



Stockholms
universitet

Statsvetenskapliga institutionen

Kursplan

för kurs på grundnivå

Statsvetenskap på engelska III

Political Science III

30.0 Högskolepoäng

30.0 ECTS credits

Kurskod: SV300E
Gäller från: HT 2014
Fastställt: 2007-10-25
Ändrad: 2014-02-25
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 2014-02-25.

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
3003	Independent Research Project	15
3021	Methods in Political Science	7.5
3379	Security in International Relations	7.5
3389	Governance and Democracy	7.5
3384	International Political Economy	7.5
3386	The Politics of Rights	7.5
3390	Picturing Politics	7.5
3378	A New World Order?	7.5
3380	State, Civil Society and Democratization	7.5
3373	Media and Politics II	7.5

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:

Kunskap och förståelse

- Redogöra för:

- centrala teorier och perspektiv, både muntligt och skriftligt, inom olika specialområden som kursen utgörs av;
- centrala problemställningar inom statsvetenskaplig forskning och aktuella forskningsfrågor;
- 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.

Färdighet och förmåga

- Visa förmåga att:

- tillämpa relevanta teorier på ett självständigt sätt;
- tillämpa relevanta metoder inom ramen för det självständiga arbetet;
- använda en akademisk skrivstil;

Värderingsförmåga och förhållningssätt

- Visa förmåga att:

- 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. Frånvaro kompletteras med skriftlig inlämningsuppgift. Mer information om komplettering ges i samband med kursstart.

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 lärares tid för att läsa texter som studenten lämnar in till dessa tillfällen. Student som vill byta handledare ska kontakta studierektor, som administrerar bytet i mån av resurser. Student som under det aktuella kurstillfället inte blir klar i tid med ett påbörjat självständigt arbete har inte rätt till mer handledartid. Dock har studenten alltid rätt att få sitt arbete bedömt vid efterföljande examinationstillfälle.

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 betygsgränser delas ut vid kursstart.

Studerande som fått betyget F eller FX på ett prov två gånger av en examinator har rätt att begära att en annan examinator utses för att bestämma betyg på provet.

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 kursplanen är upphävd har studenten rätt att examineras en gång per termin enligt föreliggande kursplan under en avvecklingsperiod på tre terminer.

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 7,5 HP

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. 280 pages.

Winther Jorgensen, Marianne and Philips, Louise (2002). *Discourse Analysis as Theory and Method*, Sage. 230 pages.

Articles

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

Collier, David (2011). Understanding process tracing. *PS: Political Science and Politics* 44 (4). Page 823-830.

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

King, Gary. Keohane, Robert O. and Verba Sidney (2005). The Importance of Research Design in Political Science, *American Political Science Review* Vol. 89, No. 2. Page 161-190.

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

Krosnick, Jon A. & Presser, Stanley (2010). "Question and Questionnaire Design", in Marsden, Peter V. &

Wright, James D. (eds.), Handbook of Survey Research, Second Edition. Page 263-314. (open access)

McKeown, Timothy 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). Page 161-190.

Morris, Zoë Slote (2009). "The Truth About Interviewing Elites". Politics 29 (3). Page 209–217. (Mondo)

Moses, Jonathan W. & Torbjorn L. Knutsen (2012). "Introduction" I Ways of Knowing. Competing Methodologies in Social and Political Research. Page 1-14. (Mondo)

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

Peabody, Robert L. et al. (1990). "Interviewing Political Elites" PS: Political Science and Politics 23(3). Page 451-455.

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

Roulston, Kathryn (2010). "Considering quality in qualitative interviewing" Qualitative Research 10(2). Page 199-228.

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

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

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

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

A few text (max 100 pages) may be added.

Övrigt
Studentlicens till SPSS

Litteratur för intresserade

Marsden, Peter V. & Wright, James D. (eds.), Handbook of Survey Research, Second Edition.

COURSE MODULE 2: SPECIAL COURSE 7,5 HP

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. 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. 183 pages.

Bauman, Zygmunt (2000). *Globalization: The Human Consequences*. Columbia University Press. 129 pages.

Eisenstein, Zillah (2004). *Against Empire. Feminisms, Racism and the West*, Zed Books. 256 pages.

Hardt, Michael & Negri, Antonio (2005). *Multitude. War and Democracy in the Age of Empire*, Penguin Books. 480 pages.

Newell, Peter (2012). *Globalization and the Environment. Capitalism, Ecology and Power*, Polity Press. 224 pages.

Wallerstein, Immanuel (2004). *World-Systems Analysis. An Introduction*, Duke University Press. 176 pages.

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

Optional readings:

Buruma, Ian & Margalit, Avishai (2004). *Occidentalism. The West in the Eyes of Its Enemies*, Penguin Press. 159 pages.

Fanon, Frantz (2005). *The Wretched of the Earth*, Grove Press. 254 pages.

Jacobs, Susie & Jacobson, Ruth & Marchbank, Jennifer (eds.) (2000). *States of Conflict: Gender, Violence and Resistance*. Zed Books. 256 pages.

Kaldor, Mary (2004). *Global Civil Society. An Answer to War*, Polity Press. 206 pages.

Loomba, Ania (2005). *Colonialism/Postcolonialism, Second Edition*, Routledge. 303 pages.

Münckler, Herfried (2004). *The New Wars*, Polity Press. 249 pages.

Piketty, Thomas (2014). *Capital in the Twenty-First Century*, Belknap Press. 640 pages.

Said, Edward W. (1979). *Orientalism*, Vintage Books, 517 pages.

Sen, Amartya (2007). *Identity and Violence. The Illusion of Destiny*, W. W. Norton. 184 pages.

Wallerstein, Immanuel (1995). *After Liberalism*, The New Press. 240 pages.

Note: The seminars will be conducted in English. However, students registered for Statsvetenskap III can submit written assignments and course papers in Swedish. Some of the course readings are available in Swedish.

379: SECURITY IN INTERNATIONAL RELATIONS

DESCRIPTION

This course aims to provide students with different conceptual and theoretical tools in order to study and analyze contemporary security problems and security strategies in international politics. Students will be introduced to a wide range of security issues and asked to consider how different theoretical perspectives – including Realism, Constructivism, Securitization, International Political Sociology and Poststructuralism – can be used for analyzing these issues.

The first part of the course focuses on the impact of ideology on foreign and security policy, with special emphasis on relations between the United States and some Middle Eastern states. Moreover, issues of “continuity” and “change” in foreign and security policy will be explored by drawing upon a series of empirical cases. The foreign and security policy of “small states”, including Sweden, will receive particular attention in this regard.

The second part of the course examines the relationship between security and different forms of insecurity, and looks at how the production of threats, fears and dangers plays a vital role in the development of new security strategies. We will also discuss the challenges of moving beyond the “state” as the dominant category for thinking about “who” or “what” should be made secure, for example by trying to introduce the “human” or the “environment” as the primary “subject of security”.

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 engage with different readings 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

Haas, Mark L. (2012). *The Clash of Ideologies: Middle Eastern Politics and American Security*. Oxford: Oxford University Press. 214 pages.

Articles:

Amoore, Louise (2009). “Algorithmic War: Everyday Geographies in the War on Terror”, *Antipode*, vol. 41, no. 1. Page 49-69.

Balzacq, Thiery, Tugba Basaran, Didier Bigo, Emmanuel-Pierre Guittet and Christian Olsson (2010). “Security Practices”, in *International Studies Encyclopedia Online*, available online. 14 pages.

Bellamy, Alex J. and Paul D. Williams (2005). “The Responsibility to Protect and the Crisis in Darfur”, *Security Dialogue*, vol. 35, no. 1. Page 27-47.

Bigo, Didier (2002). “Security and Immigration: Toward a Critique of the Governmentality of Unease”, *Alternatives: Global, Local, Political*, vol. 27, no. 1. Page 63-92.

Brommesson, Douglas and Ann-Marie Ekengren (2013). “What Happens When a New Government Enters Office? A Comparison of Ideological Change in British and Swedish Foreign Policy 1991-2011”, *Cooperation and Conflict*, vol. 48, no. 1. Page 3-27.

Burgess, Peter J. and Taylor Owen (eds.) (2004). “Special Section: What Is ‘Human Security’?”, *Security Dialogue*, vol. 35, no. 3. Page 345–387.

Buzan, Barry (1997). “Rethinking Security after the Cold War”, *Cooperation and Conflict*, vol. 32, no. 1. Page 5-28.

Chandler, David (2008). “Human Security: The Dog that Didn’t Bark”, *Security Dialogue*, vol. 39, no. 4. Page 427-438.

Dalby, Simon (1992). “Security, Modernity, Ecology: The Dilemmas of Post-Cold War Security Discourse”, *Alternatives: Global, Local, Political*, vol. 17, no. 1. Page 95-134.

Gvalia, Giorgi, David Siroky, Bidzina Lebanidze and Zurab Iashvili (2013). “Thinking Outside the Bloc:

Explaining the Foreign Policies of Small States”, *Security Studies*, vol. 22, no. 1. Page 98-131.

Hansen, Lene (2011)., “Theorizing the Image for Security Studies: Visual Securitization and the Muhammad Cartoon Crisis”, *European Journal of International Relations*, vol. 17, no. 1. Page 51-74.

Huysmans, Jef (1998). “Security! What Do You Mean? From Concept to Thick Signifier”, *European Journal of International Relations*, vol. 4, no. 2. Page 226-255.

Huysmans, Jef (1998). “Revisiting Copenhagen: Or, On the Creative Development of a Security Studies Agenda in Europe”, *European Journal of International Relations*, vol. 4, no. 4. Page 479-505.

Lawson, Fred H. (2007). “Syria’s Relations with Iran: Managing the Dilemmas of Alliance”, *Middle East Journal*, vol. 61, no. 1. Page 29-47.

Owen, Taylor (2008). “The Critique That Doesn’t Bite: A Response to David Chandler”, *Security Dialogue*, vol. 39, no. 4. Page 445-453.

Walker, R.B.J. (1990). “Security, Sovereignty, and the Challenge of World Politics”, *Alternatives: Global, Local, Political*, vol. 15, no. 1. Page 3-27.

Walt, Stephen (1991). “The Renaissance of Security Studies”, *International Studies Quarterly*, vol. 35, no. 2. Page 211-239.

Williams, Michael C. (2003). “Words, Images, Enemies: Securitization and International Politics”, *International Studies Quarterly*, vol. 47, no. 4. Page 511-531.

RECOMMENDED BACKGROUND READING

Collins, Alan (ed.) (2013). *Contemporary Security Studies*, third edition. Oxford: Oxford University Press.

Peoples, Columba and Nick Vaughan-Williams (2010). *Critical Security Studies: An Introduction*. London: Routledge.

Williams, Paul D. (ed.) (2013). *Security Studies: An Introduction*, second edition. London: Routledge

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 pages.

Bellin, Eva (2004). “The Robustness of Authoritarianism in the Middle East,” *Comparative Politics* 36(2). Page 139–157.

Bellin, Eva (2012). “Reconsidering the Robustness of Authoritarianism in the Middle East. Lessons from the

Arab Spring”, *Comparative Politics* 44(2). Page 127–149.

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

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

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

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

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

Weiss, Linda (1997). “Globalization and the Myth of the Powerless State,” *New Left Review* 225. Page 3-27.

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

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 that are important 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. (2013). *International Political Economy*, 5th international ed., Pearson Education. 352 pages.

Ravenhill, John ed. (2014). *Global Political Economy*, Oxford University Press. 466 pages.

Selection of articles. Approximately 40 pages.

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 takes the form of a research paper which is planned to take approximately two months of full-time studies. Every workshop is managed by a teacher from one of the 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, which includes argumentation, analysis and interpretation of results, within a set time frame;
- express himself/herself 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 analyze the material from theoretical and normative perspectives;
- critically examine scientific work and discuss merits and deficiencies;
- demonstrate an ability to make judgments with respect to relevant scientific, social and ethical aspects;
- show independence and demonstrate a critical approach to the research project, including the ability to critically reflect on the research paper, its various parts and conclusions;
- take part in written and oral presentation and discussion of the independent research paper as well as an oral examination and discussion of other independent research papers.

In addition, the research paper has to meet the scope criteria and regulations issued at the start of the course.

The grading criteria will be adapted from the learning outcomes, and will be distributed at the start of the course.