

THE RISE OF POPULIST MOVEMENTS ACROSS EUROPE AND RUSSIA



A RESOURCE PACKET FOR EDUCATORS

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USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



RECOMMENDED RESOURCE



VISUAL MEDIA



LESSON PLAN



AUDIO



ENGLISH/LANGUAGE ARTS



CHARTS AND GRAPHS



SOURCE: GETTY

[A Note on Learning Standards Presented in this Packet:](#)

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State. **The College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet.

The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.



(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C₃ Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics Economics Geography History	Gathering and Evaluating Sources Developing Claims and Using Evidence	Communicating and Critiquing Conclusions Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

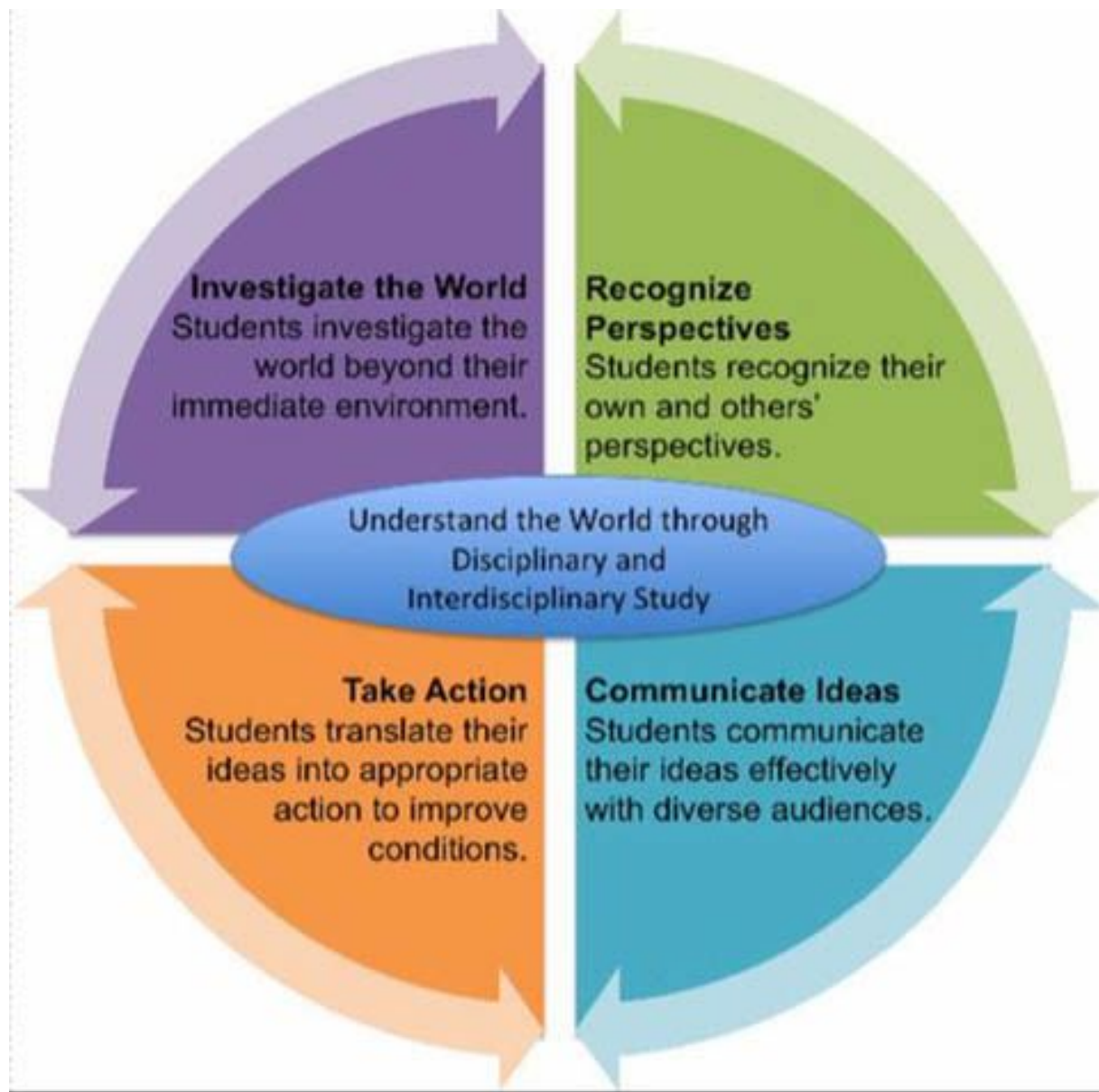
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



1. Learning objective: Students will be able to define *ideology* and explain the relationship between different ideology and the differences between political parties and platforms.

Guiding Questions:

- How can we understand differences between major political parties?
- What precedents in the past help us to understand populism in the present? What comparisons can be made to earlier events, crises, ideologies, and mass sentiments?
- In what ways do different versions of the past shape politics in the present?
- What are the key similarities and differences that characterize major political ideologies in Europe and how are they currently shaping local, regional, or national communities? How are the major ideologies currently shaping or influencing society?

Learning Standards:

WA Social Studies Standards History Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

WA Social Studies Standards Social Studies Skills Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

WA Social Studies Standards Social Studies Skills Component 5.3: Deliberates public issues.

C3 Framework D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

C3 Framework D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

C3 Framework D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

C3 Framework D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

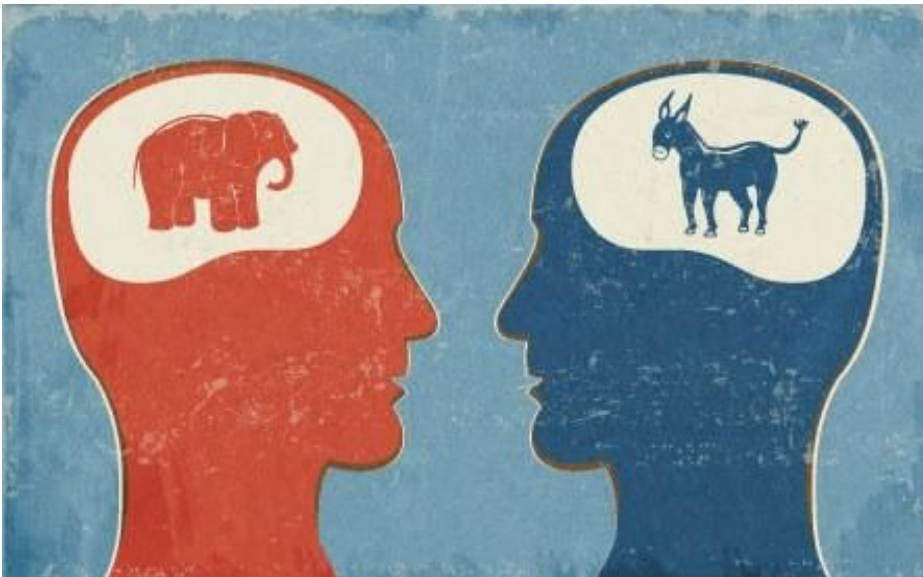
C3 Framework D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

C3 Framework D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

C3 Framework D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

C3 Framework D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

C3 Framework D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.



Relevant Standards in Psychology and Sociology

D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

D2.Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.

D2.Soc.3.9-12. Identify how social context influences individuals.

Resources

 **Europe's Rising Far Right: A Guide to the Most Prominent Parties**
<http://www.nytimes.com/interactive/2016/world/europe/europe-far-right-political-parties-listy.html>
A quick guide to eight prominent far-right parties that have been making news; it is not a comprehensive list of all the Continent's active far-right groups. The parties are listed by order of the populations of the countries where they are based.

  **Video: What Is a Political Ideology?**
<http://study.com/academy/lesson/what-is-a-political-ideology.html>
Nearly every opinion on the appropriateness or inappropriateness of government policy, ranging from welfare to gun control, is a reflection of a person's political ideology. In this lesson, you learn about political ideology and its importance. This video also leads other videos that go further in depth about various ideologies including conservatism, liberalism, and Marxism.

 **Interactive: IDEALog Quiz**
<https://www.idealogy.org/en/quiz>
The Self-Test that requires students to answer twenty questions—drawn from national surveys—which are equally divided between the conflict of individual freedom vs. social order, and the conflict of individual freedom vs. social equality. Based on their responses, students are classified into one of four ideological types. Their ideological scores are then compared with the scores for the public's responses to the same twenty questions. Instructors will not have access to students' individual responses or summed scores. Instructors will only be able to view aggregate class scores.

 **Interactive: The Political Compass Quiz**
<https://www.politicalcompass.org/>
A 6-part questionnaire which plots the taker's political positions on a four-point compass and plots estimates for the positions of 20th century leaders and mid-1990s British politicians.

 **Interactive: European Political Ideologies Quiz**
<http://www.selectsmart.com/FREE/select.php?client=polphil>
Most political quizzes are geared to an American audience. "Liberal" means left, "Conservative" means right, and a whole range of European positions don't exist. This selector is intended to rank political philosophies and their subsections for you in European terms. In order for this quiz to work properly, answer with the longer term and general principles in mind.

 **Video: The History of Europe-Ideologies 1787-2013**
<http://www.youtube.com/watch?v=HE6NjlWfY8g>
See how the ideas which Europe was governed by have changed over time.

 **Video: Pole-tics—Ideology—Populism**
<http://www.youtube.com/watch?v=2JKxPBRqgDM>
This video considers the rise to populism both in the centrist parties in Eastern Europe, the mainstream parties in the US and UK, and the Eurosceptic parties in Europe.



Classroom Activity: A Glossary of Political Economy Terms—Ideology

<http://www.auburn.edu/~johnspm/gloss/ideology>

This is the online edition of *A Glossary of Political Economy Terms* by Dr. Paul M. Johnson of Auburn University. Dr. Johnson provides a clear definition of ideology and includes hyperlinks to additional definitions of various ideologies including anarchism, communism, conservatism, fascism, legitimacy, liberalism, libertarianism, populism, socialism, and totalitarianism. If a set of computers is available to the class, instruct students to visit this website. Working first in pairs and then discussing as a whole class, have students examine each of the relevant terms and discuss the following:

- 1) What sets this ideology apart from others, and what are its central values and beliefs?
- 2) What incentives would people have to support this ideology; why might it be appealing to some?
- 3) What downsides does this ideological system have, causing it to be potentially unsuccessful?
- 4) Historically, how has this ideology shaped a specific country, region, or society? Examples?

2. Learning objective: Students will be able to identify past historical precedents that have primed Europe for populism in the present. They will be able to explain the historical legacies and connections between economic and social policies that influence civil society.

Guiding Questions:

- What have major political parties in Europe proposed as a solution to social issues and economic insecurity?
- What disagreements have national political parties had and why?
- What role does the government play in shaping political discourse?

Learning Standards:

WA Social Studies Standards History Component 4.2: Understands and analyzes causal factors that have shaped major events in history.

WA Social Studies Standards History Component 4.4: Uses history to understand the present and plan for the future.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Relevant Learning Standards in Psychology and Sociology:

D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.

D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

D2.Soc.10.9-12. Analyze how social structures and cultures change.



Resources



The Rise of Populism in Europe

<https://www.foreignaffairs.com/articles/europe/2016-06-03/rise-populism-europe>

Two core issues lie at the root of today's rising populism: the challenge of migration and the lingering euro crisis. Identifying the problem, however, is not the same as overcoming it. And here, Europe faces a dilemma. The continent's problems can only be addressed through increased cooperation, but European electorates refuse to authorize any further transfer of sovereignty to Brussels.

Populist Parties in Selected European Countries

<https://www.utu.fi/fi/yksikot/soc/yksikot/poliittinenhistoria/oppiaine/eduskuntatutkimus/julkaisuja/Documents/POPULIST%20PARTIES%20IN%20EUROPE-FINAL%20VERSION-David%20%C4%96oukanovi%C4%87.pdf>

A survey of populist parties in Europe including electoral histories, parties' impact, voter profiles, and more.

Can the EU Survive Populism?

<http://carnegieeurope.eu/2016/06/14/can-eu-survive-populism/j1vb>

Radical-right populists reject both what the EU stands for and how it works. Their ideology is fundamentally incompatible with European integration, creating a dilemma for the EU about how to respond to the rise of this phenomenon.



Video: Caller Asks Which Right Wing European Populism Most Concerning, the David Pakman Show

<https://www.youtube.com/watch?v=8-GktVWYRIQ>



Video: The Rise of Populist Parties Across Europe

<http://www.bloomberg.com/news/videos/2015-11-20/the-rise-of-populist-parties-across-europe>

Raoul Ruparel, Open Europe's co-director, discusses the rise of populist parties across Europe with Bloomberg's Alix Steel, Joe Weisenthal and Scarlet Fu on "What'd You Miss?"

Central Europe's Right-Wing Populism

<https://www.thenation.com/article/central-europes-right-wing-populism/>

The EU's neoliberal economic reforms have undermined public faith in democratic politics. In the hurly-burly of Central Europe's postcommunist politics, a dramatic lurch to the right is nothing out of the ordinary, but the greatest cause for alarm is that a similar context for the Hungarian rightists' triumphs exists in almost every one of the young democracies from the Baltics to the Balkans.

The March of Europe's little Trumps

<http://www.economist.com/news/europe/21679855-xenophobic-parties-have-long-been-ostracised-mainstream-politicians-may-no-longer-be>

Xenophobic parties have long been ostracised by mainstream politicians. Across the continent, right-wing populists are gathering steam. This year's migrant influx has proved a huge boon to politicians hostile to Islam, immigration and the European Union.



How the Refugee Crisis is Fueling the Rise of Europe's Right

http://www.huffingtonpost.com/entry/europe-right-wing-refugees_us_562e9e64e4b06317990f1922

European far-right parties with anti-immigration agendas go back at least as far as the 1980s, but amid Europe's current refugee and migrant crisis their rhetoric has renewed weight.



The Great Recession and the Return of Populism

<https://politicstheorypractice.wordpress.com/2016/03/23/the-great-recession-and-the-return-of-populism/>

Economic crises tend to incite anger and cause the public to repudiate status quo politics for something different and, a lot of times, more extreme.

Curriculum: Resources for Teaching the Syrian Refugee Crisis



Displacement, Resettlement, and Responding to the Global Refugee Crisis

<https://www.world-affairs.org/teacher-resources/resource-packet-25-pages/>

The World Affairs Council's Teacher Resource Guide for bringing the global refugee crisis to the classroom.



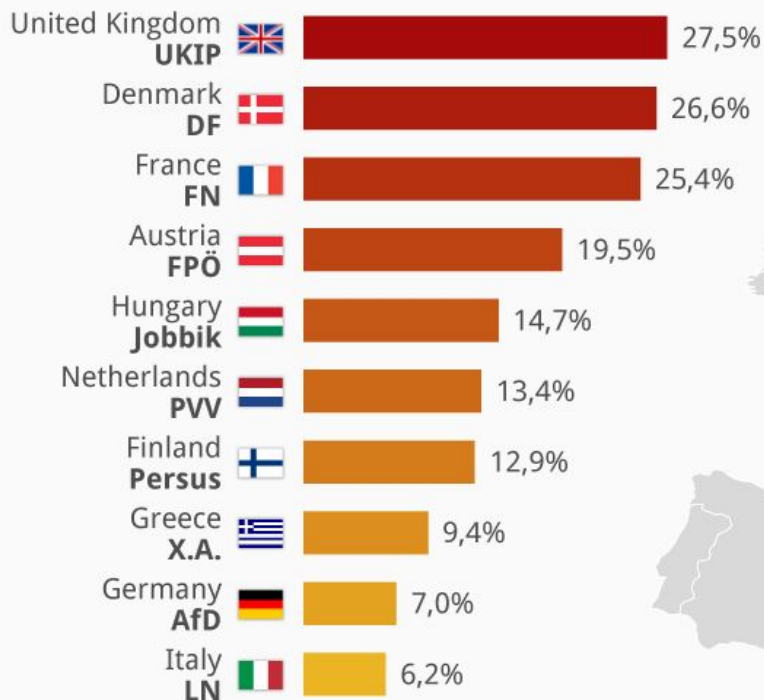
See also:

<https://www.world-affairs.org/curricular-resource-packet/>

Original Lessons Plans for teaching about the global refugee crisis by Global Classroom Director Ryan Hauck, and by board president of the United Nations Association of Seattle Eugene Martin. Also includes curriculum from Brown University's Choices Program, and Teach Unicef.

Far-Right Leads Eurosceptic Earthquake

Performance of eurosceptic parties in the 2014 European elections*



CC BY ND
@StatistaCharts

*As of May 26, 11:00 CET

Source: European Parliament

statista



These 5 Facts Explain the Worrying Rise of Europe's Far-Right

<http://time.com/4075396/far-right-politics-rise-europe/>

Economic instability, populist politicians, and a refugee wave is changing the face of politics in Europe.



Report: A Profile of Europe's Populist Parties—Structures, Strengths, Potential

https://www.dbresearch.com/PROD/DBR_INTERNET_EN-PROD/PROD0000000000354812/A_profile_of_Europe%E2%80%99s_populist_parties%3A_Structures.PDF

A comprehensive report on the different populist parties in Europe. This packet also attempts to define populism and discusses the economic implications of the Great Recession among other explanations.



Book: European Populism and Winning the Immigration Debate

<http://fores.se/wp-content/uploads/2014/11/European-Populism-print-version.pdf>

European Populism and Winning the Immigration Debate provides analyses by some of Europe's most prominent researchers on the subject. This book lets the reader understand the nature of support for anti-immigration populists in the current European context. In addition to the comprehensive theoretical background, four case studies show how concerns about immigration have been met by politicians and civil society in Sweden, Italy, the Netherlands and Denmark, in order to better understand how immigration can be debated in ways that challenge the populist, anti-immigration message.

Interactive Graphs: How Far is Europe Swinging to the Right?



http://www.nytimes.com/interactive/2016/05/22/world/europe/europe-right-wing-austria-hungary.html?_r=0

Amid a migrant crisis, sluggish economic growth and growing disillusionment with the European Union, right-wing parties in a growing number of European countries have made electoral gains. The right-wing parties included below range across a wide policy spectrum, from populist and nationalist to far-right neo-fascist.



To Discuss: As outlined in these articles, which major traits do these right-wing populist movements share? Which traits do they not share?

3. Learning objective: Students will be able to define the key concepts, globalization and state sovereignty, and explain how they influence national discourse, policies, or opinions on topics such as Brexit. In addition, students will be able to express a position on how the rise of populism affected the outcome of the Brexit vote.

Guiding Questions:

- What role do governments play in establishing sovereign identities? What disagreements have political parties had regarding national interests and why?
- How do social and economic issues affect different nations in the EU? What is the role of migrating populations and travel across EU borders, and in what way does migration impact ideas of sovereignty? Where do migrants come from and why? Are land and resource uses affected? If so, how?
- How are nations states created? How are geographic borders fixed? In what ways are traditional concepts of state sovereignty being challenged today? How does globalization shape economic, political, and social events?

Learning Standards:

D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.

D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.

D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

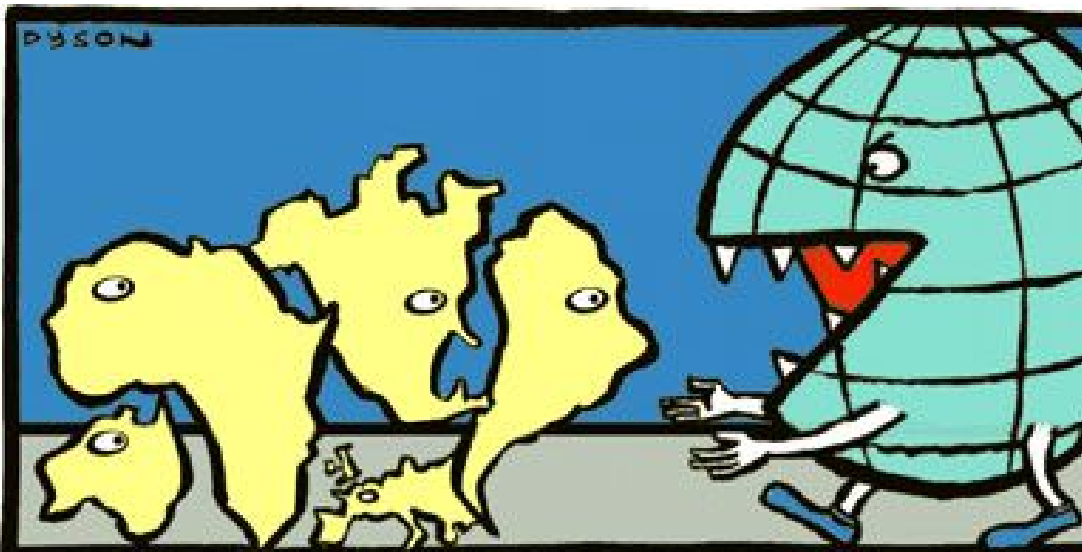
D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.

D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.

D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.



Relevant Learning Standards in Psychology and Sociology:

D2.Soc.10.9-12. Analyze how social structures and cultures change.

D2.Soc.15.9-12. Identify common patterns of social inequality.

D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.

D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.

Resources



Video: Crash Course on Globalization I—The Upside and Globalization II—Good or Bad?

<https://www.youtube.com/watch?v=5SnR-eoS6lc> and https://www.youtube.com/watch?v=s_iwrt7D5OA

This video follows the surprisingly complex path of t-shirt as it criss-crosses the world before coming to rest on your doorstep, and eventually in your dresser. The story of the t-shirt and its manufacture in far-flung places like China, Guatemala, and India is a microcosm of what's going on in the global economy. Globalization is a bit of a mixed bag, and there have definitely been winners and losers along the way. This episode reveals some of the benefits that have come along with it.

The rise of populist nationalism: Rejecting the future for memories of past

<http://www.irishexaminer.com/viewpoints/analysis/the-rise-of-populist-nationalism-rejecting-the-future-for-memories-of-past-408458.html>

The UK's vote to leave the EU reflects a global trend in which people left behind by globalization embrace a murky blend of nostalgia and nationalism, writes British historian Owen Matthews.

Europe's Nationalist Threat

<http://prospect.org/article/europes-nationalist-threat>

Rising nationalism in Europe demands that leaders on the left look beyond austerity to a more robust economic policy built on investments in infrastructure, jobs, and education.



Interactive: Daily Chart: Growing Popularity

<http://www.economist.com/blogs/graphicdetail/2015/02/daily-chart-11>

Euroscepticism is rife across the continent. Economic stagnation has bred resentment of immigrants, the single currency and the European project. Using two graphs, this article analyzes various Eurosceptic and European populist parties' view of the EU and stances on three other topics: austerity measures, the Euro, and immigration.



Video: Yes Minister—European Diplomacy

<https://vimeo.com/135166094>

Humphrey explains British participation in the European Economic Community.

Global Reaction to Britain's vote to Leave the EU

<http://theconversation.com/brexit-global-reaction-to-britains-vote-to-leave-the-eu-61399>

The United Kingdom has voted by a close margin to leave the European Union. Here, experts from around the world react to the news which has sent shockwaves around the world and what it means for their country.



Voices from Europe's Far Right

http://www.nytimes.com/2016/07/13/world/europe/voices-from-europes-far-right.html?ref=world&_r=0

This spring, we asked readers who support far-right parties in Europe to tell us why they had turned away from mainstream political movements. We received hundreds of responses from voters, most of whom cited concern about immigration and a desire to challenge the European Union in explaining their views.



String of Attacks in Europe Fuels a Summer of Anxiety

<http://www.nytimes.com/2016/07/26/world/europe/string-of-attacks-in-europe-fuels-a-summer-of-anxiety.html>

Nearly every day seems to bring a new horror to the streets of Western Europe, leaving innocent men, women and children dead or broken, fueling political and social tensions and creating what some are already calling the summer of anxiety.

Report: Right Response Understanding and Countering Populist Extremism in Europe

https://www.chathamhouse.org/sites/files/chathamhouse/ro911_goodwin.pdf

Populist extremist parties (PEPs) present one of the most pressing challenges to European democracies, but their appeal and the profile of their supporters remain poorly understood. This report examines what is causing citizens across Europe to shift support behind populist extremists and recommends how mainstream political parties can respond to the challenge.



Video: Beyond Brexit: Europe's Populist Backlash Against Immigration and Globalization

<http://www.newsweek.com/2016/07/08/britain-brexit-wounds-european-nationalism-475101.html>

Britain's Brexit vote was a victory of the old over the young, of the less educated over the educated, of nationalism over internationalism. Polls show that both Brexit voters and Trump's grassroots supporters are motivated by a similar mix of fear and fantasy: a yearning to control immigration, reverse globalization and restore national greatness by disengaging from the wide, threatening world.

Resources

How Brexit Impacts Travel

<http://www.telegraph.co.uk/travel/comment/what-would-brexit-mean-for-travellers/>

The Brexiteers have won. Britain is leaving the EU. Will those much derided warnings of so-called Project Fear prove justified, or will the arguments for Brexit be vindicated? It's a huge question; one which will affect us all - no more so than in the world of travel.



Video: Professor Michael Dougan—Industrial Dishonesty and the Outcome of Brexit

https://www.facebook.com/alina.gavrielatos/posts/10157136443350444?notif_t=like-if_id=1467556958591505

Professor Michael Dougan, the leading EU lawyer whose criticism of the referendum campaign's "industrial dishonesty" went viral, has assessed the UK's position following the vote to leave the EU. He says that this is now a "political crisis that needs a political solution" and that the Government has a "constitutional responsibility to protect the national interest."

Brexit: All you need to know about the UK leaving the EU



<http://www.bbc.com/news/uk-politics-32810887>

This article is designed to be an easy-to-understand guide on what happens now that the UK has voted to leave the EU.

Brexit, the Rise of Populist Nationalism, and the Future of Europe

<https://politicalviolenceataglance.org/2016/07/05/brexit-the-rise-of-populist-nationalism-and-the-future-of-europe/>

Those voting for Brexit are motivated by many reasons, among them concerns that echo across the European continent and beyond (including to the US): fantasies about the national past; discomfort with multiculturalism and changing social norms regarding; and inchoate beliefs that a return to 'nation' will produce better outcomes than economic integration.

What Brexit Reveals About Rising Populism

<http://www.cfr.org/united-kingdom/brexit-reveals-rising-populism/p38102>

The Brexit vote was largely driven by concerns over immigration. Given the UK's relatively positive economic context—low unemployment and higher growth than its European neighbors—why has immigration come to the forefront now?



Video: Years of Hardship Lead Welsh to Brexit

<https://www.yahoo.com/news/years-hardship-lead-welsh-brexit-013903336.html> (Associated Press)

Years of hardship and unemployment may have been the reason the Welsh electorate voted for Great Britain to leave the European Union last week but analysts fear, without EU funding, worse times may be ahead for the region.



Video: Turbulence and Uncertainty for the Market After "Brexit"

<http://www.nytimes.com/2016/06/25/business/international/brexit-financial-economic-impact-leave.html>

The world map has been redrawn with the rules of commerce across Europe, the largest marketplace on earth. Britain's vote on Thursday to leave the European Union has set in motion an unprecedented and unpredictable process that threatens turbulence and potential crisis — for Britain, for Europe and for the global economy.



Brexit for Teachers—A Resource from the UK Parliament

<http://www.parliament.uk/education/teaching-resources-lesson-plans/referendums-discussion-activity/>

This resource is ideal for use with students in the lead up to the EU referendum, and also looks at how referendums have previously been used. Pair the discussion starter questions provided with the downloadable discussion cards as prompts to suggest arguments for and against referendums. Teachers' notes are included.

Students will:

- Explore the EU referendum and the impact the possible outcomes may have
- Explore the advantages and disadvantages of referendums in a democracy
- Consider issues such as the influence of the media, public participation in politics, bias in referendum questions, the cost of government, and other arguments for and against referendums
- Understand key terms such as legitimacy, sovereignty, and direct democracy
- Consider a range of viewpoints on a complex issue and present their own point of view
- Improve their verbal communication skills and contribute to group discussions



4. Learning objective: Comparing and contrasting populism in Greece and Spain to populist movements In France and England, students will be able to identify key characteristics of populism and analyze how these developments are impacting specific contexts.

Guiding Questions

- What are the different economic factors influencing opinions in different contexts across Europe?
- What economic strategies and solutions have been discussed in contexts across Europe?
- What major political parties have power in different European states, and what particular forces allow certain parties to gain power or decline in different countries?
- What political figures have emerged in the four nations and in what ways do leaders appeal to populist sentiments to gain constituents?
- What role does refugee resettlement and immigrant integration play in shaping politics across Europe?

Learning Standards:

***Many standards listed below also apply to Learning Objective 3**

WA Social Studies Standards Economics Component 2.2: Understands how economic systems function.

WA Social Studies Standards Economics Component 2.3: Understands the government's role in the economy.

WA Social Studies Standards Economics Component 2.4: Understands the economic issues and problems that all societies face.

WA Social Studies Standards Geography Component 3.3: Understands the geographic context of global issues and events.

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

D2.Civ.13.3-5. Explain how policies are developed to address public problems.

D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.

D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy

D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Resources



Classroom Activity: Comparison of Four European Populist Movements

If a set of computers or smartphones is available to the class, instruct them to visit the websites to the right where they will find the platforms, policies, and defining statements of four of the most central European populist movements occurring presently.

After examining the four websites (some might require translation), ask students to answer the following questions first by working in pairs, and then as a class.

- 1) Which of this movement's central tenets would make it appealing to the masses?
- 2) What concerns does this party have, if any, regarding the EU, and why?
- 3) How does this party feel about government control of the economy? Of the people's life-style choices?

Populism-the eternal ideology

<https://www.opendemocracy.net/can-europe-make-it/crist-bal-rovira-kaltwasser-kirk-hawkins/explaining-populism>

Populism is becoming global. While in past decades populist forces were only associated with Latin America, from at the least 1990s onwards populist leaders have been gaining ground in both eastern and western Europe. This article tries to explain why populism is becoming part of the political mainstream and what is behind this surge.

Marine Le Pen, L'Etrangere

<https://www.1843magazine.com/features/marine-le-pen-letrangere>

Sophie Pedder examines the brutal beginnings of Marine Le Pen, leader of the nationalist revival sweeping Europe.

The Problem with Populism: Examining Syriza in Greece and Podemos in Spain

<https://www.theguardian.com/commentisfree/2015/feb/17/problem-populism-syriza-podemos-dark-side-europe>

Mass political movements such as Syriza in Greece and Podemos in Spain have an obvious appeal, but in their illiberalism there is an undeniable dark side. This article examines both left and right populist movements, discussing what both sides of the populist movement are responding to and how.

Europe's Populist Politicians Tap Into Deep-Seated Frustration

<http://www.wsj.com/articles/europes-populist-politicians-win-voters-hearts-1463689360>

Growing numbers of voters are supporting populist political parties that oppose accepting refugees and other migrants and are skeptical of European integration.

Why Populist Parties Are Booming Across Europe

<http://fortune.com/2016/04/04/populist-parties-europe/>

Is Europe becoming Trump country? The rise of upstart political parties across Europe—an event that is threatening to tear apart the continent's political systems—is not just a simple right-wing response to the rise of immigration and terrorism. The political left is simultaneously rising as well. Young left-leaning parties are now part of the ruling coalitions in Greece and Portugal, and they have taken significant numbers of seats in Italy and in Spain.

In Greece's Populism, Precious Lessons for Europe

http://www.nytimes.com/2016/01/29/opinion/in-greeces-populism-precious-lessons-for-europe.html?_r=2

Greece has been plagued by domestic divisions for most of its modern history. It is easy to see foreign creditors' supervision of our economy, and their pressure on our political system, as a new chapter in a national epic of resistance.

Populism in Europe—A primer

<https://www.opendemocracy.net/can-europe-make-it/cas-mudde/populism-in-europe-primer>

This website gives a detailed account of what populism is and what it is not. The website also gives a comprehensive list of the main populist parties in 2014 and the percentage of votes they received in the 2014 election.

UKIP: 2016 Manifesto

http://www.ukip.org/2016_manifestos
Read the UKIP's most recent manifesto.

Syriza: Who We Are

http://www.syriza.gr/page/who-we-are.html#.V4_cRPkrJpg
Learn more about Greece's leftist populist party's platform.

France National Front's Platform

<http://www.frontnational.com/le-projet-de-marine-le-pen/>
Learn more about Marine Le Pen's vision for France's future.

Podemos: We Can

<http://podemos.info/?lang=en#>
Learn more about the platform of Spain's left-wing political party.

Book: 86 Days in Greece by Taso Lagos

<https://www.amazon.com/86-Days-Greece-Time-Crisis/dp/0984654321>

An insider's view into the social, political, economic, and cultural dimensions of the crisis in Greece.



THE RISE OF NATIONALIST POPULIST PARTIES

IN EUROPE

NORWAY - PROGRESS PARTY

FINLAND - THE FINNS

SWEDEN - SWEDEN DEMOCRATS

UNITED KINGDOM - UK INDEPENDENCE PARTY

DENMARK - DANISH PEOPLE'S PARTY

NETHERLANDS - THE PARTY FOR FREEDOM

FRANCE - FRONT NATIONAL

AUSTRIA - FREEDOM PARTY OF AUSTRIA

EMERGENCE OF NATIONALIST POPULIST PARTIES

THE FRONT NATIONAL CAME FOURTH IN THE **FRENCH** PRESIDENTIAL ELECTION WITH **10.44%** OF THE VOTE

THE NORTHERN LEAGUE IN **ITALY** STRENGTHENED ITS POSITION IN REGIONAL ELECTIONS WITH **12.7%** OF VOTES

THE **SWEDEN** DEMOCRATS GAINED **PARLIAMENTARY REPRESENTATION** FOR THE FIRST TIME

MARINE LE PEN ACHIEVED THE FRONT NATIONAL'S BEST-EVER RESULT IN A PRESIDENTIAL ELECTION (**17.9%** OF THE VOTE)

2007

2010

2010

2012

1984

THE FRONT NATIONAL WON **11%** OF THE VOTE IN THE EUROPEAN PARLIAMENT ELECTIONS IN **FRANCE**

1998

THE **DANISH** PEOPLE'S PARTY RECEIVED **7.4%** OF THE VOTE IN ITS FIRST ELECTION

2001

THE **DANISH** PEOPLE'S PARTY WON **12%** OF THE VOTE

2010

THE FREEDOM PARTY CANDIDATE BARBARA ROSENKRANZ CAME **SECOND** IN THE **AUSTRIAN** PRESIDENTIAL ELECTION

2010

THE **HUNGARIAN** JOBBIK PARTY CAME THIRD IN NATIONAL ELECTIONS WITH **16.7%** OF THE VOTE

2012

GREEK GOLDEN DAWN PARTY ENTERS THE HELLENIC PARLIAMENT FOR THE FIRST TIME WITH **21 SEATS** AND **7%** OF THE VOTE

2014

UKIP RECEIVED THE GREATEST NUMBER OF VOTES (**27.49%**) OF ANY **BRITISH** PARTY IN THE 2014 EUROPEAN PARLIAMENT ELECTION

HOW CAN WE EXPLAIN THE RISE OF THESE PARTIES?

- ▶ **LOSS OF PUBLIC CONFIDENCE** IN MAINSTREAM POLITICAL PARTIES
- ▶ THE EU IS SEEN AS AN OPEN DOOR FOR **IMMIGRANTS** WHO ARE THREATENING NATIONAL CULTURES AND SAFETY
- ▶ ALL THESE PARTIES OR MOVEMENTS HAVE BENEFITED FROM THE **FINANCIAL AND ECONOMIC CRISIS** AND A CONTEXT OF DISAPPOINTMENT IN MAINSTREAM POLITICAL PARTIES AND EUROPEAN INSTITUTIONS
- ▶ MANY VOTERS SEE THESE PARTIES AS A **WAY TO PROTEST AGAINST POLICIES** WITHIN THE EU SUCH AS AUSTERITY, LACK OF JOBS, AND IMMIGRATION

SOCIAL PROFILE OF NATIONAL POPULIST PARTY VOTERS

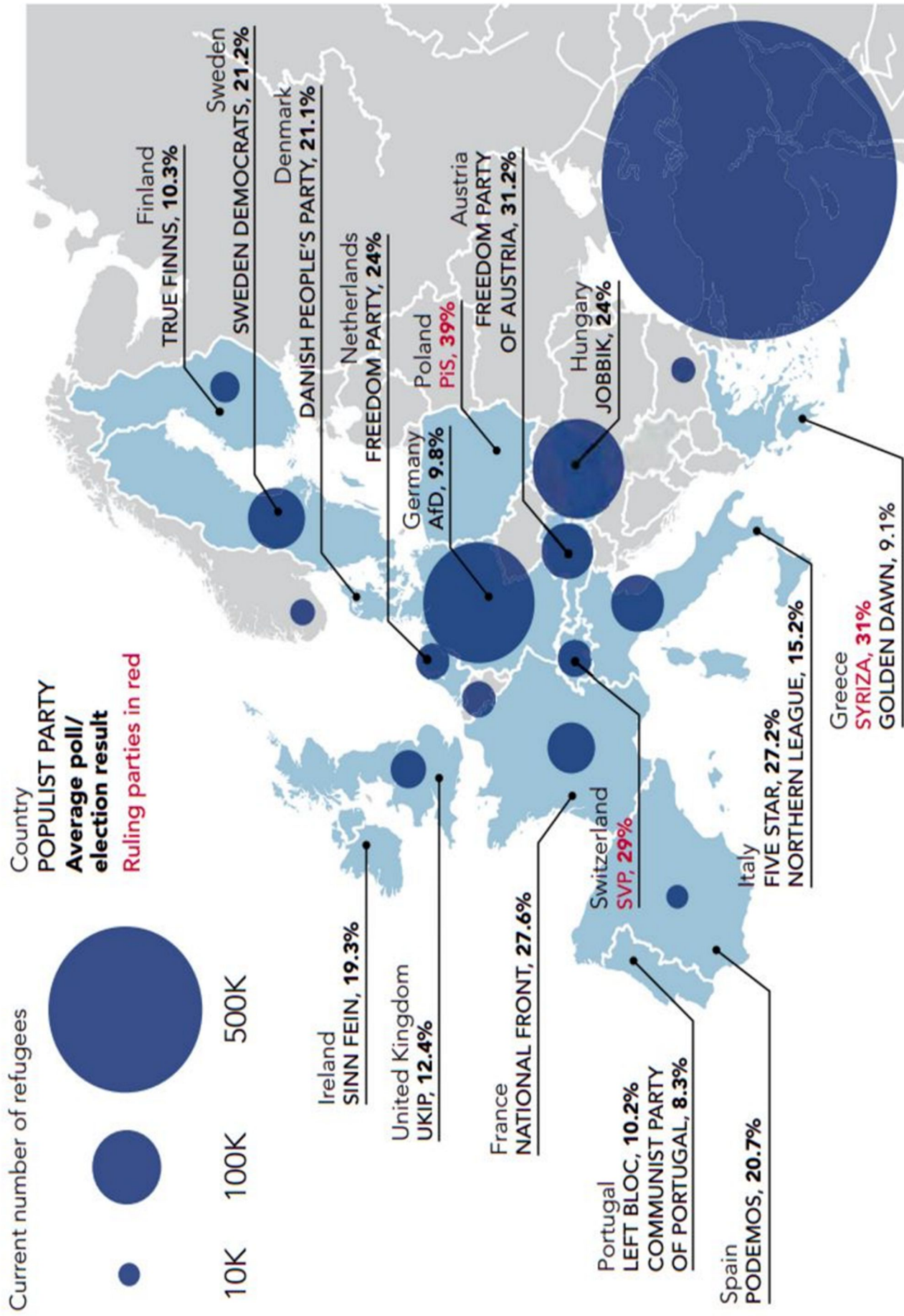
VOTERS WHO TURN OUT FOR NATIONAL POPULIST PARTIES AT ELECTIONS TEND TO BE **MEN**

SUPPORT FOR POPULIST NATIONALIST PARTIES IS **WEAK AMONG** MORE SECURE AND **SALARIED** SECTIONS OF THE **MIDDLE CLASSES** AND CITIZENS WITH A **UNIVERSITY-LEVEL EDUCATION**

POPULIST PARTIES ARE ENDORSED BY CITIZENS WHO HAVE A **NEGATIVE ATTITUDE TOWARDS** IMMIGRANTS, REFUGEES AND CULTURAL AND ETHNIC **DIVERSITY**

Sources: European Commission, European Humanist Federation, Spinnelli Group, February 2016

Populism is surging as refugees bring increased political pressures



Sources: Eurostat, United Nations High Commissioner for Refugees, Eurasia Group

5. Learning objective: Students will be able to compare and contrast populism or populist movements in Western Europe, Eastern Europe, and Russia by recognizing and evaluating distinct social, economic, and historical factors.

Guiding Questions

- What can be said about political traditions and leadership styles in Russia and in other contexts in Eastern Europe?
- What is Russia's role in influencing European politics and shaping outcomes in the EU and Eastern Europe?
- What role does the media play in shaping public opinion in contexts across Europe?
- What are the different economic factors influencing opinions in different contexts across Europe?
- How do human migrations impact European states differently?
- What major political parties have power in different European states, and what particular forces allow certain parties to gain power or decline in different countries?

Learning Standards:

*Many Standards for Learning Objective 2 also apply to Learning Objective 3, as do the standards below:

WA Social Studies Standards History Component 4.2: Understands and analyzes causal factors that have shaped major events in history.

WA Social Studies Standards History Component 4.4: Uses history to understand the present and plan for the future.

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.



"To stop all of this...Go vote! France National Front"



Anti-European Union sentiments illustrated by the United Kingdom Independence Party



"SYRIZA everywhere! No-one alone in the crisis! Organization, solidarity for socialism-democracy-freedom"

Resources



Charts: Why are Anti-Immigration Parties so strong in Nordic states?

<https://www.theguardian.com/news/datablog/2015/jun/19/rightwing-anti-immigration-parties-nordic-countries-denmark-sweden-finland-norway>

The Danish People's Party's success in the election continues a trend of rising support for rightwing parties across Finland, Denmark, Sweden and Norway.

Rise of Far-Right Party in Denmark Reflects Europe's Unease

http://www.nytimes.com/2015/06/20/world/europe/rise-of-far-right-party-in-denmark-reflects-europes-unease.html?_r=1

The surprisingly strong showing in elections on Thursday of Denmark's anti-immigration, anti-Brussels Danish People's Party has underlined a growing crisis of confidence in traditional political institutions and in the European Union itself.



Across Europe, distrust of mainstream political parties is on the rise

<https://www.theguardian.com/world/2016/may/25/across-europe-distrust-of-mainstream-political-parties-is-on-the-rise>

The narrow defeat – by just 0.6 percentage points – of the nationalist Freedom Party's Norbert Hofer in this week's Austrian presidential elections has focused attention once more on the rise of far-right parties in Europe.



Is populism in Western Europe and Central Eastern Europe the same thing?

<http://www.nouvelle-europe.eu/en/populism-western-europe-and-central-eastern-europe-same-thing>

A systematic comparison of populism in Western and post-communist Europe.

Essay: The backward East? Explaining differences in support for radical right parties in Western and Eastern Europe

<http://www.jofcp.org/assets/jcp/JCP-January-2015.pdf>

Support for radical right parties in Eastern Europe hinges on a different set of factors than in the West. Findings show that the commonly cited factors, such as economic development, immigration, and types of electoral institutions, do not explain cross-national differences in electoral support for the radical right or the difference in electoral support between Eastern and Western Europe. Rather, it is political stability and social trust that explain differences between West and East.

Report: Populism in Central and Eastern Europe—Challenge for the Future

<https://pl.boell.org/en/2014/02/14/populism-central-and-eastern-europe-challenge-future>

This GEF publication presents the phenomenon of right-wing populism from a variety of thematic angles and national perspectives. It touches upon the similarities as well as the differences between European cases of populism, and several authors discuss how Greens and progressive parties in particular should respond to this phenomenon.



Classroom Activity: Simulation of European Populist Groups

Students will be able to define globalization and state sovereignty. They will be able to express a position to the question: What have major political parties in Europe proposed as a solution to the social issues and economic insecurity caused by increased globalization? Students will also learn about specific policies, and will discuss: Should EU member states have individual policies or just one regional policy?

- 1) Split up the class into eight groups, if possible. Assign each group one of the following populist movements to research: the Progress Party (Norway); Sweden Democrats (Sweden); Danish People's Party (Denmark); the Party for Freedom (Netherlands); the Freedom Party of Austria (Austria); Front National (France); and the United Kingdom Independence Party (UKIP; The UK).
- 2) Allow groups time to conduct research on their assigned political movement, and ask them to take focused notes on their party's stance on recent social and economic issues that have resulted from globalization. For example, how does the party feel about taking in immigrants and refugees? Are members of this party typically Eurosceptic?

Places to start (most require web translation):

- Sweden Democrats <https://sd.se/>
 - Danish People's Party https://www.danskfolkeparti.dk/The_Party_Program_of_the_Danish_Peoples_Party
 - Freedom Party of Austria <https://www.fpo.e.at/>
 - Front National <http://www.frontnational.com/>
 - UKIP <http://www.ukip.org/>
- 3) Using their notes and research, have each group compose a brief statement outlining their basic tenets, mission, and stance on accepting immigrants, the refugee crisis, EU membership, and at least one other topic relating to globalization.
 - 4) Once the groups have completed a statement, have each group nominate a spokesperson to deliver the statement to the class as a whole. Have observers take note of how other parties' statements differed from their own, and discuss the differences as a class.

Resources

Liberal Democratic Party of Russia (requires translation)

<http://ldpr.ru/>

The official website of the Liberal Democratic Party of Russia, the leading populist party of Russia.

Vladimir Zhirinovsky and the LDPR

<http://www.foreignpolicyjournal.com/2011/11/07/vladimir-zhirinovsky-and-the-ldpr/>

Zhirinovsky's so-called Liberal-Democratic Party of Russia may, in the upcoming elections, reconstitute itself as Russia's "third force." The party has a well-established profile as being outspokenly nationalist, and could benefit from the rise of nationalist sentiment in Russia.

'Zhirinovsky, or it'll be worse' – flamboyant populist makes campaign pledges

<https://www.rt.com/politics/zhirinovsky-politician-voices-promises-889/>

The leader of the LDPR has made an usual eccentric show out of his elections program presentation.

Russia Has 2nd Biggest Migrant Populace After U.S.

<https://themoscowtimes.com/articles/russia-has-2nd-biggest-migrant-populace-after-us-27606>

Austria presidential poll result overturned

<http://www.bbc.com/news/world-europe-36681475>

Austria's highest court has annulled the result of the presidential election narrowly lost by the candidate of the far-right Freedom Party.

Austrian court overturns presidential election, gives far-right a second chance

<http://www.latimes.com/world/europe/la-fg-austria-elections-rerun-20160701-snap-story.html>

The most contentious Austrian presidential election since World War II will have to be repeated due to irregularities in the ballot counting, giving the losing far-right populist candidate a second chance and adding to the political turbulence in Europe.

Poland's Clash of Cultures Escalates

<http://www.voanews.com/content/poland-clash-of-cultures-escalates/3415435.html>

Unlike some central and eastern Europe nations, Poland has not seen a major push for an exit from the European Union in the wake of Brexit, but the country's nationalist movements, whose influence continues to rise, are calling for deep reforms in the EU.

Poland gets official warning from EU over constitutional court changes

<https://www.theguardian.com/world/2016/jun/01/poland-gets-official-warning-from-eu-over-constitutional-court-changes>

The EU executive has given Poland an official warning that changes to its constitutional court endanger the rule of law, in an unprecedented decision that could lead to sanctions against the country.

Poland's Populist Turn

<http://www.bloomberg.com/quicktake/poland>

Is eastern Europe's biggest economy risking the gains it made in the quarter-century since escaping communism?

European Populism, Hungary as a Case Study

<http://www.policyreview.eu/european-populism-hungary-as-a-case-study/>

Today, Europe's permissive consensus – the elite-led European integration that has been driving force of change for decades – is over, claims Bartłomiej E. Nowak.

Hungarian prime minister says migrants are 'poison' and 'not needed'

<https://www.theguardian.com/world/2016/jul/26/hungarian-prime-minister-viktor-orban-praises-donald-trump>

The populist leader fuels anti-immigrant sentiment and praises Donald Trump's foreign policy ideas as 'vital' for Hungary.

Documentary: Russian Godfathers

<http://topdocumentaryfilms.com/russian-godfathers/>

This BBC documentary series examines the relationship between Russia's richest men and Putin's administration in the Kremlin. A fascinating view into struggle that still continues between Putin, and his adversaries, the Russian Oligarchs.

Documentary: The Night Wolves: Putin's motor biking militia of Luhansk

<https://www.theguardian.com/news/video/2016/jan/29/the-night-wolves-putins-motorbiking-militia-of-luhansk-video>

The Night Wolves are Russia's largest and most notorious biker gang, fiercely loyal to Vladimir Putin, and motivated by Christianity and patriotism.

Documentary: Hunted in Russia

<https://www.youtube.com/watch?v=K-dD4dtOFM>

A view into LGBT rights in Russia.

Documentary: Putin's Kiss

<https://www.youtube.com/watch?v=cTli4tGRoi8>

A documentary about Masha Drokova, a Russia youth group member who becomes disillusioned.

Putin and the Night Wolves vs. Poland

<http://www.nytimes.com/2016/05/11/opinion/putin-and-the-night-wolves-vs-poland.html>

The Night Wolves isn't just any motorcycle club; it's shaping Russia's foreign policy.

Pro-Putin Biker Gang Revs Up Russia

<http://www.wsj.com/articles/pro-putin-biker-gang-revs-up-russia-1462818273>

When Night Wolves wanted to settle a score, they didn't reach for knives and knuckle-dusters. Instead, they took on their rivals in the traditional Russian fashion and denounced them as foreign agents.

Kremlin Rules

<http://www.aljazeera.com/programmes/putin-russia/2015/10/kremlin-rules-russia-putin-151028092819953.html>

Al Jazeera America travels the country to find out how Russians feel about their president.

Why Russia Still Attracts Immigrants

<https://www.bloomberg.com/view/articles/2015-06-15/why-russia-still-attracts-immigrants>

Russia's enormous territory and shrinking indigenous population invite a striking number of immigrants: Last year, despite the collapse of oil prices and the Ukraine crisis, Russia was the biggest originator of migrant workers' remittances in Europe.

Russian Protests Erupt Over Soccer Fan's Killing

http://www.nytimes.com/2010/12/13/world/europe/13russia.html?_r=0

Masha Gessen's courageous work on Russia:

<http://www.newyorker.com/contributors/masha-gessen>

