

Tenured Faculty Enhancement Leave Program
Application and Letter of Understanding

Name: Rebecca Hill Rank/Title: Professor

College: Humanities and Social Science Department: Interdisciplinary Studies

Period of Leave Requested (select only one): Fall Semester Spring Semester

Date of Initial Appointment at KSU: 2010 Rank at Initial Appointment: Associate Professor

Effective Date of Tenure: 2007

Previous Leaves: _____ Date: _____

_____ Date: _____

Project Title: Democracy's Other: Anti-Fascism in American Politics and Culture

Replacement Budget Funding Statement of Understanding

We understand and agree to the following stipulations with respect to replacement funding for this faculty member's Leave:

- The faculty member will not receive additional funds during the semester of the leave, but they will continue to draw their usual salary.
- The department will hire part-time instructors to cover the faculty member's courses. The associated instructional replacement costs will come from the part-time faculty pool.
- If unique departmental circumstances necessitate a different financial arrangement (for instance, a limited-term full time hire) the chair should provide a justification in the box below. The financial request will be reviewed by Fiscal Affairs in addition to the selection committee substantive review, and it might impact the applicant's chances.

Chair financial request and justification (only if part-time replacements are deemed inadequate):

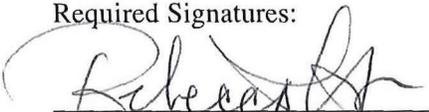
Tenured Faculty Enhancement Leave Program

Application and Letter of Understanding

I agree to all terms and conditions outlined below:

1. I agree to return to KSU as a full-time faculty member for twelve months after completion of this Leave. If I resign or retire from KSU before the end of that year, I agree to reimburse KSU for the amount of compensation I received while on leave, as well as any other expenses paid for my benefit by KSU or its affiliated entities during the leave, including all benefit costs.
2. I will complete the Leave project goals and activities as accepted by the selection committee in the time frame specified in the proposal.
3. I will submit a comprehensive final report to the Executive Director for Faculty Development, Recognition, and CETL no later than 6 months after the completion of the Leave. The report will delineate:
 - a. All work and activities completed during the Leave.
 - b. How the goals and outcomes of the Leave have been met.
 - c. Any dissemination of results (e.g., publications, presentations, grant proposals submitted, seminars or workshops, materials developed for classroom instruction, etc). Attach one copy of submitted, published, or presented papers (or other disseminated products).
 - d. Ongoing activities and follow-up.
4. I will conduct a workshop or seminar for colleagues on the outcomes of my Leave within 6 months of the end of the Leave.
5. I understand that the purpose of the Leave is to provide me time or the opportunity to work on the project full time and agree to suspend all KSU-related responsibilities and activities unrelated to the project during the term in which the Leave is taken, except as allowed by the Enhancement Leave Guidelines.
6. I understand that my successful application will be published on the CETL faculty development website as a model for future applicants.
7. I understand that if any of the above conditions are violated, I will not be eligible for funding from any KSU Funding Award program for a 5-year period.

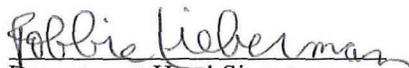
Required Signatures:


Faculty Applicant Signature

Rebecca Hill
Print Name

1/13/2020
Date

I have read the proposal, approve of its implementation, and agree to provide course releases as funded and scheduled.


Department Head Signature

Fobbie Lieberman
Print Name

1/13/2020
Date

Sharing Department Head Signature
(for jointly appointed faculty)

Print Name

Date


Dean Signature

Chien-pm Li
Print Name

1/13/2020
Date

Sharing Dean signature
(for jointly appointed faculty)

Print Name

Date

II. Abstract

“Democracy’s Other: Anti-fascism in American Politics and Culture” analyzes U.S. anti-fascist organizations and popular texts starting in the 1920s, and concludes with a chapter on competing definitions of fascism from the Tea Party movement through the resurgence of ‘Antifa.’ The project is based on extensive research in secondary works about fascism, analysis of anti-fascist popular texts, archival records of such organizations as the American Jewish Congress, Communist Party of the United States, the John Brown Anti-Klan Committee, individuals such as Avedis Derounian, and oral history interviews with anti-Nazi organizers from the 1970s to the present.

III. Narrative

Project Description

I am applying for a semester leave in Spring 2021 to complete work on my book project, “Democracy’s Other: Anti-Fascism in American Politics and Popular Culture.” This book project began when I was doing research for a book chapter on the history of the Smith Act and Hatch Act, included in the book *Little Red Scares* published by Ashgate in 2013. In the process of that work comparing definitions of fascism on the left and right in the years 1939 and 1940, I began to develop an analysis of the centrality of anti-fascism to American democracy after WWII. In American historical scholarship, it is common to describe early American democracy’s origins in republican opposition to monarchy and aristocracy during the 18th century. My argument in “Democracy’s Other” is that since the Second World War, democracy has been redefined in opposition to European fascism. This use of fascism as “Democracy’s Other” explains the common use of the term in contemporary politics. As I show in the essay “The History of the Smith Act and the Hatch Act,” both Democrats and Republicans used the term “fascist” to refer to what they perceived as the dangerous anti-democratic character of the other party starting in the late 1930s. In addition to growing from that study, “Democracy’s Other” develops themes I discussed in my book on the history of American political trials and

anti-lynching activism, *Men, Mobs and Law* (Duke 2009), and my first published article, “Fosterites and Feminists,” published in the journal, *New Left Review* in 1998. In *Men, Mobs and Law*, I discuss the way that lynching informed American progressives’ interpretations of European fascism, while in “Fosterites and Feminists” I argue that responding to Nazism led to increased advocacy for anti-racism and feminism within the Communist Party of the United States. With this project, rather than treating anti-fascism as one element in another story, I have been able to concentrate fully on the development of multiple versions of anti-fascist politics.

This project enhances my professional development and research trajectory by focusing on a persistent academic interest that has run through most of my academic career. It adds to the goals of the Interdisciplinary Studies Department and the American Studies graduate program by increasing faculty research and publications in line with the R2 roadmap. Since the definition of fascism and the phenomenon of organized anti-fascism are of considerable interest in contemporary journalism, the finished work may also increase the prominence of the department and MA program through potential media interviews. In my overall career trajectory, work I have done on this project has added the analysis of right-wing ideology to my existing study of social movements and politics that had focused largely on left-wing movements, contributing to my teaching and to other research projects.

My approach in “Democracy’s Other” is relevant and original relative to other contemporary scholarship, because most work on post-war democracy emphasizes anti-Communism over anti-fascism. At the same time, most scholarly work about anti-fascism has focused on left-wing politics alone, rarely considering conservative and libertarian

anti-Fascist discourses. My project is intentionally comparative of right and left wing commentary, showing the extent to which opposition to fascism was central to national self-definitions on both sides of the Cold War. What divided and continues to divide conservatives, liberals, and socialists regarding fascism is not whether they oppose something called “fascism” but that they define the word “fascism” differently and locate fascism’s origins in different places. For example, early conservative and liberal observers of the Nazi party defined what they saw through previously existing anti-Communist frameworks, at times even referring to the new phenomenon in Germany as “Brown Bolshevism.” Simultaneously, Communists have historically argued that fascism represents an extreme form of capitalist repression, or grows out of a rupture in liberal capitalist hegemony.

“Democracy’s Other” explores the way such conflicting definitions of fascism have changed over time, sometimes with interesting ideological overlaps. Libertarian definitions of fascism became popular during the rise of the New Left, which also associated Keynesianism with fascism, but with for different reasons, and with different goals. To reveal such confluences and complexities, the current chapter drafts compare different definitions of fascism and strategies of opposing fascism across a broad spectrum of organizations and cultural texts, including works by liberals, conservatives, socialists, anarchists, and communists. To identify these ideological claims, I explore organizing strategies of political organizations through interviews and print archives as well representations of fascism in popular works by authors as diverse as Ayn Rand and Alan Moore, whose anti-fascist dystopian *V for Vendetta* became the key text for the 21st century anarchist hackers known as “Anonymous.” This broad approach to analyzing

political ideology is similar to the methods I used in my book *Men, Mobs and Law*, which also combines analysis of political organizations and popular cultural texts.

I have already done significant work on this project. I have presented several conference papers related to several proposed chapters, going back as far as 2009 before I had developed the idea for the project, when I wrote about anti-Patriot Act activism on the left and libertarian right. I have presented papers on the 1930s, 1970s-1990s, as well as present day opposition to the “alt-right,” in the spring of 2019 at the Southeastern American Studies Association conference, and even as a part of a panel sponsored by the Electronic Frontiers Foundation at Dragon Con in September 2019. My discussion of anti-bureaucratic discourse in anti-fascism in the post-war period was published in the proceedings of an anti-Fascist history conference I attended in Germany in 2015. Most recently, I was invited to write the keyword essay on Fascism for the third edition of *Keywords for American Cultural Studies*, indicating that I am increasingly recognized in the field of American Studies for my understanding of fascism and anti-fascism.

Since the 2016 election, what was once a somewhat abstract historiographical and textual project has become increasingly relevant with the return of organized direct action anti-fascist groups (ANTIFA). I had already done interviews with members of ANTIFA’s antecedent organization in the U.S, Anti-Racist Action in 2014, and have continued with interviews of some veterans of both groups.

During the spring of 2020 and summer of 2020, I plan to further develop work on the 1940s with a trip to the National Archives, in order to complete the chapter on the 1940s and send out a book proposal to several university presses in August 2020.

b. Sustainability: As demonstrated in my time-line, I plan to use the requested leave to complete drafts of the chapters that are currently the least developed, leaving the summer of 2021 for further revisions of the entire manuscript, with particular attention to the introduction and conclusion, as well as responding to revision suggestions from readers of the manuscript proposal. I prioritized research travel for AY 2019-2020, and my department approved my funding to go to the National Archives in Spring 2020 to research the papers of the WWII-era group “Friends of Democracy.” I will also be applying to the Truman Library for a small travel grant to use their archives during Spring 2021.

c. Dissemination: The proposed form of dissemination is an academic monograph. Editors at four different university presses have expressed interest in the project: Columbia University Press, Rutgers University Press, Verso, and University of North Carolina Press. I also plan to submit the manuscript to Duke University Press, as the publisher of my first monograph with right of first refusal. If I do not have an advance contract by spring 2021, I would use the leave to complete the manuscript, and spend the summer of 2021 revising the book proposal based on the more fully realized manuscript.

CURRICULUM VITAE

Rebecca N. Hill
951 Glenwood Ave Se
Apt. 2708
Atlanta, GA 30316
Rhill54@kennesaw.edu

Professional Experience:

Director: MA program in American Studies, Kennesaw State University 2010-current
Coordinator, American Studies Undergraduate Minor, Kennesaw State University 2013-present

Associate Professor to Professor, American Studies Kennesaw State University 2010-current

Assistant to Associate Professor: Borough of Manhattan Community College, CUNY 2002-2010

Adjunct Assistant Professor: New York University, New School Graduate Faculty, Rutgers Center for Management and Labor Relations; City College Center for Worker Education, Kingsborough Community College, CUNY 2000-2002

EDUCATION

Ph.D. University of Minnesota
American Studies, 2000
Feminist Studies, Graduate Minor
BA, Wesleyan University, History with honors, 1991

PUBLICATIONS

Books:

Monograph:

Men, Mobs and Law: Anti-Lynching and Labor Defense in US Radical History, Durham: Duke University Press, 2009.

Edited collection:

with Elizabeth Duclos-Orsello (Salem State) and Joseph Entin (Brooklyn College), "American Studies Pedagogy: State of the Classroom as State of the Field" Approved for advance-contract with University of Kansas Press as of January 8, 2020 (contract pending completion of editorial response to readers' reports and approval of publishing schedule)

Articles:

"Capital or the Capitol: *The Hunger Games* Fandom and Neoliberal Populism" *American Studies* v 57 (1/2) November 2018. Pp. 5-28

"What is this Thing Called Interdisciplinarity?" part of special forum on teaching American Studies, ed. Julie Sze. *American Quarterly*, June 2016

"Frame-Breaking Then and Now" for special forum, "*The Making of the English Working Class* at Fifty," *Labour/Le Travail*, Spring 2013

"The Common Enemy is the Boss and the Inmate: Police and Prison Guard Unions in 1970s-1980s New York," *Labor: Studies in Working-Class History of the Americas*, v.8, n.3 (Fall 2011)

"Fosterites and Feminists, Or 1950s Ultraleftists and the Invention of AmeriKKKa," *New Left Review*, 228:1 (March-April 1998): 67-90.

Popular:

"This is Microhistory?" *History News Network*, May 17, 2015 (online)
<http://historynewsnetwork.org/article/159221>

"On Greater and Lesser Evils," at Threewayfight.blogspot.com

Book Chapters:

"Fascism," in *Keywords for American Cultural Studies*: Third Edition, New York: New York University Press, Burgett and Hendler eds, 2020, in press.

"Read Another Book, Repeat When Necessary" in *Reversing the Cult of Speed in Higher Education: The Slow Movement in the Arts and Humanities*. Jonathan Lee Chambers, New York: Routledge, 167-183

"The History of the Smith Act and the Hatch Act: Anti-Communism and the Rise of the Conservative Coalition in Congress," In, *Little Red Scares: Anti-Communism and Political Repression in the United States, 1921-46*; Robert Goldstein, ed. Ashgate, June 2014, paperback, Routledge Spring 2017

Chapters in Published Conference Proceedings:

"Fascist Structures, Fascist Minds: How Theories of Fascist Bureaucracy and Psychology Have Transformed Our Understanding of Democracy," Bayerlein et al, eds. Ebook, proceedings of the First Willi Muenzenberg Conference, Berlin, Germany. 2018.
<https://www.muenzenbergforum.de/ebook/>

Reviews and Review Essays:

Review Essay, "A Hundred Years of Fake News," *American Quarterly*, v. 70, n. 2 (June 2018) pp. 301-313

Review Essay: "Sound, Fury and the Search for a Smoking Gun: Timothy Messer-Kruse's Haymarket History," *Against the Current*, May-June 2016

Review Essay, "Is Resistance Futile? Cultural Studies at the Zenith of Neoliberalism," *American Quarterly*, v. 64, n.2 (June 2012)

Essay Review "Re-evaluating the CPUSA's Answer to the Woman Question: Kate Weigand's *Red Feminism*," *Journal of the Historians of American Communism*, 3:1 (Fall 2004): 145-151.

Review of Elizabeth Gillespie McRae, *Mothers of Massive Resistance: White Women and the Politics of White Supremacy*, *Journal of American History*, forthcoming 2019

Review of Mumia Abu-Jamal, *Writing on the Wall: Selected Prison Writings of Mumia Abu Jamal*, San Francisco: City Lights, 2015, *Journal of American History* Summer 2017

Review of Jason Morgan Ward, *The Hanging Bridge: Racial Violence and America's Civil Rights Century*, Oxford 2016, *North Carolina Historical Quarterly*, Fall 2017

Review of Goodlad et al, *Mad Men, Mad World: Sex, Politics, Style and the 1960s*, (Duke University Press) for *American Studies*, Summer Reading Issue 2014

Review of Jaqueline Castledine, *Cold War Progressives: Women's Interracial Organizing for Peace and Freedom* (University of Illinois Press) for the *Journal of American History*, Spring 2014

Review, Julie Buckner Armstrong *Mary Turner and the Memory of Lynching*, Athens: University of Georgia Press, 2011, *American Historical Review*, June 2012

Review of *Emma Goldman: A Documentary History of the American Years, Volumes 1 and 2*, edited by Candace Falk, Barry Pateman, and Jessica Moran Falk, *Against the Current*, 141, (July-August 2009): 6-7.

Review of *Reclaiming Class: Women, Poverty and the Promise of Higher Education* by Vivyan Campbell Adair and Sandra Dalhberg, *Radical Teacher*, 73 (June 2005): 37-39.

FELLOWSHIPS AND AWARDS

Fall 2008 PSC-CUNY Research Foundation Grant for project on prison guard unionism during the 1970s and the 1980s (1 course release)

SELECTED PRESENTATIONS

"Safe Spaces and Free Speech," Academic Conference track panel sponsored by the Electronic Frontiers Foundation, at Dragon Con, Atlanta, September 2019 (national conference).

"Anti-fascism in the 21st Century: An Analysis of Contemporary Activist Responses to the Alt-Right," Southeastern American Studies Association, Decatur, GA, March 2019. (regional conference)

Panelist, Teaching the Southern Syllabus, roundtable Society for the Study of Southern Literature, February 2018, Austin, TX (regional conference)

Panelist, "Capitalism" "Teaching X Before and After Trump" American Studies Association, November 2017, Chicago (national conference)

Chair, Doing American Studies in Red State America, American Studies Association November 2016, Denver (national conference)

Participant, roundtable, "Leading with the Law?: Black Radicalism and the Carceral State," Organization of American Historians, Providence, RI. April 2016 (national conference)

"Fascist Structures, Fascist Minds: How Theories of Fascist Bureaucracy and Psychology Have Transformed Our Understanding of Democracy, Global Forum for Radical Solidarity, Rosa Luxemburg Stiftung, Berlin, Sept. 2015 (international conference)

"Extremists and Democrats: Independent Left Organizing Against the Far Right from the 1970s-1990s", Organization of American Historians, Atlanta, GA April 2014. (national conference)

"Reading *the Hunger Games* in Neoliberal America," Society for Utopian Studies, Charleston, SC, November 2013 (national conference)

"Emancipation or Tyranny? The Conservative Coalition in Congress, the Dies Committee and the Origins of 'Totalitarianism'" Southern American Studies Association, Charleston, South Carolina, Jan 31 – Feb 2, 2013 (regional conference)

"Mob vs. Mob: Challenging the Boundaries of Liberalism in Anti-Fascist and Anti-Lynching Activism 1930s-1970s," American Studies Association, San Juan, Puerto Rico, November 2012 (national conference)

"Against the Patriot Act: Civil Liberties Activism in the New Millennium," American Studies Association, Washington, D.C., November 2009 (national conference)

Invited participant for *Journal of the Historians of American Communism* Roundtable, "Historiography of US Communism," American Historical Association, Seattle, WA, January 2005 (national conference)

PROFESSIONAL SERVICE AND ADMINISTRATION

Regional and National Professional Service:

For the Regional American Studies Association (SASA)

Vice-President, Southeastern American Studies Association

Program Committee and Local Arrangements Committee Chair, Southern American Studies Association Conference, 2013-2015 (SASA 2015 conference, Atlanta)

Board member, Southern American Studies Association (elected, summer 2017)

For the National American Studies Association:

Chair, Site Resources Committee, National Meeting, (Atlanta Conference), 2018

Member, Program Committee, American Studies Association (Denver conference) 2016

Member, Ralph Henry Gabriel Dissertation Prize Committee 2016

Member, Task force on American Studies in the Higher Education Landscape, 2014-2016

Co-Chair, Standing Committee on Programs, Centers and Departments of American Studies, 2014-2015. Member 2012-2015

For the Organization of American Historians

Member, committee on academic freedom, current

Peer Review and Editorial Board Service:

Editorial Board, *American Studies* (2014-current)

Peer Review for: *History Compass*, *Journal of American History*, *National Political Science Review*, University of California Press, Palgrave-McMillan, University of Toronto Press, University of Massachusetts Press

Tenure and promotion reviews, external reader: University of Colorado (2011), University of Mississippi (2017), University of Washington-Bothell (2018)

Kennesaw State University

Director, MA program in American Studies, 2010-current

Coordinator, American Studies Minor 2013-current

Faculty Senator, Interdisciplinary Studies AY 2019-2020

Co-Chair, Department Curriculum Committee, 2016-2019

Executive Committee, Graduate Policy and Curriculum Committee, 2015-2016

Graduate Council, 2010-current

College of Humanities and Social Sciences Strategic Plan Task Force 2012-2014

College of Humanities and Social Sciences Tenure and Promotion Committee, 2010-2011, 2013-2014, 2018-2020

ISD Department Faculty Council, 2012, 2013

ISD Tenure and Promotion Committee, 2015-2016

Tenure and Promotion Guidelines Committee, 2013-2014

Search committees:

Member, Interdisciplinary Studies Department chair search, AY 2019-2020

Chair, Interdisciplinary Studies (Latin American/American Studies) 2015, 2016

Member, joint-appointed Interdisciplinary Studies/English (Native Studies), 2016

Member, Joint-Appointed History/interdisciplinary Studies (Women's Studies) 2014, 17

Chair, Joint-Appointed American Studies/English, (Native Studies) 2013

Member, temporary replacement search American Studies/English, 2012

Member, Interdisciplinary Studies Department Chair Search, 2012

Archived MEDIA INTERVIEWS

WBAI, New York, NY. Featured guest on "Law and Disorder", May 11, 2009 (Archived at <http://lawanddisorder.org/2009/05/law-and-disorder-may-11-2009>).

KCSB, Santa Barbara, CA. Featured guest on "No Alibis", March 2, 2010 (archived at <http://www.kcsb.org/author/jordan>)

PROFESSIONAL ASSOCIATIONS

American Studies Association

Organization of American Historians



To: Tenured Faculty Enhancement Leave Selection Committee

From: Dr. Robbie Lieberman, Chair, Interdisciplinary Studies Department

A handwritten signature in blue ink that reads 'Robbie Lieberman'.

Re: Support Letter

January 13, 2020

I write to support with enthusiasm Dr. Rebecca Hill's application for a Tenured Faculty Enhancement Leave to take place in Spring 2021. Dr. Hill was hired in 2010 as Director of the Master's in American Studies program, and she will complete her second term this summer. As she return to faculty ranks from her administrative position, she could use dedicated time to devote to her research, especially her book project. This will contribute to her professional development, adding to her list of significant publications while also enhancing her teaching of American Studies.

This project is a natural outgrowth of Dr. Hill's previous research and publications, and it promises to expand our thinking about anti-fascism in the twentieth century as well as provide insight into politics and culture in the U.S. today. She has already made significant progress, conducting archival research and interviews, drafting parts of chapters, giving conference papers, and having preliminary discussions with several university press editors. I have no doubt that she will be able to complete the book according to the timeline she is proposing.

Dr. Hill's goals are in line with the department, college, and university's interest in increasing faculty research productivity. She has a national reputation, which will draw attention to the book, and by extension to Kennesaw State University.

I can also state with confidence that the department and college will be able to continue supporting her work after the grant period, since she will still receive the same funds for professional development (such as travel funding) as any other productive faculty member.

Dr. Hill is a productive and highly respected scholar. I hope the selection committee affords her the opportunity to focus on her research in the Spring 2021 semester.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
Interdisciplinary Studies

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Phone: 470-578-2431 • Fax: 470-578-9141 • www.kennesaw.edu



To Whom It May Concern:

I am writing in support of Professor Rebecca Hill's application for tenured faculty enhancement leave from Kennesaw State University to work on her book project on "Democracy's Other: Anti-fascism in American Politics and Culture."

To make clear up front that I have no conflicts of interest with Professor Hill: I knew her work, notably her first book *Men, Mobs, and Law*, because a decade ago I was working on a project on riots and other forms of public violence. I believe the first I met and spoke with her was at the American Studies Association conference, and since then, most years I have seen her at that conference. We have organized a panel together for the conference. Most recently, I asked her to write on the word "Fascism" for the forthcoming third edition of the widely read and taught volume *Keywords for American Cultural Studies*, which I have co-edited since its first edition in 2007.

That I asked her to write this essay—which she did a stellar job with—should be enough to indicate why I hope Kennesaw State grants her this leave. Professor Hill is one of the foremost historians writing about the often-neglected history of fascist ideas and movements in the United States. Her first book, which has been important, influential, and highly respected, went into depth on a piece of that history: anti-lynching activism. Now she is working on a volume much broader in scope. Having seen the knowledge, breadth, and depth of research that went into the short piece on "Fascism" she wrote for our volume, I am eagerly anticipating this new book.

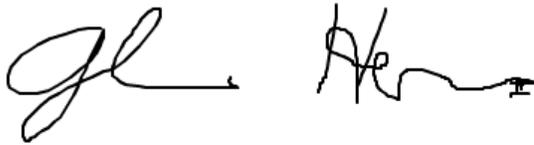
"Democracy's Other" represents not only an appropriate broadening of the scope of Professor Hill's research (from the 1920s to the very recent past); it also reflects the increasing conceptual ambition appropriate for a more senior scholar. I am fascinated to read how her hypothesis—that, following World War II, anti-fascism replaces anti-monarchy as an animating force driving democratic movements in the United States—holds up to the scrutiny of her own characteristically rigorous research. And that research is becoming increasingly interdisciplinary in method, as befits a scholar of American studies. For instance, the engagement with popular representations of fascism (in, as she mentions, the writings of Ayn Rand and Alan Moore) will enrich Professor Hill's account of anti-fascism in America. It also promises to bring deep historical perspective to recent research on anti-fascism published in political science, literary studies, and other disciplines.

This is an exciting project, and Professor Hill is both capable of, and prepared to, take it on. I know I am not alone in eagerly anticipating the outcome of her research and writing.

I very much hope and expect that Kennesaw State will support this project with a tenured faculty enhancement leave.

Please do not hesitate to contact me at ghendler@fordham.edu if there is any other information I can provide.

Sincerely,

A handwritten signature in black ink, consisting of two parts: a stylized 'G' followed by a horizontal line, and a second part that appears to be 'Hendler' written in a cursive style.

Glenn Hendler
Professor of English and American Studies
Fordham University



January 13, 2020

Tenured Faculty Enhancement Leave Selection Committee
Kennesaw State University
1000 Chastain Road
Kennesaw, GA 30144

Dear Committee:

This is a letter in support of Rebecca Hill's leave proposal. I am an associate professor of political science at the University of Oregon, and a scholar of right-wing politics. I am very familiar with Professor Hill's current project, having read drafts of chapters on conference panels and through direct exchanges of our work in the last few years.

Hill's manuscript, *Democracy's Other: Anti-fascism in American Politics and Culture*, is a theoretically rich, coherent account of the anti-fascism in its various expressions from the early 29th century to the present. The work is the first of its kind to center anti-fascism in the United States as such, and in doing so it offers perspective on how various political ideologies – from communism through liberalism and conservatism to libertarianism – have evolved through opposition to fascism, and therefore how the character of American democracy itself is shaped by anti-fascism. Hill is a prominent scholar of both the far right and its opponents in the disciplines of American Studies and History, and her work is read in political science as well. Having read much of this manuscript I have no doubt that Hill is well on her way to bringing it to completion, particularly if granted this time to work on it. Please do not hesitate to contact me if I can be of any more assistance.

Sincerely,

Joseph Lowndes
Associate Professor of Political Science
University of Oregon
jlowndes@uoregon.edu

Department of Political Science

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