



# Kursplan

för kurs på grundnivå

Statsvetenskap på engelska II

Political Science II

30.0 Högskolepoäng

30.0 ECTS credits

Kurskod: SV200E  
Gäller från: VT 2013  
Fastställt: 2007-10-25  
Ändrad: 2012-11-15  
Institution: Statsvetenskapliga institutionen

Huvudområde: Statsvetenskap  
Fördjupning: G1F - Grundnivå, har mindre än 60 hp kurs/er på grundnivå som förkunskapskrav

## Beslut

Kursplanen är fastställd genom prefektens beslut vid Statsvetenskapliga institutionen, Stockholms universitet 2007-10-25. Kursplanen är senast reviderad 2012-11-15.

## Förkunskapskrav och andra villkor för tillträde till kursen

Grundkurs i statsvetenskap, 20 poäng, eller Basic Level in Political Science, 20 poäng, eller Grundkurs i samhällskunskap, 40 poäng, eller Statsvetenskap I, 30 högskolepoäng, eller Statsvetenskap på engelska I, 30 högskolepoäng, eller Samhällskunskap I, 60 högskolepoäng, eller motsvarande kunskaper.

## Kursens uppläggning

Provkod	Benämning	Högskolepoäng
2001	The Study of Democracy	7.5
2023	Political Science Research: Methods and Process	7.5
2024	Political Science Research: Independent Project	7.5
2206	Media and Politics I	7.5
2219	International Relations	7.5
2226	Comparative European Politics	7.5
2228	What are Human Rights? Perspectives and Conflicts	7.5
2232	Decision-making Analysis in the Nuclear Era	7.5
2234	Environmental Politics	7.5
2237	Transnational Actors and International Organizations	7.5
2238	State and Democratization in the Third World	7.5
2239	European Politics	7.5

## Kursens innehåll

Kursen består av fyra delkurser om 7,5 hp, varav en delkurs, den s.k. specialkursen är valbar.

Kursen ger vidgade och fördjupade kunskaper om delar av ämnesområdet som studerats inom kursen

Statsvetenskap I: om statsvetenskapliga perspektiv och angreppssätt, metoder och hantverk; samt kunskap att kritiskt granska politiska fenomen och utrymme för att planlägga, genomföra, granska och värdera en mindre forskningsuppgift.

## Förväntade studieresultat

Efter avslutad kurs förväntas studenten kunna:

- Kunskaper och förståelser

• redogöra för olika teoretiska perspektiv relaterade till demokrati och nationalstat i ljuset av globalisering;

- redogöra för olika teoretiska perspektiv relaterade till valda forskningsområden;
- redogöra för grundläggande statsvetenskapliga perspektiv, teoretiska ansatser och metoder;
- förstå och ge exempel på problem och möjligheter i relation till demokratiteorier;
- förstå och ge enklare exempel på hur olika teorier/perspektiv kan belysa ett politiskt fenomen inom ett valt specialområde;
- förstå och ge exempel på vad som utmärker ett forskningsproblem.

#### - Färdigheter och förmågor

- tillämpa och använda sig av olika teoretiska perspektiv i analysen av demokrati, samt föra en kritisk argumentation kring olika teoretiska perspektiv på demokrati;
- använda sig av olika teorier/perspektiv för att belysa ett politiskt fenomen inom ett valt specialområde;
- tillämpa metod/er på ett tillfredsställande sätt i genomförandet av en mindre forskningsuppgift;
- använda sig av grunderna för en akademisk skrivstil.

#### - Värderingsförmåga och förhållningssätt

- värdera och kontrastera teorier och metoder på ett självständigt och kritiskt sätt i så väl muntlig och skriftlig form;
- värdera och kritiskt granska vetenskapliga arbeten.

### Undervisning

Inom kursen förekommer både föreläsningar och seminarier. Seminarier är obligatoriska.

### Kunskapskontroll och examination

Inom kursen förekommer olika examinationsformer som varierar mellan delkurserna: salskrivning, hemskrivning, duggor, inlämningsuppgifter samt en mindre forskningsuppgift. Närmare information om examination lämnas i början av respektive delkurs.

Vid betygsättning används en sjugradig målrelaterad skala där A, B, C, D, och E är graderingar av godkända betyg. F och Fx används som graderingar av underkänt. Betygskriterier delas ut vid kursstart.

På delkurser som examineras genom hemtentamen eller självständigt arbete kan komplettering av examinationsuppgiften medges om betyget är Fx och om information om att komplettering finns som möjlighet på kursen återfinns i studiehandledning för den aktuella kursen. Den kompletterande uppgiften ska i dessa fall lämnas in inom en vecka efter att kompletteringsuppgift har meddelats av examinator. Vid godkänd komplettering av brister av förståelsekaraktär: mindre missförstånd, smärre felaktigheter eller i någon del alltför begränsade resonemang, används betyget E. Vid godkänd komplettering av enklare formaliafel används betygen A-E. Komplettering medges aldrig för salskrivning.

#### Begränsningar:

Antalet provtillfällen är begränsade till fem.

### Övergångsbestämmelser

När kursen inte längre ges eller innehållet väsentligen ändrats har studenten rätt att en gång per termin under en treterminsperiod examineras enligt denna kursplan.

### Övrigt

Kursen får ej medtagas i examen tillsammans med Statsvetenskap II (SVS200), Politik och förvaltning II (SV200F) Statsvetenskap på engelska II (SVE200 och SV200E), Fortsättningskurs i statsvetenskap (SV2040), Fortsättningskurs i statsvetenskap på engelska (SV2540), Fortsättningskurs i samhällskunskap med inriktning mot statsvetenskap (SK2040) eller samhällskunskap med inriktning mot statsvetenskap II (SHU03C).

### Kurslitteratur

COURSE PART 1: THE STUDY OF DEMOCRACY, 7.5 credits

The course introduces the study of democracy within various political science research fields. The course covers the analysis of the concept of democracy and the arguments for and against the democratic ideal. Moreover, the course presents the research problems and approaches employed in describing and explaining the institutions of democracy. This involves issues concerned with globalization and the representation of ethnicity and gender within political institutions. The overall purpose of the course is to offer an overview of topics related to the content, scope and causes of democracy in contemporary world politics and to provide analytical tools applicable to the study of democratic problems, theoretical as well as empirical.

### LEARNING OUTCOMES

After completing the course the student should be able to:

- account for the concept of democracy, the content, scope and causes of democracy in relation to processes of globalization and the representation of ethnicity and gender;
- understand and exemplify different arguments and hypothesis about the content, scope and causes of democracy;
- evaluate, compare and analyse different arguments and hypothesis about the content, scope and causes of democracy.

## READINGS

### Books

Haerpfer, Christian W., Patrick Bernhagen, Ronald F. Inglehart och Christian Welzel (red.) (2009), *Democratization*. Oxford: Oxford University Press (456 p.).

Phillips, Anne (1995), *The Politics of Presence*. Oxford: Oxford University Press (209 p.).

Weale, Albert (2007), *Democracy*. London: Palgrave Macmillan (320 p.).

### Articles

Mansbridge, Jane (1999), "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'". *Journal of Politics* 61(3): 628-657.

Weldon, Laurel S. (2002), "Beyond Bodies: Institutional Sources of Representation for Women in Democratic Policymaking". *The Journal of Politics*, 64(4): 1153-1174.

Additional working material ca 100 p.

## COURSE PART 2: SPECIAL COURSE, 7.5 credits

Course part 2 consists of a specialisation departing from a number of themes treated within Political Science I and further developed in the first course part of Political Science II. The student is to choose one of a number of different specialisations.

### 206: MEDIA AND POLITICS I

The course examines the relationship between media and political actors in national, European and global settings. Through independent reading, lectures, class discussions, group exercises and written assignments, students will be encouraged to question their unexamined assumptions and explore the ways in which the media impact on politics. Teaching and learning will involve work with both primary and secondary sources. The primary sources include policy documents, interviews and media texts (print, broadcast and online). The secondary sources are comprised of the course literature (see below).

## LEARNING OUTCOMES

Upon completing the course, the student should:

- show an ability to distinguish between primary and secondary sources, and compare the ways such different sorts of sources further knowledge about mediated politics;
- be able to problematise popular (mis)conceptions about the way the news media work;
- have gained experience in contrasting his or her own news values with those of students from other cultures, and with those of working journalists;
- be able to compare and contrast the relation between political systems and media cultures in different European countries, verbally or in writing;
- demonstrate knowledge of the role of the media in European integration;
- have gained familiarity with central concepts in media studies that can be applied to empirical analyses in research settings;
- have become acquainted with available material and suitable methods for conducting reports (utredningar) and/or studies of media power in a changing technological, economic and political landscape.

## READINGS

Hallin, Daniel C. and Paolo Mancini (2004) *Comparing Media Systems. Three Models of Media and Politics*. Cambridge: Cambridge University Press. (342 pages; selections will be used)

Long, Paul and Tim Wall (2009) *Media Studies. Texts, Production and Context*. Harlow: Pearson Education Limited. (400 pages)

Robertson, Alexa (2010) "Euromedia" in Thomas McPhail, ed. *Global Communication*, Third Edition. Malden MA, Oxford and Carlton Vic: Wiley/Blackwell. (30 pages)

Robertson, Alexa (2004 or 2010) *News Values in Practice. A Day in the SVT Newsroom*. Case available in the Media Room, F439 (and/or on DVD)

Rooke, Richard (2009) *European Media in the Digital Age. Analysis and Approaches*. Harlow: Pearson Education Limited. (260 pages)

Thussu, Daya Kishan (2009) *News as Entertainment. The Rise of Global Info-tainment*. London and

## 219: INTERNATIONAL RELATIONS

This course addresses two specific problems of international conflict and cooperation: war and democracy. Why is there so much war in international politics while most people want peace? Why is there so little democracy in international relations while most people think of themselves as democrats? Would higher levels of democracy, within or beyond the nation-state, be a solution to the problem of international conflict? If so, can and should democracy be promoted and implemented even by military force? Or would a greater role of democracy in international politics decrease international and human security? To address these questions, the course draws upon and presupposes some basic familiarity with different theories in international relations, such as liberalism, realism, constructivism, and it analyses both normative and descriptive questions. Concepts covered in the course include, in addition to war and democracy, globalization, state-building, sovereignty, human rights, and security community.

The aim of the course is to provide students with a repertoire of concepts and approaches for analyzing the problems of war and democracy in international relations.

### LEARNING OUTCOMES

After the course, students are expected to:

- be able to develop theoretically and empirically informed answers to question of war and democracy in international relations;
- be able to relate theories of war and democracy to issues and events in world politics;
- be able to identify strengths and weaknesses in state-centric explanatory and normative theories of international relations;
- have gained practice in oral and written presentation.

### READINGS

#### Books

Archibugi, D. (2008) *The Global Commonwealth of Citizens: Toward Cosmopolitan Democracy* Princeton, NJ: Princeton University Press

Dobbins, J., et al. (2003) *America's Role in Nation-Building. From Germany to Iraq*. Santa Monica: Rand. Selected Chapters

(Available at [http://www.rand.org/pubs/monograph\\_reports/MR1753/index.html](http://www.rand.org/pubs/monograph_reports/MR1753/index.html))

Dobbins, J., et al. (2005) *UN's Role in Nation-Building. From the Congo to Iraq*. Santa Monica: Rand. Chapters 10-13

(Available at [http://www.rand.org/pubs/monographs/2005/RAND\\_MG304.pdf](http://www.rand.org/pubs/monographs/2005/RAND_MG304.pdf))

+ additional articles and book chapters

(including Hansen, Lene, *Gender, Nation, Rape: Bosnia and the Construction of Security in International Feminist Journal of Politics*, Volume 3, Issue 1, 2001, Pages 55 - 75)

## 226: COMPARATIVE EUROPEAN POLITICS

The aim of the course is to study central political institutions in a comparative perspective. The focus is to provide a theoretically based introduction to political systems in general and to European political systems, including the European Union, in particular; with special emphasis on the role of political parties and interest groups; elections and party systems; parliamentary systems and governments; social cleavages and voting. The course will also consider a number of specific policy areas, exploring similarities and differences in how these have been dealt with in different national contexts, and in this way make students familiar with the basic rules of comparative research and give them the opportunity to design their own comparative research strategies.

### LEARNING OUTCOMES

After the course, students are expected to have:

- acquired a more extensive knowledge of the central political institutions and political systems;
- a deepened understanding of comparative political issues, and the ability to think critically about the issues raised in the course literature;
- gained knowledge of methodological approaches to comparative political research;
- apply comparative studies departing from specific methodological and analytical approaches;
- developed a range of critical, analytical and interpretative skills which include critical reading and comprehension, paper writing, discussion and presentation.

## READINGS

Gallagher, Michael, Laver, Michael & Mair, Peter (2011), *Representative Government in Modern Europe – Institutions, Parties and Governments*. McGraw-Hill International Edition, 5th edition (400 pp.)  
Selection of articles (about 350 pp).

## 228: WHAT ARE HUMAN RIGHTS? PERSPECTIVES AND CONFLICTS

This course focuses on the concept, development and institutionalization of human rights through international politics. The central aim of the course is to introduce human rights by exploring theoretical questions and empirical case studies. We will pose theoretical questions related to the universality and scope of the human rights concept as well as analyze human rights by engaging various perspectives on where, how and through what actors human rights are realized. Empirically, we will look at developments in various regions in the world, as well as issues including war crimes, genocide, torture, environmental rights, labor rights, children rights and others.

## LEARNING OUTCOMES

By the end of the course, students will be able to:

- give an account of the central theoretical debates regarding human rights;
- understand the historical development and institutionalization of human rights in international politics;
- compare and contrast judicial approaches to human rights and how various actors contribute to the violation and protection of human rights;
- write an empirical analysis that applies the theoretical debates on the idea and realization of human rights to a particular case study;
- understand the complexity of the application of human rights and relate this complexity to particular human rights issues and regions.

## READINGS

Note: There is one main textbook for the course. All other readings are available electronically via the university library (marked with an \*) or on the Web.

Main text:

Forsythe, David. 2012. *Human Rights in International Relations*, 3rd edition. (Cambridge, UK: Cambridge University Press). Chp. 1, 2, 3, 4, 5, 7, and 8.

Electronically available texts:

\* “What are Human Rights” UN Office of High Commissioner of Human Rights,  
<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

\* Shestack, Jerome. 1998. “The Philosophic Foundations of Human Rights” *Human Rights Quarterly* 20(2): 201-234.

Preis, Ann-Belinda. 1996. “Human Rights as Cultural Practice: An Anthropological Critique” *Human Rights quarterly* 18(2): 286-315.

\* Langlois, Anthony. 2003. “Human rights without democracy? A critique of the separationist thesis” *Human Rights Quarterly* 25 (4): 990 -1019.

Universal Declaration of Human Rights,

<http://www.ohchr.org/EN/UDHR/Pages/Language.aspx?LangID=eng>

\* Hilary Charlesworth. 2005. “Not Waving but Drowning: Gender Mainstreaming and Human Rights in the United Nations” *Harvard Human Rights Journal* 18 (Spring).

\* Kelly, Tobias. 2009. “The UN Committee Against Torture: Human Rights Monitoring and the Legal Recognition of Cruelty” *Human Rights Quarterly* 31 (3):777-800.

\* James H. Lebovic and Erik Voeten. 2009. “The Cost of Shame: International Organizations and Foreign Aid in the Punishing of Human Rights Violators” *Journal of Peace Research* 46 (1): 79-97.

\* Hafner-Burton, Emilie. 2005. “Trading Human Rights: How Preferential Trade Agreements Influence Government Repression” *International Organization* 59 (3):593-629.

\* Greenhill, Brian. 2010. “The Company You Keep: International Socialization and the Diffusion of Human Rights Norms” *International Studies Quarterly* 54 (1): 127-145.

\* Avdeyeva Olga. 2007. “When do states comply with international treaties? Policies on violence against women in post-communist countries” *International Studies Quarterly* 51(4): 877-900.

\* Rodman, Kenneth 2008. “Darfur and the Limits of Legal Deterrence” *Human Rights Quarterly* 30(3): 529-560.

\* Olsen, Tricia D., Payne, Leigh A. and Reiter, \* Andrew G. 2010. “The Justice Balance: When Transitional Justice Improves Human Rights and Democracy” *Human Rights Quarterly* 32 (4): 980-1007.

\* Fiss, Owen. 2009. “Within Reach of the State: Prosecuting Atrocities in Africa” *Human Rights Quarterly* 31 (1): 59-69.

\* Greer, Steven 2008. “What's Wrong with the European Convention on Human Rights?” *Human Rights*

Quarterly 30(3):680-702.

\* Bell, Daniel and Joseph Carens. 2004. "The ethical dilemmas of international human rights and humanitarian NGOs: Reflections on a dialogue between practitioners and theorists" *Human Rights Quarterly* (26)2: 300-329.

\* Breen, Claire. 2003. "The role of NGOs in the formation of and compliance with the optional protocol to the convention on the rights of the child on involvement of children in armed conflict" *Human Rights Quarterly* (25)2: 453-481.

\* Frynas, Jędrzej George and Scott Pegg (eds). 2003. Ch 4 and 8. *Transnational corporations and human rights*. (New York: Palgrave Macmillan): 79-98, 162-187.

\* Kim, Dong-Hun and Peter Trumbore. 2010. "Transnational mergers and acquisitions: The impact of FDI on human rights, 1981-2006" *Journal of Peace Research* 47 (6):723 -734.

\* Reus Smit, Christian. 2001. "Human rights and the social construction of sovereignty" *Review of International Studies* 27(4):519 -538.

\* Weinert, Matthew. 2007. "Bridging the Human Rights---Sovereignty Divide: Theoretical Foundations of a Democratic Sovereignty" *Human Rights Review* 8 (2): 5-32.

## 232: DECISION-MAKING ANALYSIS IN THE NUCLEAR ERA

This course is designed to introduce the historical case studies of critical decision-making over the development and use of nuclear weapons. Main topics include: the Manhattan Project, atomic bombing of Hiroshima and Nagasaki, Cuban missile crisis, nuclear arms race during the Cold War, weapons of mass destruction (WMD) proliferation, North Korean and Iranian nuclear crises, and missile defence. Some policy issues, such as nuclear arms control and disarmament, nuclear deterrence, nuclear diplomacy and nuclear energy, are also included.

### LEARNING OUTCOMES

Upon completion of the course, students are expected to be able to:

- acquire the basic concepts and understanding of the topics covered in this course through literature reading;
- develop capabilities of analyzing the historical and current cases of critical decision-making over the development and use of nuclear weapons;
- demonstrate capabilities of discussing the complexity of specific nuclear policy issues through critical thinking and essay work.

### READINGS

Allison, Graham and Zelikow, Philip (1999), *Essence of Decision: Explaining the Cuban Missile Crisis*, New York: Longman, 416 pages.

Allison, Graham, Carmoy De Herve & Delpech, Therese (2007), *Nuclear Proliferation: Risk and Responsibility*, Washington, DC: Trilateral Commission, 133 pages. Forward, Chapter 1 & Comment; pp. v-x, pp. 1-24, pp. 129-132.

Alperovitz, Gar (1996), *The Decision to Use the Atomic Bomb*, Vintage Books, 847 pages. Introduction & Conclusion; pp. 3-14, pp. 627-641.

Gaddis, J., Lewis (2007), *The Cold War: A New History*, Penguin Books, 333 p.

George, A. L. & R. Smoke (1974), *Deterrence in American Foreign Policy: Theory and Practice*, New York: Columbia University Press. Chapters 1, 2, 3, 4 & Chapters 18, 21; pp. 9-104, pp. 534-549, pp. 588-615.

Schelling, Thomas (1966), *Arms and Influence*, New Haven and London: Yale University Press, 293 pages. Chapter 1, pp. 1- 34.

Alperovitz, Gar (1995), 'Hiroshima: Historians Reassess', *Foreign Policy*, 99 (Summer 1995), pp. 15-34.

Access at Academic Search Premier [http://link.libris.kb.se/sfxsub/az?param\\_lang\\_save=swe](http://link.libris.kb.se/sfxsub/az?param_lang_save=swe)

Barton J. Bernstein, 'The Atomic Bombings Reconsidered', *Foreign Affairs*, 74:1 (January/February 1995), pp. 138-152. Access at Academic Search Premier

'The Atomic Bomb and the End of World War II: A Collection of Primary Sources', National Security Archive Electronic Briefing Book No. 162, edited by William Burr. Access at: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/index.htm>

George P. Shultz, William J. Perry, Henry A. Kissinger and Sam Nunn, 'A World Free of Nuclear Weapons,' *Wall Street Journal*, 4 January 2007, page A15. Access at [http://www.fcnl.org/issues/item.php?item\\_id=2252&issue\\_id=54](http://www.fcnl.org/issues/item.php?item_id=2252&issue_id=54)

George P. Shultz, William J. Perry, Henry A. Kissinger and Sam Nunn, 'A World Free of Nuclear Weapons,' *Wall Street Journal*, 15 January 2008. Access at [http://www.nuclearsecurityproject.org/atf/cf/%7B1FCE2821-C31C-4560-BEC1-BB4BB58B54D9%7D/TOWARD\\_A\\_NUCLEAR\\_FREE\\_WORLD\\_OPED\\_011508.PDF](http://www.nuclearsecurityproject.org/atf/cf/%7B1FCE2821-C31C-4560-BEC1-BB4BB58B54D9%7D/TOWARD_A_NUCLEAR_FREE_WORLD_OPED_011508.PDF)

BB4BB58B54D9%7D/TOWARD\_A\_NUCLEAR\_FREE\_WORLD\_OPED\_011508.PDF

Schelling, Thomas (2005) 'An Astonishing Sixty Years: The Legacy of Hiroshima', Nobel Prize lecture in economic sciences, December 2005. Access at

[http://nobelprize.org/nobel\\_prizes/economics/laureates/2005/schelling-lecture.pdf](http://nobelprize.org/nobel_prizes/economics/laureates/2005/schelling-lecture.pdf)

Video, *The Fog of War: Eleven Lessons from the Life of Robert S. McNamara* (2003), Directed & produced by Errol Morris, Academy Award for Best Documentary Feature and the Independent Spirit Award for Best Documentary Feature.

## 234: ENVIRONMENTAL POLITICS

Problems like air pollution or poor water quality, decreasing biodiversity and climate change have provoked the establishment of a broad range of institutions and policies around the globe, from the local to the international level. However, why are some countries better at protecting their environments than others? How do environmental policies spread among countries? How can jointly used environmental resources be managed in a sustainable fashion? What is the role of international cooperation and individual citizens in protecting the global environment?

The aim of the course is to give an introduction to the foundations and variety of contemporary research on environmental politics. The course will examine basic concepts and different traditions in this field of research. It combines theoretical and empirical contributions on environmental politics and policy from a comparative and international perspective. The course literature contains classical texts as well as recent advances in the study of environmental politics.

Topics to be addressed include the theory of ecological modernization, the discussion on regulatory 'races to the bottom', explanations why some states act as environmental pioneers, the measurement of environmental performance and the influence of social movements and green interest groups.

### LEARNING OUTCOMES

After the course, students are expected to:

- have gained a critical understanding of key concepts in environmental politics;
- be able to give an overview of major issues and debates in environmental politics;
- be able to identify key findings and results from empirical studies in environmental politics;
- have gained an understanding of common methods and analytical models in environmental politics.

### READINGS

Barry, J. and R. Eckersley (2005), "An Introduction To Reinstating the State". In J. Barry and R. Eckersley (eds.) *The State and the Global Ecological Crisis*. Cambridge, MA, MIT Press, ix-xxv.\*\*

Bäckstrand, K. (2004) "Scientisation vs. civic expertise in environmental governance: Eco-feminist, eco-modern and post-modern responses". *Environmental Politics*, 13(4), pp.695-714.\*

Dobson, A. (2007), "Environmental citizenship: towards sustainable development." *Sustainable Development* 15(5): 276-285.\*

Durant, R. F., D. J. Fiorino, O'Leary, Rosemary "Introduction" in Durant, R. F., D. J. Fiorino, O'Leary, Rosemary., Eds. (2004). *Environmental Governance Reconsidered. Challenges, Choices, and Opportunities*. Cambridge, MA, MIT Press, p. 1-27\*\*\*

Hardin, G. (1968), *Tragedy of Commons*. *Science* 162(3859): 1243-1248.\*

Holzinger, K., C. Knill, and T. Sommerer. (2008), "Environmental Policy Convergence? The Impact of International Harmonization, Transnational Communication and Regulatory Competition". *International Organization* 62: 553-587.\*

Jänicke, M. (2005), "Trend-setters in environmental policy: the character and role of pioneer countries". In: *European Environment* 15. 2. 129-142.\*

Knill, Christoph, Marc Debus and Stephan Heichel (2010), "Do parties matter in internationalized policy areas? The impact of political parties on environmental policy outputs in 18 OECD countries 1970-2000." *European Journal of Political Research*, forthcoming 2010.\*

Meadowcroft, J. (2005), "From Welfare State to Ecostate". In J. Barry and R. Eckersley (eds.) *The State and the Global Ecological Crisis*. Cambridge, MA: MIT Press: 3-24.\*\*\*

Meadowcroft, J. (2011), "Comparing environmental performance" in Duit, A (ed.) *Mapping the Politics of Ecology: Environmental Politics and Policy in a Comparative Perspective*. Cambridge: MIT Press.\*\*

Meadows, Donella (1972), *The Limits of Growth*. A Report for The Club of Rome's Project on the Predicament of Mankind, (excerpts, approx. 15 p).\*\*

Mol, A.P.J. and Sonnenfeld, D.A. (2000), "Ecological modernization around the world: An introduction". *Environmental Politics*, 9(1), 1-17\*

Ostrom, E. (1990), *Governing the commons: the evolution of institutions for collective action*. Cambridge; New York, Cambridge UP, 1-45. 182-192 \*\*\*

Poguntke, T. (2002), "Green Parties in National Governments: From Protest to Acquiescence?" *Environmental Politics* 11(1): 133-145.\*

Schreurs, M. (2003), "The institutionalization of environmental movements". In: *Environmental Politics in Japan, Germany, and the United States*, 60-91.\*\*\*

Scruggs, L. (1999), "Institutions and Environmental Performance in Seventeen Western Democracies". *British Journal of Political Science*, 29(01), 1-31.\*  
 Vogel, D. (1997), "Trading Up and Governing Across: Transnational Governance and Environmental Protection". *Journal of European Public Policy* 4: 556-571.\*

\*e-article accessible through [www.sub.su.se](http://www.sub.su.se)

\*\*approx. 15 pages/15% of publ.

\*\*\*e-book available online. □

Additional literature may be added (approx. 100 pages).

## 237: TRANSNATIONAL ACTORS AND INTERNATIONAL ORGANIZATIONS

This course is about the role of transnational actors, such as NGOs, social movements and business groups, in international politics. The course introduces the concept of transnational actors, and relates it to the study of international organizations and global governance. Transnational actors function as service providers, watchdogs and advocacy groups, but also as a democratic opposition and the voice of a global civil society. Aspects of cooperation and conflict of transnational actors with intergovernmental organizations will be discussed on the basis of empirical studies on different issue areas, like developmental aid, environmental protection, human rights and trade politics.

### LEARNING OUTCOMES

After completing this course, the student should be able to:

- \* Identify, define and recognize relevant concepts and theories on transnational actors and their role in global governance,
- \* relate, compare and critically analyze and different functions and roles of transnational actors in global governance,
- \* apply concepts from the study of transnational actors to empirical cases of participation, cooperation and conflict of these actors with international organizations,
- \* identify and use suitable empirical material for the study of transnational actors and international organizations,
- \* have gained practice in oral and written presentation.

### READINGS

- Archibugi, Daniele Mathias Koenig-Archibugi and Raffaele Marchetti (2011), "Mapping global democracy." Archibugi, Daniele Mathias Koenig-Archibugi and Raffaele Marchetti (eds.) *Global democracy : normative and empirical perspectives*. Cambridge: Cambridge University Press, p. 1-21. (21/296).
- Betsill, Michele and Elisabeth Corell (2001), "A Comparative Look at NGO Influence in International Environmental Negotiations: Desertification and Climate Change". *Global Environmental Politics*, 1(4), p. 86-107. (21)
- Bouwen, Pieter (2002), "Corporate Lobbying in the European Union: The Logic of Access," *Journal of European Public Policy* 9(3), p. 365-390. (25)
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- Gornitzka, Åse and Ulf Sverdrup (2011), "Access of Experts: Information and EU Decision-making", *West European Politics*, 34(1), p. 48-70. (22)
- Gulbrandsen, Lars and Steinar Andresen (2004), "NGO Influence in the Implementation of the Kyoto Protocol: Compliance, Flexibility Mechanisms, and Sinks. *Global Environmental Politics* 4(4), 54-75. (21)
- Panel of Eminent Persons on United Nations-Civil Society Relations (2004), *We the Peoples. Civil Society the United Nations and Global Governance*. A/58/817 (83)
- Raustiala, Kal (1997), "States, NGOs, and International Environmental Institutions," *International Studies Quarterly*, 41(4), p. 719-40. (21)
- Raustiala, Kal (2004), "Police Patrols & Fire Alarms in the NAAEC," *Loyola of Los Angeles International and Comparative Law Review*, 26(3) p. 389-413. (24)



- Risse, Thomas (2002), "Transnational Actors and World Politics," in Walter Carlsnaes, Thomas Risse and Beth A. Simmons (eds.) *Handbook of International Relations* London: Sage, p. 255-274. (19/571)
- Rittberger Volker and Zangl, Bernhard (2006), "International Organizations as Political Systems". In Rittberger Volker and Zangl, Bernhard, *International Organization: Polity, Politics and Policies*, Basingstoke: Palgrave, p. 63-77. (15/246)
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- Tallberg, Jonas and Uhlin, Anders (2011), "Civil Society and Global Democracy: An Assessment", in Daniele Archibugi, Mathias Koenig-Archibugi, and Raffaele Marchetti (eds.), *Global Democracy: Normative and Empirical Perspectives*, Cambridge: Cambridge University Press, p. 210-232 (22/296).
- Tallberg, Jonas, Sommerer, Thomas, Squatrito, Theresa and Christer Jönsson (2012), "Opening Up. The Access of Transnational Actors to International Organisations". Paper prepared for presentation at the Annual Meeting of the American Political Science Association, New Orleans, August 30 – September 2, 2012. (45)
- Van den Bossche, Pieter (2008), "NGO Involvement in the WTO: A Comparative Perspective." *Journal of International Economic Law*, 11(4), p. 717-749. (32)
- Willetts, Peter (2000), "From 'Consultative Arrangements' to 'Partnership': The Changing Status of NGOs in Diplomacy at the UN," *Global Governance*, 6(2) p. 191-212. (21)

## 238: STATE AND DEMOCRATIZATION IN THE THIRD WORLD

This course highlights questions concerning the political conditions for Economic and Social Development. Focus is mainly on the third world, but also on a broader comparative perspective, with focus on state and nation building in a context of Globalization and Liberalization. The concept of Development will be analyzed through a theoretical and historical perspective, with emphasis on its relation to Economics and Politics. Economic and Political Development is discussed, particularly in relations to Democratization, by theories and further empiric studies concerning societies different conditions for, and experience by, Democracy. Further, the possibilities and willingness by States to affect both Economic and Political Development, and the roll that different political identities, such as class, gender, religion and ethnicity, has in these processes, are discussed.

### LEARNING OUTCOMES

After completing this course, the student should be able to:

- identify and account for different perspectives on Development and Democratization, how these are connected, and the role of the state in these processes in the third world;
- compare and evaluate different theories within Social Science and their relevance for making analyzes of the relation between Development and Democratization, and the role of the State;
- identify similarities and differences between, in the Literature occurring, cases concerning Development and Democratization in the third world;
- present, both oral and in writing, independent analysis related to the relations that are discussed within the course.

### READINGS

- Grugel, Jean (2002), *Democratization. A Critical Introduction*. Palgrave.
- Huber, Evelyne, Dietrich Rueschemeyer & John D. Stephens (1997), "The Paradoxes of Contemporary Democracy. Formal, Participatory and Social Dimensions." *Comparative Politics*, Vol. 29, no. 3, s. 323-342.
- Harriss, John, Kristian Stokke & Olle Törnquist (red.) (2004), *Politicising democracy: the new local politics and democratisation*. Palgrave.
- Leftwich, Adrian (2005), "Democracy and Development: Is there institutional incompatibility?" *Democratization*, Vol. 12, No. 5, s. 686-703.
- Mkandawire, Thandika (2001), "Thinking about Developmental States in Africa," *Cambridge Journal of Economics*, vol. 25, no. 3, s. 289-313.
- White, Gordon (2006), "Towards a Democratic Developmental State" *IDS Bulletin* Vol. 37, No. 4, s. 60-70.
- Törnquist, Olle (1998), *Politics and development: a critical introduction*. SAGE.
- Waylen, Georgina (2007), *Engendering Transitions. Women's Mobilization, Institutions and Gender Outcomes*. Oxford University Press.
- World Bank (1997), *The State in a Changing World. World Development Report 1997: Summary*. Oxford University Press. 20 s.
- World Bank (2002), *Building Institutions for Markets. Building Institutions: Complement, Innovate, Connect*,

and Compete. World Development Report 2002. Oxford University Press, 12 s.

## 239 EUROPEAN POLITICS

OBS: All undervisning och litteratur är på engelska. Inlämningsuppgifter kan dock lämnas in på svenska.

The main themes of the course are historical development, the dynamics of the integration and current challenges for the EU. The course aims to give a broad introduction to the many questions that arise from the EU cooperation. Within the frames of the historic development, the growth of EU institutions and policy areas, as well as the theoretical debate concerning integration, are analyzed. Among the current challenges are both the big questions concerning the future – the Union's democratic problem, the expansion, the constitutional treaty and the EU relations with the surrounding world – and new problem areas such as lobbyism, immigration and emigration policies, and problems connected with different forms of international crime.

### LEARNING OUTCOMES

Upon completing the course, the student should:

- account for a deeper knowledge about the construction of the EU's political system and the powers and construction of the different institutions within the EU;
- account for the EU historical development, classical and current theories concerning the driving forces behind integration, and the shape of the policies within the frame of the EU's political system;
- interpret and apply original writings of classical and current theories about European integration, and present in writing an independent analysis of the development within a limited policy area on the EU level, or an integration theory issue.

### READINGS

Cini, Michelle and Nieves Perez-Solorzano Borraran (senaste upplagan) (red.), European Union Politics. Oxford University Press, second edition (496 s).

Christiansen, Thomas and Torbjörn Larsson (2007), (red) The Role of Committees in the Policy-Process of the European Union. Legislation, Implementation and Deliberation. Edward Elgar (307 s).

Consolidated versions of the Treaties as amended by the Treaty of Lisbon.

## COURSE PART 3: POLITICAL SCIENCE RESEARCH: METHODS AND PROCESS, 7.5 credits

This course part is an introduction to methodological aspects of the scientific study of politics. The course part provides an introduction to philosophy of science, essential social science perspectives and basic knowledge of methods for collecting and analysing quantitative and qualitative data applied in political science. The course part is also an introduction to the research process – formulation of research problem, research design, collection of material, analysis, and conclusion. The aim of the course part is to create opportunities for a critical study of social science research, as well as a methodological foundation for independent research projects.

### LEARNING OUTCOMES

Upon completion of the course, the student is expected to be able to:

- provide accounts for the different parts of the research process and the way in which different parts of the research project are connected to methodological considerations;
- describe essential aspects of quantitative and qualitative research methods in a political science context, and provide accounts for and compare different perspectives and concepts within political science methodology;
- apply different perspectives and concepts within political science methodology, and be able to apply different social science methods in elementary exercises;
- present and justify critical arguments in relation to different perspectives and concepts within political science methodology;
- present and justify independent ideas and arguments in relation to different perspectives and concepts within political science methodology.

### READINGS

Book

Bryman, Alan (2008), Social Research Methods. Oxford: OUP

Compendium:

George, Alexander L. och Andrew Bennett (2005), "Case Studies and Theory Development" Chapter 1 in Case Studies and Theory Development in the Social Sciences. Cambridge: MIT Press. (p. 3-36)

Moses, Jonathon W. och Torbjørn L. Knutsen (2007), "The Comparative Method" Chapter 5 in Ways of Knowing: Competing Methodologies in Social and Political Research. Basingstoke: Palgrave Macmillan. (p. 94-115)

Stoker, Gerry & Marsh David (2002), "Introduction" I Theory and Methods in Political Science. Second

edition. Basingstoke: Palgrave Macmillan. (15 p)

E-resources:

Dryzek, John S (2009), "Democratization as Deliberative Capacity Building", *Comparative Political Studies* 42(11), 1379-1402

Garcia-Blanco, Iñaki (2009), "The discursive construction of democracy in the Spanish press", *Media, Culture & Society*, 31, 841-855

Lipset, Seymour M. (1959), "Some Social Requisites of Democracy: Economic Development and Political Legitimacy", *American Political Science Review*, 53(1), 69-105

McMillan, Alistair (2008), "Deviant Democratization in India", *Democratization*, 15(4), 733-749

Munck, Gerardo L. och Jay Verkuilen (2002), "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices" *Comparative Political Studies* 35(5)

Törnquist, Olle (2006), "Assessing Democracy from Below: A Framework and Indonesian Pilot Study" *Democratization*, 13(2), 227-255

Waylen, Georgina (2010), "Gendering Politics and Policy in Transitions to Democracy: Chile and South Africa", *Policy & Politics* 38(3) 337-352

#### COURSE PART 4: POLITICAL SCIENCE RESEARCH: INDEPENDENT PROJECT

This course part gives practice in formulating a research project, and in planning, conducting and presenting an elementary scientific study. The course part provides instructions and practical exercise in research design, formulation of research problem, collection of material, handling of sources, construction and application of tools of analysis, and writing a research paper. The paper contains an analysis of a political science problem. A connection to course part 3 is encouraged. The relation to previous research may be facilitated by applying the knowledge acquired in the special course chosen (course part 2).

#### LEARNING OUTCOMES

Upon completion of the course, the student is expected to be able to:

- formulate a relevant research problem;
- plan, conduct and account for a social science study within the frame of given conditions and scope criteria;
- by means of social science methods identify, collect and analyse empirical material;
- justify and problematise the student's own scientific work;
- formulate the text in a clear way and in accordance with scientific practice;
- critically study and constructively comment on scientific works.

#### READINGS

Bryman, Alan (2008), *Social Research Methods*. Oxford: OUP.