

Department of Anthropology, Geography and Sociology
Sociology 477.500 – ONLINE
American White Nationalism
Spring 2019

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OFFICE HOURS: MW: 1:00 - 2:00 PM; W: 4:00 to 5:00 PM; TR 1:00 – 2:00 PM;
Friday by appointment
CLASS LOCATION: ONLINE

Required Texts for the Course:

Goodwin, Matthew J. 2011. *New British Fascism: Rise of the British National Party*. London: Routledge.

Hague, Euan, Heidi Beirich, and Edward H. Sebesta. 2008. *Neo-Confederacy: A Critical Introduction*. Austin, TX: University of Texas Press.

McMichael, Pate. 2015. *Klandestine: How a Klan Lawyer and a Checkbook Journalist Helped James Earl Ray Cover Up His Crime*. Chicago, IL: Chicago Review Press.*

Simi, Pete and Robert Futrell. 2010. *American Swastika: Inside the White Power Movement's Hidden Spaces of Hate*. Lanham, MD: Rowman & Littlefield.

*This is the book you will review this semester.

Course Description

This course provides an interdisciplinary study of hate and prejudice using a variety of perspectives. It begins with an overview of prejudice along with the structural and systemic factors that influence the persistence of prejudice in societies such as the United States. The course will then explore some of the historical factors that gave rise to homegrown extremist religions and neo-Confederate leanings of the extreme right. Next, students will learn about contemporary hate groups in American society with detailed study of ideology, structure, recruitment strategies, in-group dynamics, and transnational activity; paying particular attention to the British National Party and Marine Le Pen's National Front Party in France. Finally, the course will end with an exploration and evaluation of methods for combating racial/ethnic hate and all its social manifestations.

Program learning outcomes include the following:

- 1) The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
- 2) The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
- 3) The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with race and ethnic relations, discrimination, and inequality.
- 4) The student will be able to apply sociological knowledge and skills to a variety of settings, including mass protest, civil rights, and civil disobedience.
- 5) The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
- 6) The student will read theoretical arguments and to identify their major strengths and weaknesses.

PLOs	Supported Course Objective SLO # or NA (not applicable)	Skill Level Basic, Intermediate, Advanced
PLO1	1, 6	A
PLO2	7	I
PLO3	2, 3, 5	A
PLO4	2, 3	A
PLO5	4, 6	A
PLO6	4, 5	A

Student learning outcomes for this course include the following:

1. Students will compare and contrast theories associated with race extremism in the United States.
2. Students will be able to define prejudice and discrimination and understand the differences between the two concepts.
3. Through discussion activity, students will be able to apply their knowledge of race relations in an interactive setting.
4. Students will be able to evaluate race and ethnicity within the context of group interaction and contact.
5. Students will be able to define racism and recognize social phenomena such as eugenics, hate crimes, and contemporary racialist discourse.
6. Students will be able differentiate between the different types of race theories and place them in the major theoretical categories used in sociology and interdisciplinary studies.
7. Students will learn about techniques that are used to measure racist attitudes.

ACCEPTABLE STUDENT BEHAVIOR

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). The content of this course is especially sensitive and may be offensive. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. The SFA policy for Acceptable Student Behavior can be accessed at the following link: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

ATTENDANCE POLICY

This is an online class. Because of that you are expected to access D2L consistently and daily. Your Course Calendar is attached to this document and there are copies in GETTING STARTED in D2L. You are responsible for keeping track of the dates for all assignments and assessments. Students who do well in these online classes spend at least one hour per day x 7 days reading the Learning Module material (including watching videos and pdfs of posted articles). This is in addition to reading your text, which is required. The SFA Attendance Policy can be accessed at the following link: <http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf>

EXAMS

You will have a total of four exams in this course. Each exam is worth 100 points each and is comprised of multiple choice and short essay questions. All exams for this course are administered online (including your final). The final exam is cumulative. I will post a course calendar with dates on D2L along with a copy of this syllabus. **Since you have a window of time to complete your exams, anyone who misses any of the first three exams will only get to have a retake with a documented absence from the Student Office of Rights and Responsibilities. There will be no retakes for the final exam.**

DISCUSSION ASSIGNMENTS

You will have five discussion assignments during this course. Each discussion is worth a total of 25 points. Your individual post (which answers my questions) is worth 20 points. Your response to a classmate (in a separate post) is worth a total of five points. Your discussion posts must be substantive and demonstrate to me that you have read your assignments. I usually ask three to four questions and you must answer each question to receive full 20 point credit. Your response to a classmate's post will not earn any points if you simply state "I totally agree with you on that point" or "I feel that your post was really good." As was stated earlier, your

response to a classmate must be a separate comment following your responses to my questions. Your blog assignments will be posted in this D2L course delivery system in the Discussion section. Readings for each blog will be posted on your D2L course along with lecture notes. **There will be no makeup for a missed discussion. You will not get credit for attachments to discussion assignments. In order to get full credit, you must answer my questions (substantively) in the assignment. A rubric for discussions is located in Getting Started.**

FINAL PAPER

In order to explore the concepts discussed in class in greater detail, students are required to produce a literature review dealing with some aspect of the white nationalist movement. They will choose from a list of topics assigned by the instructor. Guidelines for writing a literature review are included in the Getting Started Learning Module in D2L. The Literature Review will be a minimum of 5 double-spaced pages with a separate page citing references. You will find a list of topics you can choose to write about (select only one topic) with specifications for sources in Getting Started. This document is titled "Paper Topics."

GRADE BREAKDOWN

Exams (100 pts. each) x 4	400 pts.
Discussion assignments x 4 (25 pts. each)	100 pts.
Book review	100 pts.
<u>Final paper</u>	<u>100 pts.</u>
Total accumulated grade	700 pts. Total

Grade spread:

630 to 700 = A; 560 to 629 = B; 490 to 559 = C; 420 to 489 = D; <420 = F

Your final grade is based on a total accumulation of points, not an average. I do give some extra credit opportunities during the semester.

WITHHELD GRADES POLICY

The Grade of WH. Ordinarily, at the discretion of the instructor and with the approval of the department chair, a grade of WH will be assigned only if the student cannot complete the course work due to unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Note that a grade of WH is given at the discretion of the course instructor and department chair. Both must agree that a WH is appropriate. Furthermore, only students who have completed almost all of the course work will be considered for a grade of WH. You can access the SFA Withheld Grades Policy at the following link:

<http://www.sfasu.edu/policies/course-grades.pdf>

ADDING/DROPPING A COURSE

Click on the following link for directions about how to add or drop a course during the semester:
http://www.sfasu.edu/policies/course-add-drop_6.10.pdf

ACADEMIC INTEGRITY

Participants in this course will adhere to the SFA Academic Integrity Policy (A-9.1). Details of the policy are described online at

http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html.

DISABILITIES ACCOMMODATIONS

Check with the Office of Disability Services to determine any necessary course adaptations or accommodations. Please make an appointment with me via email during the first week of class to discuss your needed accommodations. *“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services, Human Services Building, Room 325, Voice: 936-468-3004, TDD: 936-468-1004; FAX: 936-468-1368 or online at <http://www/sfasu.edu/disabilityservices/index.htm>.”*

DISCLAIMER: This syllabus represents a “best” plan for the course; but, as with most plans, it is subject to change. A copy of your syllabus and timeline/course calendar is posted in the GETTING STARTED Module of this course in D2L.

ONLINE TIMELINE

Getting Started

[Week of January 15, 2018]

Use this week to navigate the course – starting with the Getting Started Module. If you have technical problems, contact the Student Helpdesk in the CTL for assistance. Refer to Course Facts for important links and telephone numbers.

Module One: History of White Supremacy in the United States

[Week of January 22, 2018]

Read Learning Module One

Read Chapters 1 and 2 in *Neo-Confederacy: A Critical Introduction*

Read The Contested Image of Nathan Bedford Forrest Author(s): Court Carney, *The Journal of Southern History*, Vol. 67, No. 3 (Aug., 2001), pp. 601-630

Discussion 1 due on Friday January 26, 2018 @ 10:00 PM

Module Two: Religion, Race and Culture

[Weeks of January 29 and February 5, 2018]

Read Learning Module Two

Read Chapters 1, 2, 3, and 4 in *Neo-Confederacy: A Critical Introduction*

Read Baptizing Nazism: An Analysis of the Religious Roots of American Neo-Nazism by Alon Milwicky, American University in *Journal of Hate Studies*

Module Three: The Birth of the Neo-Nazi Movement in the United States

[Week of February 12, 2018]

Read Learning Module Three

Read Angry White Men: Individual and Contextual Predictors of Support for the British National Party by Robert Ford and Matthew J. Goodwin, University of Manchester

Discussion 2 due on **Wednesday** February 14, 2018 @ 10:00 PM

Exam 1 opens on Friday, February 16, 2018 in D2L @ 8:00 AM

Exam 1 covers Learning Modules One, Two and Three and Chapters 1 through 4 in *Neo-Confederacy: A Critical Introduction*

Exam 1 closes on Sunday, February 18, 2018 @ 10:00 PM

Module Four: Growing up Skinhead

[Weeks of February 19 February 26, 2018]

Read Learning Module Four

Read Chapters 1, 2, 3, and 4 in *American Swastika*

Read Racism and Anti-Racism in Families: Insights from Performativity Theory Jacqueline K. Nelson, School of Communications, University of Technology Sydney

Module Five: White Power: It's what's happenin'

[Week of March 5, 2018]

Read Learning Module Five

Read Chapters 5 and 6 in *American Swastika*

Read Understanding Music in Movements: The White Power Music Scene by Robert Futrell, Pete Simi, and Simon Gottschalk

Exam 2 opens on **Wednesday** March 7, 2018 @ 8:00 AM

Exam 2 covers Learning Modules Four and Five and Chapters 1 through 6 in *American Swastika*

Exam 2 closes on **Friday** March 9, 2018 @ 10:00 PM

Have a safe and happy spring break!!!

Module Six: The Alt-Right

[Week of March 19, 2018]

Read Learning Module Six

Read The Greening of White Separatism: Use of Environmental Themes to Elaborate and Legitimize Extremist Discourse by Tamara L. Mix

Book review, *Klandestine*, is due on Friday March 23, 2018 @ 10:00 PM

Module Seven: The Night They Drove Old Dixie Down

[Weeks of March 26 and April 2, 2018]

Read Learning Module Seven

Read Chapters 5, 6, 7, 8, 9, and 10 in *Neo-Confederacy: A Critical Introduction*

Read The New Dixie Manifesto: States' Rights Will Rise Again... by Dr Michael Hill and Dr Thomas Fleming, First Published in The Washington Post, Sunday, 29 October 1995

Happy Easter Break!

Week of April 2, 2018

Exam 3 opens on Friday April 6, 2018 @ 8:00 AM

Exam 3 covers Learning Modules Five, Six and Seven and Chapters Six through 10 in *Neo-Confederacy: A Critical Introduction*

Exam 3 closes on Sunday April 8, 2018 @ 10:00 PM

Module Eight: Across the Pond

[Week of April 9, 2018]

Read Learning Module Eight

Read *New British Fascism*

Read Enoch Powell: Rivers of Blood speech

Discussion 3 due on Friday April 13, 2018 @ 10:00 PM

Module Nine: Antifa and the Anti-Racist Movement

[Week of April 16, 2018]

Read Learning Module Nine

Read Dick Hebdige The Function of Subculture From *The Cultural Studies Reader*. ed. Simon During, 2nd ed.. New York: Routledge, 1999. 441-50.

Module Ten: A Reflection: Where do we go from here?

[Week of April 23, 2018]

Read Learning Module Ten

Addicted to Hate: Identity Residual among Former White Supremacists

Pete Simi,^a Kathleen Blee,^b Matthew DeMichele, and Steven Windisch^d

Discussion 4 due on Friday April 27, 2018 @ 10:00 PM

[Week of April 30, 2018]

Your final papers are due on Friday May 4, 2018 @ 10:00 PM

Use this week to study for your final exam which covers Learning Modules Eight, Nine and Ten and your book, *New British Fascism*.

Final exam opens on Monday May 7, 2018 @ 8:00 AM

Final exam closes on Thursday May 10, 2018 @ 5:00 PM