

**FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES  
DEPARTMENT OF POLITICS**

**AP/POLS 3070 3.0 – Psychology and Politics  
Winter 2020**

<b><u>Course Director</u></b>	Dr. Julie E. Dowsett
<b><u>Email</u></b>	jdowsett@yorku.ca
<b><u>Offices and Office Hours</u></b>	<u>Mondays, 9:30 - 10:30 am</u> Ross North 808 <i>Note: This office does not have a phone.</i>  <u>Wednesdays, 3:00 - 5:00 pm</u> Office and office phone number TBA
<b><u>Prerequisite</u></b>	None
<b><u>Website</u></b>	Access through <a href="https://moodle.yorku.ca">moodle.yorku.ca</a> ; use Passport York username and password
<b><u>Seminar time and location</u></b>	Mondays, 11:30 am - 2:30 pm in Winters College 118

**Expanded Course Description**

This course examines the use of psychoanalytic and psychological concepts in contemporary political theory. The course is divided into three sections, with 3-5 weeks devoted to each section.

The first section reads Freud's work on mass psychology as political theory. We also explore how Freud's work was used by his nephew (American public relations pioneer, government propagandist, and presidential advisor Edward Bernays). The second and largest section examines themes of fetishism, racism, patriarchy, gender, and fascism through theorists such as Marx, McClintock, Fanon, Reich, and Adorno. Topics in this section include the psychopathologies of colonialism, and the use of individual and mass psychology to explain popular support for authoritarian politics. The third and final section applies the theorists we have studied to select topics in contemporary politics. We critically interrogate the workings of U.S. conservative propaganda, the politics of post-apartheid South Africa, and the appeal of Donald Trump.

This class meets once weekly and consists of a lecture by Dr. Dowsett, combined with audio-visual materials (including short video clips and longer films), student facilitation, student participation, and group work. The required readings are central to the course. Lectures will serve to enrich, clarify, and illustrate crucial issues from the required readings. Readings listed under a particular date must be read prior to class. The course materials and topics are meant to challenge students theoretically, intellectually, and politically. There are also additional readings that are not required to attend and participate in class (see page 7 for more information).

## **Course Learning Objectives**

By the end of this course,

1. You will be able to demonstrate a breadth and depth of your knowledge by:
  - a. understanding the relevance of the study of psychoanalysis and psychology to political theory (and politics more generally),
  - b. identifying and demonstrating an understanding of the major concepts and theoretical frameworks presented in the course,
  - c. articulating your own understanding of course material in oral and written format,
  - d. and finally, linking the readings, films/film clips, and classroom discussions to contemporary politics.
2. You will develop advanced analytic and communication skills in political theory by:
  - a. absorbing, synthesizing, and reflecting upon scholarly work from major theorists (including Freud, Fanon, and Adorno);
  - b. leading and facilitating class discussion on the readings from one week's topic;
  - c. breaking down a research paper into smaller components including:
    - i. developing a topic of your choice that incorporates themes and theorists from the course materials,
    - ii. conducting library research,
    - iii. and finally, articulating and defending a coherent thesis in your final paper.
3. You will be able apply a psychoanalytic/psychological lens to many facets of contemporary politics.

## **Course Texts**

All of the required readings for this course can be found on Moodle or in the following texts:

1. Freud, Sigmund. *Civilization and Its Discontents*. Trans. and ed. James Strachey. New York and London: W. W. Norton and Company, 1989.
2. Bernays, Edward. *Propaganda*. Intro. Mark Crispin Miller. Brooklyn, NY: Ig Publishing, 2005.
3. Fanon, Frantz. *The Wretched of the Earth*. Trans. Richard Philcox. New York: Grove Press, 2004.

The course texts can be purchased at the York bookstore. Alternatively—because these are classic texts—cheaper (used) copies should be widely available online or in some used bookstores.

I have also placed all the required readings (except the Moodle readings) on 2-hour reserve at the Scott Library.

**\*Important Note About Difficult Subject Material\***

Some of the topics in POLS 3070 are very personal and may be painful to discuss. If you have particular circumstances you feel may prevent you from participating fully in the class or that require you absent yourself from a particular week's discussion or film, please let Dr. Dowsett know as soon as possible so that we can make the necessary arrangements. Trigger warnings are attached to certain readings and films.

**Course Evaluation and Assignments**

Seminar Attendance, "Entry Ticket," and Participation	20%	"Entry Ticket" due every week (except January 6th and the day of your group's Discussion Facilitation)
Group Discussion Facilitation Assignment and Individual Follow-Up Reflection	15%	Group Discussion Facilitations due weekly from January 27th to March 30th (with the exception of February 24th)  Individual Follow-up Reflection Papers due one week later
Short Critical Reflection Paper	25%	Due February 10th at the beginning of class
Research Paper	40%	Due in my special office hours, one week after winter classes end (April 6th, 1:00-2:30 pm)
Bonus Grades (Optional)	4 maximum	Ongoing until March 30th

Please note that in addition to the information provided below, handouts will be distributed with more information about the assignments (with the exception of "Seminar Attendance, 'Entry Ticket,' and Participation" and "Bonus Grades"). You can find the dates assignments will be distributed on the Class and Reading Schedule (pages 7-16).

**Seminar Attendance, "Entry Ticket," and Participation (20%)**

With the exception of my beginning-of-class lectures, this course will be run in a seminar format. As such, it is absolutely imperative that you complete all required readings, attend every week and stay for the duration of class, and participate through regular and meaningful contributions to class discussions.

With this in mind, regular attendance will be taken and 10% of your grade will be based on your attendance record over the course of the year. In order to be marked as present for a class, you must:

1. sign the sign-in sheet at the beginning of class,
2. stay until the end, and
3. submit an “entry ticket.”

Unless previous arrangements with Dr. Dowsett have been made, marks will be deducted for arriving late and leaving early.

What is an entry ticket? An entry ticket is a one-page (12-point font, 1” margins, double spaced) summary of the main arguments and key themes from the week’s required readings. An easy way to organize your entry ticket is as follows:

1. one paragraph describing the main argument of each reading (1-3 sentences per reading), and
2. one paragraph describing (not simply listing) 2-4 major themes across the readings.

These entry tickets will be collected at the beginning of each class and will be graded (/2) and returned to you within 2-3 weeks. In the case of absences due to health conditions, illness, or other compassionate grounds, it is your responsibility to notify me in advance (when possible), provide appropriate documentation, and supply entry tickets for all missed classes upon your return to class.

Beyond attendance, an additional 10% of your grade will be based on your overall participation. This includes meaningful contributions to class discussions, the ability to demonstrate a strong grasp of course concepts, theories, ideas, and themes, and refraining from distractions such as texting or engaging in private conversations with your neighbours.

### **Group Discussion Facilitation and Individual Follow-Up Reflection Paper (15%)**

Each week from January 27th to March 23rd (with the exception of February 24th), a group of 5-7 students will facilitate discussion on the readings. These discussion facilitations will normally take place immediately after my lecture at the beginning of class. The goal is to encourage students to explore major themes of a particular week in a creative and critical manner.

The week following your discussion facilitation, you are expected to submit an individual short (300-400 word) follow-up reflection paper.

### **Short Critical Reflection Paper (25%)**

This paper is based upon course materials and does not involve library research. It gives you the opportunity to receive feedback on your writing before the final Research Paper is due.

## **Research Paper (40%)**

The research paper is developed from course material and involves library research.

## **Bonus Grades (Optional, 4 maximum)**

It is possible to receive up to 4 bonus grades in this class! (As such, a final grade of 76 [B+] would be bumped up to 80 [A].) These bonus grades involve your participation at the Writing Centre (<http://writing-centre.writ.laps.yorku.ca/>) and/or Learning Skills Services (<http://lss.info.yorku.ca/>).

You can earn a maximum of 2 bonus grades through participation at the Writing Centre:

- Secure a tutor and hand in one paragraph (minimum 150 words) describing what you learned about writing from the meeting with your tutor. Include the time, date, location and tutor's name. If you do this, you will receive an extra 1 bonus grade.
- You may do this twice for a total of 2 bonus grades. (You are, however, encouraged to meet with your tutor more than twice! However, there are only so many bonus grades I can give away.)
- I may accept write-ups from other writing tutors, such as those offered by the ESL Open Learning Centre ([www.yorku.ca/eslclc/](http://www.yorku.ca/eslclc/)). However, you must clear the tutor through me first to make sure they will be accepted.

You can also earn a maximum of 2 bonus grades through participation at Learning Skills Services:

- Register and attend a workshop related to a course assignment (and/or the social sciences more broadly). Hand in one paragraph (minimum 150 words) describing what you learned from the workshop. Include the time, date, location and instructor's name. If you do this, you will receive an extra 1 bonus grade.
- I may accept write-ups from workshops held elsewhere, such as those offered by the Scott Library (<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>). However, you must clear the workshop through me first to make sure it will be accepted.

## **Grading, Assignment Submission, Lateness Penalties, and Missed Tests**

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc). Assignments and exams will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). For a full

description of York grading system see the York University Undergraduate Calendar ([calendars.students.yorku.ca](http://calendars.students.yorku.ca)).

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see the Alternative Grading Option in the Faculty of Liberal Arts and Professional Studies section of the Undergraduate Calendar (<http://myacademicrecord.students.yorku.ca/pass-fail-option>).

**Assignment Submission:** Proper academic performance depends on you doing your work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be submitted at the beginning of class to Dr. Dowsett. All work must be in hard copy format.

**Lateness Penalty:** Late papers will be penalized 5% per day off the assigned mark (not including weekends). Please note that papers more than three weeks late will not be accepted and will receive an automatic grade of zero. I may entertain exceptions to the late penalty for exceptional valid reasons, such as serious illness or death in the immediate family. You will be required to provide supporting documentation.

### **Important Course Information For Students**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum and Academic Standards webpage (<http://secretariat-policies.info.yorku.ca/>).

- York's Academic Honesty Policy and Procedures/Academic Integrity Website;
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities;
- Student Conduct Standards;
- Religious Observance Accommodation.

## CLASS AND READING SCHEDULE

In the class and reading schedule, the following abbreviations are used:

- (M) indicates the reading can be downloaded from Moodle  
(CT) indicates the reading is from one of the course texts

### *Important information about the readings:*

Although most of the readings are online, I very strongly recommend that you bring a hard copy of all required readings for that week to class. We will often be referring to specific passages from the readings in class; as such, you will need to have them handy.

The additional readings are not required to attend and participate in class. These readings may be used if you are writing a paper on the topic, would like more context for your discussion facilitation or follow-up reflection paper, and/or simply wish to increase your understanding of the subject matter for that particular week.

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January 6                      Welcome and Introductions

(Syllabus and Discussion Facilitation/Follow-Up Reflection Paper Assignment distributed in class)

*No Readings*

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### **PART A: Freud and His Nephew**

January 13                      Freud 1: Political Origin Stories

(Short Critical Reflection Paper Assignment distributed in class)

#### *Required Readings:*

Sigmund Freud, "Introduction," *Mass Psychology and Analysis of the 'I'* (M)<sup>1</sup>

Sigmund Freud, "The Return of Totemism in Childhood," *Totem and Taboo* (M)<sup>2</sup>

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<sup>1</sup> *Mass Psychology and Other Writings*, trans. J. A. Underwood (London: Penguin Books, 2004), pp. 17-19.

<sup>2</sup> *Totem and Taboo*, trans. and ed. James Strachey (New York and London: W.W. Norton and Company), pp. 125-200.

Sigmund Freud, Part I (“D: Application” and “E: Difficulties”), *Moses and Monotheism* (M)<sup>3</sup>

*Additional Readings:*

John E. Toews, “Having and Being: The Evolution of Freud’s Oedipus Theory as a Moral Fable” and José Brunner, “Oedipus Politicus: Freud’s Paradigm of Social Relations,” both in Michael S. Roth, ed., *Freud: Conflict and Culture* (New York: Alfred A. Knopf, 1998).

José Brunner, “Body Heat” and “Brothers in Arms,” *Freud and the Politics of Psychoanalysis* (New Brunswick, NJ: Transaction Publishers, 2001).

January 20

Freud 2: *Civilization and Its Discontents*

(Sign-up for Discussion Facilitations today)

*Required Readings:*

Sigmund Freud, Chapters I-VIII, *Civilization and Its Discontents* (CT)

*Additional Readings:*

James Strachey, “Editor’s Introduction,” *Civilization and Its Discontents*.

José Brunner, “Big Daddy,” *Freud and the Politics of Psychoanalysis* (New Brunswick, NJ: Transaction Publishers, 2001).

*Documentary (shown in class):*

“Happiness Machines,” Episode 1 of *The Century of the Self* (UK, 2002)

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<sup>3</sup> *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, volume XXII (1937-1939), *Moses and Monotheism, An Outline of Psycho-Analysis and Other Works*, trans. and ed. James Strachey (London: Vintage, 2001), pp. 80-102.



(Discussion Facilitations start this week)

*Required Readings:*

Stewart Justman, "Freud and His Nephew" (M)<sup>4</sup>

Edward Bernays, Chapters I-VI and XI ("Organizing Chaos," "The New Propaganda," "The New Propagandists," "The Psychology of Public Relations," "Business and the Public," "Propaganda and Political Leadership," and "The Mechanics of Propaganda") *Propaganda* (CT)

*Additional Readings:*

Mark Crispin Miller's "Introduction" to *Propaganda* and Bernays' remaining chapters that were not required readings.

An important—and now classic—study on Bernays' role in the development of contemporary consumerism (and inspiration for *The Century of the Self* documentary series) is Stuart Ewen, *Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture*, New York: McGraw-Hill Book Company, 1976.

Additional recommended readings by Bernays himself include: "Manipulating Public Opinion: The Why and the How," *American Journal of Sociology* 33.6 (1928): 958-971, "The Engineering of Consent," *Annals of the American Academy of Political and Social Science* 250.1 (1947): 113-120, and *Public Relations* (Norman: University of Oklahoma Press (1952).

*Documentary clip (shown in class):*

"It's That Old Authoritarian Thing" from "The Engineering of Consent," Episode 2 of *The Century of the Self* (UK, 2002)

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<sup>4</sup> *Social Research* 61.2 (1994), pp. 457-476.

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## PART B: Critical Perspectives on Power and Domination

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### February 3                      Religious, Commodity, and Sexual Fetishisms

#### *Required Readings:*

Karl Marx, Chapter 1, Section 4 ("The Fetishism of the Commodity and Its Secret"), volume 1 of *Capital* (M)<sup>5</sup>

Anne McClintock, Chapter 4 ("Psychoanalysis, Race and Female Fetishism"), *Imperial Leather* (M)<sup>6</sup>

Anne McClintock, Chapter 5 ("Soft-Soaping Empire: Commodity Racism and Imperial Advertising"), *Imperial Leather* (M)<sup>7</sup>

*(Trigger Warning: McClintock reproduces several imperial advertisements; the "n" word and various racist tropes are used.)*

#### *Additional Readings:*

Additional chapters from McClintock's *Imperial Leather*.

Anne McClintock, *Double Crossings: Madness, Sexuality and Imperialism* (Vancouver: Ronsdale Press, 2001).

### February 10                      Fanon 1: *Black Skin, White Masks*

(Short Critical Reflection Paper due at the beginning of class)  
(Research Paper handout distributed in class)

#### *Required Readings:*

Frantz Fanon, "The Fact of Blackness," *Black Skin, White Masks* (M)<sup>8</sup>

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<sup>5</sup> *Capital: A Critique of Political Economy*, vol. 1, trans. Ben Fowkes (London: Penguin, 1990), pp. 163-177

<sup>6</sup> *Imperial Leather: Race, Gender and Sexuality in the Colonial Context* (New York and London: Routledge, 1995), pp. 181-203.

<sup>7</sup> *Imperial Leather: Race, Gender and Sexuality in the Colonial Context* (New York and London: Routledge, 1995), pp. 208-231.

<sup>8</sup> "The Fact of Blackness" is an abbreviated version of chapter 5 of *Black Skin, White Masks*; chapter from *The Post-Colonial Studies Reader*, eds. Bill Ashcroft, Gareth Griffiths and Helen Tiffin (London and New York: Routledge, 1995), pp. 323-326.

Frantz Fanon, Chapters 2 and 3 (“The Woman of Color and the White Man” and “The Man of Color and the White Woman”), *Black Skin, White Masks* (M)<sup>9</sup>

Frantz Fanon, Chapters 6, “The N---- and Psychopathology,” *Black Skin, White Masks* (M)<sup>10</sup>

*(Trigger Warning: Fanon, himself a black man, frequently uses the “n” word throughout Black Skin, White Masks. There is also a reference to sexual violence in chapter 6.)*

*Additional Readings:*

Additional chapters from Fanon’s *Black Skin, White Masks*.

*Documentary (shown in class):*

*Frantz Fanon: Black Skin, White Masks* (United Kingdom, 1995)

February 17                      No classes (due to Reading Week February 15-21)

February 24                      Fanon 2: *The Wretched of the Earth* and “Algeria Unveiled”

(No Discussion Facilitation Today)

*Required Readings:*

Frantz Fanon, Chapters I and V (“On Violence” and “Colonial War and Mental Disorders”) and Conclusion, *The Wretched of the Earth* (CT)

*(Trigger warning: References to gendered and family violence, including sexual violence, as well as ethnic and religious slurs, can be found in The Wretched of the Earth.)*

Frantz Fanon, “Algeria Unveiled” (M)<sup>11</sup>

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<sup>9</sup> *Black Skin, White Masks*, ed. Charles Lam Marksmann (London: Pluto Press, 2008), pp. 28-60.

<sup>10</sup> *Black Skin, White Masks*, ed. Charles Lam Marksmann (London: Pluto Press, 1986), pp. 141-209.

<sup>11</sup> Fanon chapter from *Decolonization: Perspectives from now and then*, ed. Prasenjit Duara (London and New York: Routledge, 2003), pp. 42-55.

*Additional Readings:*

Homi K. Bhabha's "Foreward," Jean-Paul Sartre's "Preface," and Fanon's remaining chapters from *The Wretched of the Earth* that were not required readings. (Please bear in mind that Sartre's interpretation of *The Wretched of the Earth* is controversial.)

Seloua Luste Boulbina, "Fanon and the Women of the Colonies against the White Man's Burden," *Living Fanon: Global Perspectives*, ed. Nigel C. Gibson (New York, NY: Palgrave Macmillan, 2011).

*Film (shown in class):*

*The Battle of Algiers* (Algeria and Italy, 1966)

March 2                      Reich: *The Mass Psychology of Fascism*

(Discussion Facilitations Resume Today)

*Required Readings:*

Wilhelm Reich, Chapters 1 and 2 ("Ideology as Material Force" and "The Authoritarian Ideology of the Family in the Mass Psychology of Fascism"), *The Mass Psychology of Fascism* (M)<sup>12</sup>

(Trigger warning: Reich's book, written in 1933, discusses Hitler and the rise of Nazism.)

Frank P. Tomasulo, "The Mass Psychology of Fascist Cinema: Leni Riefenstahl's *Triumph of the Will*" (M)<sup>13</sup>

(Trigger warning: Discussion of Nazi Germany.)

*Additional Readings:*

Additional chapters from Wilhelm Reich's *The Mass Psychology of Fascism*.

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<sup>12</sup> *The Mass Psychology of Fascism*, trans. Vincent R. Carfagno (New York: Farrar, Straus and Giroux, 1970), pp. 3-74.

<sup>13</sup> Tomasulo chapter from *Documenting the Documentary: Close Readings of Documentary Film and Video*, eds. Barry Keith Grant and Jeannette Sloniowski (Detroit, MI: Wayne State University Press, 1998), pp. 99-118.

*Film clips (shown in class):*

*The Triumph of the Will* (Germany, 1935)

*(Trigger warning: Nazi propaganda film.)*

March 9

Adorno: *The Authoritarian Personality*

*Required Readings:*

T.W. Adorno et al, Introduction, *The Authoritarian Personality* (M)<sup>14</sup>

T.W. Adorno, Chapter XIX, "Types and Syndromes," *The Authoritarian Personality* (M)<sup>15</sup>

R. Nevitt Sanford, Chapter XX, "Genetic Aspects of the Authoritarian Personality: Case Studies of Two Contrasting Individuals," *The Authoritarian Personality* (M)<sup>16</sup>

*(Trigger warning: Adorno et al's book, written in the aftermath of the WWII and the Holocaust, is focused on how to prevent the return of fascism. As such, these chapters contain references to anti-Semitism and homophobia. Also, the "n" word is used instead of "black" or "African-American.")*

*Additional Readings:*

Additional chapters from T.W. Adorno et al's *The Authoritarian Personality*, particularly R. Nevitt Sanford's chapter II (which first discusses the "Mack" and "Larry" case studies that are concluded in chapter XX), and T.W. Adorno's Chapter XVI ("Prejudice in the Interview Material").

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<sup>14</sup> T.W. Adorno, Else Frenkel-Brunswik, Daniel J. Levinson, and R. Nevitt Sanford, *The Authoritarian Personality* (London and New York: Verso, 2019), pp. 1-27.

<sup>15</sup> Adorno chapter from T.W. Adorno, Else Frenkel-Brunswik, Daniel J. Levinson, and R. Nevitt Sanford, *The Authoritarian Personality* (London and New York: Verso, 2019), pp. 744-783.

<sup>16</sup> Sanford chapter from T.W. Adorno, Else Frenkel-Brunswik, Daniel J. Levinson, and R. Nevitt Sanford, *The Authoritarian Personality* (London and New York: Verso, 2019), pp. 787-816.

March 16

Bernays Today: U.S. Conservative Propaganda

With Special Guest Speaker Dr. Mark Leith (Psychiatrist, Academic, Playwright, and author of *Dinner With Goebbels*)

*Required Readings:*

Mark Leith, *Dinner With Goebbels* (M)<sup>17</sup>

*(Trigger warning: Edward Bernays, Joseph Goebbels, and Karl Rove are the only three characters in this play. Unsurprisingly, Goebbels expresses rampant anti-Semitism and references the Holocaust, while Rove makes homophobic, ableist, and Islamophobic remarks.)*

Cory Wimberly, "Trump, Propaganda, and the Politics of *Ressentiment*" (M)<sup>18</sup>

Anne Bernays, "Lifesaving Lessons in the time of Trump" (M)<sup>19</sup>

*Additional Reading:*

James Titcomb and Nick Allen, "Facebook 'uses techniques of Edward Bernays and Joseph Goebbels', former investor says," *The Telegraph* (10 November 2017).

March 23

Fanon Today: After Colonialism

*Required Readings:*

Mabago Percy More, "Fanon and the Land Question in (Post)Apartheid South Africa" (M)<sup>20</sup>

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<sup>17</sup> Playwright's Guild of Canada, 2014.

<sup>18</sup> *The Journal of Speculative Philosophy*, 32.1 (2018), pp. 179-199.

<sup>19</sup> *The Boston Globe*, November 20, 2017, url: <https://www.bostonglobe.com/opinion/2017/11/19/lifesaving-lessons-time-trump/vNGPR5BwbaZgbJ15CpEhGN/story.html>

<sup>20</sup> More chapter from *Living Fanon: Global Perspectives*, ed. Nigel C. Gibson (New York: Palgrave Macmillan, 2011), pp. 173-185.

Nigel C. Gibson, "The specter of Fanon: the student movements and the rationality of revolt in South Africa" (M)<sup>21</sup>

Nigel C. Gibson, Chapter 5 ("Violent Concerns"), *Fanon: The Postcolonial Imagination* (M)<sup>22</sup>

Gayatri Chakravorty Spivak, "Preface to *Concerning Violence: Nine Scenes from the Anti-Imperialistic Self-Defense*" (M)<sup>23</sup>

*Additional readings:*

Additional chapters from Nigel C. Gibson's monograph and edited volume (see footnotes 20 and 22).

Achille Mbembe, "Metamorphic Thought: The Works of Frantz Fanon," *African Studies* 71(1), April 2012, pp. 19-29.

*Film (shown in class):*

*Concerning Violence: Nine Scenes from the Anti-Imperialistic Self-Defense* (Sweden, Finland, Denmark, and the United States, 2014)

*(Trigger warning: In this film, segments of chapter I of Fanon's The Wretched of the Earth is narrated, including ethnic and religious slurs.)*

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March 30                      Reich and Adorno Today: American Authoritarianism

(Final Discussion Facilitation Today)

*Required Readings:*

Kevin Mattson, "The Trumpian Personality" (M)<sup>24</sup>

Daniel Burston, "'It can't happen here': Trump, authoritarianism and American politics" (M)<sup>25</sup>

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<sup>21</sup> *Social Identities*, 23.5 (2017), pp. 579-599.

<sup>22</sup> *Fanon: The Postcolonial Imagination* (Cambridge, UK: Polity, 2003), pp. 103-126.

<sup>23</sup> *Film Quarterly*, 68.1 (2014), pp. 61-62.

<sup>24</sup> *Dissent*, 65.1 (2018), pp. 116-122.

<sup>25</sup> *Psychotherapy and Politics International*, 15.7 (2017).

Enzo Traverso, "Trump's Savage Capitalism: The Nightmare is Real" (M)<sup>26</sup>

Natasha Lennard, Chapter 1 ("We, Anti-Fascists"), *Being Numerous* (M)<sup>27</sup>

*Additional Reading:*

David Norman Smith, "Authoritarianism Reimagined: The Riddle of Trump's Base," *The Sociological Quarterly* 60.2 (2019), pp. 210-223.

Christian Salmon, "Trump, fascism, and the construction of 'the people': An interview with Judith Butler," url: <https://www.versobooks.com/blogs/3025-trump-fascism-and-the-construction-of-the-people-an-interview-with-judith-butler>.

**Reminder!** On Monday, April 6th, your Research Paper will be due in my Politics office between 1:00-2:30 pm. If your Discussion Facilitation took place on March 30th, your Individual Follow-Up Reflection Paper will also be submitted at this time.

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<sup>26</sup> *World Policy Journal*, 34.1 (2017), pp. 13-17.

<sup>27</sup> *Being Numerous: Essays on Non-Fascist Life* (London and New York: Verso, 2019), pp. 7-24.