

Professor David L. Fisk  
Spring Quarter 2019  
Seminar Time: 9:00-11:50 F  
Seminar Location: Robinson Building Complex 1328  
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## **INTL 190: SEMINAR IN INTERNATIONAL POLITICS-POPULIST PARTIES IN THE US AND EUROPE**

**Course Objectives:** This course is designed to expose students to the study of populism in advanced industrial democracies. Towards this end, we will examine what populism entails, how populist parties form, how they position themselves, how they compete, and the extent to which they are becoming more “mainstream” within their respective societies. As this is a capstone seminar, this course is also designed to expose you to the seminar style format which is the norm in graduate school as well as provide you with the resources and opportunity to engage in research on populist parties on a topic of your own choosing.

**Learning Objectives:** At the end of this course, students will:

1. Examine the extent to which postmaterialism (e.g., civil rights movements) and globalization (e.g., the “Great Recession” and immigration) shape populist party prospects.
2. Compare issues/strategies used by populist parties in advanced democracies.
3. Investigate why populist parties succeed in some states and not in others.
4. Evaluate the contention that populist parties are becoming “more mainstream”.
5. Boost oral communication and analytical skills through regular seminar participation.
6. Improve research skills by completing a research project associated with this topic.

**Course Assignments/Grading:** The grade for this course will be determined as follows:

### **Seminar Participation (20% of total grade):**

Seminar Presentation:	10%
Attendance/Clicker Participation:	10%

### **Research Project (80% of total grade):**

Research Question:	5%
Tentative Thesis and Bibliography:	5%
Tentative Outline:	5%
Poster Presentation:	15%
Research Paper:	50%

**Current Events Discussion:** I will open each seminar with a discussion of relevant news topics. To ensure students are able to build connections between theoretical material and current events,

students should become familiar with various news resources providing extensive coverage of international politics. The following is a list of websites which may be of interest:

**New York Times Online** (<http://www.nytimes.com>)  
**Deutsche Welle** (<http://www.dw-world.de>)  
**Economist Online** (<http://www.economist.com>)  
**Spiegel Online** (<http://www.spiegel.de/international>)  
**BBC News** (<http://news.bbc.co.uk>)  
**Financial Times** (<http://www.ft.com>)

**Seminar Presentation:** This course will be taught in a seminar format, subsequently, **this is not a class where students should expect to come, listen to lecture, take notes, and leave. Instead, you are expected to not only discuss but to also present and analyze each week's material.** Towards this end, you should see my role as a facilitator rather than a director *per se*, as once I have summarized the broad themes of the week, a group of three to five students will be responsible for directing the discussion. **Sign-ups will occur during our first meeting and you should expect to lead discussion at least ONCE and probably TWICE during the quarter.** During weeks where you are guiding the seminar, you should: **1) summarize the main arguments of the readings, 2) detail how the readings respond to each week's guiding questions, 3) critically analyze each argument, and 4) be prepared to stimulate discussion on the topic by preparing two to three questions to ask the class.** This preparation will not only be useful for class discussions, but will also be useful for your research project, subsequently, I would advise you to select presentation topics that coincide with your research paper interests. **Please be advised that you cannot make up missed seminar presentations and no extra credit will be offered.** More information regarding seminar presentations will be offered in seminar. There is a handout on the course website with more information.

**Peer Instruction:** The academic literature on teaching and learning has documented a strong causal relationship between active participation, course content discussion, and student learning. As this is a seminar course, regular attendance along with active participation and discussion is necessary to augment our understanding of course material. To facilitate active participation and discussion, I will use a relatively new pedagogy, Peer Instruction, which, together with clicker technology, can assist in the facilitation of both small and large group discussions which research suggests promotes student learning gains. Subsequently, each student is required to have a clicker and to bring it to every lecture. **We will begin "practicing" with Peer Instruction and clickers during the first week of class, with clicker participation factoring into your participation grade during the second week.** If you do not already have a clicker, this will allow you time to find, borrow, or purchase one. Please note that if you buy your clicker online, purchase the I-clicker brand, which is what UCSD's infrastructure supports. Additionally, if you want to sell the clicker back to the UCSD bookstore, you should purchase the I-clicker 2, because although the I-clicker 1 works for the class, the UCSD Bookstore will not buy back I-clicker 1 remotes at the end of the quarter. **Please remember to register your clicker on TED (the link is on course home page, last item on upper left menu), because participation points will not register to your course participation grade if your clicker is not registered.**

**Clicker Question Expectations:** Peer Instruction questions will be geared toward enhancing your understanding of course readings, facilitating seminar discussions, and assisting with preparation for the capstone research paper. In general, I will ask two different types of questions: the first type of question (reading/application) will focus on a central point from your readings/lectures and may test your ability to apply theoretical concepts learned towards explaining current events. Pedagogically, reading/application questions are used to strengthen critical reading and thinking

skills, and ensure that central concepts are generally understood. A second type of question (discussion) will be a “polling” question, asking you to take a stand on a pressing issue related to populism. Pedagogically, these questions are designed to hone critical thinking skills and the ability to articulate persuasive arguments to support positions, based on logic and compelling evidence. For reading/application questions, you will receive full credit (1 pt.) for getting the question correct and half credit (.5 pt.) simply for participating. For discussion questions, you will receive full credit (1 pt.) simply for participating.

**Grading Seminar Participation:** In assessing your grade for the participation component of the course, 20% of the total clicker points during the official counting period can be missed without penalty. Approximately 3-5 clicker questions will be asked per class period, so if you miss a single session (or forget your clicker once), that should not negatively impact your participation grade. Please be advised that if you do not follow all clicker protocol (e.g., do not click in on all questions, do not use the right frequency when clicking in, are not in the classroom at the time of the poll, do not see a checkmark once you have selected your answer, etc.), you will not receive clicker credit and a failure to click in on more than 20% of the clicker questions will negatively impact your participation grade. **Please be aware that it is your responsibility to make sure that your clicker is registered and that you are clicking in “correctly” so that you will receive credit for your participation in this course.** Additionally, as you are expected to be in class, there are no circumstances under which lost participation credit can be “made up” or granted in your absence, so you should plan on regularly attending class if you decide to remain in this course.

**Research Project:** As this is a capstone course, it is designed to not only expose you to the seminar process but also to prepare you to produce your own research. **Towards this end, you will be expected to use course materials as well as outside sources to produce a 20-22 page research paper which will be due during finals week and which must also be submitted to turnitin.com.** While you are free to pick your research question, given the topic of this seminar, **your research question MUST address an issue relating to explaining populist parties AND CANNOT draw entirely on the experience of the United States.** Please be advised that although this course is designed to expose you to the research process, you are not expected to conduct primary research for this course, although if the opportunity arises for you to do so, I am more than willing to assist in guiding your project where possible. More information relating to expectations will be discussed in seminar.

**Assignments to Aid in Building Research:** To provide feedback and assistance throughout the research process, students will be asked to discuss and present their research at various intervals throughout the quarter. **By the third week, you will be expected to have a prospective research question to present to the class. By the fifth week, you should have a tentative thesis and a bibliographical list of sources which includes no less than ten academic resources (e.g., books, journal articles, etc.) which speak to your chosen topic. By the eighth week, you should have a tentative outline of your paper which also includes your thesis statement. During week ten, you will present a poster of your research to the course which will give you the opportunity to not only present your research but to also gain important feedback from myself and your colleagues before the final project is submitted.** More information regarding expectations will be discussed in seminar.

**Late Assignments:** Barring emergencies accompanied by valid documentation, **no late assignments will be accepted.** Additionally, a hard copy of each paper is required; e-mail attachments will **not typically** be accepted. **Please be advised that if you do not submit BOTH a hard copy AND an electronic copy of your final examination into turnitin.com before the due date, you WILL not receive credit for the research project.**

**Course Behavior:** Please be advised that inappropriate, insensitive, and/or threatening behavior directed towards other students or the teaching staff will not be tolerated. Any violation of UCSD's student conduct code will be referred to the appropriate administrative office for review.

**Academic Integrity:** Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don't ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at [academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu).

**Procedures Regarding Violations of Academic Integrity Policies:** While violations of UCSD's policies on academic integrity are not expected, course assignments are to be completed on an individual basis. Violations will be dealt with according to department and university procedures and please be advised that under no circumstances will credit be given for any assignment which is deemed to violate UCSD's policies on academic integrity, subsequently, if either examination is found to violate UCSD's policies on academic integrity, no credit will be given for the assignment and a grade of "F" will be posted for the course. Additionally, "clicking in" on behalf of another student is a violation of Academic Integrity and will be dealt with according to university procedures regarding academic integrity, subsequently, any student found responsible for violating UCSD policies on academic integrity related to clicker participation will receive a grade of "0" for the course participation component of the course.

**Students with Disabilities:** Students seeking accommodations must visit and register quarterly with the Office for Students with Disabilities on campus. Students requesting accommodations for this course due to a disability **must** provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are **required** to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Please be advised that given the structure of this course, time and half is not generally considered a reasonable accommodation and issues of fairness preclude us from offering any accommodation that is not approved by OSD. For further information, please review the Department's page on OSD Accommodations for Students.

**Religious Accommodations:** It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict. For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter. For all other examinations, the statement must be submitted to the instructor as soon as possible after an examination date is scheduled. If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable

examination that does not create undue hardship for the instructor or for the other students in the class.

**Discrimination and Harassment:** The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities. If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534- 8298, ophd@ucsd.edu, or reportbias.ucsd.edu. Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options. A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center (858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>) or Counseling and Psychological Services (858.534.3755 | <https://wellness.ucsd.edu>) for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

**Reading Schedule:** Given that this is a capstone course, the reading load is extensive (yet still not quite as large as what you will see in a law school or graduate program). Since you are expected to not only present but actively participate in seminar discussions, you should be able to succinctly summarize each author's argument, highlight the theoretical strengths and weaknesses of their argument as well as be able to discuss how the readings respond to the guiding questions for the week. While I recognize that students have a variety of responsibilities, I expect students to attend seminar prepared to actively discuss the course readings as you cannot succeed in this course without doing the readings. **Strategies for tackling academic readings can be found at: <http://www.si.umich.edu/~pne/PDF/howtoread.pdf>.**

**Books (required):**

Akkerman et al. [Radical Right-Wing Populist Parties in Western Europe: Into the Mainstream?](#)

Judis. [The Populist Explosion](#).

Kriesi and Pappas. [European Populism in the Shadow of the Great Recession](#).

March and Keith. [Europe's Radical Left: From Marginality to Mainstream](#).

Mudde. [The Populist Radical Right: A Reader](#).

Baglione. [Writing a Research Paper in Political Science](#).

Several of the required textbooks (i.e., Akkerman et al., March and Keith, Mudde, and Baglione) and all readings denoted by \* are available either on TED or on electronic reserves through ROGER. The remaining textbooks (i.e., Judis and Kriesi and Pappas) have been placed on hard reserves at the Geisel Library. Electronic access to the course textbooks is limited to a specific number of students at once, however, so please plan accordingly. **Please be advised that an inability to access electronic reserves does not constitute an excuse for not completing**

**assigned readings or coursework by the relevant due date.** While the decision to purchase the textbooks is entirely yours, the decision not to purchase the textbooks is not an acceptable excuse for not completing the assigned readings. If you elect not to purchase the books, it is your responsibility to ensure that you have access to the material. Given the rising costs of textbooks, you may wish to shop around online. Amazon.com, Barnes and Noble.com, Textbooks.com all have used and new textbooks at competitive prices.

## **Course Schedule:**

### **Week 1:**

#### **Research Preparation:**

Baglione CH 1

**NOTE:** Use chapter numbers as listed in the text of the book, not the heading numbers listed in the table of contents as a chapter guide for this text.

#### **Introduction and Logistics**

Syllabus

Reading Academic Materials

#### **Seminar Presentation Sign-ups**

### **Week 2:**

#### **Research Preparation: Finding a Research Question**

Baglione CH 2

#### **Seminar Discussion: Defining Populism**

Judis Introduction

Mudde Introduction

Keith and March CH 1

Akkerman et al. Introduction

#### ***Guiding Questions:***

1. What is populism?
2. What ideas do populist parties espouse?
3. What similarities/differences exist between left/right wing populist parties?
4. What is “mainstreaming”?
5. Is populism “new”?

### **Week 3:**

#### **Research Preparation: “Finding the Scholarly Debate”**

Baglione CH 3-4

**RESEARCH QUESTION DUE**

#### **Seminar Discussion: Postmaterialism and Globalization**

Flanagan and Inglehart\*

Kriesi\*

Judis CH 1-2

***Guiding Questions:***

1. What is postmaterialism?
2. What is globalization?
3. What is the theoretical “connection” between postmaterialism/globalization and populist parties?
4. How did postmaterialism/globalization shape US populism?

**Week 4:**

**Research Preparation: Organizing the Paper**

Baglione CH 5

**Seminar Discussion: “The Great Recession”**

Kriesi and Pappas Introduction

Inglehart and Norris\*

Judis CH 3

***Guiding Questions:***

1. What is the “Great Recession”?
2. How did the “Great Recession” affect the politics of different states?
3. Can postmaterialist identity be “reversed” or “turned off”?
4. What do the Sanders and Trump candidacies reflect about US politics?

*You should also read any case study chapters in Kriesi and Pappas that are tied to your research.*

**Week 5:**

**Research Preparation: Editing Your Paper**

Baglione CH 6

**TENTATIVE THESIS AND BIBLIOGRAPHY DUE**

**Seminar Discussion: Populism and the Left**

Judis CH 4-5

March and Keith CH 2, 4 and 5

***Guiding Questions:***

1. Which parties are typically identified with the extreme left?
2. What are the social and institutional roots of extreme left/populist left parties?
3. How have these parties fared in the post-Cold war era?
4. What explains the success (or failure) of these parties?
5. How have these parties fared once in government?

*If you are including the radical/populist left in your research project, you should also read any case study chapters in March and Keith that are tied to your research as well as the concluding chapter.*

**Week 6:**

**Research Preparation: Research Design and Case Selection**

Baglione CH 7

**Seminar Discussion: Populism and the Right (Ideology)**

Mudde CH 3, 7, 8, 15

*Guiding Questions:*

1. What issues do populist radical right parties emphasize?
2. What role does nostalgia play for populist radical rights parties?
3. How do populist radical right parties differ from conservative parties?
4. How do populist radical right parties frame their campaigns?
5. Who votes for the populist radical right?

**Week 7:**

**Research Preparation: Tightening the Analysis**

Baglione CH 8

**Seminar Discussion: Populism and the Right (Causes and Effects)**

Mudde CH 4, 17, 19, and 21 (note read CH 19 before CH 4)

*Guiding Questions:*

1. What are the two “main” spectrums shaping politics in advanced industrial democracies?
2. How do postmaterialism and authoritarianism shape the populist radical right?
3. What role does resentment play for populist radical right parties?
4. Under what circumstances are populist radical right parties likely to be successful?
5. Are populist radical right parties fundamentally an economic phenomenon?

**Week 8:**

**Research Preparation: Finishing Touches**

Baglione CH 9

**TENATIVE OUTLINE DUE**

**Seminar Discussion: Responding to Populism**

Mudde CH 28, 29,

Akkerman et al. CH 2 and 3

*Guiding Questions:*

1. How have populist radical right parties shaped politics?
2. How can states respond to the populist radical right?
3. How should states respond to the populist radical right?
4. Are populist radical right parties becoming more mainstream?
5. Are “mainstream” parties becoming more radical?

*If you are including the radical/populist right in your research project, you should also read any case study chapters from Akkerman et al. that are tied to your research.*

**Week 9:**

**Research Preparation: Poster Presentation Guidelines**

How to Create a Poster Presentation\*

**Seminar Discussion: Prospects**

March and Keith CH 18

Kriesi and Pappas CH 18

Mudde Conclusion

Judis Conclusion

***Guiding Questions:***

1. What are the prospects for populist parties of the left?
2. What are the prospects for populist parties of the right?
3. How has the “Great Recession” shaped populist parties?
4. What can we say about the extent to which populism has shaped the politics of advanced industrial democracies?
5. Is populism a temporary or more permanent fixture in the politics of advanced industrial democracies?

**Week 10: Poster Presentations**

**Research papers are due by 2:00pm on Wednesday 12 June 2019**

***Disclaimer:** This syllabus is intended to provide an overview of the course. You cannot claim any rights from it. While the information included within the syllabus should be a reliable guide for the course, scheduling and dates may change. Official announcements are always those made in seminar.*