

Political Ideologies & Manifestos

REE 335 • R S 335C • GOV 324C • EUS 348

MWF 10:00-11:00 AM, face-to-face in BUR 136

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Office hours: M 11:30-1:00 pm, & by appointment

BUR 578

Instructor: **Dr. Jason Roberts**

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BUR 586

Political Ideologies & Manifestos is an upper-division, undergraduate course with **ethics & world cultures flags**.

Words like “communist” and “fascist” get tossed around a lot in contemporary politics. Often, they seem to be used as insults or accusations, but is there any objective way to determine if such accusations are valid? What does it actually mean if they are? Does someone have to be a member of a communist party to be a communist? Does someone have to be a member of a fascist party to be fascist? Can someone be a little bit Marxist? Are Nazis (National Socialists) fascists, socialists, both, or something else? Is there a difference between fascism and “alt-right?” Most people would agree that communism is far left and fascism is far right, but if both can produce totalitarian regimes, what’s the difference? Where do capital and capitalism fit in? Is capitalism even an ideology? Is it the only other option? The Industrial Revolution and tensions between classes during the late 19th and early 20th century led to the effective dismantling of the aristocracy in Europe, upsetting established hierarchies. Several models for society were hypothesized with various – and even wildly different – ideas about what constitutes “a good life” (i.e., utopia). Yet, in some form or another, capitalism, communism, and fascism have been consistently so mutually antagonistic as to threaten to destroy civilization.

Drawing from a range of primary sources and secondary scholarship, this upper-division undergraduate course focuses on three major political theories that shaped the 20th century (Marxism, Fascism, and Liberalism, and Free-Market Capitalism) and one that has begun to influence the 21st century (Aleksandr Dugin’s so-called “Fourth Political Theory”). In the course, we use manifestos (i.e., the theories of each ideology), utopias (i.e., the idealistic vision of those who subscribe to it), and dystopias (i.e., the nightmarish

depictions of an ideology by those who reject it) in order to identify how each term is used – and by whom. By consistently triangulating each political theory with ontology, aspiration, and critique, we develop ideological literacy through familiarity with each ideology's rhetoric(s) and logic(s). Students learn to identify political ideologies by their argument logics and rhetoric (including their art and music) rather than depending on the self-representation of the ideologue.

Flags: Ethics & Global Cultures

This course carries the Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. Therefore, you should expect a substantial portion of your grade to come from assignments involving ethical issues and applying ethical reasoning to real-life situations.

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Basis for Evaluation

- 5 weekly, online unit quizzes – 10%
- 10 Canvas discussion questions - 15%
- 5 précis – 50%
- 1 final online exam – 15%
- Attendance - 10%

Canvas Discussion Questions

The Canvas discussion assignments are necessary scaffolding for your précis assignments. In the Canvas discussion questions, you will—as a class—seek to determine whether or not the assigned novel/ graphic novel/ etc. meets the scholarly requirements of a given ideology. (E.g., “Is George Orwell’s *1984* actually

about Marxism? If so, what kind specifically?). This is an absolutely necessary first step in determining whether the concurrent reading assignment is a utopia, dystopia, anti-utopia, etc. In other words, if *1984* is indeed “about Marxism,” did Orwell think it was a good thing or a bad thing? Because it is essential to triangulate the ideology of the reading assignment before completing your précis assignment, these assignments are worth 15% of your semester grade.

Trigger Warning & Chicago Statement

Statement on Academic Freedom

All of the content in the course (readings, lectures, videos) is covered under the University of Texas at Austin's commitment to free speech and academic freedom as embodied in the Chicago Statement. One relevant excerpt of the statement reads:

"Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn... it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive... concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community."

Each student is responsible for reviewing the syllabus and course framework and deciding if the subject of Political Ideologies & Manifestos is one they would like to study and learn about in a class that upholds the Chicago Statement.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written

permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you or any suspected unauthorized sharing of materials will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Attendance Policy

The attendance policy for this course is consistent with UT's standard policy: Courses that meet 3x per week allow 3 unexcused absences per semester; courses that meet 2x week allow 2 unexcused absences per semester; etc. Please note that regular class attendance is monitored and constitutes 10% of your overall final grade. One point is deducted for each absence beyond the first 3 for missed work—that work being active participation in classroom discussion, which *cannot be made up*. If a student misses more than 13 classes (i.e., 3 + 10), the instructors will refer the case to the dean's office with a failure recommendation for this course.

Class Discussion

We strive to foster a classroom atmosphere in which everyone is treated respectfully. Importantly, however, this does not preclude disagreement or permit abuse. Classroom discussion of the material is an important part of the learning process, and it is important for you to feel safe and relaxed so that you can speak up in front of the class without undue anxiety, even if you are uncertain of how your contribution will be received. Due to the nature and specifics of the subjects covered in this course, the instructors will ensure that trolling (the use of offensive ad hominem attacks or language generally considered hate speech) will not be tolerated. Such behavior will be reported to relevant university authorities on the first offense. Please do not hesitate to contact one of your instructors if anything in the classroom prevents you from speaking in class.

Questions? Comments? Concerns?

We value your feedback. If you enjoy your class, let us know. If you feel uncomfortable with some aspects of the class, please inform us.

Additional course offerings from the Department of Slavic and Eurasian Studies

- If you would like information about majoring or minoring in Slavic Studies, contact Dr. Nikola Rajic Undergraduate Advisor for DSES email: nrj@austin.utexas.edu
- or visit the department's webpage <https://liberalarts.utexas.edu/slavic/>

Use of e-mail for official correspondence with students

All students should become familiar with the University's official e-mail student notification policy. The student is responsible for informing the University of changes in their email address. Students are expected to check email frequently and regularly in order to stay current with University-related communications, recognizing that certain communications may be time-critical. Email should be checked daily, but at least twice weekly. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

The class will be using its Canvas site, accessible to each of you at <https://canvas.utexas.edu/> or through your UT Direct account. E-mail reminders and updates will be sent through Canvas. The instructors answer university emails during business hours (M-F 8 am-5 pm). Do not expect a response after hours, immediately before class time, or on weekends. We do check our emails after hours, but much less frequently.

Documented disability statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. *Details of a student's disability are confidential. Faculty do not ask questions related to a student's condition or diagnosis when receiving an official accommodation letter.*

- Please notify us as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify us as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior concerns advice line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Harassment Reporting Requirements

Senate Bill 212 (SB 212), which goes into effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident." Please note that both the instructor and the TA for this class are mandatory reporters and MUST share with the Title IX office any information about sexual harassment/assault shared with us by a student, whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information CANNOT be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to

report the situation to have it automatically investigated. A list of confidential employees is available on the [Title IX website](#).

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless instructed to do so by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

- (1) Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work unless the instructor explicitly allows collaboration.
- (2) You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students.
- (3) Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

(4) During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam and may lead to failure of the course and University disciplinary action.

Required Texts: (All texts for this course are provided digitally except the graphic novel adaptation of *Parable of the Sower* and *1984 The Graphic Novel* adapted by Fido Nesti. You will need to purchase your own copies of these.

Butler, Octavia E. 2021. *Parable of the Sower: A Graphic Novel Adaptation*. [S.I.]: Harry N. Abrams
Claeys, Gregory. 2010. *The Cambridge companion to utopian literature*. Cambridge: Cambridge University Press.

Peter Fitting. "Utopias Beyond Our Ideals: The Dilemma of the Right-Wing Utopia." *Utopian Studies* 2, no. 1/2 (January 1, 1991): 95–109.

Friedman, Milton. *Capitalism and freedom*. University of Chicago Press, 2009.

Hayek, Friedrich August. *The Road to Serfdom: Text and documents: The definitive edition*. New York: London: Routledge, 2014.

Hayek, F.A. *The Road to Serfdom: Condensed Edition* -

<https://fee.org/resources/the-road-to-serfdom-condensed-edition> and in Cartoons -

https://fee-misc.s3.amazonaws.com/files/docLib/20150731_RoadtoSerfdom.pdf,

<https://fee.org/articles/the-essence-of-the-road-to-serfdom-in-cartoons/>

Hunt, H. L. 1967. *Alpaca revisited*. Dallas: H.L. Products.

Kelso, Louis O., and Mortimer J. Adler. 2017. *The Capitalist Manifesto*. Pickle Partners Publishing.

<http://kelsoinstitute.org/pdf/cm-entire.pdf>

Kendall, Ward. (2001) *Hold Back this Day*. Lincoln NE: iUniverse.com.

Lenin, Vladimir. What Is to Be Done? Burning Questions of Our Movement.

<https://www.marxists.org/archive/lenin/works/1901/witbd/>

Lenin, Vladimir. (2020). The state and revolution. Strelbytskyy Multimedia Publishing.

<https://www.marxists.org/ebooks/lenin/state-and-revolution.pdf>

Löns, Hermann, and Robert Kvinnnesland. 2017. *The Warwolf: A Peasant Chronicle of the Thirty Years War*. Yardley, Pennsylvania: Westholme Publishing, 2017.

The Manifesto of the Italian Fasces of Combat, commonly known as the Fascist Manifesto,

<https://zelalemkibret.files.wordpress.com/2012/01/the-fascist-manifesto.pdf>

Marx, Karl, Friedrich Engels and Samuel Moore (2020). *The Communist Manifesto* Paperback, Global Classics. London: <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Mises, Ludwig von. "The anti-capitalist mentality." Auburn, AL: Ludwig von Mises Institute (1956).

https://cdn.mises.org/The%20Anti-Capitalistic%20Mentality_3.pdf

Mussolini, Benito. *The Doctrine of Fascism* (1932),

<http://www.worldfuturefund.org/wffmaster/reading/germany/mussolini.htm>,

<http://www.historyguide.org/europe/duce.html>

Nesti, Fido and George Orwell. (2021) *1984: The Graphic Novel*. First US ed. New York NY: Houghton Mifflin Harcourt.

O'Donnell, Kelly M. "Incel Mass Murderers: Masculinity, Narrative, and Identity." *Ohio Communication Journal* 59, no. 1 (2021): 64-76.

Orwell, George, & Heath, A. M. (2003). *Animal Farm and 1984*. Houghton Mifflin Harcourt.

Rand, A., Branden, N., Greenspan, A., & Hessen, R. *Capitalism: The Unknown Ideal*. Penguin, 1986.

Sorokin, Vladimir, and Jamey Gambrell. *Day of the Oprichnik*. London: Penguin Books, 2018.

Trotsky, Leon. "The Permanent Revolution." *Marxists Internet Archive*, The Trotsky Internet Archive, www.marxists.org/archive/trotsky/1931/tpr/pr-index.htm.

Vincent, Andrew. *Modern Political Ideologies*. Oxford: Wiley-Blackwell, 2010.

Course Syllabus

Week 1: Introduction to Ideology, Manifesto, Utopia, & Dystopia (Jan 17 & 19)

- Wednesday: Introductions, Goals of the Course, & Syllabus
 - Next reading: "The Nature of Ideology," pp.1-22 in *Modern Political Ideologies* by Andrew Vincent.
 - Jordan Peterson's video: <https://www.youtube.com/watch?v=3iea6hJVJFU>
- Friday: Discussion

- Next reading: *The Communist Manifesto* by Karl Marx and Friedrich Engels. (sections I-IV & “The Principles of Communism” pp. 67-88) & “Socialism” pp. 83-111 in *Modern Political Ideologies* by Andrew Vincent

Week 2: Marxism & Leninism • Manifestos (Jan 22, 24, & 26)

- Monday: PowerPoint/lecture
 - Next reading: *What is To Be Done?* by Vladimir Lenin (Sections 1-3, pp. 1-58)
 - Canvas Quiz
- Wednesday: Discussion
 - Next reading: Leon Trotsky (1969), “What Is the Permanent Revolution?”, Chapter 4
<https://www.marxists.org/archive/trotsky/1931/tpr/pr04.htm> & Chapter 10
<https://www.marxists.org/archive/trotsky/1931/tpr/pr10.htm>
- Friday: Discussion
 - Next reading: Parts 1 & 2 of *Red Star* by Alexander Bogdanov

Week 3: Marxism & Leninism • Utopias (Jan 29, 30 & Feb 2)

- Monday: PowerPoint/lecture
 - Next reading: “The Concept of Utopia” pp. 3-27 by Fátima Vieira in *The Cambridge Companion to Utopian Literature* edited by Gregory Claeys
- Wednesday: Short PowerPoint & Discussion
 - Next reading: Parts 3 & 4 of *Red Star* by Alexander Bogdanov
 - Canvas discussion entry # 1 “Is *Red Star* Marxist?/What kind of Marxism?”
- Friday: In-class ethics précis collaboration • “Who is it good/bad for?”
 - Next reading: *1984 the Graphic Novel*/by George Orwell, adapted by Fido Nesti

Week 4: Marxism/Leninism • Dystopias (Feb 5, 7, & 9)

- Monday: PowerPoint/lecture
 - Next reading: “The Origins of Dystopia: Well, Huxley, & Orwell” by Gregory Claeys in *The Cambridge Companion to Utopian Literature* pp. 107-135

- dystopian music and art on canvas
- Wednesday: Discussion (Claeys & video clip of *Animal Farm*)
 - Next reading: Chapters 4 & 5 (pp. 21-35) of Orwell's *1984*.
 - Canvas discussion entry # 2 "Is *1984* Marxist?/What kind of Marxism?"
 - Friday: In-class ethics précis collaboration • "Who is it good/bad for?"
 - Next reading: "Fascism" pp. 136-164 in Modern Political Ideologies by Andrew Vincent; *The Doctrine of Fascism* by Benito Mussolini and Giovanni Gentile
<http://www.worldfuturefund.org/wffmaster/reading/germany/mussolini.htm>; fundamental ideas of *The Doctrine of Fascism*
https://www.gutenberg.org/files/14058/14058-h/14058-h.htm#THE_DOCTRINE_OF_FASCISM; "The Corporate State" by Benito Mussolini; *The Manifesto of the Italian Fasces of Combat*, commonly known as the *Fascist Manifesto*,
<https://zelalemkibret.files.wordpress.com/2012/01/the-fascist-manifesto.pdf>

1st PRÉCIS DUE by 11:59 Sunday, Feb. 11

Week 5: Fascism(s) • Manifestos (Feb 12, 14, & 16)

- Monday: PowerPoint/lecture
 - Next reading: *Mein Kampf*, Chapter 2, by Adolf Hitler
- Wednesday: Discussion
 - Next reading: *Mein Kampf* by Chapter 5 by Adolf Hitler; NSDAP 25 Points
<https://sourcebooks.fordham.edu/mod/25points.asp>
 - Canvas quiz
- Friday: Discussion
 - Next reading: *The Warwolf: A Peasant Chronicle of The Thirty Years War* by Hermann Löns, chapters 1- 7.

Week 6: Fascism(s) • Utopias (Feb 19, 21, & 23)

- Monday: PowerPoint/lecture

- Next reading: "The legitimizing role of palingenetic myth in Ideocracies" by Roger Griffin in *Ideocracies in Comparison*
- Wednesday: Discussion
 - Next reading: Continue reading *The Warwolf: A Peasant Chronicle of The Thirty Years War* by Hermann Löns, chapters 8 - 13.
 - Canvas discussion entry # 3 "Is *Warwolf* fascist?/What kind of fascism is it?"
- Friday: In-class ethics précis collaboration • "Who is it good/bad for?
 - Next reading: *Hold Back this Day* by Ward Kendall, pp. 17-119.

Week 7: Fascism(s) • Dystopias (Feb 26, 28, & Mar 1)

- Monday: PowerPoint/lecture
 - Next reading: from *Hold Back this Day* by Ward Kendall, pp. 120-203.
 - Required YouTube videos: The Golden One, etc. See Canvas
- Wednesday: Discussion
 - Next reading: from *Hold Back this Day* by Ward Kendall, pp. 204-298.
 - Canvas discussion entry # 4 "Is *Hold Back this Day* fascist?/What kind of fascism is it?"
- Friday: In-class ethics précis collaboration • "Who is it good/bad for?"
 - Next reading: Chapters 1 & 2, pp. 14-40, in *The Capitalist Manifesto* by Louis O. Kelso and Mortimer J. Adler. <http://kelsoinstitute.org/pdf/cm-entire.pdf>

2nd PRÉCIS

Week 8: Classical, Neo-liberal and Libertarian Capitalism • Manifestos (Mar 4, 6, & 8)

- Monday: PowerPoint/lecture
 - Next reading: *The Road to Serfdom: Condensed Edition* by F.A. Hayek
<https://fee.org/resources/the-road-to-serfdom-condensed-edition> and in Cartoons -
https://fee-misc.s3.amazonaws.com/files/docLib/20150731_RoadtoSerfdom.pdf,
<https://fee.org/articles/the-essence-of-the-road-to-serfdom-in-cartoons/>; Next reading:
Chapters 1 & 2 in *Capitalism and Freedom* by Milton Friedman
- Wednesday: Discussion

- Next reading: Chapters 6 & 7 in *Capitalism and Freedom* by Milton Friedman
- Canvas Quiz
- Friday: Discussion
 - Next reading: Chapters 1-3 in *Alpaca Revisited* by H. L. Hunt; “Utopias Beyond Our Ideals: The Dilemma of Right-Wing Utopias” by Peter Fitting

March 11-15 Spring Break

Week 9: Classical, Neo-liberal and Libertarian Capitalism • Utopias (Mar 18, 20, & 22)

- Monday: PowerPoint/lecture
 - Next reading: Chapter 4 (first half) in *Alpaca Revisited* by H. L. Hunt; “Capitalism–The Unknown Ideal,” by Ayn Rand
- Wednesday: Discussion
 - Next reading: Chapter 4 (second half) in *Alpaca Revisited* by H. L. Hunt
 - Canvas discussion entry #5 “Does *Alpaca Revisited* represent a form of Liberalism?/What kind of liberalism does it represent?”
- Friday: In-class ethics précis collaboration • “Who is it good/bad for?”
 - Next reading: Introduction - “2026” (pp. 1-119) in *Parable of the Sower* by Octavia Butler (graphic novel).

Week 10: Classical, Neo-liberal and Libertarian Capitalism • Dystopias (Mar 25, 27, & 29)

- Monday: PowerPoint/lecture
 - Next reading: “The Three Faces of Utopianism Revisited,” Lyman Tower Sargent pp. 1-37.
 - Canvas quiz
- Wednesday: Discussion
 - Next reading: “2027” - End (p 265) in *Parable of the Sower* by Octavia Butler (graphic novel).
- Friday: In-class ethics précis collaboration • “Who is it good/bad for?”
 - Next reading: Summary of Aleksandr Dugin’s *Fourth Political Theory*

3rd PRÉCIS

Week 11: Fourth Political Theory & Eurasianism • Manifestos (Apr 1, 3, & 5)

- Monday: PowerPoint/lecture
 - Next reading: video Aleksandr Dugin: Liberalism, Communism, Fascism, and the Fourth Political Theory <https://www.youtube.com/watch?v=y2NcpWI6iJk>
 - Quiz
- Wednesday: Discussion
 - Next reading: <https://www.youtube.com/watch?v=4QrnJKf-hhE> and Introduction & Chapter 1 from *Fourth Political Theory* by Aleksandr Dugin; “The Two Faces of Contemporary Eurasianism: An Imperial Version of Russian Nationalism” by Marlène Laruelle
- Friday: Discussion
 - Next reading: *Day of the Oprichnik* by Vladimir Sorokin, pp. 1-31; “Forward to the Past, or Two Radical Views on the Russian Nationalist Future: Pyotr Krasnov’s *Behind the Thistle* and Vladimir Sorokin’s *Day of the Oprichnik*,” by Marina Aptekman

Week 12: Fourth Political Theory & Eurasianism • Utopias (Apr 8, 10, & 12)

- Monday: PowerPoint/lecture
 - Next reading: *Day of the Oprichnik* by Vladimir Sorokin, pp. 32-62
- Wednesday: Discussion
 - Next reading: *Day of the Oprichnik* by Vladimir Sorokin, pp. 63-84
 - Packback Question
- Friday: In-class ethics précis collaboration • “Who is it good for?”
 - Next reading: *Behind the Thistle* by Pyotr Krasnov **1st part**

Week 13: Fourth Political Theory & Eurasianism • Dystopias (Apr 15, 17, & 19)

- Monday: PowerPoint/lecture
 - Next reading: *Behind the Thistle* by Pyotr Krasnov **2nd part**
- Wednesday: Discussion

- Next reading: "*Behind the Thistle* by Pyotr Krasnov **3rd part**"
- Canvas discussion #6 "Is it Eurasianism/What kind of Eurasianism is it?"
- Friday: In-class précis collaboration • "Who is it good/bad for?"
 - Next reading: "Incel Mass Murderers: Masculinity, Narrative, and Identity." *Ohio Communication Journal* 59, no. 1 (2021): 64-76.

4th PRÉCIS

Week 14: The Elliot Rodger Manifesto (Apr 22, 24, & 26)

- Monday: PowerPoint/lecture
 - Next reading: *My Twisted World: The Story of Elliot Rodger* by Elliot Rodger (aka, the Elliot Rodger Manifesto) **1st part**
 - Canvas discussion #6 "What ideology/ideologies does *My Twisted World* represent?"
- Wednesday: Discussion
 - Next reading: *My Twisted World: The Story of Elliot Rodger* by Elliot Rodger (aka, the Elliot Rodger Manifesto) **2nd part**
- Friday: Discussion
 - Next reading: *My Twisted World: The Story of Elliot Rodger* by Elliot Rodger (aka, the Elliot Rodger Manifesto) **3rd part**

5th PRÉCIS

Week 15: The Elliot Rodger Manifesto (Apr 29)

- Monday: In-class ethics précis collaboration • "Who is it good/bad for?"

FINAL EXAM: The final exam will be administered online through Canvas at the university-scheduled time/date for this course. You will not need to be on campus to take the exam.