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:	Autumn 2014
Date of approval:	2007-10-25
Changed:	2014-02-25
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
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

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
Knowledge and Understanding
After completion of the course the student should be able to:
* account for various theoretical perspectives on politics and their methodological implications;
* account for various theoretical perspectives related to certain research areas;
* account for fundamental political science perspectives, theoretical efforts and methods;

* understand and exemplify how various theories/perspectives can elucidate a political phenomenon within a chosen special area;
* understand and exemplify what characterises the research process.

Skills and Abilities
After completion of the course the student should be able to use and apply:
* various theoretical perspectives on politics, as well as show an understanding for their respective starting points and premises;
* various 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.

Evaluation and Approach
After completion of the course the student should be able to:
* value and contrast theories and methods in an independent and critical way in both oral and written form;
* reflect upon his/hers chosen perspectives and their respective methodological implications;
* scrutinize and evaluate political science studies.

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 MODULE 1: APPROACHES TO POLITICS, 7,5 credits

The course module provides knowledge of various theoretical perspectives on politics, their methodological significance and how the different perspectives are expressed when used in empirical studies. A number of various perspectives will be discussed during the course. Actor oriented, structural and institutional perspectives will be presented and discussed from three themes. The first theme concerns issues of actor and structure, the second theme is about discourse and materiality, and the third theme concerns issues of political processes, such as institutions and governance, and their form and contents. The purpose of the course is to give knowledge of how the choice of theoretical perspectives affects choices of subject, framing of research questions, methods and results. Furthermore, the course provides tools for identifying various perspectives in the reading of scientific texts. The aim of the course is also to contribute to critical reflection of one's own choices of perspectives and their methodological implications.

LEARNING OUTCOMES
Upon completion of the course module, students are expected to be able to:
* Account for various perspectives on politics, basic characteristics of actor oriented, structural and institutional perspectives on politics. Furthermore, the students are expected to be able to explain different positions in, what is known as, the structure-actor debate and account for various methodological consequences of the different perspectives;
* show an ability to identify various perspectives in the reading of empirical and theoretical texts, as well as an understanding for the starting points and prerequisites of the various perspectives;
* show an ability to understand and scrutinize arguments and perspectives on politics, as well as being able to critically reflect upon their own choices of perspectives and their methodological implications.

READING
Leftwich, Adrian (ed.) (2004). What is Politics? Polity. (199 pp.)

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

Additional articles and compendium, approximately 600 pp.

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

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: Wi-ley/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 Infotainment. 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.

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, 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;
• 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, 5:e upplagan. (500 s.)

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

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

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

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 pp.)

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

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

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

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

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 pp.).

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 pp.).

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

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

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

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 pp.)

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 pp.).

Kopecky´, Petr & Scherlis, Gerardo (2008) "Party Patronage in Contemporary Europé", European Review, vol 16, no. 3, (16 pp).

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 pp.).

Markowski, Radoslaw & Tucker, Joshua A. (2010)" Euroscepticism and the Emergence of Political Parties in Poland", Party Politics, vol 16. no.4 (25 pp)

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

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 pp.).

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

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

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

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

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

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 pp)

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 pp.).

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

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

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 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 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, 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 Bo-oks, 847 pages. Introduction & Conclusion; pp. 3-14, pp. 627-641.

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

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 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.

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" in 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 (2004), "Introduction" in Durant, R. F., D. J. Fiorino, O'Leary, Rosemary. (eds.), 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 Gover-nance 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.

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 democrcay." 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)

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

Clark, A, Friedman, E. and Hochstetler, K. (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), p. 1-35. (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: p. 1-12. (12/289)

Dür, Andreas (2008), "Interest Groups in the European Union: How Powerful Are They?", West European Politics 31 (6), p. 1212-1230. (18).

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), p. 313–331. (28)

Gornitzka, Åse and Ulf Sverdrup (2011), "Access of Experts: Information and EU Decision-makin", 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)

Saurugger, Sabine (2008), "Interest Groups and Democracy in the European Union", West European Politics 31(6), p.1274-1291. (17)

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

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, p. 1-29. (29/244)

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 incompatability?" 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

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 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 polices 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 Borragan (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.

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, Arguing about War. New Haven:Yale University Press 2004- 191 p.

Williams, Paul D.D. Security Studies. An Introduction. Routledge, 2013 (second rev edition) – 656 sid

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 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", Democratiza-tion, 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 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 (2008), Social Research Methods. Oxford: OUP.