

# Class 1 slides

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## Course introduction

### Course Introduction

- What is ‘far right’?
- Course structure
  - no class on 9 May and 30 May (holidays), topics covered in prior and subsequent sessions
  - \* any assignment submission requirements remain the same
- Learning aims
- Course assessments
- Office hours and communication
- e-learning site
- Q & A
- student introductions

### Defining ‘far right’

- Broadly: a *noun* or *adjective* referring to phenomena that reject (at least elements of) *liberalism* and/or *democracy*, and is characterised by *nationalism*, *exclusionism*, *xenophobia*, *strong state*, *welfare chauvinism*, *traditional ethics*, *authoritarianism*, and/or *populism*
- **Radical right** (populist and non-populist cases)
  - opposition to fundamental values of liberal democracy (radical) and belief in a natural order with inequalities (right)
- **Extreme right**
  - rejection of democracy (Ignazi’s ‘antisystem’—but that depends on the system)

- **far right** encompasses both these terms

### Publications on radical right (from [Arzheimer](#))

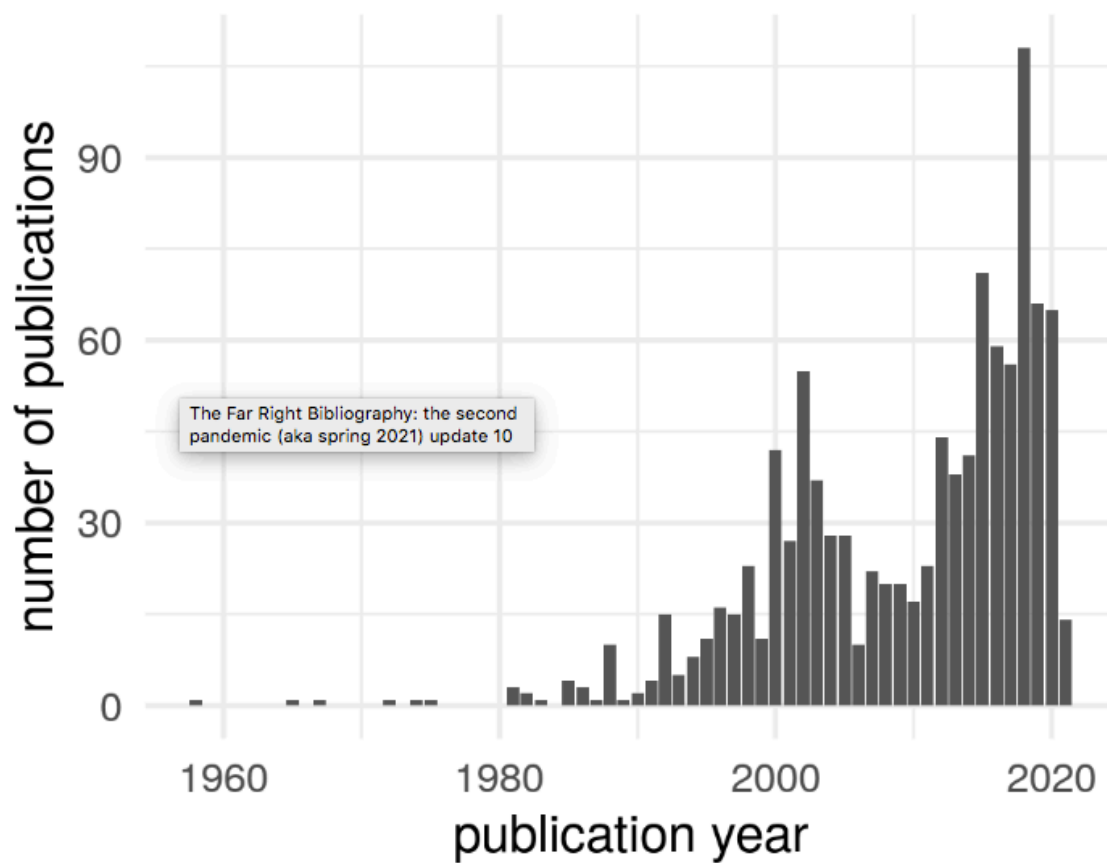
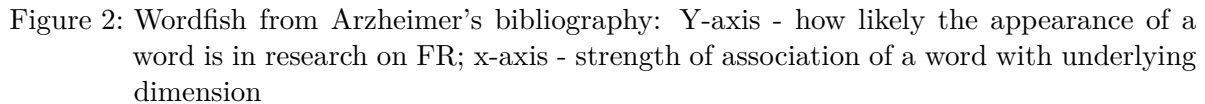


Figure 1: From Arzheimer's bibliography: <https://www.kai-arzheimer.com/tag/bibliography/>

[illegible]

- knowledge about past and contemporary far-right political and social activity
- familiarity with breadth of research literature covering the far right
- Capacity to...
  - assess developments in far-right socio-politics, especially by identifying underlying factors and comparing across contexts
  - critically evaluate research on the far right, especially by evaluating the data and methods used

## What the course is not...

- neither training in nor forum for activism against the far right
  - it's a seminar, like many others, with real-world implications
- not a place for airing grievances about the far right and caricaturing its supporters
  - good research on the far right takes seriously its ideology, organisations, and supporters—and tries to divorce analysis from normative commitments
- dogmatic positions about far-right activity
  - we will respectfully debate—and likely disagree at several points—about what qualifies as far right, how it should be researched and understood, and what to do with the fruits of research

## Connection to Vorlesung

This seminar is connected to **Prof. Dr. Berthold Rittberger's** lecture (*15026 Vorlesungsübung: The Political System of the European Union*)

- is everyone enrolled in that?
- we will tie in Prof. Rittberger's content through student presentations

## Course assessment

	BA main	BA minor (60)	BA minor (30)	Pedagogy	Exchange
Participation	X	X	X	X	X
Presentation	X	X	X (or Exercise)	X (or Exercise)	X
Essay	X	X			X
Exercise			X (or Presentation)	X (or Presentation)	
Klausur				X	

- **Participation** - do the readings and discuss in class
- **Presentation** (*Referat*)
  - short (max. 20 mins.) group presentation introducing EU politics area, present a piece of research on the far right in this area of EU politics
  - groups, topics, and presentation date due to me by **16 May**—but there are advantages to booking early...
- **Essay**
  - report on a far-right phenomenon (e.g., voters, a party, protests, violence)

- gather and present data, generate analytical insights
- 3000-4000 words (excluding citations)
- **14 June**: draft dataframe due. **5 July**: short synopsis due. **16 August**: full, final report due.
- consider working with data visualisation and analysis software!

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Essay	X	X			X
Exercise			X (or Presentation)	X (or Presentation)	
Klausur				X	

- **Exercise**

- memo on an assigned far-right actor (e.g., a party, movement, or organisation)
- basic description and any important context, gather and present relevant data (e.g., a memo on a party might present their election results in the last five national elections; on a movement, a string of protest events), importance of this data and far-right actor
- topic assigned right after class on **4 July** — due on **10 July**
- 1000-2000 words
- I will offer suggestions about useful sources for your assigned topic

- **Klausur**

- 90-minutes exam in essay form, by arrangement

## For the paper, and writing in general...

Table III. A semiotic checklist

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1. This is what I am focusing on
  2. This is why it is relevant
  3. This is what is known/not known (and why it needs attention)
  4. This is my burning question
  5. This is how I aim to address the question (theoretically/empirically)
  6. This is what I did
  7. This is what I found
  8. This is what it means
  9. This is what I add
  10. This is why you should care
- 
- 

Figure 3: Patriotta, G. (2017). Crafting papers for publication: Novelty and convention in academic writing. *Journal of Management Studies*, 54(5), 747-759.

It is feasible that final papers could provide a start for a research publication. For those interested in research careers, this should be kept in mind.

### Typical class meeting

- Opening question(s)/discussion point(s)
  - e.g., theoretical dilemma, typology forming, item from the news
- Short summarising lecture on theory/findings related to week's topic
- Discussion point
- Discussing the reading(s)
  - highlighting important points (especially theory and research design)
    - \* *students who do the reading will find this discussion most illuminating*
- Presentation of further research relevant to week's topic
  - *another reason to attend class: this further research might help you on your assignments*
- Summative discussion: takeaways, new ideas, lingering questions

Throughout, we will use *cases* (especially the cases you are familiar with) to link *theory* to *real-world events*.

## Office hours and communication

- best to send an email
  - [michael.zeller@gsi.uni-muenchen.de](mailto:michael.zeller@gsi.uni-muenchen.de)
  - [m.zeller@lmu.de](mailto:m.zeller@lmu.de)
- 11.00 - 12.00 on Wednesdays at GSI (Oettingenstr. 67) - Room H105
- or by appointment

## Moodle

- Self-enrol: 15030 The Far Right in Europe and Beyond
  - access key: “FR2024”
- All course readings are available
- The **syllabus** is there – the mystical, magical source of all knowledge about the course

## Resources

Kai Arzheimer’s website: <https://www.kai-arzheimer.com/> and Twitter: @kai\_arzheimer

- Extreme Right Bibliography: <https://www.kai-arzheimer.com/extreme-right-western-europe-bibliography/>

Cas Mudde’s podcast, *Radikaal*: <https://www.radikaalpodcast.com/> and his Twitter: @CasMudde

C-REX: <https://www.sv.uio.no/c-rex/english/>

- *Knowing what’s (far) right: A compendium*: <https://www.sv.uio.no/c-rex/english/groups/compendium/c-rex-compendium-print-version.pdf>

ECPR Extremism & Democracy website: <https://standinggroups.ecpr.eu/extremismanddemocracy/>

- *e-Extreme* newsletter: <https://standinggroups.ecpr.eu/extremismanddemocracy/newsletter/>
- Routledge book series: *Extremism and Democracy* and *Fascism and the Far Right*

Anti-Defamation League: <https://www.adl.org/>

and much, much more

## About me

- tell me if you have problems understanding me
  - there's an accent at work that I tragically cannot shake off
- Ph.D. in political science from Central European University (CEU)
  - focus on comparative politics
  - specialisation in qualitative methods (incl. qualitative comparative analysis [QCA], [Bayesian] process tracing)
  - dissertation on the demobilisation of far-right social movement campaigns
- researcher in funded projects on
  - bans of right-wing extremist organisations and related online content moderation
  - radicalisation, violent extremism, polarisation, and resilience
- specialisation in qualitative methods, but also with quantitative text analysis, network analysis, and some inferential statistical methods
- a slowly-developing website with some resources <https://michaelzeller.de/>
- current research work: protest and polarisation; militant democracy (in Germany) and organisational proscription; far-right movement leadership; contention around the Istanbul Convention

## About the course

- Q & A

## Presentation round

- Information about you
  - Study programme
  - Country (place) of origin
  - Background in education/research
  - Expectations for this course
  - Academic/professional aspirations?

## Onto our topic: concept formation and conceptualising the far right

### Concept formation

- **concepts** are the building blocks of social science research
  - a term denoting an abstract idea



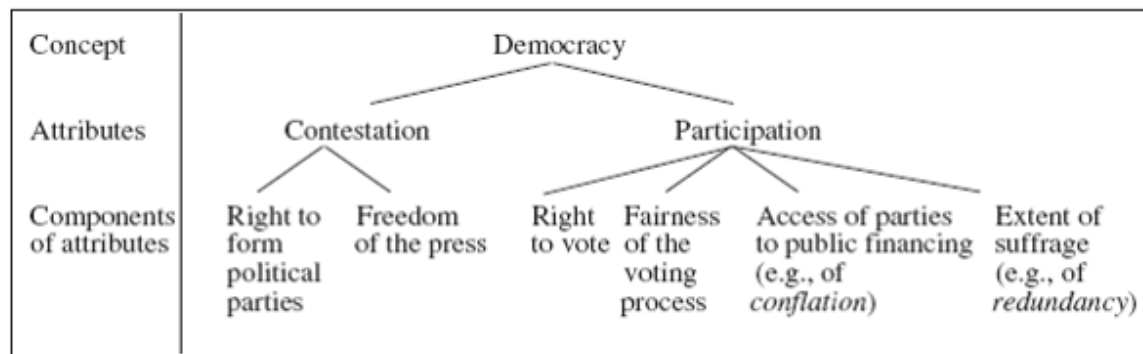


Figure 1. The logical structure of concepts.

## Concept formation

- identifying bounds of concepts
  - See @Sartori1970
- broadly, three types of concepts in social science
  - classical: **all** criteria are shared by **all** cases
  - radial: **some** criteria are shared by **all** cases; others are not
  - family resemblance: **No** criterion is shared by **all** cases

## Classical vs. radial [@collier1993ConceptualStretchingRevisited]

## Visualising classical/radial concepts

## Mudde's approach

Options

- family resemblance
- Weber's ideal type
- Primus inter pares*
- lowest common denominator
- greatest common denominator

## Ideological components

- nationalism
- exclusionism
- xenophobia
- strong state
- welfare chauvinism
- traditional ethics

↓

- nativism
- authoritarianism
- populism

## Radical and extreme

Radical right (populist and non-populist cases)

- opposition to fundamental values of liberal democracy (radical) and belief in a natural order with inequalities (right)

Extreme right

- rejection of democracy (Ignazi's 'antisystem'—but that depends on the system)

And **far right** encompasses them both

## Radical and extreme

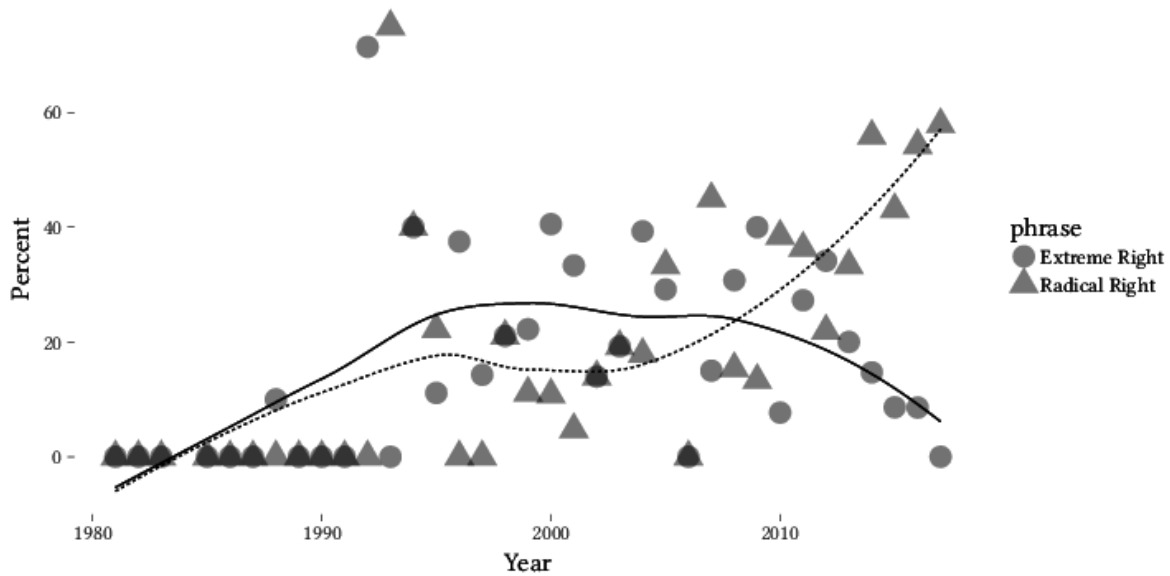


Figure 4: From: Arzheimer, Kai. "Conceptual Confusion is not Always a Bad Thing: The Curious Case of European Radical Right Studies." *Demokratie und Entscheidung*. Eds. Marker, Karl, Michael Roseneck, Annette Schmitt, and Jürgen Sirsch. Wiesbaden: Springer, 2018. 23-40.

## **Examples?**

What cases are you familiar with?

How should categorise them and why?

## **Examples - talking through cases**

even trickier with movements?

## **Points to be aware of?**

- concept formation
- measurement
- methods
- descriptive vs. causal inference
- generalisation