



CIEE Prague, Czech Republic

Course Title:	EuroStory: The Rise of Populism in Neoliberal Times
Course Code:	POLI 4001 PRAG
Programs offering course:	CES/CNMJ
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2020

Course Description

The recent political and social “earthquake” caused by the results of the U.S. presidential election and the Brexit referendum has taken many social scientists by surprise. This course explores the underlying factors that led to the upsurge of populism in the European context. The course combines theory and comparative case studies in order to facilitate insights into the key topics in the current public debate in Europe, including European debt and refugee crisis, Brexit and French presidential election, and the specter of illiberalism in Eastern Europe. It examines the sociological perspectives of the role of the media, the discourse and construction of identity, and analyzes the significance and the complex impact of these phenomena at both macro and micro levels in order to reveal neoliberal practices and surges of populist policies and rhetoric. In addition, it offers international students the European political, social and cultural background and contexts in order to help them fully understand the complexity of presented contemporary challenges.

Learning Objectives

Upon completing of this course, the students will be able to:

- understand and produce a reasoned critique the concepts of neoliberalism, populism and globalization and appraise their impact on day-to-day life, with specific focus on the region of Central and Eastern Europe;
- compare and distinguish different political dynamics and rhetoric across Europe through sophisticated evidence;
- apply relevant social-scientific theories of discourse, media, identity, globalization and European integration on specific cases;
- recognize and critically discuss the multifaceted relationship between democracy and populism;
- demonstrate complex understanding of the impact of neoliberalism/populism on everyday life in European countries and on their own lives).



Course Prerequisites

This course requires previous experience (at least two 200-level courses) in the following fields: sociology, political science, international relations, media studies, political economy or modern history.

Methods of Instruction

This course uses a combination of interactive teaching techniques with short lecture-style sessions, particularly emphasizing student-centered learning and active participation. In order to provide students with comprehensive learning experience, the class will be facilitated through a series of succinct lectures with interactive audiovisuals, class discussions in Socratic style and debates that will facilitate the development of higher thinking skills. In addition, students will engage in learning activities requiring their active participation (both individually and in teams), such as team projects and role plays, short written assignments to enhance student cognitive development of reasoning.

Finally, guest speakers and excursions will also be arranged for several topics.

Assessment and Final Grade

1. Reflection Papers:	20%
2. Leadership of Socratic Seminar Activity:	20%
3. Essay:	15%
4. Final Exam:	25%
5. Class Participation:	20%

Course Requirements

Reflection Papers

Each student is expected to submit a weekly reflection paper, starting from week 2. Reflection paper will be guided by Close Reading Protocols provided by the teacher for each reading. Students are expected to carefully investigate a text and answer text-dependent questions as well as to make connections to essential conceptual questions of current political issues and themselves. Individual reflection papers will help students to justify their claims in class discussion as well as in preparation of small group projects.

Papers for the current week are always due by the end of the following week. Each paper must be 250 words in length. The semester includes a total of 10 reflection papers from which the best eight will be graded.

Leadership of Socratic Seminar Activity



Over the first half of course of the semester (Week 1-7), students in small groups/pairs take a leadership role in Socratic Seminar such as Fishbowl and alike. Students are responsible for a thorough examination and critique of the provided text and (collaboration on) preparation of an engaging discussion around the complexity of ideas in the text provided prior to the class. Their facilitation of the group discussion (15min) in class will be evaluated upon the Socratic seminar quality criteria: 1. Engagement, 2. Respect, 3. Meaning-making and 4. Use of evidence. They may not use the discussion to assert their opinions but to facilitate the creation of new perspectives of their peers.

Essay

In this short take-home essay, students are expected to assess and critically examine some of the central controversial issues and current challenges in Europe. The choice of topics will be provided during week 3, however, students are highly encouraged to pursue their own areas of interest, pending approval. The assessment criteria include a clear structure, rigorous writing, critical analysis, originality of thought, social-scientific insight of well-grounded argumentation, ability to apply theory to a specific case and a professional usage of quality academic sources. Deadline for submission is the end of week 10. Expected length: 1125-2250 words

Final Exam

A final in-class exam, comprising of two short essays is based upon conceptual and factual topics discussed during the course of the semester. Students will be asked analytical questions arising from the readings, lectures and discussion in the second half of the course. Students are allowed to use class readings, internet sources and their own notes. Submission is done electronically via Canvas. The criteria for evaluation include the quality and depth of contribution to the discussion of the particular issue, demonstration of complex comprehension of the phenomena and ability to apply theories and concepts to specific cases in order to produce sophisticated evidence for own well-argued reasoning. Length: 1875-3750 words (per essay)

Class Participation

A strong emphasis is placed on student-centered learning, individual development, pace, learning style as well as individual contribution of students to benefit other fellow students. The teacher will support the individual development of students by providing them written feedback on multiple occasions throughout the semester.

CIEE Prague Participation Policy

Assessment of students' participation in class is an inherent component of the course grade. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.



The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor. If missing a class, the student is expected to catch up on the class content and to submit well-reflected and in-depth contributions to Canvas discussions on the particular topic or reflections to the instructor to ensure that his/her absence from the class will not significantly affect his/her participation grade.

CIEE Prague Attendance Policy

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

Missing classes will lead to the following penalties:

90-minute semester classes:

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one to two 90-minute classes	up to 10%	no penalty
three 90-minute classes	10.1–15%	reduction of the final grade by 3%
four 90-minute classes	15.1–17%	reduction of the final grade by 5%; written warning
five 90-minute classes	17.1–20%	reduction of the final grade by 7%; written warning
six and more 90-minute classes	more than 20%	automatic course failure and possible expulsion

180-minute semester classes:

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
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one 180-minute class	up to 10%	no penalty
two 180-minute classes	10.1–20%	reduction of the final grade by 5%; written warning
three and more 180-minute classes	more than 20%	automatic course failure and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

Missing more than 20% of the total class hours will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

Late arrival to class will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student’s presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor’s note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor’s notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.

For class conflicts (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.



Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

CIEE Academic Honesty Policy

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

The first principle is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

The third principle is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

Weekly Schedule

Week 1

Class 1: Diving into the problem - why study populism?

The first class of the semester will examine the meaning of populism, neoliberalism and globalization. We will briefly introduce the different scholarly approaches to comprehending the phenomenon of populism. We will also discuss the usefulness of the concept of populism for the study of contemporary political and social landscape – should it be relegated to the “buzzword scrapyard” of history or does it have a distinct epistemic value?

Recommended reading:

- 1) Mudde and Kaltwasser, 1-20.

Class 2: What is going on here? Key topics in the European public debate

European debt crisis, conflict in Eastern Ukraine, “refugee crisis”, the future of European integration, terrorism, “fake news”, Russian hybrid warfare and the role of NATO are some of the prominent topics in the European public debate and are therefore crucial for the course focus. We will also examine how some of these issues are framed by different populist movements across Europe.

Required reading:

- 1) [PBS: Refugee crisis explained](#)
- 2) [VOX: Context of the conflict in Ukraine](#)
- 3) [Stratfor: 2018 Annual Forecast Europe](#)

Week 2

Class 1: Is populism a political ideology? The ideational approach

In the first class of week 2, we will examine the most broadly used framework, in which populism is defined as a thin-centered political ideology that pits the “pure people” against the “corrupt elites” and sees the politics to be the expression of the general will. What are the strengths and weaknesses of this analytical approach?

We will also begin the series of brief lectures on methodological and epistemological aspects of studying populism. In today’s class, we will distinguish between qualitative and quantitative approaches, and discuss their respective benefits and drawbacks.

Required reading:

- 1) Kaltwasser et al., 27-47.

Class 2: Is populism a political discourse? The communication-centered approach

In the second half of the week, we will look at how certain critique of the ideational approach gave rise to an increasingly popular research stream, which defines populism as a particular communication style. While not necessarily antithetical to the ideational approach, the communication-centered approach brings its own set of opportunities and challenges for the study of the populist phenomenon. The class will also introduce the methodological context required for studying populism as discourse. We will discuss the approaches to the study of language, and how the linguistic turn that occurred in the 1990s' influenced the social sciences.

Required reading:

- 1) Aalberg et al., 3-25.

FIRST ONLINE QUIZ DUE BY THE END OF WEEK 2

Week 3

Class 1: How to make sense of it all? The models of populism

The diverse nature of the research on populism could be quite disorienting at times and this is where models prove to be indispensable. Models help students of populism understand the relationship between the people, the elites, the others and the general will/sovereignty. Models also help to draw a concrete line between populism and other often confounded concepts, such as demagoguery, fascism and technocracy. Furthermore, some models help us to further distinguish between dyadic (left-wing) and triadic (right-wing) variants of populism.

We will also explore the developments of the concept of identity in the social sciences, and re-examine the previously discussed theoretical perspectives on populism in the light of the micro-level analysis. This will serve as an introduction to the question of how populist leaders/movements use identity politics, how they construct the category of *otherness* when portraying "*the enemy*".

Required reading:

- 1) Wirth et al., 6-18 & 39-52

Class 2: Keep calm...and *Brexit* on? The case of the United Kingdom

In the first case study, we will analyze the background of Brexit - a YES result in a referendum to leave the European Union, the rise and fall of the UK Independence Party, followed by the protracted exit negotiations under the conservative government of Theresa May.

Required reading:

- 1) [HBR: A Definitive Guide to the Brexit Negotiations](#)
- 2) [LSE Blog: It's NOT the economy, stupid - Brexit as a story of personal values](#)

SECOND ONLINE QUIZ DUE BY THE END OF WEEK 3

INDIVIDUAL STUDENT TEAMS WILL BE FORMED AND DATES SCHEDULED FOR EACH TEAM TO LEAD THE SOCRATIC SEMINAR AND GRANT PROPOSAL IDEA PRESENTATION BY THE SECOND SESSION OF WEEK 3

Week 4

Class 1: Populism (vs/for) democracy? Close analysis of a complicated relationship

Is populism an illiberal democratic response to undemocratic liberalism as proclaimed by Cas Mudde? Is populism in its essence a pro-democratic phenomenon, while being antagonistic towards liberal democracy? Could certain populism serve as a corrective force, as claimed by Chantal Mouffe? Or is it an anti-democratic force that has tangible implications for the liberal democratic praxis and constitutional law? To fully define populism and the central concept of “the people,” it is important first to define the meaning of democracy and liberalism.

Required reading:

- 1) Mudde and Kaltwasser, 79-96.
- 2) [Paul Blokker: The Populist Threat to Democratic Constitutionalism](#)

Class 2: Dreaming of Czexit? The case of the Czech Republic and Slovakia

In the second class of the week, we will examine the first two countries of the Visegrad Group – Czech Republic and Slovakia. The Czech Republic experienced a profound political shift after the traditional dominance of the center-left Social Democrats and center-right Civic Democrats was upended by the rise of the new anti-establishment movements in the 2010s, most prominently by the ANO protest party of billionaire Andrej Babis and the fringe yet profoundly influential in the public discourse, Freedom and Direct Democracy of Tomio Okamura. We will also examine the polarizing 2018 presidential election which ended with a close win of the incumbent Milos Zeman, capitalizing on the anti-immigration sentiment traditionally owned by

the Okamura's platform. Finally, we will compare these dynamics to the situation in neighboring Slovakia, second half of the pre-1993 state of Czechoslovakia. To what degree has the political paths of both countries diverged since then?

Required reading:

- 1) Aalberg et al., 285-298.
- 2) [The Conversation: 2018 Slovak government crisis](#)

FIRST REFLECTION PAPER DUE BY THE END OF WEEK 4

TEAM A LEADS SOCRATIC SEMINAR IN THE SECOND CLASS SESSION

THIRD ONLINE QUIZ DUE BY THE END OF WEEK 4

Week 5

Class 1: A brief excursion to the history of populism

In the first class of the week, we will look at the brief history of populism. To what degree is populism a novel phenomenon and is the current wave stronger than the previous ones? Among others, we will examine the Russian *Narodniky*, People's Party in the US and the first two waves of populism in Latin America. Finally, we will address one of the critical questions – do some of the historical self-described populist movements qualify as populist by today's standards?

Required reading:

- 1) Taggart, 46-58.

Class 2: Populism and the media. An opportunistic synergy?

What is the relationship between populism and media? To what degree could the success and failure of the various populist movements be attributed to their media messaging? In what circumstance do populist politicians portray media as the enemy of the people? What are the new journalistic norms that are conducive to populist political communication? Could we talk about media populism even in countries where populist actors are only marginal? To further contextualize the relation between populism and media, we will explore the epistemological dimension of the relation between image and reality while introducing the constructivist approach to balance the positivistic tendencies of political science.

Required reading:

- 1) Aalberg et al., 365-380.

TEAM B LEADS SOCRATIC SEMINAR IN THE SECOND CLASS SESSION

FOURTH ONLINE QUIZ DUE BY THE END OF WEEK 5

Week 6
Midterm Exam
Period

Class 1: How (not) to study populism? Pitfalls and biases abound

The state of research of populism is still in constant flux and it is no easy task to join in. Nevertheless, given the current global dynamics, there seems to be no shortage of material to study and the research findings could prove to be of exceptional value for our understanding of democracy, good governance and public policy. In this class, we will discuss some of the primary challenges faced by the researchers of the phenomenon of populism. We will also discuss tips on how to effectively proceed with the construction of a sound research proposal and discuss students' ideas about methodological approaches they intend to employ.

Required reading:

- 1) Aslanidis, 266-287.
- 2) [Nature: Should academics choose sides in the debate on populism?](#)

Class 2: Mass migration, Euroscepticism and Populism: the case study of Austria and Germany

While economically prosperous, both countries have experienced a significant upsurge of anti-systemic and populist movements. The public debate regarding the "refugee crisis" and the *willkommenskultur* has significantly polarized the electorate. For that reason, we will focus on the German 2017 federal election, 2018 state elections and the rise of the *Pegida* movement and Alternative for Germany political party on the right and *Die Linke* on the left. In the case of Austria, we will discuss the protracted 2016 Austrian presidential election and examine the historical context from Jörg Haider through the almost-success of right-wing Norbert Hofer and the entrance of the Freedom Party of Austria in the governing coalition with the winning Austrian People's Party in the aftermath of the 2017 legislative election.

Required reading:

- 1) Lees, 295-310.
- 2) [LSE Blog: Austrian and German responses to populism differ](#)

TEAM C LEADS SOCRATIC SEMINAR IN THE SECOND CLASS SESSION

FIFTH ONLINE QUIZ DUE BY THE END OF WEEK 6

Week 7
Midterm Exam
Period

Class 1: But surely populists cannot rule as populists?

Populist actors are usually portraying themselves as the outsiders to the “corrupt political system.” However, what happens if populists become the “political system” through their electoral success? How do they tackle what is called the “populist dilemma”? Do they transition into an ordinary “establishment” political party? Do they disintegrate under the weight of their internal contradictions? Alternatively, perhaps, they could rule populistically by finding another antagonist to position themselves against? Furthermore, what are the factors that determine which populist platforms succeed and which ones fail? How do different forms of populist mobilization, such as parties, movements and personalist leadership determine their viability?

Required reading:

1) Kaltwasser & Taggart, 201-220.

Class 2: Enhancing the optics: the introduction of conceptual tools

In the second class of this week, we will examine further essential analytical tools that enable us to comprehend the central socio-political dynamics in Europe better. We will discuss concepts such as identity, nationalism, symbolic boundaries, metropolitan culture, social polarization, the elite and horseshoe theories, bounded rationality and cognitive biases. Among others, we will also tackle some rather provocative epistemological questions concerning social-scientific research. For instance, how can we understand the social reality? What are the limitations of our knowledge about social reality? How scientific reflection of populism influence populism? Opening these broader ontological/epistemological questions will show that the dilemma between normative vs. descriptive science is much more complex and will lead to the introduction of the problem of the performativity of science.

Required reading:

1) Law & Urry, 390-410.

TEAM D LEADS SOCRATIC SEMINAR IN THE SECOND CLASS SESSION

SECOND REFLECTION PAPER DUE BY THE END OF WEEK 7

SIXTH ONLINE QUIZ DUE BY THE END OF WEEK 7

Week 8

Class 1: The illiberal alliance? The case of Hungary and Poland

The first class of week 8 will look at the two other remaining Visegrad Group countries, Hungary and Poland. We will look at the mainstreaming of the populist discourse in Hungary under the influence of the self-described “illiberal democrat” Prime Minister Viktor Orban and his Fidesz party and compare this to the developments in Poland, where Jaroslaw Kaczynski’s right-wing Law and Justice party became the largest in the Polish politics, winning a majority in the parliament. Finally, we will compare the developments in these two states to the situation in the Czech Republic and Slovakia.

Required reading:

- 1) Kaltwasser et al., 140-158.
- 2) [Project Syndicate: Will Defunding Hungary and Poland Backfire?](#)

Class 2: Neoliberalism in everyday life

This session will appraise the impact of the critical phenomena of neoliberalism in everyday life, and discuss to which extent it contributed to the upsurge of populism. First, we will define neoliberalism in economic terms, then we will proceed to scrutinize its meaning in sociology while shedding light on its various linkages to power, identity, and discourse.

Required reading:

- 1) Scholl & Freyberg, 103-125

TEAM A PRESENTS RESEARCH GRANT IDEA IN THE SECOND CLASS SESSION

SEVENTH ONLINE QUIZ DUE BY THE END OF WEEK 8

Week 9

Class 1: The Mediterranean austerity cuisine? The case of Greece and Spain

Firstly, we will examine the Greek case, which saw the rise of left-wing populist SYRIZA during the government debt crisis in the aftermath of the global financial recession of 2008, with more recent developments

that have a distinct transnational character, such as the creation of the DIEM25 movement.

Similar circumstances gave rise to the Spanish Indignados movement, which protested against unfavorable economic conditions and perceived large-scale political corruption of the establishment. This gave rise to the Podemos platform under the leadership of charismatic academic Pablo Iglesias.

Required reading:

- 1) García & Briziarelli, 201-226.

Class 2: Looming storm of crisis: globalization & critical factors

To enhance our understanding of the “Mediterranean” anti-globalist populist movements, we will evaluate the role of the process of globalization in the European context and discuss some of the leading theories. We will investigate the relationship between globalization and neoliberal world order, the role of the Washington consensus policy prescriptions and the way the populist actors themselves portray globalization. Finally, we will also critically examine the widespread rhetoric of crises in Europe, with the term used in a variety of contexts - migration & security, inequality & debt and the crisis European Union legitimacy. Parts of the BBC's documentary *After Brexit: The Battle for Europe* will be screened and discussed.

Required reading:

- 1) Rodrik, 12-33.
- 2) Moffitt, 189–217.

TEAM B PRESENTS RESEARCH GRANT IDEA IN THE SECOND CLASS SESSION

EIGHTH ONLINE QUIZ DUE BY THE END OF WEEK 9

Week 10

Class 1: The captain and comedian walk into a bar...and form a government. The case of Italy

Dramatic political changes seem to be the *ordre du jour* in this founding member of the European Union. After two decades of the dominance of controversial tycoon-turned-politician Silvio Berlusconi in the Italian political landscape, several austerity-oriented oriented technocratic governments of the 2010s, populist parties made a stunning comeback in the 2018 elections. The anti-establishment right-wing *Lega* under the leadership of the Matteo “Il Capitano”

Salvini and hybrid centrist *Movimento 5 Stelle* led by the comedian Beppe Grillo became the two largest parties in the Italian politics.

Required reading:

- 1) [BBC: Italy's populist coalition](#)

Class 2: A piece of Mr. Hyde in all of us? Examining populist attitudes and effects of populist messaging

For most of the semester, we have been investigating the supply side effects – such as the growth of an increasingly diverse offering of populist political movements. However, what about the demand side? Is there a “dormant Hugo Chávez or Sarah Palin” inside all of us, as quipped by Kirk Hawkins? To answer this question, we will examine the relatively young research stream that studies the populist attitudes of voters. To complement this angle of analysis, we will also look into the recent advances in the research of the effects of populist communication on implicit and explicit attitudes.

Required reading:

- 1) Rooduijn, 351-368.
- 2) Hameleers & Schmuck, 1425-1444.

TEAM C PRESENTS RESEARCH GRANT IDEA IN THE SECOND CLASS SESSION

THIRD REFLECTION PAPER DUE BY THE END OF WEEK 10

NINTH ONLINE QUIZ DUE BY THE END OF WEEK 10

Week 11

Class 1: Populism between tulips and Marianne: the case study of Netherlands and France

We will examine the specific dynamics of the Netherlands from the founding of the LPF party under Pim Fortuyn through the 2017 Dutch general election and the role of Geert Wilders, and zoom in on the demise of mainstream political parties in the Fifth French Republic. Of our particular interest will be the backdrop of the 2017 presidential and legislative elections and the role of the Le Pen political dynasty and the National Front.

Required reading:

- 1) Akkerman, Mudde and Zaslove, 1324-1353.



- 2) [The Conversation: A history of Dutch populism](#)
- 3) [The Atlantic: How populism took root in France](#)

Class 2: The conference adventure

There will be no class on December 6. However, attendance of the CIEE conference is mandatory.

Required reading:

No readings

TEAM D PRESENTS RESEARCH GRANT IDEA IN THE FIRST CLASS SESSION

TENTH ONLINE QUIZ DUE BY THE END OF WEEK 11

Week 12

Class 1: The Nordic and Alpine flavors. The case of Switzerland and Sweden

The last set of case studies of the semester will focus on two contrasting contexts. While Switzerland is not a member of NATO or the EU, it has a long tradition of populist right-wing Swiss People's Party, which is staunchly Eurosceptic and anti-immigration and has become the largest party in the National Council in the past few years. On the other hand, Sweden, the “humanitarian superpower,” has experienced a meteoric rise of the far-right populist Sweden Democrats only in the recent years, with even stronger predictions for the autumn 2018 general elections.

Required reading:

- 1) Bernhard, 509-525.
- 2) [Politico: Sweden no longer an exception to populism](#)

Class 2: The causes of populism and the responses

Following up on our “micro” investigation of the main European cases of the rise of the different populist political movements, we will discuss the “macro” perspective of causal factors and evaluate their overall success. Should the populist political success be measured only by their electoral strength or also by their capacity to shape policies (policy impact) and ability to make topics salient in the public debate (agenda-setting)? On the other hand, what have been the primary European responses to the populist upsurge, both on the supply and demand sides? We will also introduce the transnational (self described

“pro-democratic”) movements that arose as a reaction to the upsurge of populism and open the question of why they have been evading the scholarly interest so far.

Required reading:

- 1) Mudde and Kaltwasser, 97-118.
- 2) [LSE Blog: Is deteriorating peace in Europe a factor in the rise of populism?](#)
- 3) [Social Europe: A Critique of Yanis Varoufakis' Democracy In Europe Movement \(DiEM25\)](#)

FOURTH REFLECTION PAPER DUE BY THE END OF WEEK 12

GRANT PROPOSAL PAPER DUE BY THE END OF WEEK 12

***Final Exam Week* Class 1: Quo Vadis Europe? The future of the European project in the shadow of the rise of populism**

The first session of the last week continues the debate from the previous week. Given the strong Euroscepticism exhibited by many of the populist movements, what could we expect to be the outlook of the European Union?

Required reading:

- 1) [EU Commission: Future of the European Union](#)
- 2) [The Economist: What can we learn from the rise of the European populists?](#)
- 3) [Politico: What populists get right](#)

Class 2: The end of Eurostory? How can we extend our knowledge to cases outside of Europe?

While this course focused mainly on the socio-political situation in Europe, the last session of the semester is dedicated to the discussion of an important question - how we could transfer the acquired knowledge and use it to comprehend cases outside of the European continent? What are the benefits and challenges of this endeavor?

Required reading:

- 1) Kaltwasser, 494-504.

Course Materials

Readings

- Aalberg, T., Esser, F., Reinemann, C., Stromback, J., & Vreese, C. De (Eds.). (2017). *Populist Political Communication in Europe*. New York: Routledge.
- Akkerman, A., Mudde, C., & Zaslove, A. (2014). How Populist Are the People? Measuring Populist Attitudes in Voters. *Comparative Political Studies*, 47(9), 1324–1353.
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