This is a draft outline. Please see the course sit on OWL Brightspace for a final version.

Course Description:
Populism is one of the most controversial and fervently discussed topics in the social sciences today. While there is much scholarly debate over how precisely populism should be defined, it is generally agreed that all forms of populism include a critique of ‘the establishment/the elite’ and adulation of the ‘common people.’ It is also conventional wisdom that populism originated in the late 19th century as agrarian protest movements in Russia (where narodnichество or ‘populism’ appeared in response to hardships encountered by the peasantry in feudal tsarist Russia), and in the United States (where rural discontents were expressed politically via the People’s Party). Today, populism affects almost all continents and political regimes but is especially prevalent in the democracies of Europe and the Americas.

The course begins by considering how best to define ‘populism.’ Next, some recent and high-profile manifestations of populism, including Trumpism, Brexiteers, France’s National Front, and Venezuela’s Hugo Chávez will be studied to provide a contemporary context. The principal focus of the course surveys the global history of populism and its main populist actors over the past 150 years, focusing specifically on Russia, the United States, Canada, Latin America (especially Argentina and Brazil), Australia and New Zealand, France, Italy, Africa (Ghana, Burkina Faso, South Africa, and Zambia), and India.

Each session of the course will begin with a contextual lecture by Professor Fleming, followed by a class discussion of the required readings facilitated by one or two designated students along with Professor Fleming.

Prerequisite:
1.0 History course at the 2200 level or above

Learning Outcomes:
Students will be able to
- identify major events, concepts, and personalities associated with early manifestations of populism globally
- interpret information about a wide range of people, groups, events, and documents discussed in the assigned readings and explain their significance
- strengthen skills of oral and written communication
- analyze primary and secondary sources, including their origins, methods, arguments, strengths, limitations, potential implications, and significance for the study of the global history of populism
• solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions
• effectively integrate primary and secondary sources within class presentations, discussions, and research essays
• analyze academically the impact of historical precedents that contextualize present day expressions of populism globally

Course Materials:
All course Required Readings are available in digital format at the Western Libraries “Course Readings” site for History 3735G (https://ares.lib.uwo.ca/ares/) which can also be accessed via the “Resources” link of the course site on OWL Brightspace.

Methods of Evaluation:
Research Essay (due Friday March 14th) 35%
Seminar Leadership 15%
Seminar Participation 20%
Lecture/Readings Written Responses (10 x 3%) 30%

Students must pass all components of the course (research essay; seminar leadership; seminar participation; lecture written responses) to achieve a passing grade in the course.

Each student will write a research essay (13-15 typewritten pages in length) from the list of acceptable essay topics assigned by the instructor. An electronic copy of the completed research essay must be submitted via the course site on OWL Brightspace no later than Friday March 14th at 11:55 p.m. In addition, the essay must be submitted by the due date and time to Turnitin.com via the course site on OWL Brightspace. A late penalty of 5% for the first day and 2% per day thereafter (weekends included) will be assessed against any research essay submitted after the due date. Any accommodations for this assignment will require supporting documentation.

Each student will be assigned one seminar to assist the course instructor in leading the class discussion of the required readings for that week. Following the contextual lecture by Professor Fleming, the student will begin the discussion component of the session by providing a brief (approximately 5 minute) summation of the key themes arising from that session’s assigned readings. The student will then, together with Professor Fleming, facilitate the class discussion. In preparation for that responsibility, the student will submit to Professor Fleming at least six questions on which they intend to base the class discussion. Those questions must be emailed to Professor Fleming no later than 8:00 p.m. the Monday immediately preceding the seminar. Depending on class size, two students might be assigned to lead the same seminar session, in which case it is expected that the students will collaborate in developing the questions and facilitating the seminar discussion. The ‘seminar leadership’ assignments will be made immediately following Session One.

Students will submit each week a written response (maximum 500 words per weekly response) to a question based on the lecture and readings for that week. The response questions will be posted on the “Assignments” section of the course OWL website by 8:00 p.m. on the day of the class. Students will have twenty-four hours to submit their written answers via the course site on OWL Brightspace. Responses must also be submitted to Turnitin.com via the course site on OWL Brightspace. Late submissions (defined as after 8 p.m. the day following the posting of the lecture/readings question) will not be accepted or graded. The written responses are not a research assignment, and only information
derived from the class lectures and readings will be accepted and graded as the ‘Lecture/Readings Response’ component of the course.

Students are expected to attend and participate actively in all seminar discussions, thereby demonstrating their comprehension of the Required Readings. This course syllabus also lists numerous Supplementary Readings which students are not required to read but are useful for examining in greater detail the weekly discussion topics.

Sample discussion questions based on the Required Readings will be posted on the course site on OWL Brightspace (under the ‘Resources’ link) before each class to assist students in preparing to participate meaningfully in the seminar. All students will be assigned a participation grade on a 10-point scale following each seminar. Failure to attend a seminar will result in a score of “0” for that class. Merely attending a seminar without participating in the discussion will result in a score of “2” for that class. The assignment of a participation grade from “3” to “10” will be determined by the quality of the student’s contributions to discussion during any given seminar.

In instances when absence from class is unavoidable, students are expected, when possible, to inform the instructor in advance of their pending absence.

Non-illness absences from seminars are unacceptable. Any student attending fewer than nine of the twelve scheduled discussion seminars (an absence rate of approximately 25%) for non-illness reasons will be assigned a failing grade for seminar participation and a failing grade in the course.

Course Schedule and Readings:

Session One:
Introduction to History 3735G

Session Two:
Topic: What is Populism?

Required Readings:
https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/13510487/v26i0003/418_pwbnoagh.xml

https://doi.org/10.1093/oxfordhb/9780199585977.013.0026

https://www.theatlantic.com/international/archive/2020/03/what-is-populism/607600/

Supplementary Reading:
**Session Three:**
*Topic: Global Populism in 2025*

**Required Readings:**
*The Economist,* “Europe’s Hard Right,” 16 September 2023, pp. 18-20. [available on ‘Resources’ link]


**Supplementary Readings:**


Laura Silver, “Populists in Europe – especially those on the right – have increased their vote shares in recent elections,” Pew Research Centre, October 6, 2022. https://www.pewresearch.org/fact-tank/2022/10/06/populists-in-europe-especially-those-on-the-right-have-increased-their-vote-shares-in-recent-elections/

**Session Four:**
*Topic: Populism in Russia*

**Required Readings:**


**Supplementary Readings:**

Session Five:
Topic: Populism in the United States

Required Readings:


Supplementary Readings:

Session Six:
Topic: Populism in Canada

Required Readings:


Supplementary Readings:
Clark Banack, God’s Province: Evangelical Christianity, Political Thought, and Conservatism in Alberta (McGill-Queen’s University Press, 2016).

**Session Seven:**
**Topic:** Populism in Latin America (Brazil and Argentina)

**Required Readings:**


**Supplementary Readings:**


https://journals-scholarsportal-info.proxy1.lib.uwo.ca/pdf/01925121/v38i0004/441_pilaoanpiaab.xml

**Session Eight:**
**Topic:** Populism in Australia and New Zealand

**Required Readings:**


**Supplementary Reading:**

**Session Nine:**
**Topic: Populism in France and Italy**

**Required Readings:**


**Supplementary Reading:**

**ESSAY DUE FRIDAY MARCH 14TH @ 11:55 p.m.**

**Session Ten:**
**Topic: Populism in Africa**

**Required Readings:**


**Supplementary Readings:**


**Session Eleven:**
**Topic:** Populism in India

**Required Readings:**


**Supplementary Readings:**
Deepanshu Mohan and Abhinav Padmanabhan, Strongmen Saviours: A Political Economy of Populism in India, Turkey, Russia and Brazil (Routledge, 2023), pp. 21-67.

**Session Twelve:**
**Topic:** Flotsam and Jetsam

**Additional Statements:**
**Communication policies:** The best way to contact me is via email (kfleming@uwo.ca). I also will hold office hours in Lawson Hall 1208 on Tuesdays from 10:30 a.m. to 12:30 p.m. when you can stop by to discuss course related matters.

**Use of electronic devices:** No use of audio or video recording devices is permitted in the seminar.
**Use of generative artificial intelligence (AI):** The use of generative AI tools, such as ChatGPT, is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be clearly acknowledged and explained. If in doubt, please ask me for clarification.

Please review the Department of History’s shared policies and statements for all undergraduate courses at: [https://history.uwo.ca/undergraduate/program_module_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.