PAPM 2001A
Foundations of Public Policy: Political Thought
Fall 2025
Arthur Kroeger College

Dr. Lisa Mills
lisamills@cunet.carleton.ca
D199E Loeb Building
(Arthur Kroeger College space)
Office hours: Thursdays, 11.30 a.m. – 1.30 p.m. or by appointment
(Note that I will usually respond to emails within 24 hours, except if the email is sent on Friday night or the weekend – in which case I will respond on Monday).
Brightspace page: https://brightspace.carleton.ca/d2l/home/371793

Lecture:
Thursdays   9.35 – 11.25 a.m.

TA:
Isaac Macpherson
isaacmacpherson@cmail.carleton.ca
Office hours and location: TBA

Tutorials:
Group A1   Thursday, 11.35 – 12.25
Group A2   Thursday, 12.35 – 13.25

Tutorials will begin in the week of September 1st.
Lectures and tutorials will be held in person.

1. Course Description

Calendar Description:

Foundations of Public Policy: Political Thought
Theoretical, philosophical and ethical foundations for the study of public affairs and policy management. Drawing from classic and contemporary texts in political philosophy and theory, students consider issues relating to the nature of democracy, civic society and social organizations, the public, public affairs, public interest.

Course description:

Academics, opinion writers, and many members of the public and activists, have become concerned about the rise of authoritarianism, authoritarian populism, and the associated decline in democratic institutions in the twenty-first century.

We will explore the following questions (among others):

- What is democracy?
- How did ancient democracy differ from its more recent, liberal variant?
- What are the current threats or challenges to liberal democracy, and why have they arisen at this time?

The course will consider classic texts on democracy in the first half of the semester. In the second part of the semester we will move to more recent literature to consider the challenges to liberal democracy, particularly from theorists who are concerned about the gendered and racialized nature of liberal democracy, as well as the rise of phenomena such as populism, the spread of dis- and mis-information, and fascism.

2. Precludes additional credit for PAPM 1000.

3. Learning Outcomes

At the end of the course, students will be able to:

- Describe the key features of classical democracy
- Describe the key features of liberal democracy, differentiating it from classical democracy
- Explain the main anti-racist and feminist critiques of liberalism
- Explain the debate about the rise of populism and to what extent it threatens liberal democracy
- Explain the debate about the impact of mis- and dis-information on democracy

4. Texts & Course Materials

All course readings are available via Ares on Brightspace. **Please note that you do not have to purchase any textbooks.**

If you wish to buy books, however, I recommend buying or borrowing John Locke's *Two Treatises of Government*, ($27.95) and J.S. Mill's *On Liberty* ($8.99). David Held's *Models of Democracy, Third Edition,* Stanford University Press, 2006, is $41.75. Again, however, the relevant chapters will be on Ares.

5. Course Calendar

First essay due: Friday, October 3rd, 2025
In-class test: Thursday, October 30th, 2025
Second essay due: Friday, November 14th, 2025
Final in-class test: Thursday, December 4th, 2025

Please note also that there will not be a tutorial during the week of October 20th.

6. Evaluation

a. List of Evaluation Elements

- Tutorial attendance   5%
- Tutorial participation   5%
- Lecture attendance   5%
- In-class test   25%
- First paper   15%
- Second paper   30%
- Final in-class test   15%

b. Assessment policies

- Written assignments are to be submitted through Brightspace. **Please upload Word documents**, rather than .pdf.
- In order to pass the course, **all written elements of the class – including the in-class test and final exam – must be completed**. Students must also attend **a minimum of five tutorials** to pass the course.
- Extensions
  - Written assignments are to be submitted by 11.59 p.m. on the due date.
  - Late penalties of **3 marks per day** will be applied to assignments submitted after 11.59 p.m. on the due date.
  - Extensions will **not** be granted except in case of extenuating circumstances. Extenuating circumstances are:
    - beyond a student's control;
    - have a significant impact on the student's capacity to meet their academic obligations; and
    - could not have reasonably been prevented.
    Extenuating circumstances may include sudden illness or incapacitation, including mental health and compassionate circumstances.
    Experiencing diverse challenges and stressors is considered typical within the university experience and are not considered extenuating circumstances; for example, managing workload, competing deadlines, inclement weather, amongst others.
  - Extension requests must be directed to Dr. Mills, preferably before the due date of the assignment, and **no later than 24 hours after the due date**. If you contact me on a weekend, and I don't reply immediately, please don't panic; I will be in touch on Monday. I will take your circumstances into consideration in setting another deadline.
  - If an extension is required, it should not be for more than 5 days. If you need an extension for longer than that time, please submit a long-term academic consideration request form and email supporting documentation to
  - Further information on short- and long-term extensions can be found at

https://carleton.ca/registrar/wp-content/uploads/Procedure-for-Academic-Consideration-for-Students.pdf (The document above is also on Brightspace).

- o Students who claim **short-term** illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work may request accommodation as per the rules and guidelines of the **<u>Academic Consideration Policy</u>**.
- o Students are responsible for informing me as soon as possible and for making alternate arrangements to complete the missed work. In all cases this must occur no later than **three (3) working days** after the term work was due.

c. *Grading System:*

Grade	Point Equivalence	Percentage Conversion
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	less than 50

- Grading rubrics, outlining the grading criteria, are posted on Brightspace.
- Grade appeals. Any concerns about your grade should initially be directed to your TA. If the concern is not resolved, please contact Dr. Mills. For further information on how to appeal a grade, please see https://carleton.ca/registrar/appeal-of-grade/.
- You may not re-use the same piece of work previously submitted for credit in another course, except where you have used an example in an assignment in another course, which is relevant to this course; in that case, you may re-use the discussion of that example. I imagine this is unlikely to occur, however!
- If it is appropriate for the essay topic and your argument, you may use part of the first paper in the second paper.
- Use of generative AI tools (e.g., Chat GPT) are not permitted in this class. See the Academic Integrity and Academic Offences section of the Faculty teaching regulations for further information.

d. *Forms of assessment*

- The first paper
  - Should be between two and three double-spaced pages.
  - You will write on **one** of the following, from the readings in Weeks 2, 3, or 4:
    - One of the Aristotle chapters, or
    - One of the Locke chapters, or
    - One of the Federalist papers, or
    - One of the Tocqueville chapters.
  - In the paper, you will:
    - Explain what the author is arguing in the chapter
    - How s/he argues it – e.g. what are the major points he makes in support of the argument, what evidence does he bring in support of the argument
    - Your response to the argument. This could take the form of:
      - Explaining how or why the argument is relevant today
      - Explaining how or why the argument is *not* relevant today
      - Explaining how or why the argument fails – e.g. the evidence does not support the argument, the author makes contradictory statements – or critiquing the author's perspective, e.g. what the author's perspective does not take into consideration
  - Your paper should include an introduction – which provides a brief overview of the issue that the reading introduces, and outlines your evaluation of the reading – and a conclusion, which sums up your evaluation. For example, in the introduction you may say something like, "this chapter demonstrates that Locke's main concern was with the safeguarding of private property. ."

It is OK to use the word "I" as in, "I will argue…"

- The second paper

  - Should be between five and seven double-spaced pages
  - **Must be based on the course readings**

o The questions for the second paper will be available on Brightspace from **Friday, October 31st.**

I may direct you to additional readings, such as those included in the "further readings" list, if it would be helpful for answering the question – however, the reflection papers **do not require additional research, but reflection on the readings required for the course**. Depending on the question, you may wish to refer to one or more of the "further readings" in the course schedule.

Each essay should be between 5-7 double-spaced, typed pages, with no more than 12 point, Times New Roman font, one-inch margins, and no fancy lettering or designs to take up space. Clearly identify the date of your tutorial, your name, and your TA's name.

The grading rubric for the reflection papers is available on the Brightspace page. Assignments will be returned within two weeks of their submission.

- The in-class test

    o Will be comprised of several short-answer questions. More details will be announced on **October 16th.**
- The final exam

    o Will also be comprised of several short-answer questions. More details will be announced on **November 20th**.

- Tutorial attendance, tutorial participation, and lecture attendance

Tutorials begin on the week of Monday, September 1st, and end the week of November 25th. Tutorial attendance will count for 5% of your grade. It is okay to miss one tutorial – but if you miss more than one, in addition to contacting your TA, your attendance grade may be reduced. Tutorial participation will count for 5% of your grade, and will be based on the quality rather than the quantity of your contribution. Questions to guide your reading, and the tutorial discussion, will be posted on Brightspace by 11.59 p.m. on the Thursday before your tutorial e.g. if your tutorial is on Thursday September 18th, then the questions for that tutorial – and the Friday tutorial – will be posted on Thursday September 11th.

You are expected to be punctual for lectures and tutorials. However, especially given OC Transpo is as it is, this may not always be possible. If you can, please let me or your TA know if you are unable to arrive on time.

You may record lectures, but please request my permission first. You may not record tutorials.

Your participation should demonstrate that you have done the readings, and reflected upon them. Your participation may include:

- A comment or question that relates to the readings
- A response to another student (or TA's) question or comment

The comment or question:

- Should relate to the readings – it may expand on the reading, or connect other ideas or examples to the reading, but it shouldn't be a random or disconnected comment
- Should be relevant to the class discussion and the readings
- Should draw on evidence from readings to support arguments or viewpoints you are making
- Should be respectful of others in the class - ie does not denigrate or criticize an individual (disagreement with others' viewpoints is of course acceptable, but needs to be done on the basis of their argument, not their personal attributes)

- It's also ok to ask about something you didn't understand in the reading or lecture! You should have attended the lecture, however, and/or attempted the readings, in order to ask a relevant and constructive question.

I realize that some students may not feel comfortable speaking in front of others in class. If this is an issue for you, please speak to me or your TA about how we may help you with this.

Please note that in order to pass the course, in addition to achieving the required final grade, you must submit all assignments and sit the final exam, and attend a minimum of five tutorials, unless other accommodations have been made due to extenuating circumstances.

e. Reference Style for Written Work
You are required to use proper citations for all your written work. More details on academic integrity are provided below.

Referencing style: You may use any citation style you wish, provided that it is consistent. I recommend that references for all assignments be in the Chicago, Author-Date system. Please note that you should reference the page number when citing your source, not only for quotes, but for ideas or evidence derived from the source.

https://www.chicagomanualofstyle.org/turabian/turabian-author-date-citation-quick-guide.html

f. Final Grade Approval

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

7. Statement on Academic Integrity

a. As noted above, you are not permitted to submit substantially the same piece of work (that is, where large parts of the assignment are the same as work you have submitted elsewhere) more than once for academic credit. You may, however, do the following:
- o Use one or two paragraphs from another assignment (whether from this course or another course) to explain an example in this class. The example must be relevant to the assignment, however.
- o Use sections of your first essay for this class in your second essay for the class. The sections must be relevant to your choice of essay topic and question, however, and must be integrated into your answer.

b. The use of **generative artificial intelligence tools (e.g. ChatGPT) is not permitted.**

c. **Statement on plagiarism**:

The University Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.
Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

AI use in this course

Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor).

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without relying on AI support.

8. Statement on Student Mental Health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult https://wellness.carleton.ca/

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: https://carleton.ca/wellness/
- Health & Counselling Services: https://carleton.ca/health/
- Paul Menton Centre: https://carleton.ca/pmc/
- Academic Advising Centre (AAC): https://carleton.ca/academicadvising/
- Centre for Student Academic Support (CSAS): https://carleton.ca/csas/
- Equity & Inclusivity Communities: https://carleton.ca/equity/

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at https://www.dcottawa.on.ca/
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at http://www.crisisline.ca/
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at https://students.carleton.ca/services/empower-me-counselling-services/
- Good2Talk: call 1-866-925-5454 or connect online at https://good2talk.ca/
- The Walk-In Counselling Clinic: for online or on-site service https://walkincounselling.com

9. Requests for Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

10. Student rights and responsibilities

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

In exercising these rights, the University expects that community members act with a high level of responsibility in order to preserve a safe, respectful and inclusive academic environment and promotes the safety and well-being for the community, on and off campus. The Office of Student Affairs provides assistance to members of the community when there is conflict between the exercise of the above rights and the responsibility of all students to act with respect for others safety and wellbeing.

For further details of these policies, please see: https://carleton.ca/studentaffairs/student-rights-and-responsibilities/

Course Schedule

1. **September 4: Introduction**

2. **September 11: Democracy before Liberalism: Ancient Athens**

   Janet Coleman. 2000. *A History of Political Thought from Ancient Greece to Early Christianity*, Blackwell Publishing
   Ch 1 – Ancient Athenian Democracy

   Aristotle, *Politics*, Book I, Chs. 1-III; Book III, Chs. VI-X; Book IV, Ch. IV; Book VII, Chs. I-III.

   Further reading – optional

   Ober, Josiah. 2017. *Demopolis: Democracy Before Liberalism in Theory and Practice*. Cambridge: Cambridge University Press. Chapter 2, "The Meaning of Democracy in Classical Athens." 18-33

   Meiksins Wood, Ellen. 2008. Citizens to Lords: A Social History of Western Political Thought from Antiquity to the Middle Ages. London and New York: Verso. Ch 2, "The Ancient Greek Polis," 28-98.

3. **September 18: Liberal Democracy**

   Held, David. 2006. *Models of Democracy: Third Edition*. Stanford, California, Stanford University Press. Ch 3 "The Development of Liberal Democracy: For and Against the State." 56-95

   Locke, John. *Second Treatise of Government*. Book II, Chs. I & II, V, VIII-XII.

4. **September 25: Democracy in America**

   Alexander Hamilton, James Madison and John Jay, *The Federalist Papers*, Nos. 1, 9, 10, 49, 51.

   Alexis de Tocqueville. *Democracy in America*, Chs. 7-9.

   Further reading – optional

   U.S. Bill of Rights, Amendments I-XIX (1789-1919), available at
   https://www.archives.gov/founding-docs/bill-of-rights-transcript.

Declaration of the Rights of Man and Citizen (1789), available at
https://constitutionnet.org/sites/default/files/declaration_of_the_rights_of_
man_1789.pdf.

Olympe de Gouges, Declaration of the Rights of Woman and Female Citizen (1791),
available on Brightspace.

Constitution of Haiti (1805), available at
https://wp.stu.ca/worldhistory/wpcontent/uploads/sites/4/2015/07/Constitution-of-Haiti-
1805.pdf.

5. October 2 – Democracy in Canada

Lipset, Seymour Martin. 1990. *Continental Divide: The Values and Institutions of the
United States and Canada*. New York and London, Routledge. Ch 1, Revolution and
Counterrevolution: The Introduction. pp. 1-18

Quirk, Paul J. 2019. Introduction, in Paul J. Quirk (ed) T*he U.S. and Canada: How Two
Democracies Differ and Why it Matters*. Oxford University Press. pp. 3-24.

Third reading TBA.

First essay due Friday, October 4th!

6. October 9 – On Liberty – John Stuart Mill

Kitcher, Philip. 2023. *On John Stuart Mill*. New York: Columbia University Press. Ch 3,
Democracy

John Stuart Mill. *On Liberty*. Ch. I, Introductory and Ch. II, Of the Liberty of Thought
and Discussion

Further reading – optional

Harris, Abram L. 1964. John Stuart Mill: Servant of the East India Company. The
Canadian Journal of Economics and Political Science, 30 (2) 185-202

7. October 16 - Critiques of liberalism I – Racial capitalism

Mills, Charles W. 2017. *Black Rights/White Wrongs: The Critique of Racial Liberalism*.
Oxford, Oxford University Press. Ch. 3, Racial Liberalism, 28-48.
https://doi.org/10.1093/acprof:oso/9780190245412.001.0001

Further readings – optional:

Tyler Stoval. *White Freedom: The Racial History of an Idea*. Princeton: Princeton University Press.

Harris, Abram L. 1964. John Stuart Mill: Servant of the East India Company. The *Canadian Journal of Economics and Political Science*, 30 (2) 185-202

Brewer, Holly. 2017. "Slavery, Sovereignty, and "Inheritable Blood": Reconsidering John Locke and the Origins of American Slavery**."** *The American Historical Review*, Volume 122, Issue 4, October 2017, Pages 1038–1078, https://doi.org/10.1093/ahr/122.4.1038

Richter, Melvin. 1963. "Tocqueville on Algeria." *The Review of Politics* 25 (3), 362-98.

8. **October 23 Fall break – No Class**

9. **October 30 - In-class test**

Please note there will be no tutorials this week.

10. **November 6 – Critiques of liberalism II – Feminist critiques**

Abbey, Ruth. 2014. *The Return of Feminist Liberalism*, Hoboken: Taylor and Francis. Ch. 1 The Feminist Critique of Liberalism, pp. 24-26

Tronto, Joan. 2013. *Caring Democracy: Markets, Equality and Justice*. New York: New York University Press. Ch 1, Redefining Democracy as Settling Disputes About Care Responsibilities, 17-45.

Schouten, Gina. 2019. 'Flexible' Family Leave is Lousy Feminism. *Boston Review*, October 10, 2019, https://www.bostonreview.net/articles/gina-schouten-case-inflexible-family-support/

Further reading – optional

Zerilli, Linda. 2015. The Feminist Critique of Liberalism, in Steven Wall ed. *The Cambridge Companion to Liberalism*, Cambridge, Cambridge University Press, pp. 355-380

Ducat, Stephen. 2016. *The Wimp Factor: Gender Gaps, Holy Wars, and the Politics of Anxious Masculinity* (Chapter 6)

Yuval-Davis, N. 1997. Women, citizenship and difference. *Feminist review*, 4-27.

Schouten, Gina. 2019. *Liberalism, Neutrality and the Gendered Division of Labour.* Oxford: Oxford University Press.

11. November 13 – Threats to Democracy – Populism

Fraser, Nancy. 2019. *The Old is Dying and the New Cannot Be Born: From Progressive Neoliberalism to Trump and Beyond.* London, Verso. The Old is Dying and the New Cannot Be Born: From Progressive Neoliberalism to Trump and Beyond, pp. 5-22.

Urbinati, Nadia. 2019. *Me the People: How Populism Transforms Democracy*. Cambridge, Mass., Harvard University Press. "Introduction: A New Form of Representative Democracy." 1-39

Further readings – optional

Weyland, Kurt. *Democracy's Resilience to Populism's Threat: Countering Global Alarmism.* Cambridge: Cambridge University Press. Ch. 1. The Populist Threat to Democracy.

Müller, Jan-Werner. 2016. *What Is Populism?* Philadelphia: University of Pennsylvania Press.

Müller, Jan-Werner. 2019. Populism and the People. *London Review of Books,* 41(10) May 23, 2019

Berman, Sheri. 2017. "The Pipe Dream of Undemocratic Liberalism." *Journal of Democracy* 28(3): 29-38.

Kendall-Taylor, Andrea and Erica Frantz. "How Democracies Fall Apart: Why Populism is a Pathway to Autocracy." *Foreign Affairs*. December 5, 2016.

Pita, Adrianna. 2016. "The Rise of the Right: Right-wing Populism in the US and Europe." *The Brookings Institution*. April 19, 2016.

12. November 20 – Threats to Liberal Democracy – Lies, Dis- and Mis-Information

Mercieca, Jennifer R. 2019. "Dangerous Demagogues and Weaponized Communication." *Rhetoric Society Quarterly* 49(3): pp. 264-279.

Azari, J.R. 2016. "How the News Media Helped to Nominate Trump." *Political Communication* 33 (4) pp.667-680.

McKay, Spencer, Chris Tenove, Nishtha Gupta, Jenina Ibañez, Netheena Mathews, Heidi Tworek. (2024). *Harmful Hallucinations: Generative AI and Elections.* Vancouver: Centre for the Study of Democratic Institutions, University of British Columbia.

DOI: https://doi.org/10.14288/1.0445035

Further reading:

Michiko Kakutani. 2018. "The death of truth: How we gave up on facts and ended up with Trump." The Guardian online, July 14, 2018. https://www.theguardian.com/books/2018/jul/14/the-death-of-truth-how-we-gave-up-on-facts-and-ended-up-with-trump

Arendt, Hannah. "Truth and Politics." *Between Past and Future*, Penguin, Ch. 7

Arendt, Hannah. *On Lying and Politics*, Penguin Random House.

Jay, Martin. 2010. *The Virtues of Mendacity: On Lying in Politics*. University of Virginia Press.

Klee, Miles. 2024. "How Elon Musk and X became the Biggest Purveyors of Online Disinformation." *Rolling Stone*, August 9, 2024. https://www.rollingstone.com/culture/culture-features/elon-musk-twitter-misinformation-timeline-1235076786/

Second essay due Friday, November 14th!

13. **November 27 – Threats to Liberal Democracy - Fascism**

Paxton, Robert O. 2005. *The Anatomy of Fascism*. New York: Vintage Books. Ch. 8. "What is Fascism?" 206-220.

Weyland, Kurt. 2021. *Assault on Democracy: Communism, Fascism and Authoritarianism During the Inter-War Years*. Cambridge, Cambridge University Press. Ch. 6, The German Exception

Trilling, Donald. 2025. Is This Fascism? *London Review of Books*, Vol 47 No 10 June 5

Further readings – optional

Enzo Traverso. 2003. *The Origins of Nazi Violence*. New Press. Ch 1. Discipline, Punishing, Killing.

Hannah Arendt. *Origins of Totalitarianism.* London: Andre Deutsch.

Alberto Toscano. 2023. *Late Fascism: Race, Capitalism and the Politics of Crisis*. London and New York: Verso.

Steven Levitsky and Daniel Ziblatt. 2018. *How Democracies Die*. Crown.

Kurt Weyland. 2021. *Assault on Democracy: Communism, Fascism and Authoritarianism During the Inter-War Years*. Cambridge, Cambridge University Press.

14. December 4 – In-class test