



Kursplan

för kurs på grundnivå

Statsvetenskap på engelska III

Political Science III

30.0 Högskolepoäng

30.0 ECTS credits

Kurskod: SV300E
Gäller från: VT 2013
Fastställt: 2007-10-25
Ändrad: 2012-11-15
Institution Statsvetenskapliga institutionen

Ämne Statsvetenskap
Fördjupning: G1E - Grundnivå, innehåller särskilt utformat examensarbete för högskoleexamen

Beslut

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

Förkunskapskrav och andra villkor för tillträde till kursen

Statsvetenskap I, 30 hp, eller Statsvetenskap på engelska I, 30 hp, eller Samhällskunskap I, 60 hp; och Statsvetenskap II, 30 hp, eller Statsvetenskap på engelska II, 30 hp.

Kursens uppläggning

Provkod	Benämning	Högskolepoäng
3021	Methods in Political Science	7.5
3378	A New World Order?	7.5
3379	Security in International Relations	7.5
3380	State, Civil Society and Democratization	7.5
3384	International Political Economy	7.5
3003	Independent Research Project	15

Kursens innehåll

Kursen består av tre delkurser: Statsvetenskapliga metoder 7,5 hp, en valbar specialkurs 7,5 hp samt Seminarium med uppsatsarbete 15 hp.

Kursen ger fördjupade kunskaper inom något av statsvetenskapens områden: orientering om olika statsvetenskapliga perspektiv; kunskap om statsvetenskapliga forskningsproblem och metoder. Dessutom görs ett val mellan ett antal olika specialområden som syftar till dels en fördjupning, dels en relevant utgångspunkt för det självständiga arbetet. Inom ramen för en statsvetenskaplig undersökning skall vetenskapliga metoder och teorier användas för att belysa empiriska/teoretiska problem inom ämnet.

Förväntade studieresultat

Efter avslutad kurs förväntas studenten kunna:

- Redogöra för:

- centrala teorier och perspektiv, både muntligt och skriftligt, inom olika specialområden som kursen utgörs av;
- centrala problemställningar inom statsvetenskaplig forskning;
- interaktiva, kvantitativa och textanalytiska metoder i samhällsvetenskaplig forskning.

- Förstå och exemplifiera:
 - hur olika teorier/perspektiv kan belysa politikfrågor inom olika specialområden;
 - betydelsen av kopplingen mellan problemställning och valet av metod;
 - möjligheter och begränsningar med interaktiva, kvantitativa och textanalytiska metoder;
 - de olika delarna i forskningsprocessen.
- Tillämpa och använda sig av:
 - på ett självständigt sätt relevanta teorier;
 - relevanta metoder inom ramen för det självständiga arbetet;
 - en akademisk skrivstil.
- Värdera, jämföra och kontrastera:
 - teorier och metoder på ett självständigt och kritiskt sätt i så väl muntlig och skriftlig form.

Undervisning

I huvudsak utgörs undervisning av seminarier. På delkursen Statsvetenskapliga metoder förekommer också föreläsningar. Närvaro vid seminarier är obligatorisk. På delkursen självständigt arbete förekommer både individuell och kollektiv handledning. Riktmärke för studentens rätt till handledning är 12 timmar/student. I dessa timmar ingår såväl kollektiv som individuell handledning samt lärarens tid för att läsa texter som studenten lämnar in till dessa tillfällen.

Kunskapskontroll och examination

Examinationsformerna varierar beroende på delkurs. Fyra olika examinationsformer tillämpas: salstentamen, hemskrivning, inlämningsuppgifter samt ett självständigt arbete. Information om examination lämnas i början av respektive delkurs.

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

Begränsningar:

Antalet provtillfällen är begränsat till fem.

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

Övergångsbestämmelser

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

Övrigt

Urval till kursen sker efter följande princip:

- * högskolepoäng 65 procent för studerande som påbörjat Statsvetenskap II vid Stockholms universitet terminen före,
- * högskolepoäng 35 procent övriga sökande.

Kursen får ej medtagas i examen samtidigt som Statsvetenskap på engelska III SVE300, Statsvetenskap III SVS300 och SV300S, Påbyggnadskurs i statsvetenskap (SV3060) eller Påbyggnadskurs i statsvetenskap på engelska (SV3560).

Kurslitteratur

COURSE PART 1: METHODS IN POLITICAL SCIENCE

DESCRIPTION

The course part aims at providing deeper knowledge of methodological issues in the political and social sciences. Special emphasis is placed on research designs and techniques of data gathering and analysis. Qualitative and quantitative approaches are covered. Issues of the relationship between philosophical and theoretical commitments and research methods, dependence of research results on the methods used and the socio-cultural situatedness of knowledge are also taken up. The course part includes both the critical scrutiny

of political science research and the practical use of various methods.

LEARNING OUTCOMES

Knowledge and Understanding

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

- * provide accounts of more advanced perspectives and concepts in political science methodology and describe more advanced aspects of various research methods in political science contexts;
- * explain and exemplify more advanced perspectives and concepts in political science methodology and more advanced aspects of various research methods in political science contexts.

Skills and Abilities

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

- * apply more advanced perspectives and concepts in political science methodology and use more advanced research methods in political science contexts;
- * compare and contrast more advanced perspectives and concepts in political science methodology and more advanced research methods in political science contexts.

Evaluation and Approach

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

- * critically examine and evaluate arguments for and against different perspectives in political science methodology and in relation to more advanced research methods in political science contexts in a manner that is well supported and justified.

READINGS

della Porta, Donatella & Keating, Michael (eds.) (2008), *Approaches and Methodologies in the Social Sciences. A Pluralist Perspective*, Cambridge University Press.

Pollock, Phillip H., III (2011), *The Essentials of Political Analysis*, Fourth Edition, CQ Press.

Silverman, David (ed.) (2011), *Qualitative Research: Issues of Theory, Method and Practice*, Third Edition, Sage.

Additional material in a compendium or online may be included (max 100 pages).

COURSE PART 2: SPECIAL COURSE

378: A NEW WORLD ORDER?

DESCRIPTION

The course part deals with major perspectives on and descriptions of the contemporary world order as well as discussions of prospects for change. Central themes include relations of globalization and transnationalism, conceptions of empire and the capitalist world-system and the role of conflict, militarism, war and other forms of violence. Fundamental to these themes are understandings of the "political" and the "economic". A broad range of issues are problematized, in particular antagonisms entailed in universalism - particularism and aspects of "we-they": global - state, core - periphery, democracy - liberalism as well as notions of class, ethnicity and gender. Questions raised entail both how these antagonisms are to be understood and how they are related to each other. Counterforces in the form of democratic processes and political action are also discussed as they apply to various views on future world orders.

LEARNING OUTCOMES

Knowledge and Understanding

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

- * identify and provide accounts of major perspectives on the contemporary world order and how it can and should be changed;
- * discuss the implications of major perspectives on the contemporary world order for practical politics.

Skills and Abilities

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

- * apply basic concepts and approaches reflected in major perspectives on the contemporary world order to current political phenomena and events;
- * compare and contrast major perspectives on the contemporary world order and how it can and should be changed.

Evaluation and Approach

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

- * critically examine and evaluate arguments for and against different perspectives on the contemporary world

order in a manner that is well supported and justified;

* critically examine and evaluate arguments for and against the prospects for and desirability of changes foreseen and/or advocated by different perspectives on the contemporary world order.

READINGS

Appadurai, Arjun (2006), *Fear of Small Numbers: An Essay on the Geography of Anger*, Duke University Press.

Bauman, Zygmunt (2000), *Globalization: The Human Consequences*. Columbia University Press.

Eisenstein, Zillah (2007), *Sexual Decoys. Gender, Race and War in Imperial Democracy*, Zed Books.

Hardt, Michael & Negri, Antonio (2011), *Commonwealth*, Harvard University Press.

Wallerstein, Immanuel (2004), *World-Systems Analysis. An Introduction*, Duke University Press.

In addition to the required readings, each student should read approximately 150 pages from one of the following:

Balibar, Etienne & Wallerstein, Immanuel (1991), *Race, Nation, Class: Ambiguous Identities*, Verso.

Buruma, Ian & Margalit, Avishai (2004), *Occidentalism. The West in the Eyes of Its Enemies*, Penguin Press.

Eisenstein, Zillah (2004), *Against Empire. Feminisms, Racism and the West*, Zed Books.

Fanon, Frantz (2005), *The Wretched of the Earth*, Grove Press.

Hardt, Michael & Negri, Antonio (2001), *Empire*, Harvard University Press.

Hardt, Michael & Negri, Antonio (2005), *Multitude. War and Democracy in the Age of Empire*, Penguin Books.

Jacobs, Susie & Jacobson, Ruth & Marchbank, Jennifer (eds.) (2000), *States of Conflict: Gender, Violence and Resistance*. Zed Books.

Kaldor, Mary (2004), *Global Civil Society. An Answer to War*, Polity Press.

Kaldor, Mary (2004), *New and Old Wars. Organized Violence in a Global Era*, Second Edition, Stanford University Press.

Loomba, Ania (2005), *Colonialism/Postcolonialism*, Second Edition, Routledge.

Münckler, Herfried (2004), *The New Wars*, Polity Press.

Robinson, William I. (2004), *A Theory of Global Capitalism. Production, Class, and State in a Transnational World*, Johns Hopkins University Press.

Said, Edward W. (1979), *Orientalism*, Vintage Books.

Sen, Amartya (2007), *Identity and Violence. The Illusion of Destiny*, W. W. Norton.

Wallerstein, Immanuel (1995), *After Liberalism*, The New Press.

379: SECURITY IN INTERNATIONAL RELATIONS

DESCRIPTION

The aim of the course is to give a deeper understanding of security problems and security strategies and how security problems can be researched in the post-Cold War world. There are some basic questions in the course: “what is security”, “what are the main security issues today”, “who is to take care of security”, “what are the security strategies”, “who are the relevant actors”, “who are the victims”, “what is modern warfare”, “what is the role of different instruments of violence today”, “what are the security aspects and how have they changed in world history”, and “to what extent are security issues local, regional or global”? These and similar questions are approached both from a traditional power per-spective and from the perspective of the “Copenhagen school”. The course literature provides more general starting points for discussions of security in the past, today and in the future.

A part of this course deals with the Asia-Pacific regional security, which is an epicenter of global power shifts. Topics such as modern Asian warfare, the US military presence and alliance in the region, regional security co-operation are included.

LEARNING OUTCOMES

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

- compare the meaning of security in the past, today and in the future with respect to the “object of security” and the changing threat perspectives;
- identify and evaluate strategies among different categories of actors to increase their security;
- understand how and why security is central to human relations;
- evaluate and contrast security threats and distinguish them from other types of threats;
- discuss in written and oral form issues pertaining to warfare in weak states and terrorism, today and in the future.

READINGS

Crenshaw, Martha (2010), *Explaining Terrorism. Causes, processes and con-sequences*. Routledge.

Fund for peace (2008), The failed states index. www.fundforpeace.org
 Heidelberg Institute for International Conflict Research (HIIC), Annual Conflict Barometer, http://www.hiik.de/en/konfliktbarometer/pdf/ConflictBarometer_2008.pdf
 Ross, Michael L. (2004), How does natural resource wealth influence civil wars? Evidence from thirteen cases, International Organization, Winter.
 Rothberg, Robert I. (ed) (2004), When States Fail: Causes and Consequences. Princeton: Princeton University Press
 Williams, Paul D. (ed) (2008), Security Studies. An Introduction. London and New York, Routledge
 The Stockholm Journal of East Asian Studies, Center for Pacific Asia Studies (CPAS), Stockholm University, vol. 15 (2005), vol. 16 (2006,) and vol. 17 (2007). Available at the University Library (but not as out-of-library loan) or provided by the teacher.
 About 100 pages of articles – to be added at the beginning of the course.

380: STATE, CIVIL SOCIETY AND DEMOCRATIZATION IN THE THIRD WORLD

DESCRIPTION

The course part aims at problematizing the relationship between the state, civil society and democratization, both theoretically and empirically, in a context of globalization. The point of departure is the contemporary academic debate on the role of civil society in democratization and development. Different perspectives are juxtaposed and discussed against a backdrop of what the organization looks like in different contexts in the third world, and whether movements in civil society support or contest democratization. The transnationalization of both state and civil society and its consequences for democracy and democratization is also addressed.

LEARNING OUTCOMES

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

- identify and different perspectives on the relationship between the state and civil society, and its links to democracy and democratization;
- compare and evaluate the relevance of different social theories attempts at making sense of the role of civil society in processes of democratization;
- identify similarities and differences between cases, as represented in the course literature, of the role of civil society in processes of democratization in the third world;
- present, both orally and in writing, independent analyses of the relationships addressed on the course.

READINGS

Amadiume, Ifi, (2000) Daughters of the Goddess, Daughters of Imperialism. African Women Struggle for Culture, Power and Democracy. London: Zed Books. (320 p.)
 Amin, Samir, (2000) "Economic Globalism and Political Universalism: Conflicting Issues?" Journal of World System Research, Vol. VI, No. 3. p. 582-622. (40 p)
 Biekart, Kees, (1999) The Politics of Civil Society Building - European Private Aid Agencies and Democratic Transitions in Central America. Chapter 1: "Mixing Poverty and Democracy - Democratic Transition, Civil Society and the International Context," Utrecht: International Books. p. 21-58. (37 p.)
 Brownlee, Jason (2007). Authoritarianism in an Age of Democratization. Cambridge: Cambridge University Press.
 Calvert, Peter and Peter J. Burnell (eds) (2004) Civil Society in Democratization. London: Routledge (256 p.)
 Glasius, Marlies, Mary Kaldor and Helmut Anheier (eds) (2004) Global Civil Society 2004/5. London: Sage, 2005. London: Sage, 2004 (202 p.)
 Markoff, John, (1999) "Globalization and the Future of Democracy," Journal of World System Research, Vol. V, No. 2. (35 p.). p. 277-309. (32 p)
 Robinson, William (2001) "Social theory and globalization: The rise of a transnational state," Theory and Society 30(2): 157-200. (43 p.)
 Weiss, Linda (1997) "Globalization and the Myth of the Powerless State," New Left Review 225: 3-27. (24 p.)

384: INTERNATIONAL POLITICAL ECONOMY

DESCRIPTION

The course aims at exploring, problematising and analysing arguments, controversies, policies and outcomes in international political economy. The course focuses on the interaction of economics and politics, of the market and the state, with special emphasis on how economical and political motives and incentives interact with each other to produce policy outcomes in terms of conflict or co-operation. Specific phenomena studied

include the politics of international trade and finance, the role of currencies, the functioning of international economic institutions, the importance of the international economic system for economic development, and the role played by multinational corporations and foreign direct investments (FDI).

LEARNING OUTCOMES

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

- identify and understand different models for analysing the mechanisms behind international economic policy outcomes;
- identify and understand the interaction between political and economical motives and incentives in the international economic system;
- analyse economic co-operation and conflict at different levels of analysis (actor/state/system);
- present independent analysis of international political-economic phenomena in oral as well as written form, based on analytical perspectives in the course;
- compare and evaluate the merits and weaknesses of various scientific theories and arguments about the international political economy discussed in the course.

READINGS

Oatley, Thomas H. (2011): International Political Economy, 5th international ed., Pearson Education.(432 p.)

Ravenhill, John ed. (2011): Global Political Economy, Oxford University Press.(532 p.)

Selection of articles (~40 p.)

COURSE PART 3: INDEPENDENT RESEARCH PROJECT

DESCRIPTION

The Independent Research Project within Political Science III consists of an investigation of a political science problem connected to the special course chosen by the student. The independent research project has the form of a research paper which is planned to take about two months of full-time studies. Every workshop is managed by a teacher from one of the so-called special courses. The subject for the research paper is chosen in consultation with the supervisor/workshop teacher of the special course.

LEARNING OUTCOMES

After completing the course the student should be able to:

- formulate a political science research problem;
- plan, conduct and in the form of a research paper present a social science study;
- express themselves clearly in accordance with scientific practice;
- carry through a relevant application of a social science method, as well as discuss advantages and disadvantages of different approaches;
- collect empirical material in a broad sense and analyse the material from theoretical and normative perspectives;
- critically examine scientific work and discuss merits and deficiencies.