) about a 20th century radical right group in the United States. They can either write about a group/tendency/movement that was discussed during the course, or they can pick one that wasn’t explicitly mentioned but fit the stipulated criteria. They will provide the reader with a short history of the group of their choice</p>

		and an explanation as to why this group remains relevant today. They will carefully consider what moved people to join the group in question and whether these conditions were the same for men and women. Students will examine in what ways this knowledge (about a group's history, ideology, and its membership) can help us recruit people <i>away</i> from contemporary 21 st century radical right groups. They are expected to draw meaningful parallels between then and now to argue their point and apply different concepts and theories that were discussed during the course. Students will write an abstract, a first draft, and a final draft, which are all graded. They are expected to locate 2 relevant and reliable academic articles, and 1 monograph (they are encouraged to use the KCC library, JSTOR, and Project Muse) that weren't part of the reading list. Students must reference their sources and follow detailed instructions, and the checklist provided in the syllabus.
2. Students will be able to explain the major facts of radical right ideology; nationalism, populism, and white supremacy.		Weekly quizzes, lecture questions, discussion assignments, and analytical essay
3. Students will be able to explain the political, social, economic, and cultural environments in which radical right groups seem to flourish and the varied motivations of American citizens to join such groups.		Weekly quizzes, discussion assignments, and analytical essay
4. Students will be able to explain the national and trans-national context of radical-right politics		Weekly quizzes, discussion assignments, and analytical essay
5. Students will be able to explain the different experiences of men and women in radical right groups.		Weekly quizzes, discussion assignments, and analytical essay
6. Students will be able to explain parallels and connections between contemporary and 20 th century radical right groups.		Weekly quizzes, discussion assignments, and analytical essay

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

The proposed history course - which is interdisciplinary in nature and has a distinct women's history and a history of the family component - will be of interest for a wide range of students, including liberal art majors interested in psychology, sociology, and women's studies (women's and gender concentration), and children's studies (children studies concentration). The intention is to run the course as a pilot to gauge interest in its offerings to majors outside of Liberal Arts and to fine tune the course based on enrollment and interest.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This thematic survey course fits in with, and compliments, several courses currently on offer in our Department of History, Philosophy and Political Science, including but not limited to HIS4400 The Nazi Holocaust, HIS1900 Civil Rights and Related Movements, HIS 6400 Modern Jewish History, and HIS 5000 African American History. Whereas radical right groups are mentioned in the context of these courses, they are discussed from the perspective of the oppressed. These courses do not explore the important questions that are highlighted in the proposed course, questions that analyze the lives and experiences of ordinary people who joined radical right groups, how they made sense of their world and their place in that world, and what it was about their lives that seemed to coincide with the agenda of racist politics.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

Hunter College: HIST 382xx: Race & Racism in U.S. History

Baruch College: HIS 3102 American Conservatism: Origins, Development, and Contemporary Controversies

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

No

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Week 1: George Michael, "Overview of the Contemporary American Far Right" in *Confronting Right Wing Extremism and Terrorism in the USA* (Routledge 2003) pp. 47-75.

Week 2: Elaine Frantz Parsons, "The Roots of the Ku Klux Klan in Pulaski Tennessee" in *Ku-Klux – The Birth of the Klan during Reconstruction* (University of North Carolina Press, 2016) pp. 27-71.

Week 3: Kathleen M. Blee, "Women in the 1920s' Ku Klux Klan Movement" in *Feminist Studies*, Spring 1991, Vol 17, No. 1 (Spring, 1991), pp. 57-76.

Kristina DuRocher, "Consumerism Meets Jim Crow's Children – White Children and the Culture of Segregation" in *Raising Racists. The Socialization of White Children in the Jim Crow South* (University Press of Kentucky, 2011), pp. 61-91

Week 4: Required Reading: Stephen H. Norwood, “Marauding Youth and the Christian Front: Antisemitic Violence in Boston and New York During World War II” in *American Jewish History*, June 2003, Vol. 91, No. 2, pp. 233-267.

Week 5: Kathy Hull, “Introduction: The Machine with a Soul” in *The Machine has a Soul. American Sympathy with Italian Fascism* (Princeton University Press, 2021), pp. 1-22.

Week 6: Bradley W. Hart, “The Bund” in *Hitler’s American Friends. The Third Reich’s Supporters in the United States* (Thomas Dunne Books, 2018), pp. 23-49.

Week 7: Julius H. Bailey, “Fearing Hate. Reexamining the Media Coverage of the Christian Identity Movement” in *Journal for the Study of Radicalism*, Spring 2010, Vol 4, No. 1 pp. 55-73.

Week 8: Required Reading: Robert Futrell, Pete Simi and Simon Gottschalk, “Understanding Music in Movements: The White Power Music Scene” in *The Sociological Quarterly*, Spring 2006, Vol. 477, No 2, pp. 275-304.

Week 9: Required Reading: Bharath Ganesh, “The Ungovernability of Digital Hate Culture” in *Journal of International Affairs*, Vol 71, No. 2, (Spring/Summer 2018), pp. 30-49.

Week 10: Required Reading: Samantha Kutner, “Swiping Right: The Allure of Hyper Masculinity and Cryptofascism for Men Who Join the Proud Boys” in *International Center for Counter-Terrorism*, May 26, 2020 & Susan Shaw, “The Women of the Insurrection”, *Ms. Magazine* 2/9/2021.

Week 11: Kyle Burke, “It’s a White Fight and We’ve got to Win it”: Culture, Violence, and the Transatlantic Far Right since the 1970s” in *Global White Nationalism – From Apartheid to Trump* (Manchester University Press 2020), pp. 262-300.

Week 12: Pete Simi, Kathleen Blee, Matthew DeMichele and Steven Windisch, “Addicted to Hate: Identity Residual among Former White Supremacists” in *American Sociological Review*, December 2017, Vol. 82, No. 6, pp. 1167-1187 & Seyward Darby, “White Supremacy Was Her World. And Then She Left” *New York Times*, July 17, 2020.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12. Selected Bibliography and Source materials:

Bailey, Julius H., “Fearing Hate. Reexamining the Media Coverage of the Christian Identity Movement” in *Journal for the Study of Radicalism*, Spring 2010, Vol 4, No. 1 pp. 55-73.

Blee, Kathleen M., “Women in the 1920s’ Ku Klux Klan Movement” in *Feminist Studies*, Spring 1991, Vol 17, No. 1 (Spring, 1991), pp. 57-76.

Blee, Kathleen M., “Becoming a Racist: Women in Contemporary Ku Klux Klan and Neo-Nazi Groups” in *Gender and Society*, Dec.1996, Vol. 10, No. 6, pp. 680-702.

Blee, Kathleen M., *Inside Organized Racism. Women in the Hate Movement* (University of California Press, 2003)

Blee, Kathleen M., *Women of the Klan. Racism and Gender in the 1920s* (University of California Press, 2008)

Brinkley, Alan, “Huey Long, the Share Our Wealth Movement, and the Limits of Depression Dissidence” in *Louisiana History: The Journal of the Louisiana Historical Association*, Spring 1981, Vol 22, No. 2, pp. 117-134.

- Burke, Kyle, “It’s a White Fight and We’ve got to Win it”: *Culture, Violence, and the Transatlantic Far Right since the 1970s* in *Global White Nationalism – From Apartheid to Trump* (Manchester University Press 2020), pp. 262-300.
- Darby, Seyward, “White Supremacy Was Her World. And Then She Left” *New York Times*, July 17, 2020
- DuRocher, Kristina, “Consumerism Meets Jim Crow’s Children – White Children and the Culture of Segregation” in *Raising Racists. The Socialization of White Children in the Jim Crow South* (University Press of Kentucky, 2011), pp. 61-91
- Futrell, Robert, Pete Simi and Simon Gottschalk, “Understanding Music in Movements: The White Power Music Scene” in *The Sociological Quarterly*, Spring 2006, Vol. 477, No 2, pp. 275-304.
- Ganesh, Bharath “The Ungovernability of Digital Hate Culture” in *Journal of International Affairs*, Vol 71, No. 2, (Spring/Summer 2018), pp. 30-49.
- Hart, Bradley W., “The Bund” in *Hitler’s American Friends. The Third Reich’s Supporters in the United States* (Thomas Dunne Books, 2018), pp. 23-49.
- Hull, Kathy, “Introduction: The Machine with a Soul” in *The Machine has a Soul. American Sympathy with Italian Fascism* (Princeton University Press, 2021), pp. 1-22.
- Klatch, Rebecca E., *Women of the New Right* (Temple University Press, 1987).
- Kutner, Samantha, “Swiping Right: The Allure of Hyper Masculinity and Cryptofascism for Men Who Join the Proud Boys” in *International Center for Counter-Terrorism*, May 26, 2020.
- Michael, George, “Overview of the Contemporary American Far Right” in *Confronting Right Wing Extremism and Terrorism in the USA* (Routledge 2003) pp. 47-75.
- Miller, Marvin D., *Wunderlich’s Salute. The interrelationship of the German-American Bund, Camp Siegfried, Yaphank, Long Island, and the Young Siegfrieds and their relationship with American and Nazi institutions* (Malamoud Rose Publishers, 1982).
- Minkenberg, Michael, “The Renewal of the Radical Right: Between Modernity and Anti-modernity” in *Government and Opposition*, Spring 2000, Vol. 35, No. 2, pp. 170-188.
- Norwood, Stephen H., “Marauding Youth and the Christian Front: Antisemitic Violence in Boston and New York During World War II” in *American Jewish History*, June 2003, Vol. 91, No. 2, pp. 233-267.
- Oliver, Kendrick, “Post-Industrial Society” and the Psychology of the American Far Right, 1950-74” in *Journal of Contemporary History*, Vol. 3, No. 4 (Oct., 1999), pp. 601-618.
- Parsons, Elaine Frantz, “The Roots of the Ku Klux Klan in Pulaski Tennessee” in *Ku-Klux – The Birth of the Klan during Reconstruction* (University of North Carolina Press, 2016) pp. 27-71.
- Pinar, William F., “White Women in the Ku Klux Klan” in *Counterpoints*, 2001, Vol. 163. pp. 555-619.
- Seltzer, Rick and Grace M. Lopes, “The Ku Klux Klan: Reasons for Support or Opposition Among White Respondents” in *Journal of Black Studies*, Sept., 1986, Vol. 17 pp. 91-109.
- Shaw, Susan, “The Women of the Insurrection”, *Ms. Magazine* 2/9/2021.
- Simi, Pete, Kathleen Blee, Matthew DeMichele and Steven Windisch, “Addicted to Hate: Identity Residual among Former White Supremacists” in *American Sociological Review*, December 2017, Vol. 82, No. 6, pp. 1167-1187.

HIS8214 History of the Radical Right
Kingsborough Community College
3 hours, 3 credits

Professor: Dr. Elke Weesjes (Sabella)

Email: Elke.Sabella@kbcc.cuny.edu

Course Description

This course introduces students to the history of radical right groups in the United States, with a special focus on the process of radicalization, starting with the Ku Klux Klan of the late 19th century and ending with the Proud Boys, a radical-right organization founded in 2016. Structured largely chronologically, the course explores these groups' origins, ideology, organization, subculture, causes, consequences, and responses. Within this framework, we will analyze the lives and experiences of ordinary men, women, and children who joined these groups, to gain a deeper understanding as to why people become radical right activists.

Student Learning Outcomes

Students will be examining some of the principal themes, theories, and historiographical debates in the history of the American radical right. They will practice and strengthen academic skills including the ability to participate in thoughtful and challenging discussion, to write clearly, to produce and explain complex arguments, to locate reliable and credible sources, and to critically evaluate evidence and arguments from these sources.

After completing this course, students will be able to:

- Discuss the major facts of radical right ideology; nationalism, populism, and white supremacy.
- Explain the complex arguments associated with the political, social, economic, and cultural environments in which radical right groups seem to flourish and the varied motivations of American citizens to join such groups.
- Identify the national and trans-national context of radical-right politics.
- Recognize and describe the different experiences of men and women in radical right groups.
- Draw parallels and recognize important connections between 20th century radical right groups and contemporary radical right groups.

Course Requirements

Grade Requirements

Weekly quizzes, online discussion participation, and a final writing assignment will test your understanding of weekly readings, key concepts, and issues discussed in lectures.

Final grade breakdown:

Quizzes	40 %
Discussion Assignments	30 %
Final Writing Assignment	30 %

Please note that there is **no extra credit and there are no do-overs**, please do not email me asking for extra credit. Every assignment in this course is graded, you can closely monitor your progress, and there is ample opportunity to raise your grade. Furthermore, it is considered extremely inappropriate to ask for a higher grade, because you need a particular grade. However, if you think I've made a mistake when grading your assignments, do not hesitate to contact me.

Technical Requirements

You are expected to have basic knowledge of Blackboard, though during the first week we'll familiarize ourselves with the functionality we'll be using most, i.e. the discussion forum. For further assistance you can access:

- The Blackboard Learn Help pages for Students:
 - help.blackboard.com/Learn/Student
- Blackboard Support, Kingsborough Community College
 - Office of Information Technology Services
2001 Oriental Boulevard
Brooklyn, NY 11235
T: 718.368.5353
E: Blackboard.Support@kbcc.cuny.edu

Required Reading

You will study some combination of scholarly and popular articles, documentaries and/or book chapters before the start of each week. You do not have to purchase any materials. Instead, you can find all the materials on Blackboard in weekly content folders.

Lectures

Every week, there is at least one lecture. You are expected to download the week's lecture which you can find on Blackboard under course content, in weekly folders. On the last slide of each power point presentation, you can find one or more questions related to the lecture. **These questions may feature on your weekly quiz.**

Discussions

Every other week, you'll engage in a discussion on Blackboard. You are expected to download a handout, read and annotate the text, and answer a discussion question related to the handout. The purpose of the discussion board is to frame and promote collaborative learning and to draw meaningful parallels between past and present. Active and regular participation will help you understand the course content and develop your thoughts and positions on different topics and issues related to the history of the radical right in the United States. Please see page 7 of this syllabus for the grading criteria for discussions. These discussions will count for 30 percent of your grade.

Quizzes

There are weekly quizzes administered through Blackboard to review the material you have covered. The open quiz questions are based on the lecture and the weekly readings. To prepare for these quizzes, you'll have to answer the questions related to the lecture and read and annotate the week's required reading. Weekly quizzes count for 40 percent of your grade.

Final Writing Assignment – Essay

Note: See page 11 for more detailed guidelines.

In your essay (1500 words min - 2000 words max, excluding references), you will discuss a 20th century radical right group in the United States of your choice and explain why men and women joined the group in question, and how this knowledge can help us recruit people away from contemporary radical right groups.

This essay counts for 30 percent of your grade.

Course Outline and Schedule

Syllabus and projected schedule of class meetings is subject to revision. Any changes are announced on Blackboard.

Week 1: Introducing the Radical Right and Organized Hate Groups: Problems and Perspectives

Required Reading: George Michael, "Overview of the Contemporary American Far Right" in *Confronting Right Wing Extremism and Terrorism in the USA* (Routledge 2003) pp. 47-75.

Week 2: Hate in 19th Century America – The Ku Klux Klan

Required Reading: Elaine Frantz Parsons, "The Roots of the Ku Klux Klan in Pulaski Tennessee" in *Ku-Klux – The Birth of the Klan during Reconstruction* (University of North Carolina Press, 2016) pp. 27-71.

Week 3: Women and Children of the Klan – The Junior Klan, Tri-K Klub, and the Women's KKK

Required Reading: Kathleen M. Blee, "Women in the 1920s' Ku Klux Klan Movement" in *Feminist Studies*, Spring 1991, Vol 17, No. 1 (Spring, 1991), pp. 57-76.

Required Reading: Kristina DuRocher, "Consumerism Meets Jim Crow's Children – White Children and the Culture of Segregation" in *Raising Racists. The Socialization of White Children in the Jim Crow South* (University Press of Kentucky, 2011), pp. 61-91

Week 4: The Father of Hate Radio - Father Coughlin and the Christian Front

Required Reading: Stephen H. Norwood, "Marauding Youth and the Christian Front: Antisemitic Violence in Boston and New York During World War II" in *American Jewish History*, June 2003, Vol. 91, No. 2, pp. 233-267.

Week 5: Mussolini's American Friends – The Silver Legion

Required Reading: Kathy Hull, "Introduction: The Machine with a Soul" in *The Machine has a Soul. American Sympathy with Italian Fascism* (Princeton University Press, 2021), pp. 1-22.

Week 6: Nazi Summer Camps in the United States – The German American Bund

Required Reading: Bradley W. Hart, "The Bund" in *Hitler's American Friends. The Third Reich's Supporters in the United States* (Thomas Dunne Books, 2018), pp. 23-49.

Week 7: Christian White Supremacists - Christian Identity

Required Reading: Julius H. Bailey, "Fearing Hate. Reexamining the Media Coverage of the Christian Identity Movement" in *Journal for the Study of Radicalism*, Spring 2010, Vol 4, No. 1 pp. 55-73.

Week 8: Racist Skinheads – The White Power Music Scene and Collective Identity

Required Reading: Robert Futrell, Pete Simi and Simon Gottschalk, "Understanding Music in Movements: The White Power Music Scene" in *The Sociological Quarterly*, Spring 2006, Vol. 477, No 2, pp. 275-304.

Week 9: Alt Right - Digital Hate Culture in the 21st Century

Required Reading: Bharath Ganesh, "The Ungovernability of Digital Hate Culture" in *Journal of International Affairs*, Vol 71, No. 2, (Spring/Summer 2018), pp. 30-49.

Required Viewing: *White Noise – Inside the Racist Right*

Week 10: Muddying Right Wing Taxonomies – The Proud Boys and Proud Boys-Girls

Required Reading: Samantha Kutner, "Swiping Right: The Allure of Hyper Masculinity and Cryptofascism for Men Who Join the Proud Boys" in *International Center for Counter-Terrorism*, May 26, 2020.

Required Reading: Susan Shaw, "The Women of the Insurrection", *Ms. Magazine* 2/9/2021.

Required Viewing: How The Proud Boys Went From A Drinking Club To Storming The Capitol - Rise And Fall, *Insider*

Week 11: Seeking Alliances Abroad - The Radical Right in the Anglosphere

Required Reading: Kyle Burke, "It's a White Fight and We've got to Win it": *Culture, Violence, and the Transatlantic Far Right since the 1970s* in *Global White Nationalism – From Apartheid to Trump* (Manchester University Press 2020), pp. 262-300.

Week 12: A Life After White Supremacy?

Required Reading: Pete Simi, Kathleen Blee, Matthew DeMichele and Steven Windisch, "Addicted to Hate: Identity Residual among Former White Supremacists" in *American Sociological Review*, December 2017, Vol. 82, No. 6, pp. 1167-1187.

Required Reading: Seyward Darby, "White Supremacy Was Her World. And Then She Left" *New York Times*, July 17, 2020.

Attendance:

You will log into Blackboard every week and do your assignments. This is how I take attendance. If you miss an assignment (discussion board and quizzes), you are noted as absent. In order to be noted present for the week, you have to do all the week's assignments **before Sunday 8pm**.

Generally, there is no difference between an "excused" and an "unexcused" absence in college. That said, if an emergency situation arises speak to your professor as soon as possible. If you know that you will miss class for unavoidable reasons, please let me know ahead of time if you can. Please note, however, that being absent does not excuse you from turning in assignments on time or for being unaware of changes to the schedule. You should also be aware that weekly activities cannot be made up.

Excessive absence, even excused, may result in a recommendation that you withdraw from the class.

A WN grade is assigned when you fail to participate academically in the first three weeks of the semester. A WN is an administrative withdrawal and has no impact on your GPA, as it is a non-punitive grade. However, if you are receiving financial aid, there may be an adjustment in the amount of federal aid that you receive.

Please be advised that I can only reverse a WN grade when I've made a mistake. However, if you haven't attended class and you did not contact me in the first three weeks of the course, the WN grade cannot be removed.

If at any point during the semester you simply stop attending class, you should expect to receive a WU, which is an "Unauthorized Withdrawal".

Equal Opportunity and Non-Discrimination

In keeping with CUNY policy, all students will be treated equally and fairly, regardless of race, ethnicity, gender, gender identity, sexual orientation, religion, national origin, age, ability,

veteran status, etc. (See: <https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy/Policy-on-Equal-Opportunity-and-Non-Discrimination.pdf>)

Policy on Plagiarism and Academic Honesty

CUNY has very strict policies defining cheating and plagiarism—copying material without crediting the source of the information in your writing. Cheating includes the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include copying from another student during an examination or allowing another to copy your work and unauthorized collaboration on an online assignment or examination. Doing so, will result in a grade of zero for the assignment or for the course, depending on the severity, and possible reporting to the College for disciplinary action. (See: <https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/Academic-Integrity-Policy-051911.pdf>).

Accessibility

CUNY provides accommodations for those with disabilities and/or special needs. Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and make every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. I will make the accommodations you need once you provide documentation from KCC's Access-Ability Services in Room D205. Please contact them immediately for assistance (see phone number below).

FREE KINGSBOROUGH SERVICES

Note: Most of these services remain accessible throughout the semester, please make sure to call for more information.

Access-Ability Services

Room D205 | (718) 368-5175 | Mon, Thurs – Fri 9am - 5pm & Tue - Wed 9am - 8pm

If you have a disability, we arrange for appropriate accommodations and assistance, including assistive technology and test-taking support, as well as appropriate access to all KCC programs and services.

Counseling Services

Room D102 | (718) 368-5975 | Mon, Tues, Thurs, Fri 9am - 6pm & Wed 9am - 5pm

We provide FREE and confidential services to all current KCC students, as well as consultation to faculty and staff. Our services are specifically geared to helping you with personal and emotional concerns that may interfere with achieving your academic goals.

Food Pantry

Room T4-265 | (718) 368-4660 | Mon – Fri 10am - 4pm

The Food for Thought program hosts a food pantry if you need supplemental food assistance. We provide FREE packaged, non-perishable food items as well as fresh produce (when available) to help you prepare nutritious meals at home.

Health Services

Room A108 | (718) 368-5684 | Mon – Fri 8am – 10pm & Sat, Sun 9am - 3pm

We provide emergency health care, medical records review, storage and retrieval, medical consultations, health related referrals, health education, and advisory and preventative health services.

The New Americans Center

Room V101 | (718) 368-5600 | *Mon – Fri 9am - 5pm & Wed 9am - 7pm (*When classes are in session)

If you are eligible to apply for DACA, we will help you to secure the appropriate clearances for legal work authorization, obtaining a Social Security card, and a state identification card.

Single Stop

Room V231 | (718) 368-5411 | Mon, Thurs, Fri 9am - 5pm & Tue, Wed 9am - 8pm

We will help you determine if you qualify for government benefits and resources, and also provide you with access to cost-free legal, financial, and tax preparation expertise. We also provide access to new and gently-used clothing.

Grading Criteria and Guidelines for Online Discussions¹

Weekly discussions count for 30 percent of your grade. The purpose of the discussion board is to frame and promote collaborative learning and to draw meaningful parallels between past and present. Active and regular participation will help you understand the course content and develop your thoughts and positions on different topics and issues related to the racist movement.

Rules for Discussion Boards:

1. Participation in these discussion boards is required.
2. Participation alone is not enough; a thoughtful and meaningful approach in your posts is required.
3. Be sure to read everyone's posts.
4. Moderate your own thread and answer any questions students may have in response to your post.

¹ Based on Utica College Rubric for Discussions

([https://www.utica.edu/academic/Assessment/new/Rubric%20for%20Online%20Discussion%20Boards%20SI%20May%202009%20\(1\).doc](https://www.utica.edu/academic/Assessment/new/Rubric%20for%20Online%20Discussion%20Boards%20SI%20May%202009%20(1).doc))

5. Use evidence from the texts as you discuss your responses. Really contribute to the discussion.
6. Be sure to watch your tone as you hold these conversations and be respectful to one another even when you do not agree.
7. If the conversations turn stale, take the conversation in a different direction (a.k.a. hijack the discussion).
8. Moderate your own post and engage with students' comments and answer their questions.

The total of your participation in a single discussion board question (topic) will be graded on a 100-point scale.

Guidelines for posting and contributing to an online discussion:

a. Aside from your answer to the discussion question, you must provide at least two comments on the discussion forum in response to other participants' comments. These three posts need to be sufficiently spaced out over the week (see staggered deadlines), so other people have time to respond.
b. Posting should be a minimum of one short paragraph and a maximum of two paragraphs. Word totals for each post should be in the 75-150 words range . Whether you agree or disagree explain why with supporting evidence and concepts from the readings or a related experience. Include a reference, link, or citation when appropriate.
c. Be organized in your thoughts and ideas.
d. Provide evidence of critical, college-level thinking and thoughtfulness in your responses or interactions. Avoid summarizing.
e. Contribute to the learning community by being creative in your approaches to topics, being relevant in the presented viewpoints, and attempting to motivate the discussion.
f. Be aware of grammar and sentence mechanics.

Discussion Grading Criteria:

You should make a minimum of 3 postings in total: one new comment and two thoughtful responses to *different* members. Your participation will be graded on a 100-point scale as follows.

A Discussion (90-100) – participated 3 times and moderated their discussion thread.

A-level postings:

- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyze the content or question asked.

- Make connections to the course content and/or other experiences.
- Extend discussions already taking place or pose new possibilities or opinions not previously voiced.
- Are from participants aware of the needs of the community, motivate group discussion, and present a creative approach to the topic.

B Discussion (80-89 points) – participated 2 times and moderated their own post

B-level postings:

- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyze the content or question asked.
- Make connections to the course content and/or other experiences, but connections are unclear, not firmly established or are not obvious.
- Contain novel ideas, connections, and/or real-world application but lack depth, detail and/or explanation.
- Are from participants who interact freely and occasionally attempt to motivate discussion.

C Discussion (70-79 points) – participated 2 times and did not moderate their own post

C-level postings:

- Are usually, but not always, made in a timely fashion.
- Are generally accurate, but the information delivered is limited.
- Make vague or incomplete connections between class content and posting by other students.
- Summarize what other students have posted and contain few novel ideas.
- Show marginal effort to become involved with group.

D Discussion (60-69 points) – participated 1 time and did not moderate their own post

D level postings:

- Are not made in timely fashion, if at all.
- Are superficial, lacking in analysis or critique.
- Contribute few novel ideas, connections, or applications.
- Show little effort to participate in learning community as it develops.

*If these criteria are met but the 75-150 word count is not met, the score will drop two points.

F Discussion (0 points).

- Participant was rude or abusive to other course participants. In this case, the number and quality of other posts is irrelevant.

OR

- Participant failed to meet the basic criteria for the “D Discussion”.

Note: I expect well-written discussion board entries, free from grammar, punctuation, usage, and spelling errors. I will take points off when such errors interfere with the clarity of your submission. Similarly, I will take points off when your submissions are longer or shorter than 75-150 words.

Final Essay

For this writing assignment, you will write an essay (1500 min. - 2000 max. words) about a 20th century radical right group in the United States. You can either write about a group/movement/tendency that was discussed during this course, or you can pick one that wasn't explicitly discussed.

This essay has three parts/components:

In part 1, you'll provide the reader with a short history of the group of your choice and an explanation as to why you've chosen this particular group. Why is this group and its history relevant today?

In part 2, you will analyze what moved people to join this particular group and whether the conditions were the same for men and women.

In part 3, you will discuss how the knowledge you've shared with your reader can help us recruit people away from contemporary 21st century radical right groups. Draw meaningful parallels between then and now to argue your point.

You are expected to submit a **250 word abstract** in week 10 in which you explain which group you've chosen, why, and what sources you've selected. In addition to the sources provided in this course, you are required to use at least 2 academic articles and 1 monograph (you can use online databanks, such as JSTOR and the KBCC library).

Your first draft is due at the start of week 12. I will provide detailed feedback and expect you to address my comments and suggestion in your final draft which is due in week 13.

Other Guidelines

- Write your paper in Microsoft Word or a similar word processing program.
- Word count: 1500 (min) – 2000 (max) (excluding references).
- Use APA referencing style (i.e. in-text citations)
- Instead of indents, use a space between paragraphs.
- Font size: 11.
- Font type: Arial or Calibri.
- Every paragraph following the introduction starts with a transitional sentence. A transitional sentence connects one topic or idea to another in an essay in a smooth, coherent way. They essentially let your reader know that you about to change directions.
- Paragraphs discuss one central idea.

- Cite all your sources and make sure to identify where you got your information from (quotes, ideas, when you paraphrase etc. etc.). Use quotation marks when you quote followed by a reference. If you do not cite your sources, your work is considered to be plagiarism.

Plagiarism: Related to the section above, you must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted or paraphrased and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems.

Tips:

- Avoid writing in the passive voice. (For example, in the following sentence, who is the subject? In other words, who is doing the action? “The man was arrested.” The person who is performing the action is actually the police officer, who is arresting the man. This sentence is passive voice because the person doing the action is at the end of the sentence instead of the beginning. So instead of, “The man was arrested by the police officer,” it should read, “The police officer arrested the man.” Always check sentences with “by” in them to determine passive voice—even if that “by” is implied like the first example.)
- Clearly state your position in relation to others. You can use the first person to get your point across but do so sparingly. You don’t want to inundate your readers with personal pronouns.
- Use spell check.
- Proofread your paper on several occasions and/or have someone proofread it for you.
- Make sure to add my name and your name on your paper.
- Insert page numbers.
- Use appropriate punctuation and capitalization.

Note: all components, abstract, first draft, and final draft, are part of your grade. If you miss a component or turn it in after the deadline, I will take points off. **Essays cannot be submitted after the deadline.**

WRITING/REVISION CHECKLIST

Subject, Audience, Purpose

1. What’s the most important thing I want to say about my subject?
2. Who am I writing this text for? What would my reader want to know about the subject? What does my reader already know about it?
3. Why do I think the subject is worth writing about? Will my reader think the essay/paper was worth reading?

4. What verb explains what I'm trying to do in this paper (tell a story, compare X and Y, describe Z)?
5. Does my first paragraph answer questions 1-4? If not, why not?

Organization

1. How many specific points do I make about my subject? Did I overlap or repeat any points? Did I leave my points out or add some that aren't relevant to the main idea?
2. How many paragraphs did I use to talk about each point?
3. Why did I talk about them in this order? Should the order be changed?
4. How did I get from one point to the next? What signposts did I give the reader?

Paragraphing (Ask these questions of every paragraph)

1. What job is this paragraph supposed to do? How does it relate to the paragraph before and after it?
2. What's the topic idea? Will my reader have trouble finding it?
3. How many sentences did it take to develop the topic idea? Can I substitute better examples, reasons, or details?
4. How well does the paragraph hold together? How many levels of generality does it have? Are the sentences different lengths and types? Do I need transitions? When I read the paragraph out loud, did it flow smoothly?

Sentences (Ask these questions of every sentence)

1. Which sentences in my paper do I like the most? The least?
2. Can my reader "see" what I'm saying? What words could I substitute for people, things, this/that, aspect, etc.?
3. Is this sentence too long? Too wordy?
4. Can I combine this sentence with another one?
5. Can I add adjectives and adverbs or find a more lively verb?

Things to Check Last

Did I check spelling and punctuation? What kinds of grammar or punctuation problems did I have in my last paper?

1. How does my paper end? Did I keep the promises I made to my reader at the beginning of the paper?
2. When I read the assignment again, did I miss anything?
3. What do I like best about his paper? What do I need to work on in the next paper?

— from *A Rhetoric for Writing Teachers* by Erika Lindemann

Source: The Writing Center, University of North Carolina at Chapel Hill