



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**School of Social Sciences and International Studies
Faculty of Arts and Social Sciences**

SOCA 4000 Populism



Semester 1, 2011

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Cover art: *Southwark Fair* by William Hogarth, 1733.

<http://commons.wikimedia.org/wiki/File:Hogarth-Southwark-Fair-1734.png>

Welcome

It's common for these seminar courses to focus on a current research interest of the convenor and this one is no exception. However, my recent reading has also revealed to me how unusually well-suited to the honours seminar format this topic is for a number of reasons.

Firstly of course is its topicality. Late last year Australian news was full of accusations and counter-accusations of populism in 'bank bashing'; meaning loosely in that instance appealing to popular ignorance of the claimed complexities of economic management and financial markets. But in an international context the term is everywhere, from European ethnocentrism to popular uprisings in the Middle East.

Secondly, 'classic' and recent academic texts have all tended to focus with unusual candour on the dilemma of the concept's inherent ambiguity, most notably its capacity to refer to phenomena of apparently diametrically opposed political positions. There is thus a fairly rich body of literature that demonstrates the challenge of 'defining your topic' all too clearly. Battles over definitions and related theoretical rigour are constant.

Finally, the forms of solution to this issue and others help reveal specific approaches within and across particular disciplines as well as tensions between long-established orthodoxies and relative newcomers. There have even been charges of populism within the academy.

So, I hope you find this seminar sufficiently provocative to encourage you to talk and write enthusiastically about it.

Paul Jones

Acknowledgement: Assessment scheme (and much of its justification) and course structure based on Ursula Rao's SOCA 4000 course for 2009/2010. Helen Pringle's course was also consulted. (Course content otherwise entirely new).

Course Schedule

Week	Date	Topic	Readings (in study kit except first and last)
Week 1	7 Mar	Welcome & Introduction	
Week 2	14 Mar	Setting the Scene: the US tradition of populism	Lilla, M. (2010) (link in outline)
Week 3	21 Mar	A Cultural Sociology of Recent French (& European) Neopopulism.	Berezin, M. (2007)
Week 4	28 Mar	Towards a Sociological Definition: Worsley's 'classical' analysis	Worsley, P. (1969)
Week 5	4 April	Wrestling with Ambiguities	Canovan, M. (1999) Laclau, E. (2006a)
Week 6	11 April	Laclau's 'Discourse Theoretical' Approach	Laclau, E. (2006b)
Week 7	18 April	Study Week	
Mid-semester recess 22 April – 1 May, 2011			
Week 8	2 May	Presentations	
Week 9	9 May	Presentations	
Week 10	16 May	Laclau & Žižek Battle It Out	Žižek (2006a) Laclau (2006c) Žižek (2006b)
Week 11	23 May	Mediated Populism: Australia & Italy	Morris, M. (2006). Eco, U. (2007)
Week 12	30 May	Cultural Populism	Fiske, J. (1991) Frith, S. (1991) (via Blackboard/Library)

This seminar programme is a little vulnerable to enrolment numbers. If we are too few to cover two weeks with presentations, I'll set further readings for Week 9.

Teaching staff

Course Coordinator

Name	Associate Professor Paul Jones
Phone	(02) 9385 3746 (incl. voicemail, though checked less frequently than email)
Office location	MB Room 155
Email address	p.jones@unsw.edu.au (preferred method of communication)
Contact time and availability	TBA in first session

Location

Faculty	Faculty of Arts and Social Sciences
School	School of Social Sciences and International Studies
Course Code	SOCA 4000
Course Title	Populism
Semester/Year	Semester 1, 2011

Organisation

Format will be seminars held on Mondays between 4pm and 6pm in Mathews 421.

You are expected to attend 2 hours of classes per week. Thus a minimal 80% attendance rate is also expected. Attendance at, and informed participation in, classes is expected. Informed participation requires that you have made an honest attempt to read and understand at least the set reading(s) for each week.

Obtaining/Accessing Readings

Essential readings (plus a few others) are in this study kit/reader.

- **Reader** SOCA 4000 *Study Kit* (referred to as *Reader* in this outline)
Available from UNSW Bookshop.

We will endeavour to ensure that all 'recommended' and 'further' materials listed below that are not in reader are accessible via The Library High Use Collection and/or via Blackboard.

Library High Use Collection:

<http://www.library.unsw.edu.au/HowDoI/highuse.html>

Blackboard: <http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

For technical problems relating to Blackboard including uploading assignments: UNSW employs staff separately from academics to deal with such issues. They are accessible (in office hours) via: ITServiceCentre@unsw.edu.au & 02 9385 1333.

Assessment

There are three major assessment components. All assessment components must be attempted to pass the course. Grades rather than numerical marks are provided. All assessment items course must be attempted and passed to pass the course.

- (i) Draft Essay (1500 words) 35%
- (ii) Seminar Presentation (10-15 mins) 15%
- (iii) Essay (4500 words) 50%

Details of Assessment Tasks

Assessment 1 (15%) – DRAFT ESSAY

The Draft Essay (1500 words) develops the idea for the final essay. Students develop a topic for an essay, sort out their ideas to form an argument and elaborate on the theory to be used in the final essay.

Format of the Draft Essay

- **Title:** The draft essay must have a title that adequately reflects the topic of the text
- **Outline:** The outline is approximately 2 pages long. It presents the main ideas for the essay and the various elements of the argument. This should be done in form of a disposition (detailed table of contents), spelling out the main topic, titles of subchapters and indication of contents of subchapters.
- **Social Theory/Theoretical concepts:** The final essay will have to engage with theory, theoretical concepts. The draft essay will spell out which theorist(s) are going to be used. The student elaborates the theoretical orientation of the essay and writes how the theory will contribute towards interrogating the topic.

Learning Outcomes

- Develop a theme for an essay
- Develop skills in literature search
- Training in structures of thinking
- Engage with theoretical literature

Due Date April 1 [at midnight software permitting]

Assessment 2 (15%) – GROUP PRESENTATION

Students will get together in groups according to disciplines in the first week.

They will meet outside class to accomplish three tasks:

1. Discuss the character of your discipline – What is the focus and aim of this discipline? What are typical perspectives and which are common methods? How does the discipline intersect, overlap with other disciplines? How is your discipline similar to and different from other cognate disciplines?
2. Search, read and discuss literature on populism from the perspective of your discipline. The aim is not to produce a comprehensive overview of the literature in your discipline. Think small!!! Select one or two texts that will help you understand one dimension of the populism debates, while enabling reflections on disciplinary positions.
3. Present in class what you learned from the text about populism and about your discipline. The main focus of the presentation should be the

connection between the position of a discipline and possible interrogations of populism.

Learning Outcomes

- Reflect on your discipline
- Train literature search
- Train group debate
- Develop presentation skills

Due Date: As per scheduling.

Assessment 3 (50%) Final Essay

Students will develop their draft essay into a full essay, taking into consideration the comments made in feedback. In the final essay students should use 10 to 15 academic references from the social sciences (books, journal articles). *Websites that are not explicitly part of the social science discourse do not count as references. Wikipedia is NOT an appropriate source and may not be used!*

Your assignment must include an EPILOGUE (200 to 500 words) on how you have USED THE FEEDBACK you received for your first assignment to improve on the second assignment.

Format of the Essay

Title: The essay should have a title that adequately reflects the theme of the text.

Introduction: The introduction contains a statement of what the essay is about, how the argument is structured and on which material it is based.

Main Text: The main text should have several sub-divisions dealing with sub-themes. It is absolutely essential to demonstrate how the different sub-themes relate to each other.

The text engages with theory, theoretical concepts and demonstrates their application.

NB: It is not enough to make statements. The student must present EVIDENCE (from empirical research presented in academic references). An author must always keep in mind that s/he has to convince the reader of his/her point of view: *argue, show and prove*.

Critically interrogate your assumptions. How did you arrive at them? Could there be other positions? Actively search other positions. Explain the different arguments and compare them. What do you conclude from the comparison?

Throughout the essay students have to refer to the sources from which they gained their knowledge.

Conclusion: The conclusion begins with a summary of the main argument in the essay. Only after that will the student share further thoughts.

Epilogue: Reflect on the feedback you received for Assignment 1. How did you use the feedback to improve your academic writing?

Learning Outcomes

- Train complex thinking on a concrete example
- Deepen knowledge about one particular theme
- Prepare for writing an honours thesis by developing an academic argument
- Internalise marking criteria through using feedback

Due Date

May 30 [at midnight software permitting]

Submission of Assessment Tasks

Students will be required to submit an electronic copy of all assignments (except weekly reading notes) via Blackboard (into Grademark). More details will be made available via Blackboard. All electronic submissions must be accompanied

by an Assignment Declaration statement. It is the student's responsibility to keep a copy of their work in case of loss.

Week-by-Week Guide

Please note: This seminar programme structure is a little vulnerable to enrolment numbers. If we are too few to cover two weeks with presentations, I'll set further readings for Week 9.

Week 1. Welcome & Introduction

General introduction: orientation and questions. The seminar will cover the course outline, objectives, assessment and organisation. I'll start screening a Ken Burns documentary, *Huey Long*, just to give us a common case-study for early orientation (probably finishing it next week).

Week 2. Setting the Scene: the US tradition of populism

It's the US tradition that arguably gives this 'field' its name. Huey Long rearticulated many themes within the 19th century Populist movement which many US commentators see as continuing today in talk radio and TV evangelistic figures like today's Glenn Beck (hence this week's very recent reading). However while the 19th century movement and Long were ostensibly of the left, contemporary US populism, like contemporary European 'neopopulism', is usually of the political right.

Beck's recent piece ends with an allusion to Frank Capra's 1936 film *Mr Deed Goes to Town*, which is worth a viewing as well. Capra is a pioneer of the use of populist thematics, especially 'the ordinary man' vs 'elites', in Hollywood cinema. Hollywood has also dealt with Long directly in the 1949 film, *All The King's Men* (which was remade starring Sean Penn in 2006). The best of this genre in my view is Elia Kazan's *A Face in the Crowd* (1957).

Reading:

Lilla, M. (2010) 'The Beck of Revelation', *New York Review of Books*, December 9. <http://www.nybooks.com/articles/archives/2010/dec/09/beck-revelation/>

Further reading:

Brinkley, A. (1982) *Voices of Protest: Huey Long, Father Coughlan and The Great Depression*. N.Y.: Vintage.

Hofstadter, R. (1969) 'North America'. In G. Ionescu and E. Gellner (eds.), *Populism: Its Meaning and National Characteristics*. London: Weidenfeld and Nicolson

Taggart, P. (2000) *Populism*. Buckingham: Open UP. Ch 3.

'Populism' in *Dictionary of the Social Sciences*. Craig Calhoun, ed. Oxford University Press 2002. Oxford Reference Online. Oxford University Press. (online via Library Catalogue)

Week 3. A Cultural Sociology of Recent French (& European) Neopopulism

Mabel Berezin is a US sociologist at Cornell who has previously written on Italian fascism. Her reading gives us an insight into recent European neopopulism. More significantly perhaps, it is a demonstration of the methodological challenges social researchers face when researching a phenomenon for which they feel explicit 'distaste', as she puts it. Elsewhere she has pointed out that for many political analysts the resurgence of populism presented an 'historical surprise' (Berezin 2009). The difficulties that she frankly admits populism presents to standard qualitative techniques in the article are similar to those that led others towards Laclauian discourse theory.

Reading:

Berezin, M. (2007), 'Revisiting the French National Front: The Ontology of a Political Mood', *Journal of Contemporary Ethnography*, vol. 36 no. 2: 129-146

Further reading

Berezin, M. (2009) *Illiberal Politics in Neoliberal Times: culture, security and populism in the new Europe*. Cambridge: CUP. Esp Ch1

Mouffe, C. (2006) "'The End of Politics" and the Challenge of Right-wing Populism'. In F. Panizza (ed) *Populism and the Mirror of Democracy*. London: Verso

Taggart, P. (2000) *Populism*. Buckingham: Open UP. Ch 7.

Week 4. Towards a Sociological Definition: Worsley's 'classical' analysis

Worsley's is the most serious attempt to date to develop a social theory-based conception of populism. Significantly, Laclau relies on Worsley's resolution of some of the problems previously besetting the conceptualization of populism. However, while this chapter/essay has been regularly cited recently, it's also true that little subsequent attempt has been made to develop this model by sociologists. Worsley relies in part on the sketch of populism within *The Torment of Secrecy*, Edward Shils's analysis of McCarthyism. The McCarthyist 'witch hunt' for communists marked for many observers the turning point where the US populist tradition became powerfully connected with conservative forces. And yet Worsley was writing on the cusp of the emergence of the 'new social movements'

of the 1960s and wanted to keep his definition open to such possibilities. McCarthy's defeat, ostensibly by TV journalist Ed Murrow, was recently portrayed in the film, *Good Night & Good Luck*.

Reading:

Worsley, P. (1969) 'The Concept of Populism'. In G. Ionescu and E. Gellner (eds.), *Populism: Its Meaning and National Characteristics*. London: Weidenfeld and Nicolson: 212-250.

Further reading:

Taggart, P. (2000) *Populism*. Buckingham: Open UP. Ch 2.

Shils, E. (1996) *The Torment of Secrecy: the background and consequences of US security policies*. Chicago: Elephant Paperbacks. First pub. 1956. Esp ch's 4 & 5.

'Ideal Type' in *Dictionary of the Social Sciences*. Craig Calhoun, ed. Oxford University Press 2002. Oxford Reference Online. Oxford University Press. (via Library Catalogue)

Week 5. Wrestling with Ambiguities

Here the recent conceptual debate begins in earnest. Canovan is the author of two influential book-length surveys of populism (regrettably neither is in our library). However, this article is a very good summation of her own position. The Laclau reading does little more than state his problem with much of the orthodox literature and is very much a prelude to the next reading in Wk 6. Nonetheless, those of you trained in structuralism and/or poststructuralism might begin to ponder Laclau's inspiration here. The tactic of defining 'the theoretical object' as precisely/rigorously as possible was a very modish structuralist position (in English) when Laclau began publishing in the 1970s.

Its important to know too that even though Laclau has been developing his position for 30 years and has a very strong following, much of the orthodox literature ignores all but his 1977 book and even then treats it as a source for Latin American populism, not for its theoretical claims. In 'radical left' circles both Laclau & Mouffe are best known for their 1985 book *Hegemony & Socialist Strategy: towards a radical democratic politics* which, despite the apparently dated title, remains a breakthrough text for many in critical (political) theory and is a foundational text for 'post-Marxism'.

Readings:

Canovan, M. (1999) 'Trust the People! Populism and the Two Faces of Democracy', *Political Studies*, XLVII: 2-16.

Laclau, E. (2006a) 'Populism: ambiguities and paradoxes'. In his *On Populist Reason*. London: Verso: 3-20.

Further reading:

Canovan, M. (2005) *The People*. Cambridge: Polity. (on order for library)

Laclau, E. (2005) *On Populist Reason*. London: Verso.

Laclau, E. (1977) *Politics and Ideology in Marxist Theory. Capitalism. Fascism. Populism*, London: NLB (4th reprint 1987).

Tormey, S. (2006) 'Laclau & Mouffe: towards a radical democratic imaginary'. In *his Key Thinkers from Critical Theory to Post-Marxism*, London: Sage.

Week 6. Laclau's 'Discourse Theoretical' Approach

This week and week 10 present the most challenging readings but you should be well-prepared for them by the earlier texts. For those who find these weeks' readings completely novel in their approach, the Key Concepts/Thinkers references below might be useful. This is one of several texts where Laclau lays out his current position on populism (and hegemony). I've also added another below, although the entirety of *On Populist Reason* is devoted to this task.

Reading:

Laclau, E. (2006b) 'Populism: what's in a name?'. In F. Panizza (ed) *Populism and the Mirror of Democracy*. London: Verso: 32-49.

Further reading

Laclau, E. (1996) 'Why Do Empty Signifiers Matter to Politics'. In his *Emancipations*. London: Verso.

Laclau, E. (2005) *On Populist Reason*. London: Verso.

Crossley, N. (2005) 'Discourse'. In his *Key Concepts in Critical Social Theory*. London: Sage.

Howarth, D. (2000) *Discourse*. London: Sage.

Jones, P. & Holmes, D. (in press) 'Discourse' & 'Hegemony'. In their *Key Concepts in Media & Communications*. London: Sage.

Tormey, S. (2006) 'Laclau & Mouffe: towards a radical democratic imaginary'. In *his Key Thinkers from Critical Theory to Post-Marxism*, London: Sage.

Critchley, S. & Marchart, O. (2004) *Laclau: a critical reader*. London: Routledge.

Week 7. Study Week

Students will get together in groups to discuss the relation between disciplines and the populism. Each group will select one discipline and prepare a seminar presentation about the way academic traditions structure social reflections

Week 8. Presentations

Two groups will present their perspectives on disciplinary traditions and the discussion of place (see assessment 3, below). The reading for the week will be decided by the students. Please watch Blackboard.

Week 9. Presentations

Two groups will present their perspectives on disciplinary traditions and the discussion of place (see assessment 3, below). The reading for the week will be decided by the students. Please watch Blackboard.

Week 10. Laclau & Žižek Battle It Out

Žižek has an even more dedicated following than Laclau, if that is possible. Hence 'the Elvis of cultural theory' billing etc. He's a remarkable public speaker and is famous for his unexpected allusions to - and analyses of - art and popular cultural examples. There are many of these on You Tube (see below). So you shouldn't be too surprised when one of these readings builds to an extraordinary discussion of Beethoven's Ninth Symphony. What has this to do with populism? Be patient - but it helps to remember that part of the contemporaneity of these issues for Europeans is the tension between the project of a European super-state and the populist forms of opposition grounded in a 'national-popular' and art/culture has always figured in that (cf final week).

Žižek's critique of Laclau marked an end to their apparently amicable collaboration (with Judith Butler) in the 2000 collection below. The critique is valuable because much of the 'critical' literature on Laclau is written by his followers. Žižek's intellectual background shares something of Laclau's interest in psychoanalysis but is much closer to the Frankfurt School than Laclau's version of (post-)Marxism.

Readings:

Žižek, S. (2006a) 'Against the Populist Temptation' *Critical Inquiry* 32 (Spring): 551 - 574

Laclau, E (2006c) 'Why Constructing a People Is the Main Task of Radical Politics'. *Critical Inquiry* 32 (Summer), 646-680.

Žižek, S. (2006b) '*Schlagend, aber nicht Treffend!*'. *Critical Inquiry* 33 (Autumn) 185 - 211

Further reading

Laclau, E. Butler, J. Žižek, S (2000) *Contingency, Hegemony, Universality: contemporary dialogues on the Left* London: Verso.

Torring, J. (1999) *New theories of discourse : Laclau, Mouffe, and Žižek*. Oxford, UK: Blackwell Publishers.

For amusement....

Žižek on *The Sound of Music*: <http://www.youtube.com/watch?v=wiTum8eQ51E>

Žižek on *Matrix* and Hitchcock's *The Birds* (warning: contains offensive language): <http://www.youtube.com/watch?v=8sFqfbrsZbw>

Žižek tries to explain his work to a US TV talkshow host:
<http://www.youtube.com/watch?v=KjEtmZZvGZA&feature=related>

Week 11. Mediated Populism: Italy & Australia

Mediated Populism is a relatively new term but in fact the debate about something like it goes back to at least the 1940s. Part of the concern with mediation then and now is whether the traditional role of independent journalism might be able to defeat the 'mere propaganda' or 'rhetoric' employed by populists. This issue was played out here in Australia during Pauline Hanson's career. *Sixty Minutes* is not exactly the epitome of the best journalistic traditions but it is the most famous confrontation between a journalist and Hanson. Meaghan Morris is right in thinking it's a moment worth revisiting. The original interview is available online at link below.

Umberto Eco is most famous outside Italy as a semiotician and a novelist. However these extracts are from his public intellectual writings for the Italian weekly newspaper, *L'Espresso*. In them he outlines his view of the role changes in Italian media played in facilitating Berlusconi's regime(s). The case is significant for few of the recent surges in neopopulism have led to an actual neopopulist government.

Those with a social science background may wish to check the political communication literature around this topic, to which Mazzoleni's online encyclopedia entry is a good guide.

Readings:

Morris, M. (2006) 'Please Explain: ignorance, poverty and the past'. In her *Identity Anecdotes: Translation and Media Culture*. London: Sage. 227-240

Eco, U. (2007) *Turning Back the Clock: Hot Wars and Media Populism*. Orlando: Harvest/Harcourt: 128-156.

Further reading:

Mazzoleni, G., Stewart, J. & Horsfield, B. (eds) (2003) *The Media & Neo-Populism: a contemporary comparative analysis*. Westport, CT: Praeger. Especially opening chapter and chapter on Hanson & Australia.

Mazzoleni, G. (2008) 'Mediated Populism'. *The International Encyclopedia of Communication*. Donsbach, Wolfgang (ed). Blackwell Publishing. Blackwell Reference Online.

http://www.communicationencyclopedia.com/subscriber/tocnode?id=g9781405131995_chunk_g978140513199518_ss57-1>

60 Minutes interview with Pauline Hanson originally broadcast in October 1997: <http://video.au.msn.com/watch/video/the-hanson-phenomenon/xt9vsgn>

Sawer, M. & Hindess, B. (eds) (2004) *Us and Them: Anti-Elitism in Australia*. Perth: API Network. Includes chapters on Hanson and talkback radio.

Week 12. Cultural Populism

Debates about popular culture are longstanding, especially since the nineteenth century. However, the charge of 'cultural populism' is worth our attention because recently it has been directed at intellectuals and cultural theorists who are accused of overconfidence in the 'inherent critical capacities' of 'the people'. Fiske is usually seen as the key advocate of this overconfidence. Fiske knew at least some of the debates around hegemony and populism and saw his work as working in parallel with establishing a 'counter-hegemonic power bloc'. Frith, a leading analyst of popular music since the 1970s, was one of the earliest critics and his article is now something of a modern classic. It was Jim McGuigan, however, who formulated the 'cultural populism' charge (see further readings).

Readings:

Fiske, J. (1991) 'Popular Discrimination' *Modernity and mass culture* Ed James Naremore, Patrick Brantlinger. Bloomington: Indiana University Press. 103-116.

(via Blackboard/Library) Frith, Simon (1991) 'The Good, the Bad, and the Indifferent: Defending Popular Culture from the Populists', *Diacritics*, 21:4 (Winter) p.102 -115.

Further reading:

McGuigan, J. (1992) *Cultural Populism*. London: Routledge.

McGuigan, J. (1997) 'Cultural Populism Revisited'. In M. Ferguson & P. Golding (eds) *Cultural Studies in Question*. London: Sage.

Jones, P. & Holmes, D. (in press) 'Populism' and 'Hegemony'. In their *Key Concepts in Media & Communications*. London: Sage.

Pedagogical Approach

This is an honours course for students in the School of Social Sciences and International Studies at UNSW.

Summary of the Course

The seminar addresses the theme of populism via readings based in case-studies as well as theoretical texts. There is no agreed definition of populism and it remains unusually hotly contested. Indeed many of the seminar readings exemplify this intensity of debate. One commonly invoked definition is Shils's: the belief in (i) the supremacy of the will of the people over every other standard & (ii) the superiority of 'direct' relations between leaders and the people. The current revival of interest in populism across the social sciences is closely tied to the rise of 'neopopulist' political parties that preach ethnocentrist forms of nationalism. But the term also has other variants including a 'cultural populism' that refers to uncritical intellectual enthusiasm for popular culture and a 'media populism' that refers to falling journalistic standards. Approaches employed in the readings include participant observation, post-structuralist discourse analysis, textual analysis of a TV interview and 'classical' social theory.

Aims of the Course

The course will introduce students to some of the classic and most recent debates on populism in the social sciences. The course is an essential preparation for more independent scholarly work. Students will train critical thinking in the protected environment of a seminar, in which they are given substantial independence for developing themes. Guidance will help students to develop their academic personality.

Rational for the inclusion of content and teaching approach

To provide a broad exposure the course uses readings from political theory, sociology, cultural studies ethnography, political communication, social theory and critical political theory. Students are given an opportunity to add further examples from their honours research or their personal history.

The course encourages reflection on disciplinary traditions and works towards trans-disciplinary communication. An honours course attracts students from different programs within the school. This is an opportunity for promoting interdisciplinary learning. We will look at how different disciplines have contributed to the debate on populism. Students will explore strengths and limitations of various approaches. This will broaden participants understanding of how populist irruptions happen. It also provides a horizon for formulating refined positions within academic debate.

Student Learning Outcomes

Students will be introduced to recent trends in populism research. At the end of the course students should be able to

- Have an overview over most recent debates driving contemporary populism research.
- Apply critical thinking to evaluating academic texts through comparison.
- Engage in advanced discussions
- Develop a theme for scholarly debate, collect relevant material and critically evaluate it.
- Distinguish different thinking traditions
- Engage in trans-disciplinary communication

Graduate Attributes

Graduate attribute	Activities and assessment tasks
Skills involved in scholarly enquiry	discussions, essays, readings
An in-depth engagement with the disciplinary knowledge and relevant interdisciplinary contexts	Group work, readings
The capacity for analytical and critical thinking and for creative problem solving	Group work, essay, seminar discussions
The ability to engage in independent and reflective learning	Seminar, essay
Information Literacy	Group work, essay

Appreciation of and respect for diversity in class room	Debate, group work
Skill of effective communication	Seminar presentations and debate

Course Evaluation and Development

This is a new course, so there is no direct relationship between previous student evaluations of this particular course and its development. However, its development has been influenced by experience with other courses, especially the precursory course by Ursula Rao. Feedback courses is gathered each time the course is taught, and is considered carefully with a view to acting on it constructively wherever possible. This outline and the course design have been shaped in part by such feedback from other courses.

Course Policies

Formal Statements (required by University policy)

Student conduct and integrity in academic work

UNSW has a Student Conduct Policy (2009) that "provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students' dealings with fellow students, staff, the University, and the national and international community." (UNSW Student Conduct Policy, page 1).

All students must read this policy at:

<http://www.gs.unsw.edu.au/policy/documents/studentconductpolicy.pdf>

A related document is the UNSW Student Misconduct Procedures (2009):

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Integrity in academic work is one of the main expectations of all students and staff. It is the student's responsibility to understand and achieve this. There are several resources to help them:

- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (<http://www.lc.unsw.edu.au/plagiarism/>).
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All postgraduate coursework students are encouraged to take the tutorial (<http://elise.library.unsw.edu.au/home/welcome.html>)
- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

Class attendance and communication

Students are expected to attend tutorials/seminars. A satisfactory attendance record of at least 80% is expected. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students' responsibility to check their UNSW email regularly.

Extension for submission of work

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

Special consideration

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states “The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.”

Details of the policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

“Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.” (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

Review of results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

Occupational health and safety

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:

<http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>

Student support services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at <http://www.lc.unsw.edu.au/>

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at www.studentequity.unsw.edu.au/