Comparative Populism Workshop
Learning How to Code: Measuring Populist Discourse with Holistic Grading
Winter 2017/18

January 15 − 19, 12:40–13:30, Room TBD
2 ECTS, 1 CEU Credit

Instructor:
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1   Description

This is a methods workshop with a primary goal to train students on how to identify populist discourse in political texts through content analysis, using a technique called holistic grading, developed by Kirk A. Hawkins (2009). It is comprised of five sessions, in which students learn the ideational concept of populism, and how the coding method works, as well as basics of sampling and how to find political texts of interest. At the end, participants will be able to read and code political texts on how populist they are, helping the data collection effort from the Comparative Populism Project. Students who will not participate in the coding stage are also welcome to take the workshop if they are interested in populism or, more generally, content analysis and research methods.

2   Credit Requirements

Students must attend all sessions, and submit on time the three take home exercises. Students should also have one personal consultation with the instructor during the week of the workshop, to be arranged the days before it starts.

3   Schedule

Day 1: January 15 – The concept of populism

This session introduces students to the *ideational* concept of populism, that we use in this project.

Mandatory Reading:

Hawkins, K. A. 2009. "Is Chávez Populist? Measuring Populist Discourse in Comparative Perspective". *Comparative Political Studies* 42(8): 1040–1067.

Speech to be provided by the instructor.

Day 2: January 16 – The coding rubric

This session introduces students to the rubric used for coding speeches with holistic grading, and how to apply it. We discuss the opposing categories of populist and pluralist speeches, and the necessary elements in each one. Three speeches will be given this day as take home exercises, to be coded by the next day.

Day 3: January 17 – Going over the first exercises

Students must submit filled out rubrics for the first three speeches by Wednesday at 10:30!

In this session we discuss students' grades for the first three speeches, given as take home exercises, focusing on the correct filling of the rubric. We also go through concepts such as inter-coder reliability and confirmation bias. The second set of three speeches will be distributed for the second take home exercise.

Day 4: January 18 – Going over the second exercises

Students must submit filled out rubrics for the first three speeches by Thursday at 10:30!

Last updated: December 13, 2017

In this session we discuss students' grades for the second set of three speeches, given as take home exercises. We discuss how to discriminate borderline cases, and additive vs. configural concepts and measurement. Students will receive a third set of training speeches, in their own languages.

Day 5: January 19 – How to look for speeches

In this session we talk about how to look for speeches, and deal with text as data. Students are introduced to basics of data collection and sampling. We also clarify any last questions about the concept of populism, the coding scheme, and the project overall.

Last updated: December 13, 2017