

# Syllabus

for course at first level

**Political Science III**

**Statsvetenskap på engelska III**

**30.0 Higher Education**

**Credits**

**30.0 ECTS credits**

<b>Course code:</b>	SV300E
<b>Valid from:</b>	Autumn 2013
<b>Date of approval:</b>	2007-10-25
<b>Changed:</b>	2013-02-21
<b>Department</b>	Department of Political Science
<b>Subject</b>	Political Science
<b>Specialisation:</b>	G1E - First cycle, contains specially designed degree project for Higher Education Diploma

## Decision

The syllabus has been approved by the Head of the Department of Political Science, Stockholm University, 2007-10-25. Date of latest revision, 2012-03-13.

## Prerequisites and special admittance requirements

Statsvetenskap I, 30 hp, or Statsvetenskap II, 30 hp, or Political Science I, 30 hp, and Political Science II, 30 hp or equivalent.

## Course structure

Examination code	Name	Higher Education Credits
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

## Course content

The course provides a deeper knowledge of some of the political science areas; orientation of different political science perspectives; knowledge of political science research problems and methods. In addition a choice is made between a number of different special areas aiming both at a specialisation and a relevant point of departure for the independent work. Within the frame of a political science investigation scientific methods and theories should be applied in order to elucidate empirical/theoretical problems within the subject area.

## Learning outcomes

After completion of the course the student should be able to  
Account for:

- central theories and perspectives, both in oral and written form, within different special areas of which the

course consists;

- central problems within political science research;
- interactive, quantitative and text analysis methods, as well as methods used for policy and implementation studies.

Understand and exemplify:

- how various theories/perspectives can elucidate political questions within different special areas;
- the significance of research design, i.e. the connection between a problem, the choice of methods and results;
- possibilities and limitations of interactive, quantitative and textual analysis methods, as well as methods used for policy and implementation studies;
- the different parts of the research process.

Apply and use:

- relevant theories in an independent way;
- relevant methods within the frame of the independent work;
- an academic style of writing.

Value, compare and contrast:

- theories and methods in an independent and critical way in both oral and written form.

### **Education**

The teaching mainly consists of seminars. In the course part Methods in political science there are also lectures. The seminars are compulsory. The course part Independent research project provides both individual and collective supervision.

### **Forms of examination**

The types of examination vary within the course: sit-down exam, take home exam, assignments, and an 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.

Limitations:

If students fail a course unit, they are allowed to retake the examination up to four times, as long as the course is still provided.

### **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 (SV300E) cannot be part of a degree where Statsvetenskap III (SVS300 and SV300S), Political Science III (SVE300), the Advanced Level in Political Science (SV3560) or Påbyggnadskurs i statsvetenskap (SV3060), is included.

### **Required reading**

#### **COURSE MODULE 1: METHODS IN POLITICAL SCIENCE**

##### **DESCRIPTION**

The course module aims at providing a deeper knowledge of political science research methodology. The course is divided in three parts that focuses on methods of analysis; quantitative, textual analysis and methods used for studying policy and implementation. Interactive methods, research design and epistemological issues are also discussed. Furthermore, the course includes an introduction to the statistical software package SPSS, tools for narrowing down a research field and how to find previous research, as well as practice in critical scrutiny of political science research.

##### **LEARNING OUTCOMES**

Knowledge and Understanding

After completing the course module the students are expected to be able to:

- \* account for interactive methods, statistical and textual analysis methods, as well as methods used for policy- and implementation studies;
- \* explain and exemplify a research design and which epistemological problems that might occur in the use of various methods.

## Skills and Abilities

After completing the course module the students are expected to be able to:

- \* apply methods of interactive methods such as interviews and surveys, various methods of statistical analysis, textual analysis as well as methods for policy and implementation studies;
- \* narrow down a research field and search for previous literature;
- \* perform less advanced statistical analyses with SPSS software.

## Evaluation and Approach

After completing the course module the students are expected to be able to:

- \* critically discuss advantages and disadvantages of the methods presented during the course,
- \* scrutinize and evaluate various political science studies in the matter of methods;
- \* critically reflect upon advantages and disadvantages, as well as epistemological dilemmas, of their own choices of methods.

## READINGS

### Books

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.

### Articles

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

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

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 (28pp.)

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

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 (15pp.)

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), pages 631-642 (12pp.)

Krosnick, Jon A. & Presser, Stanley (2010) "Question and Questionnaire Design", in Marsden, Peter V. & Wright, James D. (eds.), *Handbook of Survey Research*, Second Edition, pages 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), pages 161-190 (30pp.)

Oren, Ido (2006) Can Political Science Emulate the Natural Sciences? The Problem of Self-Disconfirming Analysis. *Polity*, Vol. 38, No. 1, pages 72-100 (SUB)

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

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

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

Riffe, D., Lacy, S. and Fico, F. (1998) *Analyzing Media Messages: Using Quantitative Content Analysis in*

Research, Erlbaum: Mahmah. Electronic.

Schaeffer, Nora C. & Presser, Stanley (2003) "The Science of Asking Questions." Annual Review of Sociology 29, pages 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, pages 93–109 (17pp.)

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

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

Miscellaneous  
License SPSS

## 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, 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 (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 perspective 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 consequences*. Routledge.  
 Fund for peace (2008), *The failed states index*. [www.fundforpeace.org](http://www.fundforpeace.org) Heidelberg Institute for International Conflict Research (HIIC), *Annual Conflict Barometer*, [http://www.hiik.de/en/konfliktbarometer/pdf/ConflictBarometer\\_2008.pdf](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.)  
 Calvert, Peter and Peter J. Burnell (eds) (2004) *Civil Society in Democratisation*. 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.) Hoogvelt, Ankie, (2001), *Globalization and the Postcolonial World*. Basingstoke: Palgrave. (310 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.) C

#### 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.