

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 2016
Date of approval:	2007-10-25
Changed:	2016-03-22
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 2016-03-22.

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
2226	Comparative European Politics	7.5
2227	Gender Equality Policy in Sweden and Europe	7.5
2228	What are Human Rights? Perspectives and Conflicts	7.5
2239	European Politics	7.5
2240	Human and International Security	7.5
2237	Transnational Actors and International Organizations	7.5
2234	Environmental Politics	7.5
2244	War and democracy in global politics	7.5

Course content

The course consists of four course modules: Approaches to Politics, 7.5 credits, one eligible special course, 7.5 credits, Political Science Research: Methods and Process, 7.5 credits and Political Science Research: Independent Project, 7.5 credits. 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 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 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 what results are produced.
- * 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.

COURSE READINGS:

Books

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

Leftwich, Adrian (ed.), (2004). *What is politics? The activity and its study*. Cambridge: Polity Press. (ca 120 p)

Mouffe, Chantal, (2005). *On the political*. London: Routledge. (ca 150 p)

Hay, Colin (2002). *Political Analysis: A Critical Introduction*. Basingstoke: Palgrave Macmillan (ca 300 p)

Compendium

Hollis, Martin, (1994). "Introduction: the problems of structure and action". In: *The philosophy of social science: an introduction*. Cambridge university press. (pp. 5-20)

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

Norval, Aletta J., (2009). 'No reconciliation without redress': articulating political demands in posttransitional South Africa. *Critical Discourse Studies*, 6:4, 311-321. (10 p)

E-resources

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

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, s 79-92. (e-resource)

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

Lowndes, V. & Skelcher, C. (1998). "The dynamics of multi-organisational partnerships: an analysis of changing modes of governance". *Public Administration*, 76 (2), s. 313-333. (e-resource)

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: 157 (e-resource)

Phillips, Louise & Jørgensen, Marianne, (2002). *Kapitel 1&2 i Discourse Analysis as Theory and Method*. London: Sage Publications. (e-source)

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

Tallberg, Jonas (2011) "Delegation to Supranational Institutions: Why, How and with What Consequences", *West European Politics* 25:1, 23-46. (e-reource, 23s)

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.

227: GENDER EQUALITY POLICY IN SWEDEN AND EUROPE

This course provides students with a general overview of literature on gender and gender equality policies in Sweden and Europe during the last 30 years. Repeatedly named "The most gender equal country in the world", judging by the number women in the work force, in leading positions, and holding political office, Sweden has made gender equality politics part of the national identity. Swedish women enjoy a range of welfare benefits, including free and legal abortion, subsidized child care, and the protection of laws against

sexual harassment and discrimination. Also, several political parties have officially declared that they are feminist parties. However, the meaning and effect of gender equality politics, as well as the roles and needs of women are continuously debated and contested.

The course examines how women in Sweden have arrived at their current position, and whether women today really do feel emancipated and experience gender equality. What are the particular feminist and/or women's issues in Sweden today, and how might such issues differ from other European context? If most political parties are feminists and 'for' gender equality, what do they mean and do they mean the same thing? Placing emphasis on questions of class, ethnicity, and sexuality, the course aims at presenting a complex picture of gender equality politics in Sweden.

LEARNING OUTCOMES

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

- Provide accounts of different theoretical approaches to deal with gender equality policies and welfare state policies.
- Critically analyze and apply central concepts as 'gender', 'gender equality' and 'gender perspective'.
- Understand and recognize gendered character of everyday practices of gender policy.
- Write analytically and organize arguments in a structural way, and make use of relevant material.
- Present both in oral and written form, independent analysis related to the theme of gender equality policies discussed during the course.

NOTE ON COURSE STRUCTURE, ATTENDANCE AND PARTICIPATION

This is a discussion-based course, and, therefore, your regular attendance is required and your active participation in class room discussions is expected. Please complete all readings by the date noted in the syllabus, and come to class prepared to engage fully with the materials. At the last seminar a written essay is presented at class.

TEACHING AND EXAMINATION

Series of compulsory seminars. Oral presentation and final course paper.

READINGS

Kabeer, Naila et al (2008). *Global perspectives on Gender Equality*. New York: Routledge. (Selected chapters)

Lombardo, Emanuela, Petra Meier and Mieke Verloo (2009). *The Discursive Politics of Gender Equality. Stretching, Bending and Policy Making*. London: Routledge. 240 pages.

BOOK CHAPTERS

Florin, Christina and Bengt Nilsson (1999) "Something called a bloodless revolution", pp. 11-77 in Torstendahl, Rolf (1999) *State Policy and Gender System in the Two German States and Sweden 1945-1989*. Uppsala: Historiska institutionen.

ARTICLES

Bergqvist, Christina and Kerstin Sörensen (2002) *Gender and the Social Democratic Welfare Regime: a comparison of gender-equality friendly policies in Sweden and Norway*. Stockholm: The National institute for Working life.

Borchorst, Anette & Birte Siim (2008). "Woman-friendly policies and state feminism. Theorizing Scandinavian gender equality." *Feminist Theory*, August 2008, (9): 207-224.

Hugemark, Agneta & Christine Roman (2014). "Putting Gender and Ethnic Discrimination on the Political Agenda: The Creation of the Equal Opportunities Ombudsman and the Ombudsman against Ethnic Discrimination in Sweden." *NORA - Nordic Journal of Feminist and Gender Research* 22(2):84-99.

Lister, Ruth (2009). "A Nordic Nirvana? Gender, Citizenship, and Social Justice in the Nordic Welfare States." *Social Politics* 16 (2): 242-278.

Svanström, Yvonne (2005) "Through The prism of prostitution – conceptions of women and sexuality in Sweden at two fins-de-siècle". *NORA* 2005:1, pp. 48-58.

Teigen, Mari and Lena Wängnerud (2009). "Tracing Gender Equality Cultures. Elite Perceptions of Gender Equality in Norway and Sweden." *Politics & Gender* (5):21-54.

Siim, Birte & Pauline Stoltz (2014). "Nationalism, Gender Equality and Welfare—Intersectional Contestations and the Politics of Belonging" *NORA - Nordic Journal of Feminist and Gender Research* 22(4):

Sümer, Sevil, Beatrice Halsaa & Sasha Roseneil. (2014). "Gendered Citizenship in a Multidimensional Perspective: The Challenges Facing Norway within the Nordic Model." *NORA - Nordic Journal of Feminist and Gender Research* 22(4): 283-298.

Lähdesmäki, Tuuli & Tuija Saresma (2014) Reframing Gender Equality in Finnish Online Discussion on Immigration: Populist Articulations of Religious Minorities and Marginalized Sexualities. *NORA - Nordic Journal of Feminist and Gender Research* 22(4):299-313

234: ENVIRONMENTAL POLITICS

Problems like air pollution or poor water quality, decreasing biodiversity and climate change have provoked the establishment of a broad range of institutions and policies around the globe, from the local to the international level. However, why are some countries better at protecting their environments than others? How do environmental policies spread among countries? How can jointly used environmental resources be managed in a sustainable fashion? What is the role of international cooperation and individual citizens in protecting the global environment? The aim of the course is to give an introduction to the foundations and variety of contemporary research on environmental politics. The course will examine basic concepts and different traditions in this field of research. It combines theoretical and empirical contributions on environmental politics and policy from a comparative and international perspective. The course literature contains classical texts as well as recent advances in the study of environmental politics. Topics to be addressed include the theory of ecological modernization, the discussion on regulatory 'races to the bottom', explanations why some states act as environmental pioneers, the measurement of environmental performance and the influence of social movements and green interest groups.

LEARNING OUTCOMES

After the course, students are expected to:

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

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 2 absences are allowed under extraordinary circumstances. Absence is compensated for through a 2 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: Ecofeminist, ecomodern and post-modern responses" in *Environmental Politics*, 13(4). Sida 695-714.*

Bättig, Michèle B., and Thomas Bernauer (2009). "National institutions and global public goods: are democracies more cooperative in climate change policy?" *International organization* 63 (2) 281-308.

Burchell, Jon (2014) *The evolution of green politics: development and change within European Green Parties*. Routledge. Exerpts from ch 1 & 3ch.**

Busch, Per-Olof (2014) "Taming the 'tiger in the tank': explaining the convergence of limit values for lead in petrol." *Understanding Environmental Policy Convergence: The Power of Words, Rules and Money*, Helge Jörgens, Andrea Lenschow and Duncan Liefferink (eds). Cambridge University Press: 104-139**

Dobson, Andrew (2007), "Environmental citizenship: towards sustainable development." *Sustainable Development* 15(5). Sida 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). Sida 534-52.

Fiorino, Daniel (2011). "Explaining national environmental performance: approaches, evidence, and implications." *Policy Sciences* 44(4): 367-389.

Hardin, Garrett (1968). *Tragedy of Commons*. *Science* 162(3859). Sida 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. Sida 553-587.*

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

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

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

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

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

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

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

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

Schnaiberg, Allan, David N. Pellow, and Adam Weinberg (2002), "The Treadmill of Production and the Environmental State." In: The Environmental State under Pressure edited by A. P. J. Mol and F. H. Buttel: Emerald Group Publishing Limited. Sida 15-32.

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

Willis, Margaret M., and Juliet B. Schor (2012) "Does changing a light bulb lead to changing the world? Political action and the conscious consumer." The ANNALS of the American Academy of Political and Social Science 644.1: 160-190.

* 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.

Böhmelt, Tobias, Vally Koubi, and Thomas Bernauer (2014). "Civil society participation in global governance: Insights from climate politics." *European Journal of Political Research* 53.1: Sida 18-36.

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.

Dingwerth, Klaus (2014) "Global democracy and the democratic minimum: Why a procedural account alone is insufficient." *European Journal of International Relations* 20.4 (2014): 1124-1147.

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

Fogarty, Edward A. (2011): "Nothing succeeds like access? NGO strategies towards multilateral institutions." *Journal of Civil Society* 7.2: Sida 207-227.

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.

Hanegraaff, Marcel, Jan Beyers, and Caelesta Braun (2011) "Open the door to more of the same? The development of interest group representation at the WTO." *World Trade Review* 10.04: Sida 447-472.

Nasiritousi, Naghmeh, and Björn-Ola Linnér. (2014) "Open or closed meetings? Explaining nonstate actor involvement in the international climate change negotiations." *International Environmental Agreements: Politics, Law and Economics*: 1-18.

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.

Reimann, Kim D (2006) "A view from the top: International politics, norms and the worldwide growth of NGOs." *International Studies Quarterly* 50.1 (2006): Sida 45-68.

Risse, Thomas (2013), "Transnational Actors and World Politics," in Walter Carlsnaes, Thomas Risse and Beth A. Simmons (eds.) *Handbook of International Relations* London: Sage, Sida 426 - 452.

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. 2014. "Explaining the Transnational Design of International Organizations." *International Organization* 68 (4) Sida 741 - 774 .

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

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

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

Nacos, Brigitte L, *Terrorism and Counterterrorism*, London: Routledge, 2016 (Fifth edition), several chapters, appr. 350pp.

Weibull, Sofia, *Just Assassination. The Case for Targeted Killings*. Stockholm: Swedish National Defence College 2007 – 74 pp.

Williams, Paul D.D. *Security Studies. An Introduction*. Routledge, 2013 (second rev edition) – several chapters, appr. 400pp.

Additional texts provided by the teacher or found on the internet

244: WAR AND DEMOCRACY IN GLOBAL POLITICS

DESCRIPTION

This course addresses the problems of war and democracy in international relations while considering the implications of these phenomena for wider concepts of international conflict and cooperation. Why is war a recurring problem in international politics despite the fact that most people want peace? Why is international politics less democratic than domestic politics (or perceived to be so) despite the fact that most people value democracy in itself? Would higher levels of democracy, or different kinds of democracy, 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 worsen the problems of violence and conflict? If so, when and how should democratic values be sacrificed for the sake of peace? To address these questions, the course draws upon and presupposes some basic familiarity with different theories of international relations, such as liberalism, realism, constructivism, and normative theory. Concepts covered in the course include war, global democracy, democracy promotion, globalization, state-building, sovereignty, human rights, and security.

LEARNING OUTCOMES

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

After the course, students are expected to:

- be able to understand and analyze war and democracy in relation to global and inter-state relationships;
- be able to understand war and democracy in relation to foreign interventions and state-building;
- be able to apply theories of war and global democracy to international processes and institutions;
- be able to identify and discuss normative and empirical assumptions relevant to global democracy and to democratic interventions;
- 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. 300 pages.

Dobbins, James, et al. 2003. *America's Role in Nation-Building. From Germany to Iraq*. Santa Monica: Rand. Approximately 200 pages.
(Available at http://www.rand.org/pubs/monograph_reports/MR1753/index.html)

Articles

Archibugi, Daniele. 2012 From peace between democracies to global democracy. In *Global Democracy: Normative and Empirical Perspectives*, edited by Daniele Archibugi, Mathias Koenig-Archibugi and Raffaele Marchetti, pp. 254-273

Bohman, James. Beyond the Democratic Peace: An Instrumental Justification of Transnational Democracy. *Journal of Social Philosophy* 37 (1): 127–138.

Beetham, David. 2009. The contradictions of democratization by force: the case of Iraq. *Democratization* 16 (3): 443-454.

Caprioli, Mary. 2004. Democracy and human rights versus women's security: A contradiction? *Security Dialogue* 35 (4): 411-428.

Doyle, Michael. W. 1983. Kant, Liberal Legacies, and Foreign-Affairs .1. *Philosophy & Public Affairs* 12 (3): 205-235.

Enterline, Andrew J., and Michael Greig. 2008. The History of Imposed Democracy and the Future of Iraq and Afghanistan. *Foreign Policy Analysis* 4 (4): 321-347

Grieco, Joseph M., Ikenberry, G. John & Mastanduno, Michael. 2015. Introduction to international relations: enduring questions and contemporary perspectives. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Two chapters. Handout by teacher. 65 pages.

Macdonald, Terry, and Kate Macdonald. "Non-electoral accountability in global politics: strengthening democratic control within the global garment industry." *European Journal of International Law* 17.1 (2006): 89-119.

Malantowicz, Artur (2013) "Civil War in Syria and the 'New Wars' Debate, *Amsterdam Law Forum* 5 (3): 52-60. Available at <http://amsterdamlawforum.org/article/viewFile/320/496>

Miller, David. 2010. Against Global Democracy. In Breen, K. and O'Neill, Shane (eds.) *After the Nation: Critical Reflections on Nationalism and Postnationalism*, pp. 141-161. (Available at internet, search the chapter title on Google Scholar)

MacMillan, John. 2012. 'Hollow promises?' Critical materialism and the contradictions of the Democratic Peace. *International Theory* 4 (3): 331-366.

Mouffe, Chantal. 2009. Democracy in a Multipolar World. *Millennium-Journal of International Studies* 37 (3): 549-561.

Walzer, Michael. 2008. On Promoting Democracy. In *Ethics & International Affairs*, Volume 22.4 (Winter

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
OBS! All undervisning, litteratur och examination är på engelska.

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 and ethical debates regarding human rights.
- Understand the historical development and institutionalization of human rights in international politics.
- Compare and contrast judicial approaches to human rights and how various actors contribute to the violation and protection of human rights.
- Write an empirical or normative analysis that applies the debates on the idea and realization of human rights for a specific human rights issue (e.g. a normative debate over a specific theoretical problem or a particular country-case, international organization or governmental body, or industry).
- Understand the complexity of the application of human rights and relate this complexity to particular human rights issues.

The course offers eight thematic seminars, as well as an introductory seminar. The purpose of seminars is to stimulate learning through active and constructive discussion on the basis of the course literature. Seminars include some formal lecturing but are dominated by teacher led seminar discussion.

READINGS

Main text book: Forsythe, David. 2012. *Human Rights in International Relations*, 3rd edition. (Cambridge, UK: Cambridge University Press).

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.

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.

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

Donnelly, Jack. "The relative universality of human rights." *Human Rights Quarterly* 29.2 (2007): 281-306.

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

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

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

Greer, Steven 2008. "What's Wrong with the European Convention on Human Rights?" *Human Rights Quarterly* 30(3):680-702.

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

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

Lebovic, James H. and Voeten, Erik. 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.

Levitov, Alex. "Human rights, self-determination, and external legitimacy." *Politics, Philosophy & Economics* (2014): 1470594X14544285

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.

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

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

Stephanie Barrientos. 2008. 'Contract Labour: The 'Achilles Heel' of Corporate Codes in Commercial Value Chains' *Development and Change* 39(6): 977-990

Wellman, Christopher Heath. "Taking Human Rights Seriously" *Journal of Political Philosophy* 20.1 (2012): 119-130.

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 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.

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

This course module offers an introduction to the philosophy of science, an orientation among the main perspectives in contemporary social research, and basic knowledge of the most common methods for collecting and analyzing quantitative as well as qualitative data in the study of politics. The course module is also an introduction to the research process and offers the student guidance in formulating research problems, designing a study, collecting data, and conducting analysis. The aim of the course is to develop the basic skills needed for understanding research in the social sciences, as well as to build the methodological foundation for the student's independent research project.

LEARNING OUTCOMES

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

- account for the different parts of the research process and the way in which different components of the research project relate to methodological considerations;
- describe the essential aspects of quantitative and qualitative research strategies in the context of political science, as well as account for and compare central perspectives and concepts in the methodology of political science;
- apply different methodological perspectives and concepts, and be able to apply different 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 methodological perspectives in

political science.

READINGS

Books

Bryman, Alan. 2012. *Social Research Methods*. 4th Ed. Oxford: Oxford University Press. (ca 500 p.)

Compendium

George, Alexander L. and Andrew Bennett. 2005. "Case Studies and Theory Development", in *Case Studies and Theory Development in the Social Sciences*. Cambridge: MIT Press. (excerpt, 33 p.)

Moses, Jonathon W. and Knutsen, Torbjørn L. 2007. "The Comparative Method", in *Ways of Knowing: Competing Methodologies in Social and Political Research*. Basingstoke: Palgrave/Macmillan. (excerpt, 20 p.)

Stoker, Gerry and Marsh, David. 2002. "Introduction", in *Theory and Methods in Political Science*. 2nd Ed. Basingstoke: Palgrave/Macmillan (excerpt, 15 p.)

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/>>. (20 p.)

Bacchi, Carol. 1999. "Taking Problems Apart", Chapter 1 in *Women, Policy and Politics: The Construction of Policy Problems*. London: Sage Publications (available online via Stockholm University Library). (18 p.)

Gerring, John (2007). *Case Study Research: Principles and Practices*. Cambridge: Cambridge University Press. S. 1-63. (62 p.) (E-book, available via SUB)

Walton, Douglas. 2008. "Argument as reasoned dialogue", Chapter 1 in *Informal Logic. A Pragmatic Approach*. Cambridge: Cambridge University Press (available online via Stockholm University Library). (36 p.)

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

COURSE MODULE 4: POLITICAL SCIENCE RESEARCH: INDEPENDENT PROJECT, 7,5 credits

This course module offers the student training in designing an independent research project, and in planning, conducting and presenting an elementary scientific study. The course provides instructions and practical exercises in research design, formulation of research problems, collection of data, construction and application of analytical tools, reference management, and writing a research paper. The independent project consists of a research paper containing an analysis of a freely chosen problem relevant to political science. It is recommended that the course is taken in connection to course module 3 as the courses overlap significantly.

LEARNING OUTCOMES

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

- formulate a relevant research problem within the field of political science;
- plan, conduct, and account for an independent study within the limits of the course guidelines;
- identify, collect and analyze empirical material in a way consistent with sound social science methodology;
- independently argue for and problematize their own scientific work;
- formulate a report on their own research in a clear way and in accordance with established practice in the social science;
- critically examine and constructively comment on other students' scientific work.

READINGS

Bryman, Alan. 2012. *Social Research Methods*. 4th Ed. Oxford: Oxford University Press. (ca 500 p.)

Rienecker, Lotte and Stray Jørgensen, Peter. 2013. *The Good Paper*. Copenhagen: Samfundslitteratur. (382 p.)

Compendium (same as for course module 3)

George, Alexander L. and Andrew Bennett. 2005. "Case Studies and Theory Development", in Case Studies and Theory Development in the Social Sciences. Cambridge: MIT Press. (33 p.)

Moses, Jonathon W. and Knutsen, Torbjørn L. 2007. "The Comparative Method", in Ways of Knowing: Competing Methodologies in Social and Political Research. Basingstoke: Palgrave/Macmillan. (excerpt, 20 p.)

Stoker, Gerry and Marsh, David. 2002. "Introduction", in Theory and Methods in Political Science. 2nd Ed. Basingstoke: Palgrave/Macmillan (excerpt, 15 p.)

E-resources

Booth, Wayne C., Colomb, Gregory G., Williams, Joseph M. 2008. The Craft of Research. Chicago: Chicago University Press. (280 p.)

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