



Kursplan

för kurs på grundnivå

Statsvetenskap på engelska III

Political Science III

30.0 Högskolepoäng

30.0 ECTS credits

Kurskod: SV300E
Gäller från: HT 2013
Fastställt: 2007-10-25
Ändrad: 2013-02-21
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 2013-02-21.

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
3373	Media and Politics II	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
3386	The Politics of Rights	7.5
3390	Picturing Politics	7.5
3389	Governance and Democracy	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 materialinsamlingsmetoder, kvantitativa och textanalytiska metoder samt metoder för att studera policy och implementering.

- Förstå och exemplifiera:

- hur olika teorier/perspektiv kan belysa politikfrågor inom olika specialområden;
- betydelsen av forskningsdesign, dvs. kopplingen mellan problemställning, val av metod och de resultat som redovisas;
- möjligheter och begränsningar med interaktiva materialinsamlingsmetoder, kvantitativa och textanalytiska metoder samt metoder för att studera policy och implementering;
- de olika delarna i forskningsprocessen.

- Tillämpa och använda sig av:

- relevanta teorier på ett självständigt sätt
- 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 som 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. Riktmarke 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 betygskriterier 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

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

DELKURS 1: METHODS IN POLITICAL SCIENCE

Delkursen syftar till att ge fördjupade kunskaper om metoder som används inom statsvetenskaplig forskning. Kursen består av tre block som fokuserar på analysmetoder: kvantitativa metoder, textanalytiska metoder samt metoder för att studera policy och implementering. Vidare tar kursen upp interaktiva materialinsamlingsmetoder, forskningsdesign och vetenskapsteoretiska frågeställningar. Inom ramen för

kursen inkluderas en introduktion till statistikprogrammet SPSS samt verktyg för att kunna ringa in ett forskningsfält och hitta tidigare forskning. Delkursen ger vidare verktyg för granskning av statsvetenskaplig forskning och tillämpning av olika metoder.

MÅL

Kunskaper och förståelse

Efter delkursen förväntas studenterna kunna:

- * redogöra för interaktiva materialinsamlingsmetoder, statistiska och textanalytiska analysmetoder samt metoder för att studera policy och implementering;
- * förklara och exemplifiera vad en forskningsdesign är och hur den kan se ut och vilka vetenskapsteoretiska problem som aktualiseras vid användandet av olika metoder.

Färdigheter och förmågor

Efter delkursen förväntas studenterna kunna:

- * tillämpa interaktiva materialinsamlingsmetoder som intervjuer och surveys, olika statistiska analysmetoder, olika textanalytiska metoder samt metoder för studier av policy och implementering;
- * jämföra och kontrastera olika metoder för materialinsamling och analys;
- * ringa in ett forskningsfält och söka efter tidigare litteratur;
- * göra enklare statistiska analyser med hjälp av SPSS.

Värderingsförmåga och förhållningssätt

Efter delkursen förväntas studenterna kunna:

- * resonera kring för- och nackdelar med de olika materialinsamlings- och analysmetoder som presenterats under kursen;
- * granska och värdera statsvetenskapliga undersökningar med avseende på insamlings- och analysmetoder;
- * reflektera över för- och nackdelar samt vetenskapsteoretiska dilemman i de egna metodvalen, samt att förhålla sig resonerande till dessa val.

LITTERATUR

Böcker

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

Winther Jorgensen M. and Philips L. (2002) *Discourse Analysis as Theory and Method*, Sage.

Artiklar

Achen, Christoph H. (2002) "Advice for students taking a first political science graduate course in statistical methods." *Political Methodologist* 10(2):10–12. (3s.)

Collier, David (2011) Understanding process tracing. *PS: Political Science and Politics* 44 (4), sid. 823-30. (8s.)

David Collier and Robert Adcock (1999) *Democracy and Dichotomies: A Pragmatic Approach to Choices about Concepts*, *Annual Review of Political Science* 1999. 2:537-65 (28s.)

Gupta, Kuhika (2012) Comparative public policy: Using the comparative method to advance our understanding of the policy process. *Policy Studies Journal* 40 (1), sid. 11-26. (16s.)

King, G, Keohane, R.O., and Verba S. (2005) *The Importance of Research Design in Political Science*, *American Political Science Review* Vol. 89, No. 2.

Klüver, H. (2009) Measuring Interest Group Influence Using Quantitative Text Analysis, *European Union Politics*, Vol. 10 (4): 535–549 (15s.)

Kracauer, S. (1952-53) The Challenge of Qualitative Content Analysis, *The Public Opinion Quarterly*, Vol. 16, No. 4, Special Issue on International Communications Research (Winter, 1952-1953), 631-642 (12s.)

Krosnick, Jon A. & Presser, Stanley (2010) "Question and Questionnaire Design", in Marsden, Peter V. & Wright, James D. (eds.), *Handbook of Survey Research*, Second Edition, 263-314 (open access)

McKeown, T. J. (1999) Case Studies and the Statistical Worldview: Review of King, Keohane, and Verba's *Designing Social Inquiry: Scientific Inference in Qualitative Research*. *International Organization*, Vol. 53, No. 1 (Winter, 1999), 161-190 (30s.)

Oren, Ido (2006) Can Political Science Emulate the Natural Sciences? The Problem of Self-Disconfirming

Analysis. Polity, Vol. 38, No. 1 72-100 (SUB)

Peabody, Robert L. et al. (1990) "Interviewing Political Elites" PS: Political Science and Politics 23(3), 451-55.(5s.)

Peregrine Schwartz-Shea and Dvora Yanow (2002) "Reading" "Methods" "Texts": How Research Methods Texts Construct Political Science, Political Research Quarterly, Vol. 55, No. 2, 457-486 (SUB)

Pouliot, Vincent (2007). "Subjectivism": Toward a Constructivist Methodology International Studies Quarterly, Vol. 51, No. 2, 359-384 (SUB)

Riffe, D., Lacy, S. and Fico, F. (1998) Analyzing Media Messages: Using Quantitative Content Analysis in Research, Erlbaum: Mahmah. E-resurs.

Schaeffer, Nora C. & Presser, Stanley (2003) "The Science of Asking Questions." Annual Review of Sociology 29, sid. 65-88.(SUB)

Semetko, H.A. and P. M. Valkenburg (2000) Framing European politics: a content analysis of press and television news, Journal of Communication, Volume 50, Issue 2, sid. 93–109.

Tansey, Oisín (2007) "Process Tracing and Elite Interviewing: A Case for Non-probability Sampling." PS: Political Science & Politics 40(4), sid. 765-772. (8 s)

Yanow, Dvorna (1993). The communication of policy meanings: Implementation as interpretation and text. Policy Sciences 26, sid. 41-61. (SUB)

Övrigt
Studentlicens till SPSS

COURSE MODULE 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 (2004), *Against Empire. Feminisms, Racism and the West*, Zed Books.

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

Newell, Peter (2012), *Globalization and the Environment. Capitalism, Ecology and Power*, Polity Press.

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

Additional material from optional readings or other sources may be included (100-150 pages).

Optional readings:

Balibar, Étienne & 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 (2007), *Sexual Decoys. Gender, Race and War in Imperial Democracy*, Zed Books.

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

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

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

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.

Some of the course readings can be read in Swedish, if you are registered for Statsvetenskap III (see below):
Appadurai, Arjun (2007), *Vredens geografi - Rädslan för de fätaliga*, Tankekraft förlag.

Balibar, Étienne & Wallerstein, Immanuel (2002), *Ras, nation, klass: Mångtydiga identiteter*, Tankekraft förlag.

Bauman, Zygmunt (2000), Globalisering, Studentlitteratur.

Buruma, Ian & Margalit, Avishai (2008), Occidentalism. Fiendens syn på västerlandet, Natur & Kultur.

Fanon, Frantz (2007), Jordens fördömda, Leopard förlag.

Hardt, Michael & Negri, Antonio (2003), Imperiet, Vertigo förlag.

Hardt, Michael & Negri, Antonio (2007), Multituden. Krig och demokrati i imperiets tidsålder, Tankekraft förlag.

Kaldor, Mary (2004), Det globala civilsamhället. Ett svar på krig, Daidalos.

Kaldor, Mary (2000), Nya och gamla krig. Organiserat våld i en global tidsålder, Daidalos.

Loomba, Ania (2005), Kolonialism/Postkolonialism - En introduktion till ett forskningsfält, Tankekraft förlag.

Münckler, Herfried (2004), De nya krigen, Daidalos.

Said, Edward W. (2000), Orientalism, Ordfront.

Sen, Amartya (2006), Identitet och våld. Illusionen om ödet, Daidalos.

Wallerstein, Immanuel (2001), Liberalismens död: Slutet på den rådande världsordningen, Vertigo förlag.

Wallerstein, Immanuel (2005), Världssystemanalysen. En introduktion, Tankekraft förlag.

379: SECURITY IN INTERNATIONAL RELATIONS

DESCRIPTION

The aim of this course is to provide students with conceptual and theoretical tools in order to gain a deeper understanding of security problems and security strategies in international politics. The course encourages students to adopt a historical perspective on wide range of security issues. However, the question of forcible regime promotion over the past five centuries shall receive particular attention. This is a problem that has a wide range of security-related implications for international politics. Thus, four main topics are on the agenda of this course.

First, traditional and non-traditional approaches to security shall be assessed. A fundamental question to be addressed in this regard is: what is "security"? A related question pertains to the theoretical and political implications of adopting a particular definition of "security." Realist, liberal, constructivist and feminist perspectives on these issues shall be contrasted.

Second, forcible regime promotion shall be discussed from different theoretical perspectives.

Third, a number of cases pertaining to ideological contests, forcible regime promotion, as well as regional and international security shall be discussed.

Finally, issues pertaining to American grand strategy, Russian foreign policy, European foreign and security policy and the rise of China will be addressed. These issues are interrelated and will be discussed in view of different readings of the current international order.

LEARNING OUTCOMES

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

- Discuss different conceptual and theoretical approaches to "security";
- Discuss alternative explanations of security problems, historical as well contemporary ones;
- Critically evaluate different readings and assessments of current trends and forces in international security;
- Discuss, in written and oral form, issues pertaining to security problems and different strategies to cope with them.

READINGS

Buzan Barry, "Rethinking Security after the Cold War," *Cooperation and Conflict*, Vol. 32, No. 1 (March, 1997)

Gerring John, "What is a Case Study and What Is It Good for?" *American Political Science*

Herz John, "Idealist Internationalism and the Security Dilemma," *World Politics*, Vol. 2, No. 2 (January, 1950).

Hudson Heidi, "'Doing' Security As Though Humans Matter: A Feminist Perspective on Gender and the Politics of Human Security," *Security Dialogue*, Vol. 36, No. 2 (June, 2005).

Kagan Robert, "End of Dreams, Return of History," available at: <http://www.hoover.org/publications/policy-review/article/6136>

Kramer Mark, "Ideology and the Cold War," *Review of International Studies*, Vol. 25, No. 4 (October, 1999).

Mearsheimer John, "The Gathering Storm: China's Challenge to US Power in Asia," *The Chinese Journal of International Politics*, Vol. 3, No. 4 (Winter, 2010).

Miller Benjamin, "Explaining Changes in U.S. Grand Strategy: 9/11, the Rise of Offensive Liberalism, and the War in Iraq," *Security Studies*, Vol. 19, No. 1 (2010).

Owen John M., *The Clash of Ideas in World Politics: Transnational Networks, States, and Regime Change, 1510-2010* (Princeton, NJ: Princeton University Press, 2010).

Pan Chengxin, "The 'China Threat' in American Self-Imagination: The Discursive Construction of Other as Power Politics," *Alternatives*, Vol. 29, No. 3 (June-July 2004).

Posen Barry, "European Union Security and Defense Policy: Response to Unipolarity?" *Security Studies*, Vol. 15, No. 2 (2006).

Simão Licínia, "Do Leaders Still Decide? The Role of Leadership in Russian Foreign Policymaking," *International Politics*, Vol. 49, No. 4 (July, 2012).

Tang Shiping, "The Security Dilemma: A Conceptual Analysis," *Security Studies*, Vol. 18, No. 3 (2009).

Ullman Richard, "Redefining Security," *International Security*, Vol. 8, No. 1 (Summer, 1983).

Walt Stephen, "The Renaissance of Security Studies," *International Studies Quarterly*, Vol. 35, No. 2 (June, 1991).

Waltz, Kenneth "Evaluating Theories," *The American Political Science Review*, Vol. 91, No. 4 (December, 1997).

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 pp.)

Bellin, Eva (2004) "The Robustness of Authoritarianism in the Middle East," *Comparative Politics* 36(2): 139–157 (18 pp)

Bellin, Eva (2012) "Reconsidering the Robustness of Authoritarianism in the Middle East. Lessons from the Arab Spring", *Comparative Politics* 44(2): 127–149. (22 pp.)

Brownlee, Jason (2007). *Authoritarianism in an Age of Democratization*. New York: Cambridge. (264 pp.)

Calvert, Peter and Peter J. Burnell (eds) (2004) *Civil Society in Democratization*. London: Routledge (256 pp.)

Glasius, Marlies, Mary Kaldor and Helmut Anheier (eds) (2004) *Global Civil Society 2004/5*. London: Sage, 2005. London: Sage, 2004 (202 pp.)

Kanishka Jayasuriya & Garry Rodan (2007) "Beyond Hybrid Regimes: More Participation, Less Contestation in Southeast Asia", *Democratization* 14(5): 773-794.

Robinson, William (2001) "Social theory and globalization: The rise of a transnational state," *Theory and Society* 30(2): 157-200. (43 pp.)

Weiss, Linda (1997) "Globalization and the Myth of the Powerless State," *New Left Review* 225: 3-27. (24 pp.)

Weiss, Meredith (2009) "Edging Toward a New Politics in Malaysia: Civil Society at the Gate?" *Asian Survey* 49(5): 741-758. (17 pp)

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 MODULE 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.