

White Power Movements and Ideologies

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Office Hours: Wednesdays 10:30-12:00
And by appointment

CES 444
219 CUE
M/W 12:1-1:15
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This class offers a critical overview of contemporary white power movements around the globe. It concerns itself specifically with the ideologies variously identified as white supremacist, white separatist, and white nationalist, unpacking the rhetorical strategies, political tactics, and conceptual frameworks uniting them. Along the way, we will learn explore the importance of religion, nationalism, and globalization. We approach white power in three unique ways. First, while centered in the U.S., readings and discussions travel the globe, making connections and comparisons between racial theories and political movements in North America, Europe, and beyond. Second, we seek to go beyond “hate,” recognizing it as an impediment to understanding that psychologizes and individualizes collective and structural phenomena. Third, whereas white power is routinely conceived of as extreme, readings and discussions demonstrate its interpenetrations with more mainstream ideologies and practices.

Objectives

This course has six objectives. First, it seeks to enhance understandings of white power movements and ideologies. Second, it strives to provide an overview of the historical foundations and social relations that have given rise to them. Third, it endeavors to introduce students to the major perspectives and problems that characterize the study of white power. Fourth, it seeks to familiarize students with the importance of new media and popular culture to white power movements and ideologies. Fifth, fostering self-reflection and critical social perspectives, it also aims to create a learning environment in which students seriously and sensitively engage issues like race and racism. Sixth, it seeks to improve students’ critical thinking and communicative skills.

Expectations and Policies

This course emphasizes active learning. It stresses discovery, analysis, and application through listening talking, reading, reflecting, and writing. It sets aside lecturing in favor of interaction and discussion. Given the subject of the class, our explorations demand respect and sensitivity; open and honest communication will prove essential to understanding. All participants are expected to come to class prepared, to be engaged once in class, and to contribute to our ongoing discussions. A few points of etiquette warrant reiteration:

- **Treat others with respect and courtesy.**
- **Show up to class on time.** Students arriving late or leaving early disrupt the class and should not anticipate receiving credit for attendance.
- **Do the readings and assignments.**
- **Do not have private conversation in class.**
- **Do not read the paper or work on assignments for other classes.**
- **Turn your cell phones off.**

This is a reading intensive, discussion oriented class, thus I expect each student to carefully read and think critically about the assigned readings and come to class prepared to actively participate in class discussion, group activities, and individual writing assignments. Student participation will be evaluated on quality as well as quantity. If you remain quiet throughout the semester or rarely express yourself, you can expect to your participation grade to suffer accordingly. Of course, one cannot participate, if s/he does not attend class. Students are expected to attend every class and will be awarded points for each day that they do. Missing class for legitimate, documented reasons (such as school sponsored event or illness) will be excused; oversleeping, job interview, work, dental visit and the like are important to be sure, but not legitimate reasons to miss class.

Academic Integrity

PLAGARISM OR CHEATING OF ANY KIND ON ANY EXAM WILL NOT BE TOLLERATED AND WILL RESULT IN A FAILING GRADE IN THE COURSE. (Consult the WSU Student Handbook for further details). In other words, do your own work. If using the ideas, work or wording of another in written assignments acknowledge the source. Do not offer or accept assistance during the examination.

Accommodation for Disabilities

I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. If you have a disability

and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 117). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

Campus Safety

In the interest of campus safety and emergency procedures, please become familiar with the information available on the WSU-provided websites.

<http://safetyplan.wsu.edu>, Campus Safety Plan

<http://oem.wsu.edu/emergencies>, Emergency management web site

<http://alert.wsu.edu>, WSU Alert site

Office Hours

As noted above, I will hold regular office hours each week (Wednesdays 10:30-12:00). Come see me if you are intrigued by something you read about for class or that was said in class and would like to read more about it. Come see me if you are puzzled or troubled about something that was said in class. Come see me if you need help with the term project, writing assignments, or readings. Come see me to talk about your grade. Come see me if you have ideas about how to make the course better.

Email

I check my email at least once a day. If you cannot make my office hours or simply find it more convenient to use electronic mail, let me know via computer what is troubling, perplexing, and/or inspiring you.

Grading

In Class Work (18%)

Each class period, I will award students who arrive on time, remain engaged throughout the period, and stay through the close of class points. Those who text, arrive late, depart early, read the newspaper, have side conversations, fall asleep, etc. will receive only a portion of the daily credit.

I will not take attendance. If you cannot be actively engaged, I would prefer you did not come to class. That said, you obviously cannot get credit for participation, group work, or brief writing if you do not come to class. Moreover, writing assignment will demand that you understand and apply concepts, data, and debates from class.

The success or failure of this class (both in terms of pleasure and learning) derives from the active, thoughtful, and respectful involvement of everyone. Consequently, I will evaluate

students daily for their contribution to class discussions. Getting a good score for this portion of the class is not simply about talking regularly in class (although this helps). Rather, I will take into consideration what is said, how it contributes to ongoing conversations, how it engages readings, films, ideas, and peers. A few suggestions: come to class prepared; take notes on films and readings; bring questions; anticipate differing opinions; realize there is much to learn; appreciate other perspectives; be open to new ideas; treat everyone with respect.

Writing Assignments (75%)

During the course of the semester students will write three papers that require them to engage the material discussed in class and sources outside of class. For each, Grading will be based on CONTENT (clarity and cohesiveness of argument, analysis, textual evidence, integration of source material, interpretation and uniqueness), QUALITY OF WRITING (grammar, punctuation, format, paragraphing, title, sentence variety), ADHERENCE TO THE GUIDELINES, and EFFORT. Specific details for each assignment will be distributed well in advance of the due date.

Show and Tell (12%)

On three occasions during the course of the semester, students will be asked to find a material example that furthers class ongoing discussion, write a 1-2 page interpretation of it and its relevance, and be prepared to present it in class. The three themes will be popular perceptions of white power, a historical document (primary source), and a current event (news story). More precise due dates and guidelines will be announced in class and well in advance.

Texts

Jesse Daniels, *Cyber Racism*.

Abby L. Ferber, *White Man Falling*.

Tentative Schedule

Subject to change as warranted by current events, questions arising, and other circumstances.

23 Aug	Distribution of syllabus and first writing assignment <i>Screen Race: Power of an Illusion</i> , part 2
25 Aug	No class. King @ International Conference on Anti-Semitism
30 Aug	Popular Understandings of White Power Discuss first writing assignment
1 Sept	<i>Hate.Com</i> (video shown in class)
6 Sept	Labor Day. No class!

8 Sept	Discuss <i>Hate.com</i>
13 Sept	Michael Billig, "Humour and Hatred."(online)
15 Sept	Ferber, <i>White Man Falling</i> , chapters 1-2.
20 Sept	Ferber, <i>White Man Falling</i> , chapter 3.
22 Sept	Ferber, <i>White Man Falling</i> , chapter 4.
27 Sept	Ferber, <i>White Man Falling</i> , chapters 5-6.
30 Sept	Ferber, <i>White Man Falling</i> , chapters 7-8.
4 Oct	Ferber, <i>White Man Falling</i> , chapters 9-10.
6 Oct	Open
11 Oct	<i>The Protocols of Zion</i> (video shown in class)
13 Oct	Discuss <i>The Protocols of Zion</i>
18 Oct	Daniels, <i>Cyber Racism</i> , 1-2.
20 Oct	Daniels, <i>Cyber Racism</i> , 3.
25 Oct	Daniels, <i>Cyber Racism</i> , 4.
27 Oct	Daniels, <i>Cyber Racism</i> , 5.
1 Nov	Daniels, <i>Cyber Racism</i> , 6
3 Nov	Daniels, <i>Cyber Racism</i> , 7.
8 Nov	Daniels, <i>Cyber Racism</i> , 8.
10 Nov	Daniels, <i>Cyber Racism</i> , 8.
15 Nov	Daniels, <i>Cyber Racism</i> , 9-10.
17 Nov	Open
22 Nov	Thanksgiving Break. No Class.
24 Nov	Thanksgiving Break. No Class.

29 Nov	White Power Music
1 Dec	White Power Video Games
6 Dec	Open
8 Dec	End: Evaluations, summary.
15 Dec	Final Project Due