Stockholm University

Syllabus
for course at first level

Political Science II
Statsvetenskap på engelska II

30.0 Higher Education Credits
30.0 ECTS credits

Course code:	SV200E
Valid from:	Spring 2013
Date of approval:	2007-10-25
Changed:	2012-11-15
Department	Department of Political Science
Main field:	Political Science
Specialisation:	G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements

Decision

The syllabus has been approved by the Head of the Department of Political Science, Stockholm University, 2007-10-25. Date of latest revision 2012-03-13.

Prerequisites and special admittance requirements

Basic Course in Political Science, 20 credits, (in swedish or english), or Basic Course in Social Sciences, 20 credits, or Political Science I, 30 credits (in swedish or english), or Social Science I, 60 credits, or the equivalent.

Course structure

Examination code	Name	Higher Education Credits
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

Course content

The course provides a wider and deeper knowledge of certain parts of the subject field studied within Political Science I; political science perspectives and approaches, methods and techniques; and ability to critically examine political phenomena. It also provides scope for an independent research project.

Learning outcomes

After completing the course the student should be able to:
Account for:
* different theoretical perspectives related to democracy and the national state in the light of globalisation;

* different theoretical perspectives related to certain research areas;
* fundamental political science perspectives, theoretical efforts and methods.
Understand and exemplify:
* problems and possibilities departing from the globalisation debate, in relation to the theme of democracy;
* in a fundamental way how different theories/perspectives can elucidate a political phenomenon within a chosen special area;
* what characterises the research process.
Apply and use:
* different theoretical perspectives in the analysis of democracy and globalisation, and a critical argumentation around different theoretical perspectives of democracy and globalisation;
* different theories/perspectives in order to elucidate a political phenomenon within a chosen special area - methods in a satisfying way in an independent research project;
* the fundamentals of an academic style of writing.
Value and contrast:
* theories and methods in an independent and critical way in both oral and written form.

Education

The course is based on lectures and seminars. The seminars are compulsory.

Forms of examination

The types of examination vary within the course: sit-down exam, take home exam, assignments, and a minor independent research project. For the grading, the course will employ a scale of seven steps, where A, B, C, D and E signify multiple degrees of pass, and F and Fx signify two degrees of fail. The grading criteria will be distributed at the beginning of the course.

Interim

When the course is no longer offered or when its content has been significantly modified, the student has the right to be examined according to this syllabus once each semester during a period of three semesters.

Misc

This course may not be counted as part of a degree in which Statsvetenskap II (SVS200 and SV200S), Political Science II (SVE200), the Intermediate Level in Political Science (SV2540), Fortsättningskurs i statsvetenskap (SV2040), or the Intermediate Level in Social Science with specialisation in Political Science (SK2040), or Social Science with specialisation in Political Science II (SHU03C), is included

Required reading
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.

LITTERATURE
Books
Haerpfer, Christian W., Patrick Bernhagen, Ronald F. Inglehart och Chris-tian 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 approx. 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 Con-text. 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 Ap-proaches. Harlow: Pearson Education Limited. (260 pages)
Thussu, Daya Kishan (2009) News as Entertainment. The Rise of Global Info-tainment. London and Thousand Oaks: Sage. (214 pages)

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)
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)
+ 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 contrastsjudicial 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 Mainstrea-ming and Human Rights in the United Nations" Harvard Human Rights Jour-nal 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: Internatio-nal 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 Organiza-tion 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 Justi-ce 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 Af-rica" Human Rights Quarterly 31 (1): 59-69.
* Greer, Steven 2008. "What's Wrong with the European Convention on Hu-man Rights?" Human Rights Quarterly 30(3):680-702.
* Bell, Daniel and Joseph Carens. 2004. "The ethical dilemmas of internatio-nal 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 invol-vement of children in armed conflict" Human Rights Quarterly (25)2: 453-481.
* Frynas, Jedrzej 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 thorough 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 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
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

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

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 mayor 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 develop-ment." 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
**approx. 15 pages/15% of publ. ***e-book available online. COURSE

PART 3: POLITICAL SCIENCE RESERARCH: 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 Macmillian. (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.