

Syllabus

for course at first level

Political Science III

Statsvetenskap på engelska III

30.0 Higher Education

Credits

30.0 ECTS credits

Course code:	SV300E
Valid from:	Autumn 2016
Date of approval:	2007-10-25
Changed:	2016-03-22
Department	Department of Political Science
Subject	Political Science
Specialisation:	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, 2016-03-22.

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
3003	Independent Research Project	15
3021	Methods in Political Science	7.5
3378	A New World Order?	7.5
3379	Security in International Relations	7.5
3384	International Political Economy	7.5
3393	Global Environmental Politics	7.5
3395	Inequalities of Political Participation and Representation	7.5
3396	Social Movements and Democracy in the Third World	7.5

Course content

The course consists of three course modules: Methods in Political Science 7.5 credits, one eligible special course 7.5 credits and Independent Research Project 15 credits. 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 7,5 HP

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 as well as methods for finding previous research and 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 (2015). *The Essentials of Political Analysis*. 5th edition. (280 pages)

Winther Jorgensen M. and Philips L. (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):10-12. (3pp, mondo)

Agassi, Joseph (2012). "The essential Popper", *Popper and His Popular Critics*, Berlin: Springer. (8 pages). [Electronic resource]

Beach, Derek & Pedersen, Rasmus Brun (2013) "Chapter 2: The three different variants of process-tracing and their uses". In *Process-Tracing Methods: Foundations and Guidelines*. University of Michigan Press (e-book, SUB), pp.. 9-22 (14 pages).

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

della Porta, Donatella (2008), *Comparative analysis: case-oriented versus variable-oriented research*. I Donatella della Porta & Michael Keating, *Approaches and Methodologies in the Social Sciences*, s. 198-222 (SUB).

Héritier, Rainer (2008), *Causal explanation*. I Donatella della Porta & Michael Keating, *Approaches and Methodologies in the Social Sciences*, s. 61-79 (SUB).

Pachirat, Timothy. "The political in political ethnography: Dispatches from the kill floor." *Political ethnography: What immersion contributes to the study of power* (2009): 143-161, mondo.

Schmitter, Philippe (2008), *The design of social and political research*. I Donatella della Porta & Michael Keating, *Approaches and Methodologies in the Social Sciences*, s. 263-295 (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.)(SUB)

Schatz, Edward. (2009). "Ethnographic Immersion and the study of politics". i Edward Schatz red. *Political ethnography: What immersion contributes to the study of power*. University of Chicago Press, s. 1-20. (20 pages)

Singleton, R., & Straits, B. (2012). *Survey interviewing*. In Jaber F. Gubrium, James A. Holstein, Amir B. Marvasti, & Karyn D. McKinney (Eds.), *The SAGE handbook of interview research: The complexity of the craft*. (2nd ed., pp. 77-99). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org.ezp.sub.su.se/10.4135/9781452218403.n6>. E-book via SUB. (22 pages)

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

Walton, Douglas, 2001. "Persuasive definitions and public policy arguments", *Argumentation and Advocacy*, 37, sid. 117-132.

Yanow, Dvora (1993). *The communication of policy meanings: Implementation as interpretation and text*.

Policy Sciences 26, pages 41-61. (SUB)

Wagenaar, Hendrik (2007) "Interpretation and intention in policy analysis" in Fischer, Frank, Gerhard Miller & Mara S Sidney (eds) Handbook of public policy analysis: theory, politics, and methods. Boca Raton :Taylor & Francis. (12 pages) (E-book)

Miscellaneous
License SPSS

Further readings for those that are interested
Marsden, Peter V. & Wright, James D. (eds.), Handbook of Survey Research, Second Edition.

Good research practice, Vetenskapsrådet 2011, www.vr.se

COURSE MODULE 2: SPECIAL COURSE 7,5 HP

378: A NEW WORLD ORDER?

DESCRIPTION

The course module 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, global-state, core-periphery, democracy-liberalism and aspects of we-they as well as notions of class, ethnicity and gender. Counterforces in the form of democratic processes and political action as they apply to various views on future world orders are also discussed.

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.

Skill and Ability

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:

- * examine and evaluate critically arguments for and against different perspectives on the contemporary world order in a manner that is well supported and justified;
- * examine and evaluate critically arguments for and against the prospects for and desirability of changes foreseen and/or advocated by different perspectives on the contemporary world order.

TEACHING

Teaching is in the form of seminars. Participation in the seminars is compulsory. Absence from at most two seminars can be compensated for with written assignments.

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

READINGS

Appadurai, Arjun (2006). Fear of Small Numbers: An Essay on the Geography of Anger, Duke University Press. (176 pages).

Bauman, Zygmunt (1998). Globalization. The Human Consequences. Cambridge: Polity Press. (136 pages).

Campbell, John L. & Hall, John A. (2015). *The World of States*, Bloomsbury Academic. (152 pages).

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

Kaldor, Mary (2012). *New and Old Wars. Organized Violence in a Global Era*, Third Edition, Stanford University Press. (268 pages).

Wallerstein, Immanuel & Collins, Randall & Mann, Michael & Derluguian, Georgi & Calhoun, Craig (2013). *Does Capitalism Have a Future?* Oxford University Press. (208 pages).

A limited amount of additional readings may be included.

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.

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.

Goodarzi, Jubin (2013), "Syria and Iran: Alliance Cooperation in a Changing Regional Environment," *Ortadoğu Etütleri*, vol, 4, no. 2, 31-54.

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.

Mitzen, Jennifer (2006) Ontological security in world politics: State identity and the security dilemma. *European Journal of International Relations* 12(3): 341–370.

Murray M (2010) Identity, insecurity, and great power politics: The tragedy of German naval ambition before the first world war. *Security Studies* 19: 656–688.

Pan, Chengxin (2004), "The 'China Threat' in American Self-Imagination: The Discursive Construction of Other as Power Politics", *Alternatives: Global, Local, Political*, vol. 29, no. 3.

Steele, Brent J. (2005) Ontological security and the power of self-identity: British neutrality and the American Civil War. *Review of International Studies*, 31, 519–540.

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

Further reading for those that are interested:

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

396: SOCIAL MOVEMENTS AND DEMOCRACY IN THE THIRD WORLD

DESCRIPTION

In the wake of the third wave of democratization politics in the Third World we have seen both a further development of constitutional democracy as well as authoritarian backlashes. Central in both of these processes are the various social movements, working as both pressure and support for existing governments. The course aims at problematizing the role of these movements, both theoretically and empirically, in the context of democratization and political contestation in Asia, Africa and Latin America. Different perspectives are juxtaposed and discussed against a backdrop of contexts in the Third World, analysing both the general patterns of democratization and the role of social movements in this process. The course also discusses the recent developments of social movements related to the issue of "NGOisation" and its effects on both democracy and development.

LEARNING OUTCOMES

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

- * identify different perspectives and theories on social movements and their links to democracy and democratization;
- * identify similarities and differences between empirical cases, as represented in the course literature, of the role of social movements in processes of democratization in the third world;
- * present, both orally and in writing, independent analyses of the relationships addressed in the course.

READINGS

Ford, Michele (ed.) (2013), *Social activism in Southeast Asia*. London: Routledge. 210 pages.

Roy, Srila (ed.) (2012). *New South Asian Feminisms: Paradoxes and Possibilities*. London: Zed Books, 2012. 200 pages.

Shigetomi, Shinichi (ed.), and Kumiko Makino (ed.) (2009). *Protest and Social Movements in the Developing World*. London: Edward Elgar. 240 pages.

Articles and reports:

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.

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

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

A limited amount of additional readings may be included.

384: INTERNATIONAL POLITICAL ECONOMY

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.

393: GLOBAL ENVIRONMENTAL POLITICS

This course will examine the contributions of theories of international relations and global environmental politics to our understanding of global environmental issues, such as climate change, biodiversity loss and forest degradation. These issues will

be explored through readings on the political economy of the environment, environmental security, international environmental diplomacy and transnational sustainability governance. The actors, structures and processes of international environmental politics will be investigated and the interplay of states, market and civil society actors in global efforts to mitigate and adapt to global environmental change will be examined. Course sessions will typically consist of lectures, interactive discussions of course readings, reflection

activities, student presentations, etc. designed to help students critically engage course material, enhance students' comprehension of core concepts as well as oral and written communication and critical thinking skills. Upon completion of this course, students will have a sophisticated understanding of the central issues and debates in the scholarship on global environmental politics in order to advance their own research agendas.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Identify and provide accounts of the major perspective of and topic in global environmental politics and sustainable development governance;
- Discuss the key concepts and debates inform the field of global environmental politics

Skills and abilities

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

- apply key concepts, methods and approaches in International Relations and environmental studies to analyze global environmental issues;
- compare and contrast major perspectives and worldviews on global environmental governance and how it can be reformed and/or transformed.

Evaluation and Approach

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

- Critically examine and evaluate argument for and against different perspectives on the causes of global environmental problems in a manner that is well supported and justified;
- Critically examine and evaluate arguments on how to manage and/or solve global environmental threats advocated by different perspectives in the global environmental politics scholarship

Course readings

- Clapp, Jennifer – Dauvergne, Peter, 2011. Paths to a Green World. The Political Economy of the Global Environment. 2nd ed. Cambridge: MIT Press. 336 pp.
- O'Neill, Kate, 2009. The Environment and International Relations. Cambridge: Cambridge University Press. 250 pp.
- Dauvergne, Peter (ed). 2012. Handbook of Global Environmental Politics. Cheltenham, UK: Edward Elgar. 2nd edition (online, select chapters), 500 p
- Additional material/ articles 100 pages.

395: INEQUALITIES OF POLITICAL PARTICIPATION AND REPRESENTATION

DESCRIPTION

Political equality is a cornerstone of modern democracy. Yet political participation and representation is unequally distributed across individuals and groups. In this course, we explore examples of this type of political inequality, as well as its causes and consequences.

We begin by examining arguments from democratic theory about why we should care about unequal participation and representation. Next, we turn to research that explores variations in participation and representation across groups and explanations for differences. Finally, we examine research that studies the impact of variations in participation and representation.

A recurring theme when reading empirical work assigned in this class is the difficulty of credibly evaluating the causes and consequences of political inequality. Therefore, the course also strives to present some examples of innovative research designs that have been used to study political inequality. A considerable share of the course readings use quantitative methods; therefore, we will also review how to interpret and criticize results from this type of research.

The course will not provide a comprehensive survey of the state of political inequality across the world, nor in any specific region of the world. Rather, it focuses on singling out empirical work carried out in different regions of the world that has studied issues that are interesting from the perspective of democratic theory. Put differently, we focus on how one can research political inequalities empirically, with the aim of providing inspiration for the upcoming thesis-work.

LEARNING OUTCOMES

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

- Discuss and compare, in written and oral form, different perspectives on unequal participation and representation
- Describe and critically evaluate different strategies that have been used to study political inequality empirically
- Describe and critically evaluate proposed solutions to the problem of studying political inequality empirically
- Come to independent conclusions about the importance of studying political equality, as well as strategies for empirically studying variations in participation and representation, based on the readings addressed on the course.

READINGS

No books will have to be purchased for this class. The literature consists of excerpts from books (that will be made available in a compendium that can be purchased at Akademibokandeln in Allhuset), articles and teachers' notes. Articles that are available online via <http://www.sub.su.se/home/> are marked with an asterisk (*). Excerpts that will be made available in the compendium are marked with two asterisks (**). Links to articles not available via the university library are shown next to the article in question. The literature below constitutes about 800 pages of reading. A maximum of 200 pages of reading may be added.

1. Background

Lijphart, Arend. (1997). Unequal Participation: Democracy's Unresolved Dilemma Presidential Address, American Political Science Association, 1996. *American Political Science Review* 91: 1-14 (*)

Mansbridge, Jane. (1999). Should blacks represent blacks and women represent women? A contingent "yes". *The Journal of Politics* 61: 628-657 (*)

Pateman, Carole. (1970) *Participation and Democratic Theory*. Cambridge University Press (Excerpts from this book) (p. 1-44) available as e-book at university library (<http://www.sub.su.se/home/>)

Phillips, Anne. (1995). *The Politics of Presence*. Oxford University Press (Excerpts from this book) (p. 1- 83) available as e-book at university library (<http://www.sub.su.se/home/>)

Teorell, Jan. (2006). "Political participation and three theories of democracy: A research inventory and agenda." *European Journal of Political Research* 45: 787-810 (*)

Verba, Sidney. (2006). "Fairness, equality, and democracy: Three big words." *Social research*, 499-540 (*)

2. Patterns and causes of unequal participation and representation

Dancygier, Rafaela, Karl-Oskar Lindgren, Sven Oskarsson and Kåre Vernby. (Forthcoming). "Why Are Immigrants Underrepresented in Politics: Evidence from Sweden" *American Political Science Review* (available at http://scholar.princeton.edu/sites/default/files/rdancygi/files/apsr_sweden.pdf. May be available through the university library by the time the course starts.) 85 pages.

Richard L. Fox, Jennifer L. Lawless. (2004). "Entering the Arena? Gender and the Decision to Run for Office" *American Journal of Political Science* 48: 264-280 (*)

Lindgren, Karl-Oskar, Sven Oskarsson and Chris Dawes. (2014). Can political inequalities be educated away? Evidence from a Swedish school reform (No. 2014: 29). Working Paper, IFAU-Institute for Evaluation of Labour Market and Education Policy (available at <https://www.econstor.eu/dspace/bitstream/10419/106291/1/813658012.pdf>). 57 pages.

Verba, Sidney, Schlozman, Kay. L., Brady, Henry. E., & Brady, H. E. (1995). *Voice and Equality: Civic Voluntarism in American politics* (Vol. 4). Cambridge, MA: Harvard University Press (Excerpts from this book) (p. 1-27) (available free at publisher's website <http://press.princeton.edu/chapters/s9685.pdf>)

Schlozman, Kay L., Verba, Sidney, & Brady, Henry E. (2010). "Weapon of the strong? Participatory inequality and the Internet" *Perspectives on Politics* 8: 487-509 (*)

3. Consequences of unequal participation and representation

Banducci, Susan A., Donovan, Todd., & Karp, Jeffrey. A. (2004). "Minority Representation, Empowerment, and Participation" *Journal of Politics* 66: 534-556 (*)

Bratton, Karen A., & Ray, Lenoard. P. (2002). "Descriptive Representation, Policy Outcomes, and Municipal Day-care Coverage in Norway." *American Journal of Political Science* 46: 428-437 (*)

Butler, Daniel. M., & Broockman, David. E. (2011). "Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators." *American Journal of Political Science* 55: 463-477 (*)

Chauchard, Simon. (2014). "Can Descriptive Representation Change Beliefs about a Stigmatized Group? Evidence from Rural India." *American Political Science Review* 108: 403-422 (*)

Chattopadhyay, Raghabendra, & Duflo, Esther. (2004). Women as Policy Makers: Evidence from a Randomized Policy Experiment in India. *Econometrica* 72: 1409-1443 (*)

Gilens, Martin., & Page, Benjamin. I. (2014). "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." *Perspectives on Politics* 12: 564-581 (*)

Finseraas, Henning and Kåre Vernby. (2014). "A Mixed Blessing for the Left? Early Voting, Turnout and Election Outcomes in Norway, *Electoral Studies* 33: 278–291 (*)

Folke, Olle., Freidenvall, Lenita. and Rickne Johanna., (Forthcoming) Gender Quotas and Ethnic Minority Representation: Swedish Evidence from a Longitudinal Mixed Methods Study, *Politics & Gender* (Available at <https://sites.google.com/site/folkeolle/>. May be available through the university library by the time the course starts). 35 pages.

Hill, Kim. Q., & Leighley, Jan. E. (1992). "The policy consequences of class bias in state electorates." *American Journal of Political Science* 36: 351-365 (*)

Kroth, Verena., Larcinese, Valentino., & Wehner, Joachim. (2013). A Better Life For All? Democratization and Electrification in Post-Apartheid South Africa. Working paper: LSE (Available at <https://dl.dropboxusercontent.com/u/47741673/electricity.pdf>. May be available through the university library by the time the course starts). 47 pages.

Miller, Grant. (2008). Women's suffrage, political responsiveness, and child survival in American history. *The Quarterly Journal of Economics*, 123(3), 1287-1327 (*)

Pacek, Alexander, & Radcliff, Benjamin. (1995). "Turnout and the Vote for Left-of-Centre Parties: a Cross-National Analysis." *British Journal of Political Science* 25: 137-143 (*)

Tate, Katherine (2001). "The Political Representation of Blacks in Congress: Does Race Matter?" *Legislative Studies Quarterly* 26: 623-638 (*)

COURSE MOUDLE 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 distributed at the start of the course.