

University of Edinburgh
School of Social & Political Science
Politics and International Relations

Populism: Pathology or Panacea?

PLIT10114

Semester 1, 2018–19

Key Information

Course Organisers

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Guidance & Feedback Hours: Monday 14:00 to 16:00

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Time and Location

Lecture:
Monday, 10:00–10:50
Seminar Room 1, CMB

Tutorials:

1. Tuesday, 14:00-15:00 (MT)
2. Tuesday, 15:00-16:00 (MT)
3. Tuesday, 16:00-17:00 (LM)

All tutorials are in room 5.1, Lister Learning and Teaching Centre.

Course Secretary

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Assessment Deadlines

- Essay 1: November 1, 2018 at 12 pm (noon)
- Essay 2: December 6, 2018 at 12pm (noon)

Aims and Objectives

This course aims to introduce students to one of the most complex and challenging phenomena in contemporary politics: populism. We shall approach populism from four different directions which will match the four key sections of the course: (1) conceptually, we will survey and assess various theorizations of populism including the notions of populism as a discourse, ideology and political style; (2) analytically, we will explore both justifications

and condemnations of populism; (3) comparatively, we will examine various regional contexts in which populism has gained traction, paying attention to both left-wing and right-wing movements and parties; and (4) critically, we will probe the causes of populist politics and the means by which it proceeds.

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Learning Outcomes

On completion of this course, the student will be able to:

1. understand different conceptualizations of populism;
2. comprehend various justificatory and critical perspectives on populism;
3. grasp the complexity of regional varieties of populist movements and parties;
4. reflect on the historical and social causes that explain the rise of populist politics;
5. contribute to discussions about how politics and citizens may respond to populism.

Teaching Methods

The course will be taught in 10 x 50-minute lectures by the organisers. The total contact hours will be 20. The lecture will be accompanied by weekly tutorials. The lecturers will take turns in running the tutorials, and will take turns attending each other's groups. Students should attend every tutorial and every lecture. This course will be very much focused on student participation. Preparation for and participation in tutorials will therefore count towards the final mark. The tutorials are intended to complement the lectures by giving the students the opportunity actively and critically to engage with the ideas introduced in the lectures. In preparation for each tutorial, students are expected to read background material and prepare provisional answers to questions that relate to the core readings for the tutorial. This will require independent research on the students' behalf, using the internet and library to go beyond the sources listed below. The focus will be on the quality rather than quantity of student contributions. Assessment of student participation relates broadly to essay and exam marking descriptors.

Assessment

Students will be assessed by:

Assessment	Word count limit: Do not exceed the word limit or penalties will be applied	Weighting	Submission date (all coursework is due at 12 noon on the date of submission)	Return of feedback
Tutorial participation	N/A	15%		End of semester
Essay 1	2000 (excluding bibliography)	40%	12 noon, November 1	November 22 nd
Essay 2	2500 (excluding bibliography)	45%	12 noon, December 6	January 10 th

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).

Tutorial Participation

You are expected to attend every tutorial and lecture, unless you have very good reason to be absent. Absences should be explained in advance and justified with evidence where appropriate. As befits a course on democratic politics and its pitfalls, both the lecture and the tutorial are very much focused on student participation. Your preparation for, and participation in, tutorials will count towards your final mark. The tutorials are intended to

complement the lectures by giving you the opportunity to actively and critically engage with the ideas introduced in the lectures.

In preparation for each tutorial, you are expected to undertake one small, but important task in addition to the weekly readings: we ask you to draft provisional answers to three discussion points that relate to the core readings. The worksheet with your answers needs to be uploaded each week via LEARN. Each answer should be no longer than 100 words – the sketch of a response suffices. What is important about this task, however, is that you formulate your responses in your own words. This will sometimes require independent research on your behalf, using the internet and the library to go beyond the sources listed below.

The purpose of this formative exercise is twofold: to prepare you for actively participating in the tutorial and to provide you with a conceptual toolbox that will enable you to approach the essay writing more efficiently. Towards the end of the course, you will have clarified, from your own point of view, a large number of key concepts around populism. Regularly drafting such short pieces will also make it easier to embark on bigger writing projects, like course essays and the dissertation. Although these tutorial answers will not be given a grade, completion each week counts towards the participation component of your mark. We will read through your answers and give summary verbal feedback during the tutorial. If you have questions about an individual submission and require further feedback on what you have written, please come talk to us, either after the tutorial or during feedback and guidance hours.

During the tutorial, you are expected to contribute to class discussions by offering ideas and asking questions. The focus will be on the quality rather than quantity of your contributions. It's not a race to see who can say the most in the shortest period of time. Rather, students will be rewarded for their capacity to make relevant points, bring in the readings where appropriate, and listen to, and engage with, others. Assessment of student participation relates broadly to essay and exam marking descriptors, so that excellence would receive a mark of 70-80%, very good work 60-70%, good work 50-60%, and so on. See the appendix for the Tutorial Feedback and Assessment Form. If you have any questions regarding the assessment of student participation, just ask.

Essays

The assessed essays must be typed in a decent size font (minimum 11pt), and with decent spacing (at least 1.5.) You must include a properly referenced list of cited works at the end. It would best if you used a bibliography management tool, such as Zotero, EndNote or Mendeley – it will make your (and our) life much easier.

Essay Questions (First Deadline)

For the first essay, you need to choose from one of these four questions:

1. Is populism an ideology?
2. Can a political movement be democratic and populist at the same time?
3. To what degree is a 'crisis' a cause of populism?
4. Are populist leaders necessarily 'charismatic'?

Answering these questions will require you to go beyond the readings from just one week. The issues you are expected to explore in the first essay usually cut across various weekly topics. When preparing your essay, you will have to read broadly, going beyond the literature we have assigned. Library research is essential for doing well on this assignment.

Your first essay should be no more than 2,000 words (excluding bibliography). Essays above 2,000 words will be penalised (please see Appendix 2).

Essay Topic (Second Deadline)

The second essay will have to address the following topic: discuss an example of populist politics from the recent past that can be examined with the help of the theoretical resources and empirical case studies explored in this course. This means that you cannot simply recount “what has happened” or “what has been said”, but will have to make use of the explanatory, normative and critical tools we have acquired during the term. You may select an event about which they have read on the news, or may choose to work on a topic that has affected you more directly, perhaps as members of a political movement or such like. More guidance on this assignment will be provided during the course. Examples of what you could be writing on include:

- A detailed analysis of a media intervention by a populist politician or movement;
- An in-depth interpretation of an election manifesto by a populist politician or movement;
- A critical engagement with a political affair or debate that was publicly perceived and discussed as populist;
- A policy proposal for grappling with populist actors;
- A thorough outline for a research project on populism (which might become the basis for your dissertation project).

Note that these are merely examples of what you could be working on; it is really up to you to choose a topic of your own interest. Your second assignment should be no more than 2,500 words (excluding bibliography). Essays above 2,500 words will be penalised (please see Appendix 2).

Assessment Criteria

The essay will be assessed according to the following criteria:

- Development and coherence of arguments;
- Use of supporting evidence;
- Demonstration of an advanced and critical understanding of relevant key debates examined on the course;
- Degree of reflexivity and critical thinking in relation to arguments and evidence;
- Drawing together major arguments by way of conclusion in relation to the assignment;
- Formal presentation: correct referencing and quoting; spelling, grammar and style; layout and visual presentation.

Tutorial participation will be assessed according to the following criteria:

- Attendance;
- Participation, including participation in discussion, evidence of having read the week’s readings, and handing in a personal response;
- Quality of contribution, including showing a level of critical thinking and understanding, as well as Collegial and productive responses to other people’s remarks.

Please refer to the assessment and submission procedure information on our webpages which you will find in appendix 2.

Communication

We shall primarily use email to communicate with you. All students are provided with email addresses on the university system. This is the only email address we use to communicate with you. Please note that we will not use private email addresses, such as yahoo or gmail. It is therefore essential that you check your university email regularly, preferably each day. Please also check Learn regularly for updated material and announcements (which will also

usually come to you via email). Long queries and concerns are best discussed in person at our Guidance and Feedback sessions, rather than by lengthy emails.

Readings and Resource List

All students must read the Essential Readings for every lecture. These Readings are necessary to create a thorough understanding of the topic. Optional readings listed for each topic are intended to allow students to explore and consolidate their knowledge of particular themes. We have given extensive references in order to help students explore the wider literature if they so wish; however, we would not expect any student to read all the references for all of these weeks. However, if you are intending to write an essay on a particular topic, you must demonstrate that you have read many, if not all, the different readings suggested for that topic. Readings can be obtained electronically via LEARN (see the link to the resource list) or via the links in the main library catalogue. If you have difficulty getting hold of any of the readings, contact the course organiser.

Core Readings

There are two books, which we consider central to the entire course:

- Kaltwasser, Cristóbal Rovira, Paul A. Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy, eds. *The Oxford Handbook of Populism*. Oxford/New York: Oxford University Press, 2017 (available online through the University library)
- Mudde, Cas, and Cristóbal Rovira Kaltwasser. *Populism: A Very Short Introduction*. Oxford/New York: Oxford University Press, 2017 (available online through the University library)

Further general books dealing with the topic of populism include:

- Albertazzi, Daniele, and Duncan McDonnell, eds. *Twenty-First Century Populism: The Spectre of Western European Democracy*. Basingstoke/New York: Palgrave Macmillan, 2008.
- Canovan, Margaret. *Populism*. London: Junction Books, 1981.
- ———. *The People*. Cambridge: Polity, 2005.
- Ionescu, Ghița, and Ernest Gellner, eds. *Populism: Its Meanings and National Characteristics*. London: Weidenfeld & Nicolson, 1969.
- Kazin, Michael. *The Populist Persuasion: An American History*. Rev. ed. Ithaca: Cornell University Press, 1998.
- Laclau, Ernesto. *On Populist Reason*. London/New York: Verso, 2005.
- Mény, Yves, and Yves Surel, eds. *Democracies and the Populist Challenge*. Basingstoke, Hampshire: Palgrave, 2002.
- Moffitt, Benjamin. *The Global Rise of Populism: Performance, Political Style, and Representation*. Stanford: Stanford University Press, 2016.
- Müller, Jan-Werner. *What Is Populism?* Philadelphia: University of Pennsylvania Press, 2016.
- Panizza, Francisco, ed. *Populism and the Mirror of Democracy*. London/New York: Verso, 2005.
- Taggart, Paul A. *Populism*. Concepts in the Social Sciences. Buckingham/Philadelphia: Open University Press, 2000.
- Urbinati, Nadia. *Democracy Disfigured: Opinion, Truth, and the People*. Cambridge, Massachusetts: Harvard University Press, 2014.

Resources

The required readings for each week often have chapters specified, but in the optional readings this is not always the case: if you are keen to go beyond what is minimally asked

from you in terms of preparing for the tutorials, consult these readings as well. All the resources listed in the course guide should be available through the University Library system. All the journal articles can be found electronically, again through the University Library website. You can also access all the readings for this course – insofar as they are available online – through the University’s resource list system. The link to the resource lists is here, just search for the course: <http://resourcelists.ed.ac.uk>

For those of you who enjoy podcasts, these radio shows will be of interest (one of them with Prof March):

- “Populism.” *Thinking Allowed*. BBC Radio 4. <https://www.bbc.co.uk/programmes/b09qdkf6>.
- “Populism.” *Analysis*. BBC Radio 4. <https://www.bbc.co.uk/programmes/b061qhtf>.
- “The American Populists.” *In Our Time*. BBC Radio 4. 2018. <https://www.bbc.co.uk/programmes/b08tbf4g>.
- “Jan-Werner Müller on Populism.” *Talking Politics*. Accessed July 6, 2018. <https://www.talkingpoliticspodcast.com/blog/2017/68-jan-werner-mller-on-populism>.

For a few videos of the authors we shall be analyzing, see:

- *Enacting Populism: A Conversation with Ernesto Laclau and Davide Tarizzo*. Accessed May 16, 2018. <https://www.youtube.com/watch?v=3LRIXWpIzAc>.
- *Jan-Werner Müller & Torsten Jansen*. Accessed June 8, 2018. <https://www.youtube.com/watch?v=jMvNK2vup3U>.
- *Jan-Werner Müller: How Can Populism Be Defeated?* Accessed June 8, 2018. <https://www.youtube.com/watch?v=v1PP2ulKRCs>.
- Pablo Iglesias con Chantal Mouffe. Accessed June 8, 2018. <https://www.youtube.com/watch?v=BXS5zqijfA4>.
- *Podemos & Populism with Íñigo Errejón Galván*. Accessed June 8, 2018. https://www.youtube.com/watch?v=Equ9XCbgb_I.
- *The Dangers of Populism: Interview with Jan-Werner Müller*. Accessed June 8, 2018. <https://www.youtube.com/watch?v=ahtvsNU2bkk>.
- *The Populist Moment and the Future of Democracy: Lecture by Chantal Mouffe*. Accessed June 8, 2018. <https://www.youtube.com/watch?v=orj5DpObvj8>.
- *The Rise of Populism: From Le Pen to Trump with Cas Mudde*. Accessed June 8, 2018. https://www.youtube.com/watch?v=wPt_1iALJo.
- *The Time of Popular Sovereignty: Process and the Democratic State with Paulina Espejo Ochoa*. Accessed June 8, 2018. <https://www.youtube.com/watch?v=gVCl9uqTrmw>.

Lecture Schedule

Week	Date	Lecture	Taught by
1	17 September	Introduction	LM & MT
2	24 September	The History of Populism	MT
3	1 October	Populism and Democracy	MT
4	8 October	Populism as Pathology	MT
5	15 October	Populism as Panacea	MT
6	22 October	What Causes Populism?	LM
7	29 October	Forms of Populist Mobilisation	LM
8	5 November	Right-Wing Populism: Country/Regional Case Studies	LM
9	12 November	Left-Wing Populism: Country/Regional Case Studies	LM
10	19 November	Responding to Populism	LM & MT
11	26 November	Course Summary	LM & MT

Course Lectures and Readings

Week 1 / Introduction: Course Objectives and Learning Outcomes.

This session will introduce students to the main themes of the course. We will cover formal aspects regarding successful course completion and substantive introductory ideas that will run through the semester. Further, we will make it clear how we will approach the topic, methodologically and in terms of geographic and historical scope.

Note: there will be tutorials in week 1, during which we will discuss some introductory readings.

Required Reading

- Mudde, Cas, and Cristóbal Rovira Kaltwasser. *Populism: A Very Short Introduction*. Oxford/New York: Oxford University Press, 2017. [Chapter 1: What is populism?] Mudde, Cas. "Populism". *The Oxford Handbook of Populism*, 26 October 2017. <https://doi.org/10.1093/oxfordhb/9780198803560.013.1>.
- Ostiguy, Pierre. "Populism: A Socio-Cultural Approach". In *The Oxford Handbook of Populism*, edited by Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy. Oxford/New York: Oxford University Press, 2017. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198803560.001.0001/oxfordhb-9780198803560-e-2>.
- Weyland, Kurt. "Populism: A Political-Strategic Approach." In *The Oxford Handbook of Populism*, edited by Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy. Oxford/New York: Oxford University Press, 2017. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198803560.001.0001/oxfordhb-9780198803560-e-2>.

Optional Reading

- Mudde, Cas. "Populism: An Ideational Approach". In *The Oxford Handbook of Populism*, edited by Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy. Oxford/New York: Oxford University Press, 2017. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198803560.001.0001/oxfordhb-9780198803560-e-2>.
- Mudde, Cas, and Cristóbal Rovira Kaltwasser. "Studying Populism in Comparative Perspective: Reflections on the Contemporary and Future Research Agenda." *Comparative Political Studies*, July 26, 2018, 0010414018789490. <https://doi.org/10.1177/0010414018789490>.

Week 2 / The History of Populism

This week, we will look into the complex history of populism. Under what political conditions has populism historically risen to prominence? Are there political contexts in which populism can more easily gain traction than in others? These and other questions will be raised in order to explore the various articulations of populist claims.

Required Reading

- Finchelstein, Federico. “Returning Populism to History.” *Constellations* 21, no. 4 (2014): 467–82. <https://doi.org/10.1111/1467-8675.12131>.
- Mudde, Cas, and Cristóbal Rovira Kaltwasser. *Populism: A Very Short Introduction*. Oxford/New York: Oxford University Press, 2017. [Chapter 2: Populism around the world]

Optional Reading

- Hofstadter, Richard. *The Age of Reform: From Bryan to F.D.R.* New York: Vintage Books, 1955.
- Goodwyn, Lawrence. *Democratic Promise: The Populist Moment in America*. New York: Oxford University Press, 1976.
- Kazin, Michael. *The Populist Persuasion: An American History*. Rev. ed. Ithaca: Cornell University Press, 1998.
- McCormick, John P. “Machiavellian Democracy: Controlling Elites with Ferocious Populism.” *The American Political Science Review* 95, no. 2 (2001): 297–313.
- Taggart, Paul A. *Populism*. Buckingham/Philadelphia: Open University Press, 2000. [Part 1: Cases of Populism]

Discussion Points for Tutorial

1. Agrarianism
2. Peronism
3. The “heartland” in the populist imaginary

Week 3 / Populism and Democracy

What is the relationship between populism and democracy? This week will address this question by scrutinizing the complex idea of popular sovereignty, and its place within democratic politics. Secondly, we will also explore the centrality of constitutional constraints on majoritarianism, and why these constraints typically pose a challenge for populist movements and leaders.

Required Reading

- Espejo, Paulina Ochoa. “Populism and the Idea of The People.” In *The Oxford Handbook of Populism*, edited by Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy. Oxford/New York: Oxford University Press, 2017. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198803560.001.0001/oxfordhb-9780198803560-e-30>.
- Kelly, Duncan. “Populism and the History of Popular Sovereignty.” In *The Oxford Handbook of Populism*, edited by Cristóbal Rovira Kaltwasser, Paul A. Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy. Oxford/New York: Oxford University Press, 2017. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198803560.001.0001/oxfordhb-9780198803560-e-25>.
- Pasquino, Gianfranco. “Populism and Democracy.” In *Democracies and the Populist Challenge*, edited by Yves Mény and Yves Surel, 15–29. Basingstoke, Hampshire: Palgrave, 2002.

Optional Reading

- Caramani, Daniele. “Will vs. Reason: The Populist and Technocratic Forms of Political Representation and Their Critique to Party Government.” *American Political Science Review* 111, no. 1 (February 2017): 54–67. <https://doi.org/10.1017/S0003055416000538>.
- Canovan, Margaret. “Taking Politics to the People: Populism as the Ideology of Democracy.” In *Democracies and the Populist Challenge*, edited by Yves Mény and Yves Surel, 25–44. Basingstoke, Hampshire: Palgrave, 2002.
- Müller, Jan-Werner. “Populism and Constitutionalism.” In *The Oxford Handbook of Populism*, edited by Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Ostiguy. Oxford/New York: Oxford University Press, 2017. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198803560.001.0001/oxfordhb-9780198803560-e-28>.
- Urbinati, Nadia. “Populism and the Principle of Majority.” In *The Oxford Handbook of Populism*, edited by Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy. Oxford/New York: Oxford University Press, 2017. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198803560.001.0001/oxfordhb-9780198803560-e-31>.

Discussion Points for Tutorial

1. Popular sovereignty
2. Legitimation of unelected officials in liberal democracy
3. Constitutionalism

Week 4 / Populism as Pathology

This week deals with what one could consider the mainstream view of populism today: as a pathology of democratic politics that needs to be contained as much as possible.

Required Reading

- Canovan, Margaret. “Trust the People! Populism and the Two Faces of Democracy.” *Political Studies* 47, no. 1 (March 1, 1999): 2–16. <https://doi.org/10.1111/1467-9248.00184>.
- Müller, Jan-Werner. “‘The People Must Be Extracted from Within the People’: Reflections on Populism.” *Constellations* 21, no. 4 (2014): 483–93. <https://doi.org/10.1111/1467-8675.12126>.
- Rosanvallon, Pierre. “The Populist Temptation.” In *Counter-Democracy: Politics in an Age of Distrust*, 265–73. Cambridge: Cambridge University Press, 2008.

Optional Reading

- Arato, Andrew. *Post Sovereign Constitution Making: Learning and Legitimacy*. Oxford: Oxford University Press, 2016.
- Abts, Koen, and Stefan Rummens. “Populism versus Democracy.” *Political Studies* 55, no. 2 (2007): 405–24. <https://doi.org/10.1111/j.1467-9248.2007.00657.x>.
- Beyme, Klaus von. “Representative Democracy and the Populist Temptation.” In *Klaus von Beyme: Pioneer in the Study of Political Theory and Comparative Politics*, 111–30. New York: Springer, 2014. https://doi.org/10.1007/978-3-319-01535-4_9.
- Müller, Jan-Werner. “Parsing Populism: Who Is and Who Is Not a Populist These Days?” *Juncture* 22, no. 2 (2015): 80–89. <https://doi.org/10.1111/j.2050-5876.2015.00842.x>.
- Kaltwasser, Cristóbal Rovira. “The Ambivalence of Populism: Threat and Corrective for Democracy.” *Democratization* 19, no. 2 (April 1, 2012): 184–208. <https://doi.org/10.1080/13510347.2011.572619>.
- Rummens, Stefan. “Populism as a Threat to Liberal Democracy.” In *The Oxford Handbook of Populism*, edited by Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Ostiguy. Oxford/New York: Oxford University Press, 2017. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198803560.001.0001/oxfordhb-9780198803560-e-27>.
- Saffon, Maria Paula, and Nadia Urbinati. “Procedural Democracy, the Bulwark of Equal Liberty.” *Political Theory* 41, no. 3 (June 1, 2013): 441–81. <https://doi.org/10.1177/0090591713476872>.
- Urbinati, Nadia. *Democracy Disfigured: Opinion, Truth, and the People*. Cambridge, Massachusetts: Harvard University Press, 2014. [Chapter 3: The Populist Power]

Discussion Points for Tutorial

1. Democracy as an empty space
2. Populism and democratic representation
3. Vigilance vs paranoia

Week 5 / Populism as Panacea

In complete contrast with the last session, this week examines the idea that populism can serve as a powerful remedy to problems inherent in contemporary democratic politics. Some argue that populism is either central to all forms of democratic politics (and hence should not be suppressed), or important for the emancipation of politics from the grip of “post-democratic” technocrats. Both proposals will be critically probed in the context of real-world politics.

Required Reading

- Laclau, Ernesto. “Populism: What’s in a Name?” In *Populism and the Mirror of Democracy*, edited by Francisco Panizza, 32–49. London/New York: Verso, 2005.
- Errejón, Íñigo, and Chantal Mouffe. *Podemos: In the Name of the People*. London: Lawrence & Wishart, 2016. [Chapters 10-15]

Optional Reading

- Anderson, Perry. “The Heirs of Gramsci.” *New Left Review*, no. 100 (2016): 71–97.
- Iglesias, Pablo. “Understanding Podemos.” *New Left Review*, no. 93 (2015): 7–22.
- Johnson, Pauline. “In Search of a Leftist Democratic Imaginary: What Can Theories of Populism Tell Us?” *Journal of Political Ideologies* 22, no. 1 (2017): 74–91. <https://doi.org/10.1080/13569317.2016.1255467>.
- Laclau, Ernesto. *On Populist Reason*. London/New York: Verso, 2005.
- Laclau, Ernesto. *Post-Marxism, Populism, and Critique*. Edited by David R. Howarth. Routledge Innovators in Political Theory 5. London/New York: Routledge, 2015.
- Laclau, Ernesto, and Chantal Mouffe. *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*. 2nd ed. London/New York: Verso, 2001.
- McKean, Benjamin L. “Toward an Inclusive Populism? On the Role of Race and Difference in Laclau’s Politics.” *Political Theory* 44, no. 6 (December 1, 2016): 797–820. <https://doi.org/10.1177/0090591716647771>.
- Mouffe, Chantal. “The Populist Challenge.” *OpenDemocracy* (blog), December 5, 2016. <https://www.opendemocracy.net/democraciaabierta/chantal-mouffe/populist-challenge>.
- Stavrakakis, Yannis. “Antinomies of Formalism: Laclau’s Theory of Populism and the Lessons from Religious Populism in Greece.” *Journal of Political Ideologies* 9, no. 3 (October 1, 2004): 253–67. <https://doi.org/10.1080/1356931042000263519>.
- Valdivielso, Joaquín. “The Outraged People: Laclau, Mouffe and the Podemos Hypothesis.” *Constellations*, online first 2017, 1–14. <https://doi.org/10.1111/1467-8675.12287>.

Discussion Points for Tutorial

1. Hegemony
2. Democratic demand
3. Post-democracy

Week 6 / What Causes Populism?

Many (most?) sources, particularly those in the media now talk about a “rise” of populism, even a populist Zeitgeist. To what degree should we accept such claims uncritically? This lecture will argue that the notion of an inexorable increase in global populism needs significant qualification. It also explores some of the main arguments for the “success” of populism, varying from “demand side” (socio-economic, cultural factors, public opinion), “external supply side” (institutions and political competition) to “internal supply side” (party and movement actions, which will be explored more next week).

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Discussion Points for Tutorial

1. The validity of the Zeitgeist argument
2. Demand-side arguments (e.g. modernisation, globalisation)
3. Supply-side arguments (e.g. party cartelisation)

Week 7 / Forms of Populist Mobilization

This lecture focuses on several of the most important forms of populist mobilisation (i.e. how populist actors appeal to supporters, and organise them into bigger political projects). It focuses explicitly on the role of political parties and social movements, and the role of leaders therein. It also looks at aspects of how such appeals are translated via the media. Which leadership strategies and appeals are successful or unsuccessful? Is there such a thing as a “typical” populist leader and/or organisation?

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Optional Reading

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Discussion Points for Tutorial

1. Populist leaders, personalism and 'charisma'
2. The role of political parties
3. The role of social movements

Week 8 / Right-Wing Populism: Country/Regional Case Studies

The most common form of populism in Europe (but not Latin America) is right-wing populism. What accounts for this regional variance? To what degree is the 'rise' of new forms of populism co-terminous with the rise of the right? This lecture examines the key features of right-wing populism across time and space.

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Discussion Points for Tutorial

1. Core ideological and policy positions
2. Who votes for right-wing populists?
3. Reasons for variable regional success

Week 9 / Left-Wing Populism: Country/Regional Case Studies

Left-wing populism had been a minor force in Europe until the Great Recession, but has a far stronger tradition in Latin America. What explains this regional variation? Why are left-wing populists emerging in Europe now? How substantively do they differ from right-wing populists? These are just some of the main foci of this lecture.

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Discussion Points for Tutorial

1. Core ideology and policy positions
2. Who votes for left-wing populists?
3. Why are left-wing populists weaker than right-wing populists in Europe, and vice versa in Latin America?

Week 10 / Responding to Populism

In this week we will critically review various strategies to respond to populism, focusing on a number of cases of both right-wing and left-wing populism.

Required Reading

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Optional Reading

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- Mammone, Andrea. “Does Calling Far-Right Parties ‘Populist’ Legitimise Them?” openDemocracy, June 3, 2016. <https://www.opendemocracy.net/westminster/andrea-mammone/european-democracies-and-far-right>.
- Mudde, Cas. “How to Beat Populism.” POLITICO, August 25, 2016. <https://www.politico.eu/article/how-to-beat-populism-donald-trump-brexit-refugee-crisis-le-pen/>.

- Taggart, Paul, and Cristóbal Rovira Kaltwasser. “Dealing with Populists in Government: Some Comparative Conclusions.” *Democratization* 23, no. 2 (February 23, 2016): 345–65. <https://doi.org/10.1080/13510347.2015.1076230>.

Discussion Points for Tutorial

1. Militant democracy
2. Populism in government
3. Legitimising populism

Week 11 / Course summary

In this final week we will have a collective reflection on the course, both covering topics that have been discussed and looking at areas for future research. We will also use the last session to debate ideas for your second assignment.

Note: There will be no tutorial in week 11.

Appendix 1 – General Information

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

Academic English support can also be accessed at <https://www.ed.ac.uk/english-language-teaching>

Discussing Sensitive Topics

The discipline of Politics and International Relations addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, <http://www.ed.ac.uk/schools-departments/student-counselling>

Tutorial Allocation

For this course you will have been automatically assigned to a tutorial group and this group will appear on your personalised timetable. This allocation is done using Student Allocator software which randomly assigns you to a suitable tutorial group based on your lecture timetable. It is important you attend the group on your personalised timetable, attending a different group will mean that you will not appear on the register making your attendance difficult to track which could lead to further difficulties for you.

Guidance on how to view your personal timetable can be found at <https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables>

Requesting a group change

If you are unable to attend the tutorial group you have been assigned, you can request a change via the 'Group Change Request' form.

You can access the Group Change request form via the Timetabling webpages [here](#)

Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

External Examiner

The External Examiner for this course is: TBC.

Appendix 2 - Course Work Submission and Penalties

Below is a list of penalties that can be applied to your course work and these are listed below. Students must read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

•Lateness Penalty

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

•Word Count Penalty

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

If you go over the word length, you will receive a 5 mark penalty. These 5 marks will be deducted, regardless of how much you have exceeded the word count (whether it is by 5 words or by 500!). In exceptional circumstances, a Course Organizer may decide that, instead of a 5 marks penalty, any text beyond the word limit will be excluded from the assignment and be marked only on the text up to the word limit.

In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information and if you are unsure, contact the Course Organiser to check.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages here.

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.).

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions:

From September 2016, there will be a new extensions policy that applies to all courses in the school from years one to four.

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Exam Feedback and Viewing Exam Scripts:

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the Academic Services' website:**

<http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>

Populism: Pathology or Panacea?

Tutorial Feedback

2018/19

Lecturer: XXX

Student Matriculation No: XXX

Last Name: XXX

Grade: XXX

Tutorial attendance

	<i>Attended</i>	<i>Absent without excuse</i>	<i>Excused</i>
Weekly tutorials			

Preparation: weekly tutorial task

	<i>Complete</i>	<i>Incomplete or late without excuse</i>	<i>Excused</i>
Number of Definitions			

Contribution to tutorial discussion

Criteria	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
Proactively contributes to debates by offering ideas and asking questions.					
Demonstrates thoughtful engagement with the readings.					
Actively listens when others talk and incorporates or builds on the ideas of others.					