



Kursplan

för kurs på grundnivå

Statsvetenskap på engelska II

Political Science II

30.0 Högskolepoäng

30.0 ECTS credits

Kurskod: SV200E
Gäller från: HT 2014
Fastställd: 2007-10-25
Ändrad: 2014-02-25
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 2014-02-25.

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
2021	Approaches to Politics	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
2228	What are Human Rights? Perspectives and Conflicts	7.5
2219	International Relations	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
2240	Human and International Security	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 aktuella forskningsfrågor inom ämnet statsvetenskap. Kursen ger även kunskap att kritiskt granska politiska fenomen och utrymme för att planlägga, genomföra, granska och värdera en mindre forskningsuppgift.

Förväntade studieresultat

Kunskap och förståelse

Efter avslutad kurs förväntas studenten kunna:

- redogöra för olika teoretiska perspektiv på politik samt de implikationer dessa har för metodologiska överväganden;

- redogöra för olika teoretiska perspektiv relaterade till valda forskningsområden;
- redogöra för grundläggande statsvetenskapliga perspektiv, teoretiska ansatser och metoder;
- redogöra för aktuella forskningsfrågor inom ämnet statsvetenskap;
- 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.

Färdighet och förmåga

Efter avslutad kurs förväntas studenten kunna:

- tillämpa och använda sig av olika teoretiska perspektiv på politik, samt visa förståelse för de olika perspektivens utgångspunkter och premisser;
- 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

Efter avslutad kurs förväntas studenten kunna:

- värdera och kontrastera teorier och metoder på ett självständigt och kritiskt sätt i så väl muntlig som skriftlig form;
- reflektera kring egna perspektivval och dessas metodologiska implikationer.
- värdera och kritiskt granska vetenskapliga arbeten.

Undervisning

Inom kursen förekommer både föreläsningar och seminarier. Seminarier är obligatoriska. Frånvaro kompletteras med skriftlig inlämningsuppgift. Mer information om komplettering ges i samband med kursstart.

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 kursplanen är upphävd har studenten rätt att examineras en gång per termin enligt föreliggande kursplan under en avvecklingsperiod på tre terminer.

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 MODULE 1: APPROACHES TO POLITICS, 7,5 credits

The course module provides knowledge of various theoretical approaches to politics, their methodological significance and how the different approaches are expressed when used in empirical studies. A number of various approaches will be discussed during the course: Actor oriented, structural, post-structural and institutional approaches as well as theories on governance will be presented and discussed. The course module is divided into three parts The first part concerns issues of actor and structure, the second theme

discusses poststructuralism and the third and final part is about governance and institutionalism. The purpose of the course is to provide knowledge of how the choice of theoretical approach affects choices of subject, framing of research questions, methods and results. Furthermore, the course provides tools for identifying and discussing various approaches in the reading of scientific texts. A further aim of the course is to contribute to critical reflection on choice of approach and its methodological implications.

LEARNING OUTCOMES

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

- * Account for various approaches on politics, basic characteristics of actor oriented, structural, poststructural and institutional approaches as well as theories on governance.
- * Account for various methodological consequences, such as how the focus and purpose of a study, choice of material and method, as well as the result produced are conditioned by the choice of approach;
- * Show an ability to identify various approaches in the reading of empirical and theoretical texts, as well as an understanding for the basic assumptions and prerequisites of the various approaches;
- * Show an ability to understand and scrutinize arguments on and approaches to politics, as well as being able to critically reflect upon choice of approach and its methodological implications.
- * Show ability to perform tasks within established time frames.

READING

Bevir, M. (2012). *Governance: A very short introduction*. Oxford: Oxford University Press. Approximately 120 pages.

Leftwich, Adrian (ed.) (2004). *What is Politics? Polity*. 199 pages.

Mouffe, Chantal (2005). *On the Political*. Routledge. 139 pages.

Additional articles and compendium. Approximately 600 pages.

Compendium

Hay, Colin (2002). "Beyond Structure versus agency, Context versus Conduct", 25 pages,. In: *Political Analysis A Critical Introduction*. Palgrave. 25 pages compendium.

Hollis, Martin (1994). "Introduction: the problems of structure and action". In: *The philosophy of social science: an introduction*. Cambridge university press. 15 pages compendium.

Howarth, David (2000). *Discourse*. Buckingham: Open university press. 15 pages. (provided by the teacher)

Jacobsson, Kerstin (2004). "Soft regulation and the subtle transformation of states: the case of EU employment policy". *Journal of European Social Policy*, 14 (4). Page 355-370.

Norval, Aletta J. (2009). 'No reconciliation without redress': articulating political demands in posttransitional South Africa. *Critical Discourse Studies*, 6:4. Page 311-321.

Articles and chapters

Brooks, Ethel (2002). "The Ideal Sweatshop? Gender and Transnational Protest" In: *International Labour and Working-Class History* 61. E-resource, page 91-111.

Buzan, Barry (2006). "Will the 'global war on terrorism' be the new Cold War?" In: *International Affairs* 82(6). E-resource, page 1101-1118.

Fridolfsson, Charlotte (2004). *Politics. Protest and the Threatening Outside: A Discourse Analysis of Events at an EU Summit*. *Distinktion: Scandinavian Journal of Social Theory*, 5:1. E-resource, page 79-92.

Hall, Peter A. & Rosemary C. R. Taylor (1996). "Political Science and the Three New Institutionalisms." In: *Political Studies* 1996, XLIV. E-resource, page 936-957.

Lowndes, Vivien & Skelcher, Chris (1998). "The dynamics of multi-organisational partnerships: an analysis of changing modes of governance". *Public Administration*, 76 (2). E-respurce, page 313-333.

Micheletti, Michele & Dietlind Stolle (2007). "Mobilizing Consumers to Take Responsibility for Global Social Justice" In: *The Annals of the American Academy of Political and Social Science* 2007 611. E-resource, page 157.

Phillips, Louise & Jørgensen, Marianne (2002). Kapitel 1&2 i Discourse Analysis as Theory and Method. London: Sage Publications. E-resource, page 7-57.

Richardt, Nicole (2003). "A Comparative Analysis of the Emryological Research Debate in Great Britain and Germany" In: Social Politics, spring 2003. E-resource, page 86-128.

Sartori, Giovanni (1973). "What is 'politics'?" In: Political Theory 1(1), 5-26. (e-resource)

Standing, Guy, 2011. Utdrag ur: The precariate: The new dangerous class. Bloomsbury Publishing. E-book, page 1-25.

Tallberg, Jonas (2011) "Delegation to Supranational Institutions: Why, How and with What Consequences", West European Politics 25:1. E-resource, page 23-46.

Young, Iris Marion (2006). "The Logic of Masculinist Protection: Reflections on the Current Security State" In: Signs, 29(1). E-resource, page 1-25.

A few articles may be added (max 100 pages).

COURSE MODULE 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

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

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. Urval, 342 sidor.

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

Robertson, Alexa (2010), "Euromedia" in Thomas McPhail, ed. Global Communication. Third Edition. Malden MA, Oxford and Carlton Vic: Wi-ley/Blackwell. 30 sidor.

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 sidor.

Thussu, Daya Kishan (2009), *News as Entertainment. The Rise of Global Infotainment*. London and Thousand Oaks: Sage. 214 sidor.

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.

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

Archibugi, Daniele (2008). *The Global Commonwealth of Citizens: Toward Cosmopolitan Democracy* Princeton, NJ: Princeton University Press. 320 sidor.

Dobbins, James 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). 280 sidor.

Dobbins, James, 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). Sida 181-249.

+ 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. Sida 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;
- 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*. McGraw-Hill International Edition, 5th Edition. 500 pages.

Articles:

Art, David (2007), "Reacting to the Radical Right: Lessons from Germany and Austria", *Party Politics*, vol 13, no 3. 18 pages.

Bakke, Elisabeth & Sitter, Nick (2005), "Patterns of Stability: Party Competition and Strategy in central Europe since 1989", *Party Politics*, vol 11, no 2. 20 pages.

Bardi, Luciano (2007), "Electoral Change and its Impact on the Party System in Italy", *West European Politics*, vol 30, no 4, September. 21 pages.

Béland, Daniel & Lecours, André (2005), "The Politics of Territorial Solidarity: Nationalism and Social Policy Reform in Canada, the United Kingdom, and Belgium", *Comparative Political Studies*, vol 38, no 6, August. 27 pages.

Evans, Jocelyn & Tonge, Jonathan (2005), "Problems of Modernizing an Ethno-religious Party", *Party Politics*, vol 11, no 3. 19 pages.

Freedman, Jane (2004), "Increasing Women's Political Representation: The Limits of Constitutional Reform", *West European Politics*, vol 27, no 1. 19 pages.

Fuhrmann, Nora (2002) "Gender Policies in the Welfare State: A Comparison of Germany and Denmark", *German Policy Studies/Politikfeldanalyse*, Jan 2002. 32 pages.

Gallagher, Tom (2009), "Scottish Democracy in a Time of Nationalism", *Journal of Democracy*, vol 2, no 3, July 2009. 15 pages.

Green-Pedersen, Christoffer and van Kersbergen, Kees (2003) "The Politics of the 'Third Way': The Transformation of Social Democracy in Denmark and The Netherlands", *Party Politics*, September, vol 8, no 5. 17 pages.

Grzymala-Busse, Anna (2006), "Authoritarian Determinants of Democratic Party Competition: the Communist Successor Parties in East central Europe", *Party Politics*, vol 12, no 3. 22 pages.

Gunther, Richard; Diamond, Larry (2003) "Species of Political Parties: A New Typology", *Party Politics*, March, vol 9, no 2. 32 pages.

Hilde, Paal Sigurd (1999), "Slovak Nationalism and the Break-up of Czechoslovakia", *Europe-Asia Studies*, Vol 51, no 4. 18 pages.

Horowitz, Donald (2006), "Constitutional Courts: A Primer for Decision Makers", *Journal of Democracy*, vol 17, no 4, October. 12 pages.

Hülsmann, Joachim et al. (2002), "Pension-reform in Six West-European Countries – Which Lessons can drawn for Germany?", *German Policy Studies/Politikfeldanalyse*, vol 2, no 1. 32 pages.

Karp, Jeffrey A.; Banducci, Susan A.; Bowler, Shaun (2003) "To Know It Is To Love It? Satisfaction With Democracy in the European Union", *Comparative Political Studies*, April, vol 36, no 3. 21 pages.

Kopecky, Petr & Scherlis, Gerardo (2008) "Party Patronage in Contemporary Europe", *European Review*, vol 16, no. 3. 16 pages.

Maesschalck, Jeroen & Van De Valle, Steven (2006), "Policy Failure and Corruption in Belgium: Is Federalism to Blame?", *West European Politics*, vol 29, no 5, November. 18 pages.

Markowski, Radoslaw & Tucker, Joshua A. (2010) "Euro-scepticism and the Emergence of Political Parties in Poland", *Party Politics*, vol 16. no.4. 25 pages.

Montero, Alfred P. (2007), "The Limits of Decentralisation: Legislative careers and Territorial Representation in Spain", *West European Politics*, vol 30, no 3, May. 19 pages.

Morel, Laurence (2007), "The Rise of 'Politically Obligatory' Referendums: The 2005 French Referendum in Comparative Perspective", in *West European Politics*, vol 30, no 5, November. 26 pages.

Norris, Pippa (2003) "Preaching to the Converted?: Pluralism, Participation and Party Websites", *Party Politics*, January, vol 9, no 1. 24 pages.

Rupnik, Jacques (2007), "Is East-central Europe Backsliding? From Democracy fatigue to Populist Backlash", *Journal of Democracy*, vol 18, no 4, October. 14 pages.

Sasse, Gwendolyn (2010), "Is East-central Europe Backsliding? From Democracy fatigue to Populist Backlash", *Journal of Democracy*, vol 21, no 3, July 2010. 10 pages.

Seleny, Anna (2007), "Communism's Many Legacies in East-Central Europe", *Journal of Democracy*, vol 18, no 3, July. 14 pages.

Siaroff, Alan (2000), "Women's Representation in Legislatures and cabinets in Industrial Democracies", *International Political Science Review*, vol 21, no 2. 18 pages.

van Spanje, (2010) "Contagious Parties : Anti-Immigration Parties and Their Impact on Other Parties' Immigration Stances in Contemporary Western Europe" *Party Politics*, vol 16. no.5. 24 pages.

Swenden, Wilfried & Jans, Maarten Theo (2006), "'Will It Stay or Will It Go?': Federalism and the Sustainability of Belgium" *West European Politics*, vol 29, no 5, November. 17 pages.

Warwick, Paul V. (2001) "Coalition Policy in Parliamentary Democracies: Who Gets How Much and Why", *Comparative Political Studies*, , vol 34, no 10, December. 24 pages.

Öhlinger, Theo (2003), "The Genesis of the Austrian Model of Constitutional Review of Legislation", *Ratio Juris*, Vol 16, No 2, June. Page 16.

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 contrasts 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. Page 3-196 and 240-316. Approximately 275 pages.

Electronically available texts:

* "What are Human Rights" UN Office of High Commissioner of Human Rights,
<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>. 1 page.

* Shestack, Jerome. 1998. "The Philosophic Foundations of Human Rights" *Human Rights Quarterly* 20(2).

Page 201-234.

- * Preis, Ann-Belinda. 1996. "Human Rights as Cultural Practice: An Anthropological Critique" *Human Rights Quarterly* 18(2). Page 286-315.
- * Langlois, Anthony. 2003. "Human rights without democracy? A critique of the separationist thesis" *Human Rights Quarterly* 25 (4). Page 990 -1019.
- * Universal Declaration of Human Rights,
<http://www.ohchr.org/EN/UDHR/Pages/Language.aspx?LangID=eng>. 1 page.
- * Hilary Charlesworth. 2005. "Not Waving but Drowning: Gender Mainstreaming and Human Rights in the United Nations" *Harvard Human Rights Journal* 18 (Spring). 18 pages.
- * Kelly, Tobias. 2009. "The UN Committee Against Torture: Human Rights Monitoring and the Legal Recognition of Cruelty" *Human Rights Quarterly* 31 (3). Page 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). Page 79-97.
- * Hafner-Burton, Emilie. 2005. "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression" *International Organization* 59 (3). Page 593-629.
- * Greenhill, Brian. 2010. "The Company You Keep: International Socialization and the Diffusion of Human Rights Norms" *International Studies Quarterly* 54 (1). Page 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). Page 877-900.
- * Rodman, Kenneth 2008. "Darfur and the Limits of Legal Deterrence" *Human Rights Quarterly* 30(3). Page 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). Page 980-1007.
- * Fiss, Owen. 2009. "Within Reach of the State: Prosecuting Atrocities in Africa" *Human Rights Quarterly* 31 (1). Page 59-69.
- * Greer, Steven 2008. "What's Wrong with the European Convention on Human Rights?" *Human Rights Quarterly* 30(3). Page 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. Page 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. Page 453-481.
- * Frynas, Jędrzej George and Scott Pegg (eds). 2003. Ch 4 and 8. *Transnational corporations and human rights*. (New York: Palgrave Macmillan). Page 79-98 and 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). Page 723 -734.
- * Reus Smit, Christian. 2001. "Human rights and the social construction of sovereignty" *Review of International Studies* 27(4). Page 519 -538.
- * Weinert, Matthew. 2007. "Bridging the Human Rights---Sovereignty Divide: Theoretical Foundations of a Democratic Sovereignty"
Human Rights Review/ 8 (2). Page 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 sidor.

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

Alperovitz, Gar (1996), The Decision to Use the Atomic Bomb, Vintage Books, 847 sidor (urval). Introduction & Conclusion. Sida 3-14 och 627-641.

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

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

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

Alperovitz, Gar (1995), 'Hiroshima: Historians Reassess', Foreign Policy, 99 (Summer 1995). Access at Academic Search Premier http://link.libris.kb.se/sfxsub/az?param_lang_save=swe. Sida 15-34.

Bernstein, Barton J. 'The Atomic Bombings Reconsidered', Foreign Affairs, 74:1 (January/February 1995). 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>. Sida 138-152.

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. 1 sida.

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://online.wsj.com/news/articles/SB120036422673589947>. 1 sida.

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. 11 sidor.

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 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.

EXAMINATION

The course is based on seven seminars at which attendance is compulsory. The final grade will be based on the active participation in the seminar and three short research memos.

A maximum of two absences are allowed under extraordinary circumstances. Absence is compensated for through a two page paper on a topic agreed upon with the course instructor, to be submitted at the latest one week after the absence.

READINGS

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

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

Dolezal, Martin (2010). "Exploring the stabilization of a political force: The social and attitudinal basis of green parties in the age of globalization". *West European Politics* 33(3). Page 534-52.

Hardin, Garrett (1968). *Tragedy of Commons*. *Science* 162(3859). Page 1243-1248.*

Holzinger, Katharina, Knill, Christoph and Sommerer, Thomas (2008), "Environmental Policy Convergence? The Impact of International Harmonization, Transnational Communication and Regulatory Competition". *International Organization* 62. Page 553-587.*

Jänicke, Martin (2005), "Trend-setters in Environmental Policy: The Character and Role of Pioneer Countries". In: *European Environment* 15. 2. Page 129-142.*

Maniates, Michael F. (2001). "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1(3). Page 31-52.

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

Meadowcroft, John (2011), "Comparing Environmental Performance" in Duit, Andreas (ed.) *Mapping the Politics of Ecology: Environmental Politics and Policy in a Comparative Perspective*, Cambridge, MIT Press. Page 37-73.**

Meadows, Donella (1972), *The Limits of Growth. A Report for The Club of Rome's Project on the Predicament of Mankind*. Selection, approximately 15 pages.**

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

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

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

Rootes, Christopher (1999), "Environmental movements: From the local to the global." *Environmental Politics* 8(1). Page 1-12.

Saikawa, Eri (2013), "Policy Diffusion of Emission Standards: Is There a Race to the Top?". In: *World Politics* 65(1). Page 1-33.

Schreurs, Miranda (2003), "The Institutionalization of Environmental Movements". In: *Environmental Politics in Japan, Germany, and the United States*. Page 60-91.***

Vogel, D. (1997), "Trading Up and Governing Across: Transnational Governance and Environmental Protection". *Journal of European Public Policy* 4. Page 556-571.*

*e-article accessible through 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. Sida 1-21.

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). Sida 86-107.

Bouwen, Pieter (2002), "Corporate Lobbying in the European Union: The Logic of Access," *Journal of European Public Policy* 9(3). Sida 365-390.

Charnovitz, Steve (2000), "Opening the WTO to Nongovernmental Interests," *Fordham International Law Journal* 24 (1-2). Sida 173-216.

Clark, Ann Marie, Friedman, Elisabeth J. and Hochstetler, Kathryn (1998), "The sovereign limits of global civil society: a comparison of NGO participation in UN world conferences on the environment, human rights, and women." *World Politics* 51(1). Sida 1-35.

Della Porta, Donatella and Sidney Tarrow (2005) "Transnational processes and Social Activism: An Introduction", in Donatella della Porta and Sidney Tarrow (eds.) *Transnational Protest and Global Activism*. Boulder CO: Rowman& Littlefield. Sida 1-12.

Dür, Andreas (2008), "Interest Groups in the European Union: How Powerful Are They?", *West European Politics* 31 (6). Sida 1212-1230.

Friedman, Elisabeth Jay (2003), "Gendering the agenda: the impact of the transnational women's rights movement at the UN conferences of the 1990s", *Women's Studies International Forum* 26 (4). Sida 313-331.

Gornitzka, Åse and Ulf Sverdrup (2011), "Access of Experts: Information and EU Decision-making", *West European Politics*, 34(1). Sida 48-70.

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). Sida 54-75.

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 sidor.

Raustiala, Kal (1997), "States, NGOs, and International Environmental Institutions," *International Studies Quarterly*, 41(4). Sida 719-40.

Raustiala, Kal (2004), "Police Patrols & Fire Alarms in the NAAEC," *Loyola of Los Angeles International and Comparative Law Review*, 26(3). Sida 389-413.

Risse, Thomas (2002), "Transnational Actors and World Politics," in Walter Carlsnaes, Thomas Risse and Beth A. Simmons (eds.) *Handbook of International Relations* London: Sage. Sida 255-274.

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. Sida 63-77.

Saurugger, Sabine (2008), "Interest Groups and Democracy in the European Union", *West European Politics* 31(6). Sida 1274-1291.

Scholte, Jan Aart (2008), *Civil society and IMF accountability*. Working Paper. University of Warwick. Centre for the Study of Globalisation and Regionalisation, Coventry. 41 sidor.

Steffek, Jens, Claudia Kissling, and Patrizia Nanz (2008), "Emergent patterns of civil society participation in global and European governance." In Steffek, Jens, Claudia Kissling and Patrizia Nanz (eds.) *Civil Society Participation in European and Global Governance: A Cure for the Democratic Deficit?* Basingstoke: Palgrave. Sida 1-29.

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. Sida 210-232.

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 sidor.

Van den Bossche, Pieter (2008), "NGO Involvement in the WTO: A Comparative Perspective." *Journal of International Economic Law*, 11(4). Sida 717-749.

Willetts, Peter (2000), "From 'Consultative Arrangements' to 'Partnership': The Changing Status of NGOs in Diplomacy at the UN," *Global Governance*, 6(2). Sida 191-212.

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. 287 pages.

Huber, Evelyne, Dietrich Rueschemeyer & John D. Stephens (1997), "The Paradoxes of Contemporary Democracy. Formal, Participatory and Social Dimensions." *Comparative Politics*, Vol. 29, no. 3. Page 323-342.

Harriss, John, Kristian Stokke & Olle Törnquist (red.) (2004), *Politicising Democracy: The New Local Politics and Democratisation*. Palgrave. 272 pages.

Leftwich, Adrian (2005), "Democracy and Development: Is there institutional incompatibility?" *Democratization*, Vol. 12, No. 5. Page 686-703.

Mkandawire, Thandika (2001), "Thinking about Developmental States in Africa," *Cambridge Journal of Economics*, vol. 25, no. 3. Page 289-313.

White, Gordon (2006), "Towards a Democratic Developmental State" *IDS Bulletin* Vol. 37, No. 4. Page 60-70.

Törnquist, Olle (1998), *Politics and development: a critical introduction*. SAGE. 208 pages.

Waylen, Georgina (2007), *Engendering Transitions. Women's Mobilization, Institutions and Gender Outcomes*. Oxford University Press. 256 pages.

World Bank (1997), *The State in a Changing World. World Development Report 1997: Summary*. Oxford University Press. 20 pages.

World Bank (2002), *Building Institutions for Markets. Building Institutions: Complement, Innovate, Connect, and Compete*. World Development Report 2002. Oxford University Press. 12 pages.

239 EUROPEAN POLITICS

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 lobbying, immigration and emigration policies, and problems connected with different forms of international crime.

LEARNING OUTCOMES

Upon completion of the course, the student should be able to:

- 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 pages.

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

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

240: HUMAN AND INTERNATIONAL SECURITY

This course is designed to introduce security studies as a research area and combines traditional state-centered security issues with recent human security issues. The focus is on the actors and processes of security and how security interests relate to other state and human interests. The topics include approaches to security, concepts and notions of security, institutions of security and modern security issues globally and regionally. They also include moral and practical arguments on the nature of modern armed conflicts and violence.

LEARNING OUTCOMES

Upon completion of the course, students are expected to:

- * be familiar with the basic concepts and understandings of security issues;
- * be familiar with developments of violent conflicts in the post Cold War era;
- * be familiar with the morality of violence;
- * be able to analyse issues of security;
- * be able to demonstrate capabilities of discussing security issues critically;
- * be able to write about security issues.

READINGS

Walzer, Michael (2004). *Arguing about War*. New Haven: Yale University Press. 191 pages.

Williams, Paul D.D (2013). *Security Studies. An Introduction*. Routledge. Second rev edition. 656 pages.

Additional articles and material on recent security issues may be required and offered at the beginning of the course – some 100-150 pages.

COURSE MODULE 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 (2012). *Social Research Methods*. Oxford: OUP. 500 pages.

Compendium:

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

Moses, Jonathon W. and Knutsen, Torbjørn L. (2007). "The Comparative Method" Chapter 5 in *Ways of Knowing: Competing Methodologies in Social and Political Research*. Basingstoke: Palgrave Macmillan. Page 94-111.

Stoker, Gerry and Marsh, David (2002). "Introduction" I *Theory and Methods in Political Science*. Second edition. Basingstoke: Palgrave Macmillan. 15 pages.

E-resources:

Anderson, Elizabeth (2012). "Feminist Epistemology and Philosophy of Science", in The Stanford Encyclopedia of Philosophy (Fall 2012 Edition). URL = <http://plato.stanford.edu/archives/fall2012/entries/feminism-epistemology/>>.

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

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

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

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

Munck, Gerardo L. och Jay Verkuilen (2002). "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices" *Comparative Political Studies* 35(5). Page 733-749.

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

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

Additional readings (max 100 pages) may be handed out by the seminar teachers.

COURSE MODULE 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 (2012), *Social Research Methods*. Oxford: OUP. 500 pages.

Additional readings (max 100 pages) may be handed out by the seminar teachers.