Guía docente de la asignatura

Anti-Europeanization Backlash and Rising Nationalisms (MQ1/56/1/8)

Fecha de aprobación por la Comisión Académica: 01/07/2025

Máster	Máster Universitario en Estudios Europeos
MÓDULO	Module 6: Social Transformations in Europe
RAMA	Ciencias Sociales y Jurídicas
CENTRO RESPONSABLE DEL TÍTULO	Escuela Internacional de Posgrado

Semestre	Segundo	**Créditos**	5	**Tipo**	Optativa	**Tipo de enseñanza**	Presencial

PRERREQUISITOS Y/O RECOMENDACIONES

none

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

The course is structured into three main units.

The first unit will introduce the idea that the rise of anti-Europeanization sentiments and resurging nationalisms across various EU member states reflects a significant challenge to the European project since the last two decades. This backlash manifests in the form of growing skepticism towards EU institutions, policies, and integration efforts. Fuelled by concerns over sovereignty, immigration, and economic disparities, nationalist movements leverage populist rhetoric to undermine the idea of a united Europe. Consequently, this trend poses a threat to the cohesion and stability of the European Union, necessitating proactive measures to address underlying grievances and bridge divides within the continent.

In the second unit, the course will introduce some theoretical and practical aspects regarding neo-nationalist and populist discourses, from a historical and gender perspective, especially looking at the anti-Europeanist far-right political parties in both Western and Eastern Europe. In this unit, we will also analyze some public opinions and media's positioning and representation of the politics of the tribalization of Europe.

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The third block will shed light on the – mutually connected – structural conditions and ideologies of modern neo-nationalist and populist discourses in Europe. Here, we will analyze values, positions and assertions inscribed into particular Eastern and Western European far-right discourses. To analyze them, we will reconstruct connections to global far-right (neo-populist) movements (Russia, United States of America); modalities of internet trolling and online (pop-)cultural transgression (culture of "lulz", the Incel figure, etc.); and, not least, capitalist internet platforms as conducive to post-truth and fake news which are phenomena inherently inscribed in modern populism and nationalism.

COMPETENCIAS

COMPETENCIAS BÁSICAS

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

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RESULTADOS DE APRENDIZAJE (Objetivos)

• C01 Has advanced knowledge and understanding of the complex processes of European integration, Europeanisation and globalization.

• C02 Identifies the main lines of evolution of the aforementioned processes of European integration, Europeanisation and globalization.

• C03 Explains how the concepts of Europeanisation and globalization have been and can be applied to various European regions and their relations both with other regions of the world and with international organizations

• C06 Knows and is aware of his/her own rootedness in a specific discipline and academic culture. Appreciates the opportunity to become familiar with different academic ways of looking at a variety of European actors and the correlation with globalization processes.

• C07 Understands from different academic perspectives the different European actors and their correlation with the processes of globalization

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

Unit 1- Nationalism, Populism and the Tribalization of Europe

1. Identity Politics in a "Glocal" World
2. The discourse on Europe: its roots and its nature
3. What defines Europe from a anti EU positions
4. Neo-nationalism in Western and Eastern Europe. Some Case Studies
5. Political Parties Manifestos on Nation and Identity Politics

Unit 2 - Right-wing Populism and Gender. "Gender Ideology" and the Politics of Patriarchy

2.1 Gender Gaps in Partisanship: Who Votes for the far-right in Europe?

2.2 "Gender ideology" and Anti-gender Campaigns in Europe

2.3 Vox and the "Feminine" Political Leadership. The Case of Macarena Olona

2.4 Anti-genderism in Eastern Europe: Some Accounts from Romania

Unit 3- Ideological and Structural Conditions of European Populism

3.1 (Paradoxical) Glocal Nature of European Neo-Nationalism

3.2 Modalities of Online Trolling and Normative Subversion

3.3 Fake News and Post-Truth in Algorithmic Culture

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PRÁCTICO

Unit 1: Analysis of the Political Parties Manifestos for the European Parliament Elections 2024

Unit 2: Critical Discourse Analysis and the Gender Perspective: Practicing with European Newspaper Articles

Unit 3: Nationalists, Incels, and Far-Right Trolls: Reconstructing Online Nationalist Discourse in Memes, Remixes and Mash-ups

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

Unit 1

- Caiani, M. (2017) Nationalism, populism and the rebirth of statehood in Europe in The Crisis of the European. Routledge.
- Mudde, C. (2019). The Far Right Today. Journal of Democracy, 30(1), 158-172.
- Tournier-Sol, K. (2019). The Role of Identity in the Constitution of the European Public Sphere. European Journal of Communication, 34(3), 243-257.
- Wodak, R. (2019). The Politics of Fear: What Right-Wing Populist Discourses Mean. Sage Journals, 16(4), 444-458.

Unit 2

- Dietze G. & Roth, J. (2020). Right-wing populism and gender: European perspectives and beyond. Transcript.
- Kuhar, R. & Paternotte, D. (2018). Anti-Gender Campaigns. Mobilizing against Equality. Rowman &Littlefield.

Unit 3

- Philips, W. (2016). This Is Why We Can't Have Nice Things: Mapping the Relationship between Online Trolling and Mainstream Culture. MIT Press.
- McIntyre, L. (2018). Post-Truth. MIT Press

BIBLIOGRAFÍA COMPLEMENTARIA

Unit 1

- Heinisch, Reinhard and Oscar Mazzoleni. (2020). "The People and the Nation: Populism and Ethno-Territorial Politics in Europe." Nationalities Papers, 48(1), 4-21.

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- Kuzio, Taras. (2021). "Populist Radical Right and Radical Left Parties in Europe: Comparative Approaches to the Post-Communist World." East European Politics, 37(2), 135-154
- March, Luke. (2021). "Against Eurocentrism: Globalization, Critical Theory, and Decoloniality." International Political Sociology, 15(1), 95-113.

Unit 2

- Applebaum, A. (2021). Twilight of democracy. The Seductive Lure of Authoritarianism. Anchor Books.
- Martinelli, A (ed.) (2018). When populism meets nationalism. Reflections on parties in power. ISPI. (access to pdf version can be provided)
- Wind, M. (2020). The Tribalization of Europe: A Defense of our Liberal Values. Polity Press
- Rachman, G. (2021). The Age of the Strongman. How the Cult of the Leader Threatens Democracy around the World. Vintage.
- Wodak, R. (2021). Gender and the Body Politic: The Politics of Patriarchy. In: Wodak, R. The Politics of Fear. The Shamelss Normalization of far-right discourse. 2nd Edition. Sage.

Unit 3

- Ring Carlson, C. (2021) Hate Speech. MIT Press.
- Zimdars, M. (2020). Fake News: Understanding Media and Misinformation in the Digital Age. MIT Press.
- Beran, D. (2019). It Came from Something Awful: How a Toxic Troll Army Accidentally Memed Donald Trump into Office. MacMillan.
- Shifman, L. (2013). Memes in Digital Culture. MIT Press.
- Fiske, J. (1989). Understanding Popular Culture. Routledge.

ENLACES RECOMENDADOS

European Commission: https://commission.europa.eu/index_en

European Parliament: https://www.europarl.europa.eu/portal/en

Eurobarometer: https://europa.eu/eurobarometer/

Eurostat: https://ec.europa.eu/eurostat

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary

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assessment session (convocatoria ordinaria) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (evaluación única final), which is an assessment method that only takes a final exam into account.

According to the Rules of assessment and grading of the students of the University of Granada (latest modification approved by the Governing Board on 26th October 2016), the assessment of students' academic performance will reflect public, objective and impartial criteria, and will preferably be continuous and ongoing.

Evaluation system:

The task involves conducting an academic essay, with critical apparatus, spanning approximately 10 pages, on one of the topics proposed in the three units that make up the module. A list of topics to choose from will be provided, although students' proposals are also welcome.

The evaluation system preferably consists in an ongoing evaluation. Details of the ongoing evaluation are going to be provided by the professors in the first class. The ongoing evaluation may consist of assistance, in class activities, essays and in class presentations.

Students that follow the final assessment method (evaluación única final) are going to take a final exam that represents the 100% of their final mark. The exam is going to be based on the theoretical and practical content that have been presented during the course.

EVALUACIÓN EXTRAORDINARIA

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (convocatoria ordinaria) will have access to an extraordinary assessment session (convocatoria extraordinaria). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

The extraordinary assessment session if an exam that represents 100% of student's mark. The exam is going to be based on the theoretical and practical content that have been presented during the course.

EVALUACIÓN ÚNICA FINAL

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (evaluación única final), which is an assessment method that only takes a final exam into account.

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In order to opt for a single final assessment (evaluación única final), students must send a request, using the corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

INFORMACIÓN ADICIONAL

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): Gestión de servicios y apoyos (https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

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